



SIMPSON COUNTY SCHOOLS

HOME OF THE FRANKLIN-SIMPSON WILDCATS

2025 Comprehensive District Improvement Plan (CDIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal-building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies, and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Priorities/Concerns from Needs Assessment for Districts

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

TSI Status for Special Education remains a concern across the district but specifically at FSMS due to the designation with the results KSA Results. Specifically, in the area of Reading and Math, the status score for all students was 71.4 while the status score for students with disabilities was 41.7 at the elementary level which presents a large discrepancy. Examining Reading and Math at the Middle School was 60.2 for all students and the status score for students with disabilities was 25.3 which is an even larger discrepancy. At the high school level, the status score for all students was 60.9 while the score for special education students was 49.4 presenting another performance gap.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 1: Design and Deploy Standards Does our district continually assess, review, and revise curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?

- Learning Community Days ● Professional Learning Agendas ● Planning Period Meetings ● Professional Learning Communities ● KDE Support Resources

KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?

- Professional Learning Communities ● PD Opportunities ● GRREC Cooperative Member (Training and Support) ● District and Local School Walkthroughs ● Instructional Leadership Team Meetings ● K-8th Amplify Curriculum ● Interventionists

State Assessment Results:

Indicator	Status – ES/MS/HS			Change – ES/MS/HS		
	ES- 67.6	MS- 57	HS- 57.4	ES- 0.1	MS- 0.3	HS- 5.9
State Assessment Results in reading and mathematics						
State Assessment Results in science, social studies, and writing	ES- 67.6	MS 55.4	HS- 44.2	ES- 7.1	MS- 6.7	HS- 5
English Learner Progress	ES- 58.9	MS- SUPPRESSED	HS- SUPPRESSED	ES 1.6	MS- SUPPRESSED	HS- SUPPRESSED
Quality of School Climate and Safety	ES- 74.4	MS-64.5	HS- 59.5	ES- -1.3	MS- 2.3	HS- 1.3
Postsecondary Readiness (high schools and districts only)	HS- 88.3			HS- 4.8		
Graduation Rate (high schools and districts only)	HS- 95.2			HS- -0.8		

State Assessment Results in Reading and Math

Indicator	Status – ES/MS/HS			Change – ES/MS/HS	
	ES- 67.6	MS- 57	HS- 57.4	ES- 0.1	MS- 0.3
State Assessment Results in reading and mathematics					

Goal 1: - By 2030, the status score in reading and math for elementary school students should increase from 67.6 to 77.6 based on the Kentucky Summative Assessment. - By 2030, the status score in reading and math for middle school students should increase from 57 to 67 based on the Kentucky Summative Assessment. - By 2030, the status score in reading and math for high school students should increase from 57.4 to 67.4 based on the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the status score in reading and math for elementary students from 67.6 to 69, for middle school students from 57 to 59, and from 57.4 to 59 for high school students by fall of 2025.	KCWP 1: Design and Deploy Standards to put monitoring systems in place to ensure the KAS and curriculum(s) are taught at a high level of fidelity and systems are in place to readjust the curriculum to meet the student's needs based on assessments.	Strategy: Reading/Writing Instruction Activity: Literacy Initiative Amplify was purchased four years ago as the reading and writing curriculum for grades K-8. District leadership staff will monitor the literacy program in each school through evidence in the writing program documentation, KSA scores, Common Formative Assessments (Grades 2-8 and high school Algebra and Geometry), and STAR assessments. Gaps in literacy performance will determine professional development needs within each school.	Evidence: District Writing Plan Revision Amplify Coaching Visits Walkthrough Schedules Weekly Overviews School Site Visits LCD Day Agendas	Vertical curriculum alignment meetings with ELA/Reading teachers will focus on critical skills needed in each area and calibrate instruction to the standards. Adjustments will be made by monitoring unit plans, pacing guides, and weekly overviews.	65,000

Goal 1: - By 2030, the status score in reading and math for elementary school students should increase from 67.6 to 77.6 based on the Kentucky Summative Assessment. - By 2030, the status score in reading and math for middle school students should increase from 57 to 67 based on the Kentucky Summative Assessment. - By 2030, the status score in reading and math for high school students should increase from 57.4 to 67.4 based on the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 1: Design and Deploy Standards to put monitoring systems in place to ensure the KAS and curriculum(s) are taught at a high level of fidelity and systems are in place to readjust the curriculum to meet the student's needs based on assessments.	Activity: Math Initiative District and school leadership will support staff members in analyzing math assessments such as KSA, Common Formative Data (Grades 2-8 and high school Algebra and Geometry), STAR, and common, formative, and summative assessments to determine gaps and inform instructional improvements. FES, SES, & LES are utilizing Go Math curricular resources for instructional support in the area of math. FSMS is implementing Savva for their math curriculum and FSHS is using All Things Algebra and Math Nation Algebra and Geometry. At the elementary level, a group of pilot teachers are using Illustrative Math and Eureka Math to determine which of the two options they will implement beginning in 2025.	Evidence: Weekly Overviews District Curriculum Map School Site Visit Agendas LCD Day Agendas	District and school leadership will also support teachers in developing lessons, suggest remediation strategies, and review weekly overviews, and/or curriculum maps that address the Kentucky Academic Standards and NGSS.	100,000
	KCWP 5: Design, Align and Deliver Support to ensure high levels of teacher effectiveness and student learning.	Professional Learning and Collaboration The district will continue to provide instructional support and professional development which includes content-specific PD, formative assessment, engagement, and high-yield instructional strategies such as Thoughtful Ed, Trauma-Informed Care, Total Participation Techniques, Mental Health Strategies, Writing Strategies, Antonetti Engagement Cube, Amplify, Deeper Learning, Literacy Strategies, Technology, etc.	Evidence: New Teacher Orientation Meeting Agendas Site Visit Discussions PLC Agendas/Notes Professional Development LCD Agendas	District administrators will work with school leadership teams to implement an effective Professional Learning Communities (PLCs) schedule at each building. Teachers regularly meet to collaborate on instruction and assessment and analyze data to make needed instructional changes.	25,000

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy to ensure appropriate assessment design is used that will best evaluate the level of student learning and will ensure teachers utilize formative and summative information to increase student achievement KCWP 2: Design and Deliver Instruction to implement processes to monitor learning before, during, and after instruction. KCWP 4: Review, Analyze, and Apply Data to ensure that student data is collected, analyzed, and used to drive classroom instruction and used to determine students' learning needs.	Activity: Learning Community Days District and school leadership teams will utilize Learning Community Days, Professional Learning Committee meetings, and planning period meetings to analyze a variety of student work samples and assessment results.	Evidence: Site Visit Agendas/Notes Instructional Planning Meeting Agendas	The district leadership team will be presented with a review of assessment data during semester site visits. The next instructional steps, developing personalized learning opportunities for students, and identifying students for interventions/enrichments will also be discussed.	20,000
		Activity: Instructional Walkthroughs District and school staff members will conduct walkthroughs with an instructional focus at each school to continue to develop instructional quality within all classrooms and ensure progress in meeting our goals.	Evidence: Walkthrough Google Forms/Walkthrough documents Site Visit Agendas Materials shared with teachers Administrative Calendars	District and staff members will conduct a more focused walkthrough for schools requesting data on a specific need to give more intentional feedback and next steps. Walkthrough forms are being utilized at each school to monitor student and teacher skills.	

Goal 1:										
● By 2030, the status score in reading and math for elementary school students should increase from 67.6 to 77.6 based on the Kentucky Summative Assessment. ● By 2030, the status score in reading and math for middle school students should increase from 57 to 67 based on the Kentucky Summative Assessment. ● By 2030, the status score in reading and math for high school students should increase from 57.4 to 67.4 based on the Kentucky Summative Assessment.										
Object Indicator		Strategy	Activities- ES/MS/HS			Measure of Success		Progress Monitoring- ES/MS/HS		Funding
State Assessment Results in science, social studies, and writing			ES- 67.6	MS 55.4	HS- 44.2	ES- 7.1	MS- 6.7		HS- 5	
KCWP 5: Design, Align and Deliver Support to ensure high levels of teacher effectiveness and student learning.		Activity: Teacher Resource Support The district will work with school leadership to provide a mentor teacher to teachers who need extra support to help develop necessary skills for the classroom and to engage in the improvement of their instructional practices.	Evidence: New Teacher Orientation Meeting Agendas Site Visit Discussions PLC Agendas/Notes BrightBytes Survey Data			Newly hired teachers will participate in New Wildcat Orientation in the summer with follow-up support meetings throughout the school year. Teachers will participate in PLCs and planning period meetings to collaborate with other teachers.		\$15,000 Mentors \$6,000 New Wildcat Orientation		

State Assessment Results in Science, Social Studies, and Writing:

Goal 2: - By 2030, the status score in science, social studies, and combined writing for elementary school students should increase from 67.6 to 77.6 based on the Kentucky Summative Assessment. - By 2030, the status score in science, social studies, and combined writing for middle school students should increase from 55.4 to 65.4 based on the Kentucky Summative Assessment. - By 2030, the status score in science, social studies, and combined writing for high school students should increase from 44.2 to 54.2 based on the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the status score in science, social studies, and combined writing for elementary students from 67.6 to 69, for middle school students from 55.4 to 57, and from 44.2 to 46 for high school students by fall of 2025.	KCWP 1: Design and Deploy Standards to put monitoring systems in place to ensure the KAS and curriculum(s) are taught at a high level of fidelity and systems are in place to readjust the curriculum to meet the student's needs based on assessments.	Activity: Curriculum Science: Open Sci Ed curriculum was purchased for 6th-12th grade teachers. LES utilizes Simple Solutions and CKLA Science. Social Studies: Savvas curriculum was purchased for 4th and 5th grade teachers. SES and LES are utilizing Amplify CKLA Knowledge Domains along with Teacher Created Materials, and Savvas for Social Studies. FSMS utilizes the DBQ curriculum and DBQ-related arts classes. FSHS	LCD Agendas Weekly Overviews Professional Learning Plans Walkthroughs PLC Agendas Common Formative Assessments	Curriculum, Instruction, and Assessment Specialists, district staff, and school administrative staff will monitor implementation through PLCs and classroom observations.	38,000
	KCWP 5: Design, Align and Deliver Support Processes to ensure appropriate academic interventions/enrichment opportunities are taking place to meet the needs of all students. KCWP 6: Establish a Learning Culture and environment to ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners.	Activity: Enrichment Opportunities Students who are already meeting learning goals will be provided with extended opportunities to stretch learning through various activities such as enrichment classes, Edgenuity, AP classes, Advance Content Subjects, Dual credit through SKYCTC, WKU, pull-out programs, classroom differentiation (cluster grouping), and/or flexible groupings. GT/PTP coordinators are in place at FES, SES, LES, FSMS, and FSHS to lead and monitor this work. Students at	Evidence: EDGE Schedules Class Schedules Cluster Groups Flexible Groups	LCD Agendas, Class Overviews, EDGE Schedule, GT opportunities through parent contact, enrichment classes, and school schedules.	

Goal 2: - By 2030, the status score in science, social studies, and combined writing for elementary school students should increase from 67.6 to 77.6 based on the Kentucky Summative Assessment. - By 2030, the status score in science, social studies, and combined writing for middle school students should increase from 55.4 to 65.4 based on the Kentucky Summative Assessment. - By 2030, the status score in science, social studies, and combined writing for high school students should increase from 44.2 to 54.2 based on the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		FSMS have the opportunity to experience The Summit. GT students are grouped during the Flex/Academic Period. Simpson County Schools GT Consultant, use of EDGE Makerspace, KAGE meetings, and parent forums. Students also have the opportunity to participate in EDGE Academy through an application process.			

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the number of elementary-age students scoring Proficient or Distinguished on KSA in Reading from 24% to 30% by 2025.	KCWP 4: Review, Analyze, and Apply Data to ensure that student data is collected, analyzed, and used to drive classroom instruction and used to determine students' learning needs. KCWP 5: Design, Align and Deliver Support Processes to ensure appropriate academic interventions/enrichment opportunities are taking place to meet the needs of all students.	Activity: MTSS Progress monitoring meetings will be held throughout the year to monitor students' progress toward benchmark goals. Easy CBM, Star Phonics, and STAR Comprehensive are being implemented at Simpson and Lincoln Elementary to monitor students at the 6th-grade level at Franklin-Simpson Middle School. FSMS is also tracking students using Amplify for Tier 1, Freckle for Tier 2, and STAR Comprehensive for Tier 3.	<u>Evidence:</u> Progress Monitoring Meeting Schedules	The District hired an MTSS Coordinator to implement and monitor reading intervention at FES, SES, and LES. Elementary schools and middle schools will be involved in an RTI Process for targeting students who are struggling academically and at risk for behavior. These students will participate in weekly progress monitoring to drive decisions for interventions and special programs.	30,000
	KCWP 4: Review, Analyze, and Apply Data to ensure that student data is collected, analyzed, and used to drive classroom instruction and used to determine students' learning needs. KCWP 5: Design, Align and Deliver Support Processes to ensure appropriate academic interventions/enrichment opportunities are taking place to meet the needs of all students.	Strategy: Student Support Services at FSHS and FSMS Activity: Support Teams Identifying students whose core academic area skills are below grade level will have an intervention plan for assistance in mastering core skills. FSHS will utilize the ESS waiver and/or other appropriate resources. Students at FSMS are offered student support services during flex and intervention. LES has an acceleration program to support students in Tier 3 in Reading and Math.	<u>Evidence:</u> Student Success Meetings w/Resource Teacher Student Data	Gap students will be monitored through student support team meetings to track progress in all four core areas, behavior, and attendance.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		ICU is being implemented at FSHS and FSMS to identify areas for students who need to complete assignments.			
	KCWP 1: Design and Deploy Standards to put monitoring systems in place to ensure the KAS and curriculum(s) are taught at a high level of fidelity and systems are in place to readjust the curriculum to meet the student's needs to be based on assessments. KCWP 2: Design and Deliver Instruction to ensure teachers determine the most appropriate and effective high-yield strategies to implement to ensure congruency with the intent of the learning target KCWP 6: Establish Learning Culture and environment to implement processes to communicate with and support parents/families to address barriers to learning.	Activity: Core Curriculum All students regardless of test scores or population group identification will have access to the same core curriculum. Teachers who have students with disabilities will work collaboratively with Special Education Teachers to implement individual education plans. The Co-teaching model is implemented with support from GRREC to ensure all students have access to high-quality instruction for core areas.	Evidence: Student Schedules PLC Observation/Walk thru documents	Individual educational plans will be implemented and differentiation will be evident in lesson plans. All staff will increase ownership and outcomes of students with disabilities.	\$7,000
		Activity: Parent Opportunities Parents/Guardians will be informed of their student's status in Tier 3 interventions for Reading or Math based upon STAR data via Parent Nights, P/T Conferences, and Tier Letters. Activity: Parent Contact The district and individual schools will develop and implement strategies to encourage parent/community members to become active partners and participate in school educational activities. Read At Home Plans for sharing with parents. Per Every Student Succeeds Act each student performing below Proficiency is to have a Reading Plan. Those plans are shared with parents during PT Conferences.	Evidence: Parent Letters Parent Night Agendas	Activities may include but will not be limited to Parent/Teacher Conferences, KAGE, PTO, the use of ThrillShare, Title 1 Night, Night of Innovation, EL Parent Support Night, Parent Nights, FSFA Night, College/Career Night, Freshman Orientation, the District STEAM Showcase, and Literacy and Math Nights, SBDM, One Call Automated system, Social Media	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Activity: Communicating Celebrations and Achievements The district and schools will communicate through various media (websites, newspaper, radio spots, Class Dojo, Parent Portal, daily emails, Remind 101, implementation of ICU at FSMS and FSHS, parent newsletters, social media) to foster individual school pride and leadership initiatives through celebrations of achievements and successes. This will increase a positive sense of accomplishment and personal recognition among students, teachers, and administration which includes recognizing Leaders of the Month. Activity: PBIS Activity: Discipline Matrix and Monitoring Schools and district admin will review and revise their discipline matrices throughout the year based on behavior data. Admin will run the Safe Schools report to analyze data and develop appropriate plans to address behavior and reduce removals from instruction.		feeds, and home visits.	
Objective 2: To increase the number of special education elementary-age students scoring Proficient or Distinguished on KSA in Math from 23% to 30% by 2025.	KCWP 4: Review, Analyze, and Apply Data to ensure that student data is collected, analyzed, and used to drive classroom instruction and used to determine students' learning needs. KCWP 5: Design, Align and Deliver Support Processes to ensure appropriate academic interventions/enrichment	Activity: Student Achievement Analysis FSHS, FSMS, LES, and SES Leadership will analyze student achievement by gap groups, relative to state (KSA and ACT) and school assessments to determine needs in Reading, Math, Science, Social Studies, and Writing. Student Assessment data will be utilized to determine the next steps. Activity: Instructional Modifications District, FSHS, FSMS, LES, SES, and FES leadership will implement a review process for	Evidence: Site Visit Agendas/Notes Planning Period Meetings Guided Planning Meetings Admin Meetings	Student Assessment data will be utilized to determine the next steps. School PLCs will frequently analyze data to make instructional decisions to help students be successful.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	opportunities are taking place to meet the needs of all students.	making ongoing modifications to instruction relative to student data. Activity: Intervention Support The district will utilize technology for interventions to address individual student's reading and writing needs through support programs such as Happy Numbers, Read & Write, Imagine Learning, IXL, AIMS Web, Latilo, Learning A-Z, and Amplify Boost.			
	KCWP 6: Establish a Learning Culture and environment to help students develop their understanding of rules, their awareness of how their behavior affects others, and their character strengths to help them act responsibly.	Activity: PBIS The district will continue to implement PBIS (Positive Behavior Intervention Support). Activity: Discipline Matrix and Monitoring Schools and district admin will review and revise their discipline matrices throughout the year based on behavior data. Admin will run the Safe Schools report to analyze data and develop appropriate plans to address behavior and reduce removals from instruction.			

4: English Learner Progress

Indicator	Status – ES/MS/HS		Change – ES/MS/HS	
	ES- 58.9	MS- SUPPRESSED	HS- SUPPRESSED	ES 1.6
English Learner Progress				

Goal 4: By 2030, the average performance of English language learner elementary students in reading will increase by 20% based on KSA assessment data.

Objective	Strategy	Activities	Measure of Success Evidence:	Progress Monitoring	Funding
Objective 1: To increase the number of EL students scoring Proficient in reading on the KSA by 4% in Simpson County Schools by 2025.	KCWP 4: Review, Analyze, and Apply Data to ensure that student data is collected, analyzed, and used to drive classroom instruction and used to determine students' learning needs. KCWP 6: Establish Learning Culture & Environment to ensure equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners helps to develop their character and helps them to be successful.	Activity: EL Support Services EL instructors will work with students in core academic subjects, providing accommodations and individual instruction within the mainstream classroom and in pullout settings when necessary. EL Parents will be invited to attend a parent night. The Specialized Programs Department purchased an online translation support program to assist with translation in native languages. Students will utilize the online programs of Twinkle and Imagine Learning to support foundational reading skills. GRREC EL Consultant will collaborate with SCS teachers to train and further enhance their skills to work with EL students.	EL Teacher Schedules EL Service Opportunities EL Parent Night Program Agenda LCD Agenda	The Special Education Director for Simpson County Schools will communicate frequently with EL teacher leads at each school. These communications will be conducted via emails, meetings, training, etc.	\$120,000

5: Quality of School Climate and Safety

Indicator	Status – ES/MS/HS			Change – ES/MS/HS		
	ES- 74.4	MS-64.5	HS- 59.5	ES- -1.3	MS- 2.3	HS- 1.3

Goal 5: By 2030, Simpson County Schools will increase the percentage of students agreeing and strongly agreeing to address the question about students being mean or hurtful to other students in NOT a problem from 27% to 40% by 2030.						
Objective	Strategy	Activities	Measure of Success <u>Evidence</u>	Progress Monitoring	Funding	
Objective 1: Increase the percentage of elementary students saying that students being mean or hurtful is not a problem from 27% to 29% based on the QSC survey on KSA by 2025.	KCWP 6: Establish Learning Culture & Environment to ensure equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners helps to develop their character and helps them to be successful.	Activity: Social Workers Each school has a district-provided School Social Worker to assist families and students in meeting their needs. Activity: Josten's Renaissance Program SES, LES, FSMS, and FSHS participate in Josten's Renaissance program which promotes student engagement in schools. FES, SES, and LES have all won Jostens Awards for their recognition of implementing Jostens at each school. Activity: Character Education FES will implement the use of Second Steps with students during homeroom. Students at SES and LES will also be educated on character development during guidance classes.	Student Meeting Notes School Counseling Logs Josten's Implementation Plan Hype Rallies	Principals will monitor implementation through progress reports from various stakeholders.	25,000	

Goal 5: By 2030, Simpson County Schools will increase the percentage of students agreeing and strongly agreeing to address the question about students being mean or hurtful to other students in NOT a problem from 27% to 40% by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

6: Postsecondary Readiness

Indicator	Status –HS	Change –HS
Postsecondary Readiness	HS- 88.3	HS- 4.8

Goal 6: Increase the percentage of students who are transition-ready at Franklin Simpson High School status score on KSA from 89.8 to 99 by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the status score on KSA of students who are transition-ready at Franklin Simpson High School from 89.8 to 92 by 2025.	KCWP 6: Establish a Learning Culture and environment to implement processes to communicate with and support parents/families to address barriers to learning. KCWP 1: Design and Deploy Standards to put monitoring systems in place to ensure the KAS and curriculum(s) are taught at a high level of fidelity and systems are in place to readjust the curriculum to meet the student's needs to be based on assessments. KCWP 2: Design and Deliver Instruction to ensure teachers determine the most appropriate and effective high-yield strategies to implement to ensure congruency with the intent of the learning target	Activity: Next Grade Readiness Educational stakeholders will identify next-grade readiness for grades 1-3. Information will be shared with parents and students on the requirements to be next grade-ready both informally and formally at Parent-Teacher Conferences. Activity: Industry Certificate Assessments District Leadership Staff will work with CTE administrators and teachers to ensure students are adequately prepared before the Industry Certificate Assessment. Activity: Career Readiness Pathways High school guidance counselors will work with the CTE administrator to ensure that students are scheduled in classes that will enable them to follow a preparatory pathway. District and school leaders will monitor the number of students who are achieving College and Career Readiness Standards. HS administration will administer specific assessments for each of the CCR pathways.	Evidence: ILTM Agendas Fac. Meeting Agendas LCD Agendas Next Grade Ready Scores Evidence: CCR Spreadsheet Guidance Appointments Test Results CCR Rate Evidence: Certificate Attainment Evidence: High School Career Pathways		

Goal 6: Increase the percentage of students who are transition-ready at Franklin Simpson High School status score on KSA from 89.8 to 99 by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Activity: Curricular Pathways Continue to offer multiple career-focused curricular pathways including business and information technology, service, and social sciences, and STEM. Focusing on academic and curricular goals on specific student interests will enable all students to implement effective college and career readiness goals that will provide better opportunities for student engagement and achievement. Students will have opportunities to participate in Dual Credit Scholarships and AP Program Offerings.			
	KCWP 6: Establish Learning Culture & Environment to implement processes to communicate with and support parents/families to address barriers to learning KCWP 6: Establish Learning Culture and environment to ensure equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners helps to develop their character, and helps them to be successfully supported.	Activity: Transition Events The district will work with individual schools to implement planned activities for students at each transition point in our school system to ensure a seamless and smooth transition for each student. Guidance counselors from each school will meet with the district leader to discuss and plan activities to enhance student success upon entering a new school. Social workers will work in multiple schools to provide support at critical transition points for students. Special Education Teachers meet to discuss student transition with the next-grade staff. Incoming Kindergartens attend Camp Little Cat Events to become acquainted with the staff and expectations before school begins. At FSHS, those choosing to participate in Operation Preparation which is a career focused event for interested students.	Evidence: Student Visits School Calendars Spreadsheet Operation Preparation Schedule		30,000

Goal 6: Increase the percentage of students who are transition-ready at Franklin Simpson High School status score on KSA from 89.8 to 99 by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Activity: Back-to-School Open Houses With assistance from District Leadership, each school will schedule an open house for a back-to-school orientation night where parents and students will be able to tour the building and meet students' upcoming teachers. A freshman and Sixth Grade Orientation will be conducted as well to foster transition between schools. As a district, SCS does provide school supplies for all students. Activity: Transition to Work An employment coordinator will work in partnership with the school and community to enroll eligible students in a Community-based work transition program that provides job training and placement in potential long-term employment. FSHS participates in EBCE (Early Based Career Exploration) and places students in the community to job shadow potential career opportunities for seniors. FSHS students have an opportunity to participate in Co-Op opportunities through CTE pathways. FSHS students can participate in the work-based learning program as an alternate option to Co-Op. Activity: CCR Coach A Simpson County Employee serves as a CCR Coach for Franklin Simpson High School. This position supports students in ensuring their college readiness per assessments and/or industry certificates.			65,000

Indicator	Status – HS	Change – HS
Graduation Rate	HS- 95.2	HS- -0.8

7: Graduation Rate

Goal 7: Increase the freshman graduation rate (4-year cohort) status score on KSA for students from 95.2 to 99 by 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the 4-year graduation status score from 95.2 to 97 by 2025.	KCWP 5: Design, Align and Deliver Support Processes to ensure appropriate academic interventions/enrichment opportunities are taking place to meet the needs of all students. KCWP 6: Establish Learning Culture & Environment to ensure equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners helps to develop their character and helps them to be successful.	Activity: Academic Support District leadership will work with the HS to help target at-risk students so they can be scheduled in classes that target their ILP. HS guidance counselors will work with these students to keep them on track to graduation using a spreadsheet updated by HS counselors. Students will also have the opportunity to participate in the Student Support Team (SST).	Evidence: Extended Schools Completion Before/After School Tutoring Services SST Support	Classes will be offered before and after school hours throughout the week to help these students meet graduation requirements both at FSHS and West Campus locations. Academic Time has been designed so students are scheduled in their Pathway classes, intervention, or ACT/KYOTE Prep. Summer school will be offered for HS students so they can continue to meet graduation goals. Teachers will offer before and after-school tutoring for students. College and Career coaches set goals with students toward graduation. ICU programs at FSMS and FSHS are being utilized to monitor academic mastery. At FSHS, Student Support Teams are being used to assist students towards work completion.	
	KCWP 5: Design, Align and Deliver Support Processes to ensure appropriate academic interventions/enrichment opportunities are taking place to meet the needs of all students.	Activity: Persistence to Graduation Tool Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk student groups.	Evidence: Increased students meeting graduation requirements Student monitoring sheet	FS Counselors keep a master spreadsheet to identify, track, and intervene for those at risk of not graduating. Counselors and the administration will meet with students to discuss progress.	

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include information regarding the process for local board review and approval in your response.

Response: Franklin Simpson Middle School has implemented an inclusion and co-teaching system transformation in collaboration with GRREC. This framework aims to facilitate a systems approach for transformative change in inclusion and co-teaching. Through building the capacity of every educator (i.e., at the district, building, and classroom levels) and the partnership with GRREC consultants and Simpson County Schools, this transformation cycle addresses barriers to improving the student learning outcomes of diverse learners.

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions

Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

Response: Franklin Simpson Middle School

Instructional Rounds were completed in 2024 and will continue in 2025. District administrators are assigned classrooms and conduct observations as a group for teachers at FSMS. When the rounds (walkthroughs) have been completed a debrief is performed to further analyze positive areas of growth for teachers. The principal, Mr. Grover attended the KASA Diversity, Equity, and Inclusion Training along with Ms. Smith the CAO of Simpson County Schools. This training provided ways to connect with all students. It has also encouraged a network of school administrators to work together to further connect and build relationships with minority students. District Administrators conduct site visits at FSMS to discuss student data, planning, and instruction, and culture/climate activities, to support student programming.