

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 8-44 initiative has been provided to the teachers, communication between principal and teacher, specific 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.

- Beginning of the year Brigance Kindergarten Readiness shows that 40.8% of Kindergarten students are "Ready", 5.9% are "Ready w/ interventions", and 53.2% are "Ready w/ interventions".
- STAR CBM Reading data shows that 78/217 Kindergarten students met criteria for Tier 1, 46/217 students met criteria for Tier 2, and 56/217 students met criteria for Tier 3. If they scored in the Tier 2 or 3 level, that means their score was below the benchmark reading assessment was based on what letters students could id, what letter sounds students could say, and phoneme segmentation.
- STAR CBM Math data shows that 124/217 Kindergarten students met criteria for Tier 1, 46/217 students met criteria for Tier 2, and 56/217 students met criteria for Tier 3. The math assessment was based on what numbers students could correctly identify.
- Reading and math WIN time groups will start the week of Oct. 21st. The students will have intervention time 4 days per week. Students engage in Amplify Boost and Happy Numbers program to further skill development in ELA and Math.

- Beginning of the year STAR Reading data shows that 35% of 1st graders are on grade level, 53% of 2nd are on grade level, and 48% of 3rd graders are on grade level.
- Currently we have 207 students receiving tier 3 reading intervention with the interventionists at SES.
- STAR Math data shows 39% of 1st graders are on grade level, 47% of 2nd graders are on grade level, and 42% of 3rd graders are at Tier 1
- Reading and math flex groups started in September and meet five days a week to support differentiation across all grades. We are focused on increasing the rigor of intervention for benchmark and above groups to further students thinking.
- Students engage in Amplify Boost and Happy Numbers 45 minutes a week (for each supplemental program) to further skill development in ELA and Math.

- Improve Tier 2 instruction in reading and math to better help students who may not be on track to meet proficiency. Time has been built into our schedule to ensure there is time to make this happen. PLC discussions focus on the instruction and instructional strategies.
- The implementation of STAR CBM phonics/STAR of diagnostics is designed to help students who are not progressing in his or her reading skills.
- Two new rigorous math programs are currently being piloted to determine the best fit for our students.
- Four math teachers will be participating in an intense two-year professional development program Numeracy Alliance. Teachers will then be presenting to others to provide professional development for the remainder of the math teachers.

- Teachers are in their third year of using Amplify for Reading and Writing. This curriculum allows for rich opportunities for reading at high levels and responding to text questions with evidence. This has provided ALL students (Tier 1) with excellent core instruction and practice.
- Math teachers are on year 2 of Envision, which is an evidence based curriculum for math. This provides ALL students with solid Tier 1 instruction that is rigorous and KSA like.
- We have a better inclusion model for our special education students in math and reading/writing providing more support for more students in co taught classrooms which helps benefit not only special education students, but regular education students as well.

This year we have a new math resources, MathNation, for our department. One math teacher has tackled the resource and implementing it completely in his classroom. Others are sprinkling in this resource and we will work throughout this year and next summer to develop assessments around this new resource. Using what we have learned from our past two years of CASE tests, we will write high-quality questions for each assessment. Our ELA teachers are on year 2 of their curriculum and spent time in the summer working with a representative from GRREC on preparing for the new year.

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 packer 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 challenges 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 Kirchner 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 planings 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.

- 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
- Create meaningful experiences for the students to connect to the science and social studies concepts learned during the knowledge block instructional time. Science Concepts: human body-5 senses; Plants; Farms. Social Studies Concepts: Fictional Stories; Native Americans; Christmas Around the World

In the second year of implementing the Amplify CKLA program, teachers are dedicating significant time during PLC to ELA CFAs. Following Fall Break, Ms. Kim Whitney and Mrs. Jill Kelly will start providing weekly support to high-achieving students through 'top tier' Math and Reading Flex classes. As part of Tier 2/Flex interventions, students will engage in Amplify Boost and Happy Numbers 45 minutes a week (for each supplemental program). The student-led supplemental programs reinforce instruction across all instructional tiers, while offering true skill development differentiation. Additionally, reading interventionists will serve Tier 3 students three times a week as part of an improved Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) model. 2nd and 3rd grade students now receive keyboarding instruction twice a week in Special Area via Typing Club.

- Continue with the integration of reading/writing during ELA block with Amplify Reading as the resource.
- Walkthroughs are also specific to Science and Social Studies skills. The students continue to work on vocabulary and extended response activities.
- There is an increased focus on On Demand writing in 4th grade and 5th grade. We will begin to conduct learning checks to practice on demand prompts.
- We will focus on strengthening instruction in 4th grade Social Studies with KSA-like assessments and instruction to ensure continued growth in this area.
- Monthly Renaissance activities for students and staff. Goals are centered around student achievement growth, attendance growth, and decline in student behaviors.

- There is a focus on strengthening Social Studies instruction using the curriculum, DBQ (Document Based Questions). The curriculum models KSA-like assessments and will be used in a related arts class in each grade level. Students will be analyzing primary and secondary sources.
- Science teachers are in the second year of using the Open SciEd curriculum for, which aligns to the Kentucky Academic Standards. The curriculum is engaging and requires students to investigate.
- PLCs meet weekly and the focus is data analysis, strategy implementation, and collaborative planning.
- We are in the third year of using Amplify (for writing).
- The administrative team at FSMS conducts weekly walkthroughs. The focus of the walkthroughs is to provide constructive feedback and provide coaching opportunities for teachers.

The ELA and Science departments are working with new curriculum (year 2 for ELA) that include more KSA like questions. The expectations for teaching and learning match the rigor of the assessments available and really emphasize transition of information. The writing rigor has increased in all three subject areas, ELA, SS, and Science and those department members have discussed common threads within writing to better prepare students for on-demand and quick writes.

SCS CDIP GAP Goal Progress Notes

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. Specific feedback has been provided to the teachers.
- 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 accommodation 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.

Use STAR CBM data and CFAs (common formative assessments) to identify GAP students not making progress. Name and claim these students during PLC time

For GAP students not making progress, design and implement reading and math strategies for intervention using the extension materials from Amplify curriculum and Happy Numbers curriculum.

SES MTSS reading intervention schedule ensures that all students receive Tier 1 (core instruction) and Tier 2 (flex) interventions, while Tier 3 students receive additional instruction three times a week from interventionists. The intervention team consists of one full-time and three part-time interventionists. Additionally, SES continues to organize monthly grade-level hype rallies to honor students who are making progress. They also recognize students with "Comeback Kid" certificates on a monthly basis to acknowledge their academic or behavioral improvements. MTSS/progress monitoring meetings have been instrumental in providing vital information on how to monitor and support GAP students in academics, social-emotional learning, and behavior.

- We will improve pairing our gap students with a selected accommodation person and a staff member to check-in on them at least weekly.
- We are working to improve our Tier 2 instruction in reading and math to better help students who may not be on track to meet proficiency. Time has been built for a 25 minute block each morning that students will receive instruction in the Boost Program that is part of Amplify or be pulled for further instruction in deficit areas as identified by the STAR fluency and STAR phonics. All individuals in the building are assigned to a team of teachers in which they give the diagnostic test to each individual with defined deficits.

- Students that are struggling are strategically placed in an intervention class with a teacher they currently have for math and/or reading/writing. The goal is to reduce novice by working on core skills and providing strategies to help these students move to the Apprentice level.
- Our new co-teaching model provides extra support in many of our math and reading/writing classes which benefits not only special education students, but other struggling students as well. Teachers are learning different ways to utilize two teachers in a class to provide more support to students that are struggling.
- Both Reading/Writing as well as Math teachers have attended trainings through GRREC regarding co teaching models that can be utilized to help better meet the needs of our students.
- FSNMS utilizes a PASS Program to help students that have behavioral challenges.

The ELA department has noticed students in 9th and 10th students have benefited from having Amplify at the MS level. Their SAVVAS curriculum picks up there and students have generally performed well and are increasing their reading/writing scores. The math department is utilizing a new resource, MathNation. Some are all in and others are working on sprinkling in the resource with the expectation they will work throughout the year and the summer to implement that resource more and write high-quality assessments.

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.

- 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. EL teachers work with teachers in the building on strategies to implement during core instruction.
- Use STAR CBM 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

- ELL Paraeducator and ELL Teacher continue to work with students in a small group setting. Class goals are focused on individual student needs 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.
- ELL staff presented with the Sheltered Instruction Observation Protocol (SIOP) by CIA.

- ELL teacher provides accommodations for identified students as identified by service plans.
- ELL students have the core curriculum and have opportunities in their learning to focus on peer discussion, higher order questioning, and differentiation.
- Programs include Imagine Learning and Amplify Boost to help further language skills.
- Partner with parents to design service plan for his or her student.

- ELL students and classroom teachers are supported by staff that provides accommodations to meet the needs as designated in PSPs.
- ELL students participate in small group opportunities that are intentionally designed to increase English language proficiency.
- ELL staff works closely with ELL families to assist with procedural school matters.
- ELL staff presented culturally responsive strategies during staff meeting.

ELL students are all placed in similar classes so they have the opportunities to work together. Mrs. Adams pulls students when they need to complete assignments, take tests, or catch-up on work. They have a common Academic Time with the Spanish teacher so they can spend time working on their English Language.

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 "clip 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 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 at the 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 list 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.

- 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
- Incorporate guidance lessons into specials rotation to give students more SEL instruction throughout the week.

- Student celebrations take place each day at SES. We've had over 230 positive referrals since the first day of school. Daily announcements recognize students who have met the classroom criteria to "clip up" for positive behavior.
- Wildcat of the month and comeback kid are celebrated each month starting this fall.
- 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.
- Small groups are being discussed and students identified from the SABERS student survey and the teacher survey.
- Curriculum used in guidance focuses on students social, emotional and mental health.
- Fourth grade students who scored proficient on the 3rd grade KSA, and invited back to SES to paint their handprint on the wall of fame.
- FES & LES transition meetings prepare students for the next phase of their academic journey.

- The Kentucky Impact Survey was administered in December 2023 to staff members. The lowest percentage addressed professional learning. We have established a plan to provide more choice for teachers in specific content areas. Teachers were given a variety of choices in planning their professional development activities for the year.
- The teachers have completed the Saebrs and as an admin team, we will look at students that are exhibiting Tier 2 and 3 behaviors. We will also be using the Insight Tool in Infinite Campus.
- Hype rallies take place to celebrate student achievements each month. Students also are placed in Pack Teams and will collaboratively work together in playing games in representing their groups or homerooms. A service project is also conducted up to four times a year. This month it was the Backpack Program.

- A mock climate and culture survey is given twice a year to examine students' thoughts about the climate and safety of the school. The information is used to make any necessary adjustments to help students feel safe and welcome at FSMS.
- A SMILE Club has been created, sponsored by the counselors, aimed at helping students with projects that make other students feel good about school.
- FSMS has a Renaissance team that works on improving the school's culture and climate. Students and teachers participate to recognize and reward students, as well as hold rallies to promote school spirit.

- Based on recent data from the QSCS, students do feel they are working towards improving the climate and culture and respect among their peers. Mrs. Johnson works with several students on conflict resolution and the SRO works with students to encourage positive social media interactions and consequences of their actions even outside of the school. Students are recognized for several academic and extracurricular achievements during monthly PLCs. The survey given last year helped admin address concerns and issues so we do plan to utilize that survey again this year.

SPRING 2024

FALL 2024

SCS CDIP Post Secondary Goal Progress Notes

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

SPRING 2024				
Franklin Elementary	Simpson Elementary	Lincoln Elementary	Franklin-Simpson Middle School	Franklin-Simpson High School
N/A	N/A	N/A	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.
N/A	N/A	N/A	N/A	As students come and go from the school, they are added or marked as such to ensure every student is accountable. The counselors keep a watch on this spreadsheet, along with admin, and will meet with students who are not progressing towards transition readiness. The same goes for students at West Campus to ensure they are on track and their courses through Edgenuity are aligned with credit expectations to be transition-ready. Classroom teachers within our career paths also keep a record of their students and who pass certification tests to assist the counselors in monitoring transition readiness.
FALL 2024				

SCS CDIP Graduation Goal Progress Notes

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
N/A	N/A	N/A	N/A	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.
N/A	N/A	N/A	N/A	N/A	Students work on a plan to successfully complete classes and if not what their options are for credit recovery. Summer school, credit recovery, and even West Campus placement are some of the options. The Senior counselor continues to monitor student progress, including CCR, to ensure those on the bubble of not graduating complete their classes and receive those credits. Anyone who begins to regress, preparations are made to assist them in receiving all required credits. West Campus students are treated in the same manner and are monitored by faculty there and counselors at the HS.