

SCS CDIP Proficiency Goal Progress Notes

GOALS

- By May 2026, increase the percentage of elementary special education students scoring proficient on the KSA Reading and Math Assessment from 21% to 30%.

[2026 CDIP Doc Link](#)

Objectives:

By May 2026, the district will strengthen implementation of a Multi-Tiered System of Supports (MTSS) to improve special education/at risk students achievement for students by:

- Conducting progress monitoring for all Tier I-III students at least every six weeks to inform instructional decisions;
- Implementing consistent intervention and instructional schedules aligned to student needs across all tiers; and
- Providing schoolwide and individualized behavior supports to increase student engagement and reduce learning barriers

Franklin Elementary

- Full implementation of HQIRs 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 (CFAs). 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.

Simpson Elementary

- Full implementation of HQIRs in ELA (Amplify and UFLI) and Math (Eureka).
- ELA flexible grouping with UFLI (HQIR) provides explicit phonics and fluency instruction, adjusted by assessment data to build mastery and confidence.
- Implement A.E.E. (Answer-Evidence-Explain) as a Tier 3 scaffold within the R.A.C.E.S. framework to increase constructed response proficiency and reduce reading novice rates.
- 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 District Assessment, mirroring KSA expectations and providing actionable data.
- Common formative assessments aligned to Eureka Math[®] are developed and reviewed in PLCs to guide instruction.
- SES administration conducts walkthroughs and reviews data in weekly leadership meetings.

Lincoln Elementary

- February started our intentional efforts for CFAs within ELA classes and analysis takes place during LCDs and PLCs.
- LCD in February we discussed On-Demand prep, CFA development in Formative and analysis, ELA and Math pacing was adjusted due to NTI days, Novice reduction was discussed and plans made for students who were Novice on District Benchmark #1 to prepare for DB #2.
- Discussed DB#2 and running it like a Mock KSA, and On-Demand prep was developed and HQIRs continue to be implemented and monitored
- ELA WIN has a new Winter List of students to track in Fluency and Phonics
- ELA team created to work on pacing, CAS Writing plans, etc.
- 6 of 10 math teachers and our Math Interventionist are involved in either the Numeracy Alliance, KCM Numeracy Academy, or the Mathematics Leadership Collaborative.
- Tier 3 students are part of the Reading and/or Math Club to receive more intensive instruction.

Franklin-Simpson Middle School

- HQIR 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
- Math teachers are participating in Numeracy Alliance with EPIC.
- Weekly PLCs focused on looking at common 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

- HQIR in reading and math.
- PLC focus on shared assessments.
- Targeted math intervention.
- Continued SST monitoring and supports.
- Co-teaching and resource classes for special education services.
- FSHS Admin walkthroughs.
- Weekly overviews.
- Grade monitoring.

SPRING 2026

FALL 2026

SCS CDIP Separate Academic Goal Progress Notes

GOALS

- By the end of the 2029–2030 school year, the percentage of students scoring Proficient or Distinguished will increase by a minimum of 15 percentage points in each content area, with consistent annual growth and reduction of achievement gaps among student groups.

Objective:

Increase student proficiency in Science, Social Studies, and Writing as measured by the Kentucky Summative Assessment (KSA). By May 2026, the percentage of students scoring Proficient or Distinguished will increase by 5% in each content area, closing achievement gaps among student groups and ensuring alignment to Kentucky Academic Standards.

Franklin Elementary

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

- 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.

- Implement the SES Academic Language Playbook (March Madness model) to increase structured academic discourse and evidence-based language use among GAP students.
- Tier 3 students receive intensive literacy interventions using Heggerty, 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.
- Utilize the Eureka Math? Pacing Reflection & Adjustment Tracker to align instruction, maintain rigor, and ensure next-grade readiness benchmarks are met.

Lincoln Elementary

- Content Planning meetings take place every other week for Science, SS, and Math

- Writing plans have been discussed during ELA PLCs and prep for KSA and future writing integration have been developed or outlined
- Science continues to use OpenSciEd curriculum with several classroom celebrations because of success
- SS continues to use various resources, as well as resources from SAVVAS
- Tier 3 students are part of the Reading Club to receive more intensive reading and writing instruction

Franklin-Simpson Middle School

- Science teachers will continue to implement OpenSciEd and discuss during PLCs.

- Students placed in a DBQ "Related Arts" 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

- Continued implementation of OpenSciEd.
- Use of Peer Assessment and Khan Academy for content-specific review.
- Focus on content-area writing.
- Intentional DBQ and CRE instruction in social studies and science.

SCS CDIP GAP Goal Progress Notes

GOALS

By May 2026, increase the percentage of elementary special education students scoring proficient on the KSA Reading and Math Assessment from 21% to 30%.

Objectives:

By May 2026, the district will strengthen implementation of a Multi-Tiered System of Supports (MTSS) to improve special education/at risk students achievement for students by:

1. Conducting progress monitoring for all Tier I–III students at least every six weeks to inform instructional decisions;
2. Implementing consistent intervention and instructional schedules aligned to student needs across all tiers; and
3. Providing schoolwide and individualized behavior supports to increase student engagement and reduce learning barriers

[2026 CDIP Doc Link](#)

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. 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.

Simpson Elementary

- District Benchmark data will be analyzed after the March 25-27, 2026 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/screener data and progress monitoring to support academic and social-emotional needs.
- SABERS/SAFEBS data identifies students needing support. Student Support Team uses this info to create groups for students.
- Integrate structured academic language routines and morphology instruction within Tier 1 instruction to support ELL students' language acquisition and content comprehension.

Lincoln Elementary

- MTSS meetings have been held with Mrs. Vaughn and referrals and the process of referrals were discussed and plans were made for those who are in immediate need of data collection for referrals.
- Teachers continue to use the MTSS Form to report concerns with students on other MTSS areas such as Behavior or Social/Emotional
- Tier 2 students continue to receive support during classroom instruction and WIN time
- ELA WIN teachers document student progress in Fluency and Phonics
- iRead is being used to monitor students in Reading and Math club
- District Benchmark exams are used to identify students who are just shy of being apprentice and plans were developed to track progress and ways we are assisting them to be successful

Franklin-Simpson Middle School

- 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

- HQIR in reading and math.
- PLC focus on shared assessments.
- Targeted math intervention.
- Continued SST monitoring and supports.
- Co-teaching and resource classes for special education services.
- FSHS Admin walkthroughs.
- Weekly overviews.
- Grade monitoring.