

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.

Franklin Elementary

- 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.

Simpson Elementary

- 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%.
- 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.

- Full implementation of HQRs in ELA (Amplify) and Math (Eureka).
- ELA flexible grouping with UFLI (HQR) provides explicit phonics and fluency instruction, adjusted by assessment data to build mastery and confidence.
- Math flexible grouping tailors support by readiness, shifting groups for reteaching, practice, or enrichment to strengthen fluency and understanding.
- Formative is used for a 2nd-3rd grade KSA Scrimmage, mirroring KSA expectations and providing actionable data.
- Common formative assessments aligned to Eureka Math² are developed and reviewed in PLCs to guide instruction.
- SES administration conducts walkthroughs and reviews data in weekly leadership meetings.
- Tier 3 students receive rigorous literacy interventions targeting foundational gaps to accelerate proficiency.

- Full implementation of HQRs in ELA (Amplify) and Math (Eureka)
- WIN time groups beginning Oct. 15th. What I Need time is 30 minutes for Reading and 30 minutes for Math
- Three classroom formative assessments have been administered (CFA's). Students have been assessed on letter sounds and identification, blending letters, number identification, and quantity comparison.
- Data is reviewed weekly in team PLCs. Interim benchmark assessment data as well as CFA data.
- Retired teacher working with two classrooms that have the most Tier 3 students. Progress monitoring them weekly and providing additional small group instruction on letter sounds and number identification.
- Currently, STAR CBM data reflects we have 34% Tier 1, 30% Tier 2, and 35% Tier 3. Star Early Lit data reflects we have 10% of students at Tier 1, 77% Tier 2, and 13% Tier 3.

Lincoln Elementary

- February-started weekly common formative assessments and PDCA 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 HQRs and receiving vendor based training and implementation professional development.

- Full implementation of HQR's in ELA (Amplify), Math (Eureka), and Science (OpenSciEd).
- ELA WIN time has been revamped and intentionally targeting students needing Phonics and/or Fluency support with progress monitoring occurring regularly
- MATH WIN time has been intentionally scheduled and planned for students needing further support in their math class and with previous skills
- Edge for our high-achieving 4th and 5th-grade students began the week of 9.29.
- Common Formative assessments are being developed and monitored within ELA and discussed during PLCs.
- Prep and pre-planning is occurring with upcoming MasteryConnect assessments shortly after Thanksgiving Break.

Franklin-Simpson Middle School

- 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 Ready reps and are planning possible implementation
- Enrichment Opportunities provided in Summit classes
- GRREC Co Teaching professional development in Math and Reading/Writing

- HQR in math and Reading/Writing
- FSMS Admin continues with walkthroughs and discussing data in weekly admin meetings
- Schoolwide end of trimester assessments given in each core area to measure progress towards standards
- End of trimester tests analyzed among content pairs with EPIC.
- Math teachers are participating in Numeracy/Alliance formative assessments in FORMATIVE
- New options for Tier 3 interventions in place for 2025-2026.
- i-Ready is being implemented with all students completing benchmark assessment and working through individualized pathways
- Enrichment Opportunities provided in Summit classes
- GRREC Co Teaching professional development in Math and Reading/Writing

Franklin-Simpson High School

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

- Implementation of HQRs in ELA (SAVVAS), Science (OpenSciEd) and Math (MathNation by Accelerate).
- Grade level assessments given for progress monitoring in ELA and Math. A precursor to identifying students in need of Tier 2 or 3 intervention.
- Professional collaboration PLCs used to create common assessments and instructional activities.
- Ongoing professional learning opportunities in student engagement, teaching Multilingual learners, and implementing station teaching and small groups.
- Early stages of developing MTSS framework for FSHS.

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).

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).

Writing continues to be emphasis with students. Morning work time as well as small group time during core instruction is being using to help students with developing their writing skills. For our Tier 3 students, we will be utilizing UFLI to help them in developing their handwriting skills to formulate the letters they are learning.

Simpson Elementary

- Focused PLC's for teams allow further discussion around common formative assessments (CFAs). 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:
 - Hegerty 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.

- Flexible grouping in ELA using UFLI Foundations and CKLA Language Studio provides explicit phonics and fluency instruction through differentiated practice, with groups adjusted by assessment data to accelerate mastery and confidence.
- Tier 3 students receive intensive literacy interventions using Hegerty, SRA Reading Mastery Plus, Orton-Gillingham, UFLI Foundations, CKLA Language Studio and LETRS strategies to address gaps and accelerate proficiency.
- Teachers collaborate in PLCs every Tuesday to analyze student data, plan targeted instruction, and share strategies to address learning needs.

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 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 (CFAs) and then come back and discuss results.

- Science and SS PLCs meet every other week to collaborate on assessments and instruction.
- ELA PLCs meet every Tuesday where classroom strategies, assessments, instruction, writing practices and assessment data and student success are discussion
- Science started using the OpenSciEd curriculum this fall, and with the aid of GRREC and the CIA, they are working on pacing, instruction, and assessment with this new HQIR.
- SS continues to use the SAVVAS resources for their classroom instruction.

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

- Science teachers will continue to implement OpenSciEd and discuss during PLCs.
- Students placed in a DBQ "Related Art" class to focus on writing skills centered on text evidence
- DBQ Project and DBQ Online resources being utilized in all three grade levels for Social Studies (SS teachers participated in DBQ workshops at GRREC in July
- SAVVAS curriculum piloted in 6th Grade Social Studies
- Common Formative Assessments (CFA) developed and analyzed through FORMATIVE every other week to determine student learning and identify learning gaps

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.

- Working on fidelity of implementation of HQIRs in Science via OpenSciEd, and shifting focus to scientific reasoning. We will work on internalizing new curriculum in PLCs.
- The use of the CER instructional organizer for writing in Social Studies, as well as continued focus on DBQs.
- PLCs are creating common assessments and meeting 2x/monthly for data analysis.

SCS CDIP GAP Goal Progress Notes

GOALS

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

To increase the number of special education 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.

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. We are starting those groups Oct. 15th and will be utilizing the UFLI curriculum to provide more explicit instruction during WIN tie. Please click [HERE](#) to see the scope and sequence for WIN time.

- KSA Benchmark/Scrimmage data will be analyzed after the October 28–30, 2025 testing window to guide instruction and group placement.
- STAR Reading and Math screeners monitor academic growth and inform instruction.
- Focus on positive relationships continues as students are recognized through Positive Behavior Referrals.
- Instruction and groups are guided by benchmark/screeener data and progress monitoring to support academic and social-emotional needs.
- SABERS/SAEBRS data identifies students needing support. Student Support Team uses this info to create groups for 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 defit.
- Several of our GAP African/American students higher in math has joined the group that is receiving extra GT services.

- Lots of MTSS work has happened this fall. Teachers have a way to communicate concerns about students in all areas of MTSS: Academic, Behavior, Attendance, Social-Emotional, and Family Engagement, with administrators, social worker, and counselor.
- Based on the student area of concern, interventions and meetings will be aligned to support their needs. Referrals will take place if no progress is made and data is provided to support the need.
- ELA WIN time has been revamped where tier 2 instruction involves phonics skills and fluency, while the other students spend time working on Boost.
- iReady is being implemented this year in our Reading Club classes to support students in Tier 2 intervention as well.
- An ELA WIN spreadsheet is shared among all staff to collect data on student progress in Phonics and Fluency.

Franklin-Simpson Middle School

- MTSS/iReady 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

- i-Ready screener given to all students and individual pathways created for all students
- Results communicated to students' families via i-Ready Family Reports
- MTSS/i-Ready meetings for intervention classes
- Intervention walkthroughs to gauge implementation
- GRREC Co-teaching professional development in Math and Reading/Writing
- Data spreadsheet for students updated for students based on i-Ready screener/diagnostic assessment results
- Tier 3 Reading position created and utilized to help struggling readers
- SABERS has been helpful to identify students who may need additional assistance.

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.

- Use of daily Flex time to provide targeted instruction to students falling behind in Tier 1 instruction.
- Use of Student Success Time.
- Regular monitoring in special education teachers.
- Beginning, middle, and end of year Tier 1 grade level assessments.
- Access to ESS services.
- Tier 2-3 interventions built into student schedule.
- Co-teaching in content classes.

SCS CDIP English Learner Goal Progress Notes

GOAL

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

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

Franklin Elementary

- 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.

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 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.

Franklin-Simpson Middle School

- 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 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.

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. 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.

SPRING 2025

- CKLA Language Studio is being used with our EL students to help develop their vocabulary, reading, and writing skills to support English proficiency.
- Students are pulled 2-3 times a week and receive small group instruction to support their English proficiency.
- Currently, all of our EL students are considered Tier 2 or Tier 3 in both English and Math. We expect to see some growth when we assess them for the winter benchmark.

- EL students use CKLA Language Studio to develop vocabulary, reading, writing, and oral language skills to support English language proficiency.
- Students use Imagine Learning and Amplify Boost to reinforce literacy, math, and foundational skills through personalized learning.
- EL students receive CORE instruction, as well as immersion and pull-out support during FLEX grouping to address language development and academic needs.
- NTI days are focused on best practices and strategies for our faculty to challenge and increase the rigor in the classroom.

- Ms. Gordon is with LES 3 days a week and pulls students during ELA WIN to work with them on Speaking.
- Students are serviced other times during the day within the classroom to ensure they are progressing with their understanding of the content. Students are often partnered with a peer to help with discussions and questioning.
- Ms. Gordon introduced the teachers to Language Line to help with communicating with their EL/ML students and encouraged them to utilize this tool and translate messages for EL/ML parents for clearer communication.

- 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 and Imagine Learning are 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.
- ML Paraeducator continues to support students during core instruction

- Implementation of a push-in model of instruction for English Language Learners. Each student is serviced at least an hour a day by the ESL teacher or paraprofessional within the context of their general content classes.
- Use of intervention time for pull-out accommodations (such as extended time on a test, or specific interventions)
- Opportunities for staff training in serving ELL learners.
- 1 to 1 use of bilingual dictionaries (per student accommodations).

FALL 2025

SCS CDIP School Quality and Climate Survey Goal Progress Notes

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 Staffluty 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 meet 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.

- We are continuing our Positive Office Referral initiative where we recognize students who are exhibiting our school wide expectations. We are rewarding students who have 95% proficiency in their behavior points on Rooms with a dance party once a month.
- We are currently focusing on increasing our attendance. We have 182 students who have an attendance rate of 95% or higher. They are receiving extra recess as an incentive each month.
- Staffluty is being recognized weekly for their contributions to building a positive school culture. We the "Pep Stick" award that's given at Friday morning rally and recognizes a staff member that is going above and beyond.
- We also recognize 11 students as "Leaders of the Week" each week and this year we are implementing a leader of the month.

- Student celebrations continue daily through announcements, monthly through Wildcat of the Month/Comeback Kid, and schoolwide with Hype and Mega rallies recognizing academics and soft skills.
- Wildcat Tickets reinforce positive behavior, with drawings held twice monthly for prizes.
- Guidance curriculum supports social, emotional, and mental health through targeted lessons using Character Strong.
- Under the leadership of our school counselor, students participate in our school's SMILE Club.
- SEL groups are led by the counselor, social worker, and FRC coordinator to address identified student needs.

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 staffluty.
- 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.

- Beginning of the Year Survey for Staffluty
- SEL lessons Thursdays during FLEX
- 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 staffluty.
- 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 gage 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.

- Tier 1 SEL instruction through the Character Strong curriculum 1x/week.
- Access to school social worker, guidance counselors, and Youth Services coordinator to help accommodate social/emotional/wellness needs.
- Student celebrations and during announcements
- Anonymous bully-reporting form available at all times.
- SMILE club
- Open communication and access to important information and resources.

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	- Intentional tracking of students who have met/failed to meet post-secondary goals. - Focused instruction for the KYOTE assessment for students who have failed to meet testing benchmarks. - Purposeful and intentional efforts by the CTE department to collaborate in efforts to improve EOP test scores through PLC collective initiatives in their PLC groups.

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	• The use of Infinite Campus and ICU to regularly communicate progress with students and parents. • The use of Flex time for students to track their own progress and set goals towards completing work and requesting and receiving additional help when needed. • Access to after school tutoring and ESS programming. • Credit recovery through Edgenuity. • Intentional collaboration with West Campus to set realistic goals and
FALL 2025				