

SCS CDIP Proficiency Goal Progress Notes

[2025 CDIP Doc Link](#)

GOALS

- 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.

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
- STAR CBM Reading data for the WINTER benchmark shows 79.5% of kindergarten students met the benchmark a 27% increase from the Fall benchmark assessment cycle. For Math, the WINTER benchmark shows 68.3% of students met the benchmark with a 12% increase from the Fall benchmark assessment cycle. - For Reading, we have 23 students identified as needing Tier 3 interventions compared to 50 in the fall. We have 23 students identified as needing Tier 2 interventions compared to 53 in the fall. For Math, 43 students were identified as Tier 3 for the WINTER Benchmark compared to 47 in the Fall. For Tier 2, we had 28 students in the WINTER compared to 47 in the Fall. Overall, we are seeing a significant increase in our students meeting their end of year benchmark goals and becoming 1st grade ready.	- STAR Reading data shows that 54% of 1st graders are on grade level, a 19% increase. 63% of 2nd are on grade level, a 10% increase and 61% of 3rd graders are on grade level, up from 48%. - Current reading intervention shows ??? students have graduated from the T3 program increasing the over ??? pts on STAR reading in 3rd grade. - STAR Math data shows 62% of 1st graders are on grade level, up 23% from the fall. 54% of 2nd graders are on grade level, up 7% from the fall and 57% of 3rd graders are at tier 1, up 15% 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.	- February-started weekly common formative assessments and PDSA cycles for ELA PLCs - Feb- Learning Community Day-Wildcat Summit with reading and math professional development, targeting strategies and instructional best practices. - March- school wide KSA like formative assessments, followed by analysis and reteaching based on results - High performing students will be extended through EDGE activities - Tier 2 students receive supplemental instruction during dedicated tier 2 time to frontload, prepare, or review Amplify skills and KAS standards. - Many of our teachers are participating in the Math Alliance with EPIC focusing on conceptual understanding and targeting KAS math standards - Many math teachers are piloting math HQJRS and receiving vendor based training and implementation professional development.	- January - teachers participated in peer observations. - FSMS Admin continues with walkthroughs and discussing data in weekly admin meetings - Schoolwide end of semester assessments given in each core area to measure progress towards standards - End of semester tests analyzed among content pairs - Common Assessments shared/feedback given among peers in faculty meeting - Math teachers are participating in Numeracy Alliance with EPIC. - Weekly PLCs focused on looking at common formative assessments. - New options for Tier 3 interventions being planned for 2025-2026. We have met with IReady reps and are planning possible implementation - Enrichment Opportunities provided in Summit classes - GRREC Co Teaching professional development in Math and Reading/Writing	The Math teachers had a short training just before school started, working with MathNation. One math teacher took on this new resource and implemented it almost exclusively in his classroom; while others have integrated some of the material and activities into their curriculum. The data from classroom assessments and other resources will be analyzed over the summer to discuss next steps. The ELA teachers are in year two of implementing the SAVVAS curriculum and they continue to notice, particularly in the 9th grade, how much stronger the students are with reading and writing coming from the Amplify program
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SPRING 2025

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SCS CDIP Separate Academic Goal Progress Notes

GOALS

- 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.

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

For the 2nd half of the year, we have placed a significant importance on incorporating writing into our students daily practice. Students are practicing writing their sight words, short phrases, and sentences daily during the small group core time and during WIN time. In particular, we have taken the students who scored within the top 25% of the STAR CBM Reading and Math assessments and pulled them into a WIN time group to work more on writing, reading comprehension, and adding/subtracting double digit numbers.

We've looked at our Science and Social Studies standards during weekly PLCs to ensure we are hitting the Kindergarten standards through our reading curriculum. Those standards that are not covered, we have designed specific units of studies to incorporate into our scope and sequence to cover the standards (i.e., push and pull unit of standards).

Simpson Elementary

- Focused PLC's for teams allow further discussion around common formative assessments (CFA's). These take place every Tuesday through April 22nd.
 - 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:
 - Heggerty Phonemic Awareness lessons
 - SRA Reading Mastery Plus direct instruction lessons
 - Orton Gillingham strategies
 - LETRS strategies
- Next year, we will also use CKLA Language Studio and UFLI as part of our KDE literacy grant.
- Six teachers have participated in the Math Pilot program to help select a HQIR math curriculum for Tier 1 instruction next year.

Lincoln Elementary

- Organized PLC's meet every other week to collaborate on Science, SS, and writing assessments and instruction.
- SS will continue to implement new SAVVAS instructional resource
- Wildcat Summit will provide specific to analyze KSA alignment
- SS teacher completed peer observations on using DBQ strategy to approach written response prompts similar to KSA, using primary sources.
- 4 teachers have participated in the Math Pilot Program
- Focused PLC's for teams to work together to develop (CFA's) and then come back and discuss results.

Franklin-Simpson Middle School

- Science teachers will continue to implement OpenSciEd and discuss during PLCs.
- Common Assessments given peer feedback during January faculty meeting to analyze KSA alignment
- Vertical Alignment opportunities for Science and Social Studies planned for February 14th LCD
- Students placed in a DBQ "Related Art" class to focus on writing skills centered on text evidence
- DBQ Project resources being utilized in all three grade levels for Social Studies
- Wildcat Summit

Franklin-Simpson High School

- All ELA, SS, and Science PLCs work together to ensure students are receiving quality instruction and rigorous activities and assessments. ELA has the SAVVAS curriculum and Science has been working with OpenSciEd this year. 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. We also hope to find resources and/or a curriculum to assist our SS department.

SCS CDIP GAP Goal Progress Notes

GOALS

To increase the number of special education elementary-age students scoring Proficient or Distinguished on KSA in Reading from 24% to 30% by 2025.

To increase the number of special education elementary-age students scoring Proficient or Distinguished on KSA in Math from 23% to 30% by 2025.

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

We have WIN time groups 4 days a week for both Reading and Math. Students are split up into groups based on their progress monitoring data from STAR CBM. Each group works on specific skills targeted to the students needs. For Reading, Tier 3 students are still working on mastering letter sounds and letters names (23 students school wide). For Tier 2, we have students working on segmenting and blending sounds to form words. Tier 1, students are working on reading passages and writing short, simple sentences which reinforces their abilities to blend and segment. Please click [HERE](#) to see a breakdown of our GAP groups and how they performed on the WINTER benchmark.

Simpson Elementary

GAP data has been analyzed from the fall KSA Benchmark/Scrimmage. 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 8 groups meeting throughout the school year so far, serving 70 students.

Lincoln Elementary

- MTSS meetings have been held for students not making progress after going through all the Tiers and interventions. Referrals will be made for further testing within the realm of special education service
- Many of our gap students have received further Tier 2 interventions daily and all students are expected to get 40 minutes of Boost weekly as a supplement to Amplify.
- Four teachers are involved in further math training through GRREC. These teachers also presented at the Summit ways to make fractions more conceptualized.
- Data spreadsheet for our Tier 2 students and his or her progression through deficit.
- Several of our GAP African/American students higher in math has joined the group that is receiving extra GT services.

Franklin-Simpson Middle School

- MTSS/Ready meetings for intervention classes
- Intervention walkthroughs to gauge implementation
- GRREC Coteaching professional development in Math and Reading/Writing
- Data spreadsheet for students continually updated for students based on STAR/MC assessment results

Franklin-Simpson High School

The English department has worked together this year on reading and ways to improve the reading scores from last year. Year two of the SAVVAS curriculum continues to help aid in that improvement. The math department is utilizing some of the Math Nation resources which allows them another tool for teaching and remediation. There is at least one math teacher how comes in before or stays after school every day to help students falling behind. All classes have been tasked with integrating reading and reading strategies into their classes and Mrs. James has utilized a Literacy period to assist teachers in this implementation.

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

Simpson Elementary

Lincoln Elementary

Franklin-Simpson Middle School

Franklin-Simpson High School

- Please click [HERE](#) to see how our EL students performed on the benchmark assessments from Fall to Winter. In the fall, 69% were novice/apprentice according to STAR assessment and in the winter 58% were novice/apprentice so we had an 11% reduction. 43% scored proficient or distinguished on STAR in the WINTER benchmark.

- 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.

- ELL teacher pulls students to work with them in varied group configurations. Students depending on ACCESS results may get further help in the identified testing domains especially Reading/Writing/Speaking.
- One student with very limited English language is using a device that she and the teacher can talk into so communication and learning can take place.
- These students all receive core curriculum instruction and have further opportunities in their learning to focus on peer discussion, group discussions, and varied questioning.

- Content Mastery: Pull-out English support provided by ML paraeducator who collaborates with content specialists to differentiate activities based on language proficiency. Lessons are translated into native language when needed.
- Listening Domain/Content Mastery: MLs are supported in core content classes using peer pairing until WIDA level 2 English proficiency is reached.
- Reading/Writing Domains: Teacher monitored Duolingo is used to provide differentiated self-paced English instruction.
- Content Mastery and Speaking Domains: ML students are supported and encouraged to participate in presentations to whole class.
- Speaking Domains: Teacher led small group paired reading strategy used for English acquisition.

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. Mrs. Adams has been working with different strategies and sharing strategies with faculty and staff to support EL learning. Incentives and graduation cords have been discussed to encourage students to continue to be successful.

SCS CDIP School Quality and Climate Survey Goal Progress Notes

[2025 CDIP Doc Link](#)

GOAL

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.

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

- We have given out 210 positive office referrals so far this year. We use the positive office referrals to recognize students for following the school wide expectations.
- We continued our Leaders of the Week this year recognizing students who are displaying the school wide expectations.
- We also give out Staffuly awards each week. Staff members choose someone who they feel deserves recognition and they give them a shoutout and pep stick.
- We have won 2 Jostens Renaissance Monthly Culture Challenges. We try to enter each culture challenge on a monthly basis.

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 2xs 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.
- Eight SEL groups are being taught by the guidance counselor, social worker and FRC coordinator focusing on students needs.

Lincoln Elementary

- March-Schoolwide culture and climate survey given by Mrs. Pais. Admin will analyze the data and address needs of students, especially those with specific needs on bullying or hurtful.
- Guidance lessons targeting bullying and words hurt.
- Student celebrations and teacher celebrations happen on a weekly basis or during Renaissance Rallies.
- Honoring Excellence Celebrations happen monthly.
- Wildcat Cards will be distributed to the student body on progression of academic achievement, behavior, and attendance.
- Curriculum in guidance focuses on students social, emotional and mental health.
- Student Council and Beta have students who work on various aspects to offer service and extracurricular activities.

Franklin-Simpson Middle School

- Culture and Climate Survey to be given in February
- Celebrations during Renaissance Rallies
- CATS Cash earned for students following school wide expectations and being great students
- FSMS Student of the Month Celebrations each month, with parents invited
- FSMS School Counselors go into non-tested area classrooms once a quarter to do guidance lessons with students.
- SMILE Club meets once a month with new school wide initiatives to build up students and staffully.
- FSMS School Counselors meet with students individually to address any reports of bullying or hurtful language.
- FSMS School Counselors have Student Ambassadors who are leaders in our bully prevention measures.
- Visual Aids are posted around the school to promote kindness and how to report/intervene when bullying occurs.

Franklin-Simpson High School

Our school social worker, Mrs. Johnson, counsels with students on conflict resolution and mental health concerns. 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 their peers. The administrators have taken a look at the data and discussed options to address the negative responses. Your YSC is prepared to supply resources to aid in addressing these issues as well.

SPRING 2025

FALL 2025

SCS CDIP Post Secondary Goal Progress Notes

GOAL
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.

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 keep a spreadsheet for each grade to track post-secondary readiness scores and qualifications (i.e., Dual Credit, EOP, etc.). Each student not on track to be post-secondary ready is placed in an Academic Time class for extra assistance in meeting that goal. Last year there was an intentional effort to focus on our WC students which really improved our post-secondary scores.. Our post-secondary rate is looking to be high this year as well.
N/A	N/A	N/A	N/A	N/A	

SPRING 2025

FALL 2025

SCS CDIP Graduation Goal Progress Notes

GOAL

Increase the freshman graduation rate (4-year cohort) status score on KSA for students from 95.2 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 2025				
Franklin Elementary	Simpson Elementary	Lincoln Elementary	Franklin-Simpson Middle School	Franklin-Simpson High School
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 list so all adults in the building are aware of their missing work and need for assistance. They have the option for before or 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	
FALL 2025				