

# SCS CDIP Proficiency Goal Progress Notes

## GOALS

Increase the percentage of students scoring Proficient and Distinguished on Kentucky Summative Assessments in reading for all elementary students from 53% to 75.8% from 42% to 80.7% for middle school students and from 37% to 74.7% for high school students by 2030.

Increase the percentage of students scoring Proficient and Distinguished on Kentucky Summative Assessments in math for all elementary students from 45% to 72.2% from 38% to 76.5% for middle school students and from 31% to 71.7% for high school students by 2030.

**Activities:** Amplify Curriculum, Reading and Writing Instruction, NTI Days, Learning Community Days, Continuous Classroom Improvement, Instructional Walkthroughs, Teacher Resource Support, Professional Learning and Collaboration, Enrichment Opportunities, Renaissance, AP and Dual Credit

### Franklin Elementary

- Use fastbridge data to make instructional decisions and provide interventions for novice and app students
- Implement KDE reading plans for students below proficient
- Standards based report cards
- Continue strengthening tier 1 instruction with HOIR implementation
- Use PLC protocol to analyze weekly formative assessments that drive instruction
- Build collective efficacy through PLC protocol discussing effective, evidence based strategies and resources

### Simpson Elementary

- STAR Reading data shows that 50% of 1st graders are on grade level an 8% increase. 53% of 2nd are on grade level, a 10% increase and 47% of 3rd graders are on grade level, up from 43%.
- Current reading intervention shows 81 students have graduated from the T3 program increasing the over 44 pts on STAR reading in 3rd grade and 22-29 WPM for ORF
- STAR Math data shows 76% of 1st graders are on grade level up 18% from the fall, 61% of 2nd graders are on grade level up 19% from the fall and 72% of 3rd graders are at tier 1, up 12% from the fall
- March Math Madness is currently taking place as a way to keep math practice engaging, novel and fun for all students
- Reading and math flex groups will continue to meet 5 days a week through the end of April for differentiated instruction across all grades.

### Lincoln Elementary

- Continue with the integration of reading/writing during ELA block with Amplify Reading as the resource.
- NTI packet participation was 96% but all students had to complete anything not done at home. The students not turning in had to work at school until 100% completion rate.
- Learning Community Days consisted of a jigsaw engagement strategy, collaborative planning in reading, math, social studies, and science, team building activities, and discussion of needed overview changes.
- Since the last Masteryconnect assessment, we have had specific walkthroughs depending on the weaknesses of skills identified through the test. Specific feedback has been provided to the teachers.
- The P44 initiative has been provided to the teachers, communication between principal and teacher.
- PLC activities occur each Tuesday with emphasis on engagement strategies, assessments, and skill building activities.
- We have Rising Stars Math Club for students who score apprentice but can with increase problem solving skills move to the proficient level.
- Interventions with Reading/Math Clubs

### Franklin-Simpson Middle School

Amplify curriculum has been implemented in ELA and we are currently on year number 2 of implementation. Teachers are working to add more engagement strategies to the curriculum to help make the curriculum come to life. Learning Community Days have been spent analyzing the Opportunity Myth to emphasize the importance of providing on grade-level standards based instruction.

Math teachers are in the middle of year 1 of the Envision curriculum implementations. The curriculum is being taught by all math teachers and assessments are created using Envision. Rigor of our assessments have improved due to using on grade level standards based assessments across all grades. These assessments are provided by Envision. Teachers use PLC time to plan standards based instruction, assessments, and engagement activities.

### Franklin-Simpson High School

To address our math goal, FSHS implemented MasteryConnect (CASE) testing last year for Algebra I and Geometry. The question types were analyzed by the math department and compared to current practices. We have implemented CASES again this year and we are noticing a correlation between teacher predictions of students ability and CASE scores. The rigor of the test alone has been helpful for the math teachers. Our ELA teachers have implemented a new curriculum and noticing a jump in rigor and expectations. Students have struggled but are starting to rise to the challenges in the ELA classrooms.

# SCS CDIP Separate Academic Goal Progress Notes

## GOALS

Increase the percentage of students scoring Proficient and Distinguished on KSA in Conventions and Writing for all elementary students from 28% to 76% from 38% to 71.9%, for all middle school students, and from 24% to 72.3%, for all high school students by 2030.

Increase the percentage of students scoring Proficient and Distinguished on KSA in Science for all elementary students from 45% to 74.5% and from 25% to 85.2% for all middle school students by 2030.

Increase the percentage of students scoring Proficient and Distinguished on KSA in Social Studies for all elementary students from 40% to 64.9% from 25% to 65.3% for all middle school students by 2030.

**Activities:** Amplify Curriculum, Reading and Writing Instruction, NTI Days, Learning Community Days, Continuous Classroom Improvement, Instructional Walkthroughs, Teacher Resource Support, Professional Learning and Collaboration, Enrichment Opportunities, Renaissance, AP and Dual Credit

### Franklin Elementary

- Continue to monitor and implement the writing scope and sequence of Amplify during tier 1
- Set high expectations for letter formation, word and sentence dictation, and intervene when necessary

### Simpson Elementary

- Focused PLC's for teams allow further discussion around common formative assessments (CFAs). These take place every Tuesday through April 9th.
- Next-grade Readiness - As of 3/6/24, 22% of students are NGR in all three areas (reading, math and writing):
  - 3rd: 54 - 23.1%, 2nd: 57 - 23.9%, 1st: 48 - 19.8%
  - This is a 5% increase from last spring.
  - Programs that are being used for reading intervention include:
    - Hegarty's Phonemic Awareness lessons
    - SRA Reading Mastery Plus direct instruction lessons
    - Orton Gillingham strategies &
    - LETRS strategies

### Lincoln Elementary

- Continue with the integration of reading/writing during ELA block with Amplify Reading as the resource.
- NTI packet participation was 96% but all students had to complete anything not done at home. The students not turning in had to work at school until 100% completion rate.
- Walkthroughs are also specific to Science and Social Studies skills. The students have also worked on vocabulary and extended response activities.
- We have 4/5 enrichment students involved in Edge Academy.
- Monthly Renaissance activities for students and staff. We have put all staff and students in pack colors. Each quarter there is attendance challenges, dress-up day challenges, and hype rally team to earn points for the team. The winning team is honored each quarter.
- Increase PBIS activities to promote a decrease in school-wide behaviors.

### Franklin-Simpson Middle School

Social studies teachers have been working with Jana Kirschner with implementing document based instruction to improve our students' ability to analyze primary and secondary sources. At our next LCD and over the summer our social studies and science teachers will be analyzing their assessments and improving them to match KSA assessments. Assessments will be created using primary and secondary sources. Science teachers have piloted the OpenSciEd curriculum this school year. Going into next school year we will evaluate if this is the curriculum we want to move to full time. OpenSciEd provides students with exploratory learning and aligns to our Kentucky Academic Standards.

### Franklin-Simpson High School

All PLCs have common plans and our ELA, SS, and Science departments work together to ensure students are receiving quality instruction and rigorous activities and assessments. They are analyzing standards to make sure they are meeting the expectations of the power verbs in the standards. For the upcoming year, more work will be done with unpacking standards and working with someone from the outside to align and implement the best curriculum and resources to increase the rigor of the classroom.

# SCS CDIP GAP Goal Progress Notes

[2024 CDIP Doc Link](#)

## GOALS

To increase the number of GAP students scoring Proficient and Distinguished on the KAS in Reading for elementary students from 31% to 40%, by 2024.

To increase the number of GAP students scoring Proficient and Distinguished on the KAS in Math for elementary students from 25% to 40%, by 2024.

**Activities:** Amplify Curriculum, Reading and Writing Instruction, NTI Days, Learning Community Days, Continuous Classroom Improvement, Instructional Walkthroughs, Teacher Resource Support, Professional Learning and Collaboration, Enrichment Opportunities, Renaissance, AP and Dual Credit

### Franklin Elementary

Use fastbridge to identify GAP students not making progress

For GAP students not making progress, design and implement reading and math strategies for intervention.

Find professional development that addresses cultural bias and promotes culturally responsive learning environments and cultural proficiency.

### Simpson Elementary

GAP data has been analyzed from the fall MasteryConnect assessment. Students have been identified by administration and teachers. We will continue to focus on positive relationships with students to help push them forward and focus on meeting the academic and social/emotional needs. Use of SABERS has also been helpful to identify students who may need additional assistance.

\*Groups for students have been taking place for GAP and regular education students that focus on mental and emotional health. We've had 14 groups meeting throughout the school year so far.

### Lincoln Elementary

- We have Rising Stars Math Club for students who score apprentice but can with increase problem solving skills move to the proficient level.

- Interventions with Reading/Math Clubs
- Pair all Gap Students with a selected Accommodation person and a staff member to check-in on them at least weekly.

- Learning Community Days consisted of a jigsaw engagement strategy, collaborative planning in reading, math, social studies, and science, team building activities, and discussion of needed overview changes.

- Since the last Masteryconnect assessment, we have had specific walkthroughs depending on the weaknesses of skills identified through the test.

- The B-44 activities have included specific communication between principal and teacher.
- Special Education accommodations training

### Franklin-Simpson Middle School

Gap group data is collected on all STAR, Mastery Connect, and KSA Assessments. Data is discussed in PLCs with teachers and intervention groups have been created to reflect the results of KSA and Mastery Connect data. Intervention classes are used to close the gap for our gap groups who qualify. Teachers have analyzed the opportunity myth to help with furthering their understanding of providing on grade level, standards based instruction to all students. Next steps include setting Mastery Connect goals with all of our gap group students to help motivate them to work for higher performance levels.

All gap group students are assigned an accommodator that will be used throughout all, Mastery Connect and KSA assessments. This helps with building relationships with those they will be testing with.

Further, we have collaborated with GRREC to revamp our Special Education schedule for next year. We are moving to a model where resource students are taught in a co-taught classroom and then pulled for resource minutes. We are also focusing our supports in Reading/Writing and Math.

### Franklin-Simpson High School

The English department has worked together this year on reading and ways to improve the reading scores from last year. The integration of the new curriculum as helped with this. The math department has made sure they have someone staying before or after school very day to help students falling behind in math and we are looking into a new curriculum gongi into the new school year. All classes have been tasked with integrating reading and reading strategies into their classes.

# SCS CDIP English Learner Goal Progress Notes

## GOAL

By 2030, the average performance of English language learner students in reading will increase by 20% based on KSA assessments.

**Activities:** Amplify Curriculum, Reading and Writing Instruction, NTI Days, Learning Community Days, Continuous Classroom Improvement, Instructional Walkthroughs, Teacher Resource Support, Professional Learning and Collaboration, Enrichment Opportunities, Renaissance, AP and Dual Credit

### Franklin Elementary

- Use LETRS research and other evidence based resources to build teacher pedagogy of teaching EL students.
- EL teacher provide instruction and accommodations as identified by service plans.
- Use fastbridge screening and progress monitoring to track EL student data and intervene if progress is not being made
- Partner with parents to design EL service plans for each EL student

### Simpson Elementary

- ELL Paraeducator continues to pull students to work with them in a small group setting. Class goals are focused on individual student need for reading, conversational english and fluency.
- Programs include but are not limited to: imagine learning, happy numbers, Amplify boost, etc..
- ELL students are all immersed in the core curriculum and have opportunities in their learning to focus on peer discussion, higher order thinking strategies and differentiation.

### Lincoln Elementary

- ELL teacher provides accommodations for identified students as identified by service plans.
- Continue with the integration of reading/writing during ELA block with Amplify Reading as the resource.
- PLC activities occur each Tuesday with emphasis on engagement strategies, assessments, and skill building activities.
- We have Rising Stars Math Club for students who score apprentice but can with increase problem solving skills move to the proficient level.
- Interventions with Reading/Math Clubs

### Franklin-Simpson Middle School

ELL students are serviced throughout the day in all 4 content areas. ELL students are placed in reading intervention classes if reading is an identified area of need for the student. Accommodations are given on all assessments. ELL students will receive a consistent accommodator on all Mastery Connect and KSA assessments to help with consistency. PLC activities center on how to use Antonetti strategies to engage all students in learning.

### Franklin-Simpson High School

Our ELL students are all placed in similar classes so they have the opportunities to work together. There is oftentimes a student who can do some translation for them if needed. Mrs. Adams pulls students when they need to complete assignments, take tests, or catch-up on work. They have a common Academic Time so they can spend time working on their English Language. The ACT allows for a word-to-word dictionary; however, we are looking into have a translator for the KSA assessments for our ELL students.

# SCS CDIP School Quality and Climate Survey Goal Progress Notes

[2024 CDIP Doc Link](#)

## GOAL

Improve student relationships with each other by students not being hurtful or mean to each other by 40% by 2030 on the Quality of School Climate and Safety Survey as measured by the Kentucky Summative Assessment.

**Activities:** Amplify Curriculum, Reading and Writing Instruction, NTI Days, Learning Community Days, Continuous Classroom Improvement, Instructional Walkthroughs, Teacher Resource Support, Professional Learning and Collaboration, Enrichment Opportunities, Renaissance, AP and Dual Credit

### Franklin Elementary

- Continue student and staff celebrations daily, weekly, and monthly
- Continue following behavior matrix and analyze school wide behavior data to look for patterns and weak areas.
- Continue using Second Steps curriculum to explicitly teach social and emotional learning
- Continue small group guidance interventions and social skills interventions

### Simpson Elementary

- Student celebrations take place each day at SES. Daily announcements in the morning and afternoon, recognizing students who have met the classroom criteria to "tip up" for positive behavior.
- Wildcat of the month and comeback kid are celebrated each month.
- Hype and Mega rallies take place to celebrate students and recognize soft skills (manners, team work, self advocacy) as well as academic success for students.
- Wildcat tickets are given out to students who are caught following the school rules. Drawings are held at least 2x's a month to pass out prizes to students as they have their tickets selected.
- Curriculum used in guidance focuses on students social, emotional and mental health.
- 14 groups are being taught by the guidance counselor, social worker and FRC coordinator focusing on students needs.

### Lincoln Elementary

- Continue with the integration of reading/writing during ELA block with Amplify Reading as the resource.
- A Culture and Climate Survey was given to students, teachers, and staff at the end of February. The survey encompassed our school environment including safety, administration, and staff in meeting student needs.
- The Kentucky Impact Survey was administered in December 2023 to staff members. The lowest percentage involved professional learning. We have established a plan to provide more choice for teachers in specific content areas.
- The teachers also were given a chance to voice any needs through our School Needs Assessment.
- A continued emphasis on vocabulary and questioning and discussion activities to increase student engagement to be more active learners.

### Franklin-Simpson Middle School

In the coming months we will be sending out a SECOND mock School Quality and Climate survey to evaluate the current state of the school. This was done before Christmas Break, and the results were analyzed to see where we could focus more support for our students.

Our Counselors and Mrs. Baker have completed classroom guidance sessions focused on creating a positive school environment.

Administration and Staff have analyzed the IMPACT Survey results and have begun to target areas of improvement.

### Franklin-Simpson High School

Mrs. Johnson works with several students on conflict resolution and counsels several students a day. Once a month, Student Council plans and executes a PLC competition between classes and Mr. Wix recognizes students for multiple accomplishments from sports to academics to attendance and behavior. ICU blitz's occur once a trimester to give students on the ICU 1st time to work on their missing assignments. The rest of these students spend time together participating in games, watching a movie, and being rewarded for no missing work, good behavior, and perfect attendance. Sample surveys have been given to students to gauge where they are and how they feel about the school and the leadership team have been working to develop plans to tackle what the students feel is a problem.

SPRING 2024

FALL 2024

# SCS CDIP Post Secondary Goal Progress Notes

[2024 CDIP Doc Link](#)

## GOAL

Increase the percentage of students who are transition-ready at Franklin Simpson High School from 83.5 to 99 by 2030.

**Activities:** Amplify Curriculum, Reading and Writing Instruction, NTI Days, Learning Community Days, Continuous Classroom Improvement, Instructional Walkthroughs, Teacher Resource Support, Professional Learning and Collaboration, Enrichment Opportunities, Renaissance, AP and Dual Credit

Franklin Elementary

Simpson Elementary

Lincoln Elementary

Franklin-Simpson Middle School

Franklin-Simpson High School

N/A

The counselors create a spreadsheet for each graduating class as they enter high school. This spreadsheet tracks their college and career readiness scores and qualifications. Each student not meeting the expectations for one or the other are placed in certain Academic Time classes for extra assistance in meeting those goals. This year, the counselors have taken on the task of working more closely with WC and students are being tracked before being allowed to enter WC or the VNA program. Our Post-secondary rate is looking to be much higher this year than in the most recent years past.

SPRING 2024

FALL 2024

# SCS CDIP Graduation Goal Progress Notes

[2024 CDIP Doc Link](#)

## GOAL

Increase the freshman graduation rate (4-year cohort) index score for students from 95.6 to 98 by 2030 and increase the graduation rate (5-year cohort) index score from 96.3 to 99 by 2030.

**Activities:** Amplify Curriculum, Reading and Writing Instruction, NTI Days, Learning Community Days, Continuous Classroom Improvement, Instructional Walkthroughs, Teacher Resource Support, Professional Learning and Collaboration, Enrichment Opportunities, Renaissance, AP and Dual Credit

	Franklin Elementary	Simpson Elementary	Lincoln Elementary	Franklin-Simpson Middle School	Franklin-Simpson High School
SPRING 2024	N/A				The counselors check transcripts regularly and meet with students who are not progressing through their classes at a rate to meet graduation requirements. Students who are falling behind are first placed on the ICU and given the option for after school tutoring to better their chances of passing their classes. Those students still falling behind are put into Edgenuity courses to make up the credits they are lacking. Students who are on the verge of missing graduation are met with and other options such as West Campus are discussed. This year we have put a larger focus on our WC students to ensure they are working towards graduation ontime.
FALL 2024					