

Franklin SSD (941) Public District - FY 2018 - LEA Plan - Rev 1

Plan Items ()

G 1) Increased Academic Achievement: Reading/Language Arts (required)

Description:

(1) For 2017-18, the district will achieve a level 3 TVAAS score or higher in literacy. (2) For 2017-18, the district will maintain or improve the percentile rank in terms of the number of students scoring on-track (proficient) and mastered (advanced) relative to other districts in the state in ELA. (3) For 2017-18, the district will maintain or improve the percentile rank in terms of the number of students scoring on-track (proficient) and mastered (advanced) in the four gap subgroups.

Performance Measure:

The percentage of students on-track and mastered in the aggregate and for each subgroup, as measured by TCAP.

S 1.1) Standards-aligned core instruction

Description:

Align evidence-based curriculum, instruction and assessment with the State's challenging academic content standards.

| Component | Item Name |
|----------------------|---------------|
| State Strategic Plan | All Means All |

AS 1.1.1) Determining Power Standards as a Foundation for Common Formative Assessments

Description:

The Curriculum and Professional Learning Specialist and District Reading Specialist will lead a team of teachers from grades 2, 4, and 6 to determine Power Standards for ELA this year. When the principals attended the PLC Institute in the summer of 2016, they saw the need for determining these essential standards as a foundation for writing the common formative assessments which enables PLCs to answer the Four Critical Questions. (From Solution Tree: Power Standards are learning standards that we guarantee all students will know when they leave a course or grade level. We monitor them frequently and provide time and support when students haven't learned them. They are not the total curriculum.) The teachers on this team will be responsible for returning to their school PLCs and discussing this work with their teams. Last year, this work began with grades 1, 5, and 7. This work continues for this year and into 2018-19.

Benchmark Indicator:

Completion of power standards work and common formative assessments for grades 2, 4, and 6 for ELA.

Person Responsible:

Mary Decker

Estimated Completion Date:

3/30/2018

AS 1.1.2 Providing differentiated instruction in 5-8 ELA

Description:

Elementary teachers in FSSD have reframed their instructional planning to include both whole group and small group instruction. Some intermediate and middle school teachers have embraced this philosophy and we want to see that transformation continue. Beginning in 2017-18, all students in grades 5-8 will have 1:1 computer access so this is the perfect opportunity to change the flow of the classroom. Using a variety of teaching methods along with specific ELA online resources (ReadWorks, NewsELA, etc.) will engage students and allow teachers an opportunity to work with small groups on specific skill development or enrichment activity. Teachers have been working with William Van Cleave to improve their own understanding of the writing process and moving to a whole group/small group schedule will allow students to have the time to focus on extended writing. We have many academically talented students who take Honors classes and more differentiation will give an opportunity to engage them in more rigorous learning.

Benchmark Indicator:

TNReady ELA scores, TEAM evaluations for teachers.

Person Responsible:

Gina Looney, Cindy Cook

Estimated Completion Date:

5/25/2018

S 1.2 Effective leaders

Description:

Develop policies, procedures and programs to support and build the capacity of school and district leaders to effectively develop, implement and manage instructional programs for students and be accountable for the results.

AS 1.2.1) Assessing Professional Learning Communities

Description:

For several years we have worked on developing a better understanding of and implementing professional learning communities. We have made progress but too often feel that our PLCs are just another team meeting. During the summer 2016, all of our principals along with our Associate Director for Teaching and Learning and Curriculum and Professional Learning Supervisor attended the Professional Learning Communities at Work Institute. This event enabled them to continue to build understanding, to assess their progress, and to identify high-leverage next steps for implementation. They worked collaboratively to create a plan of action for their individual campus. They made a commitment to focus on learning and be results-oriented by stressing the importance of asking the Four Critical Questions (What is it we expect students to learn? How will we know students have learned it? What do we do when students don't learn it? What do we do when students already know it?). For 2017-18, we will take that a step further and work with principals to develop ways to assess the functioning of their PLCs. We have used the PLC Rubric in the past and will continue to focus our assessment around that--creating tools that will help school administrators guide their PLCs to have more meaningful and productive conversations about student learning. We want to move from "We HAVE a PLC" to "We ARE a PLC."

Benchmark Indicator:

Teacher & principal ratings on the PLC Rubric (DuFour, DuFour, Eaker and Many, 2006), TEAM evaluation for teachers. Principals will be measured using the above measures as well as the TN Principal Evaluation. Improved student scores on TNReady ELA will be the true indicator of success.

Person Responsible:

Mary Decker

Estimated Completion Date:

4/30/2018

S 1.3) Effective teachers

Description:

Support all teachers through job embedded professional development activities, mentoring programs, induction programs, etc.

| Component | Item Name |
|----------------------|------------------------------|
| State Strategic Plan | Early Foundations & Literacy |

AS 1.3.1 Increasing awareness of early signs of dyslexia

Description:

In order to create an environment in which students leave Kindergarten and 1st grade ready to take on the challenges of increasingly more complex text, teachers must focus on foundational reading skills--in particular phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, encoding skills, and rapid naming. They must also recognize the markers of dyslexia so that best practices can be put into place to promote literacy acquisition for students with reading problems. Tennessee Code Annotated 49-1-229 (2016) requires that districts screen for dyslexia. The district will work with the TN Center for the Study and Treatment of Dyslexia at MTSU to provide professional learning opportunities to teachers. Workshops will focus on effective reading instruction and identifying students who exhibit signs of dyslexia as very young learners.

Benchmark Indicator:

Workshop attendance rosters and teacher surveys following workshops, AimsWeb universal screener scores

Person Responsible:

Gina Looney

Estimated Completion Date:

2/28/2018

G 2) Increased Academic Achievement: Mathematics (required)

Description:

(1) For 2017-18, the district will achieve a level 3 TVAAS score or higher in numeracy. (2) For 2017-18, the district will maintain or improve the percentile rank in terms of the number of students scoring on-track (proficient) and mastered (advanced) relative to other districts in the state in Math. (3) For 2017-18, the district will maintain or improve the percentile rank in terms of the number of students scoring on-track (proficient) and mastered (advanced) in the four gap subgroups.

Performance Measure:

The percentage of students on-track and mastered in the aggregate and for each subgroup, as measured by TCAP.

S 2.1) Standards-aligned core instruction

Description:

Align evidence-based curriculum, instruction and assessment with the State's challenging academic content standards.

AS 2.1.1) Determining Power Standards as a Foundation for Common Formative Assessments

Description:

The Curriculum and Professional Learning Specialist will lead a team of teachers from grades 2, 4, and 6 to determine Power Standards for Math this year. When the principals attended the PLC Institute in the summer of 2016, they saw the need for determining these essential standards as a foundation for writing the common formative assessments which enables PLCs to answer the Four Critical Questions. (From Solution Tree: Power Standards are learning standards that we guarantee all students will know when they leave a course or grade level. We monitor them frequently and provide time and support when students haven't learned them. They are not the total curriculum.) The teachers on this team will be responsible for returning to their school PLCs and discussing this work with their teams. Last year, this work began with grades 1, 5, and 7. This work continues for this year and into 2018-19.

Benchmark Indicator:

Completion of power standards work and common formative assessments for grades 2, 4, and 6 for Math.

Person Responsible:

Mary Decker

Estimated Completion Date:

3/30/2018

S 2.2) Effective teachers

Description:

Support all teachers through job embedded professional development activities, mentoring programs, induction programs, etc.

| Component Item Name | |
|----------------------|------------------|
| State Strategic Plan | Educator Support |

AS 2.2.1) Continuing Professional Learning to Develop Conceptual Understanding of Mathematics

Description:

FSSD uses Curriculum Associates as the math textbook and will continue to provide professional learning to teachers. However, for 2017-18, the sessions will be leveled so that the needs of each teacher can be more appropriately met. Additionally, the district will provide math workshops from Dr. George Poole from ETSU who focuses on helping teachers develop a conceptual understanding of math instead of viewing math as simply an algorithm to solve. CA and Dr. Poole will present workshops this summer and also on the two district professional learning days next fall. Both of these presenters have been very well received by our teachers in the past.

Benchmark Indicator:

Surveys following workshops; TNReady Math scores in summer 2018

Person Responsible:

Mary Decker

Estimated Completion Date:

1/31/2018

2.3) Effective leaders

Description:

Develop policies, procedures and programs to support and build the capacity of school and district leaders to effectively develop, implement and manage instructional programs for students and be accountable for the results.

Component

Item Name

**State
Strategic Plan**

Educator Support

AS 2.3.1) Assessing Professional Learning Communities

Description:

For several years we have worked on developing a better understanding of and implementing professional learning communities. We have made progress but too often feel that our PLCs are just another team meeting. During the summer 2016, all of our principals along with our Associate Director for Teaching and Learning and Curriculum and Professional Learning Supervisor attended the Professional Learning Communities at Work Institute. This event enabled them to continue to build understanding, to assess their progress, and to identify high-leverage next steps for implementation. They worked collaboratively to create a plan of action for their individual campus. They made a commitment to focus on learning and be results-oriented by stressing the importance of asking the Four Critical Questions (What is it we expect students to learn? How will we know students have learned it? What do we do when students don't learn it? What do we do when students already know it?). For 2017-18, we will take that a step further and work with principals to develop ways to assess the functioning of their PLCs. We have used the PLC Rubric in the past and will continue to focus our assessment around that--creating tools that will help school administrators guide their PLCs to have more meaningful and productive conversations about student learning. We want to move from "We HAVE a PLC" to "We ARE a PLC."

Benchmark Indicator:

Teacher & principal ratings on the PLC Rubric (DuFour, DuFour, Eaker and Many, 2006), TEAM evaluation for teachers. Principals

will be measured using the above measures as well as the TN Principal Evaluation. Improved student scores on TNReady Math will be the true indicator of success.

Person Responsible:

Mary Decker

Estimated Completion Date:

4/30/2018

G 3) College and Career Ready Students (required)

Description:

(1) For 2017-18, the district will prepare students to meet the demands of high school. (2) For 2017-18, the district will help students consider a wide variety of career options.

Performance Measure:

(1) The percentage of 8th grade students who indicate readiness for high school on a survey about expectations and coursework. (2) The percentage of 8th graders who complete a career information sheet after attending the Career Exploration Day. (3) The number of STEM activities documented by our Instructional Technology team.

S 3.1) Career exploration and work-based-learning opportunities

Description:

Provide students with college and career planning opportunities early in their school careers that assist students in identifying interests and career-expectations as well as opportunities for internships, apprenticeships, etc.

| Component | Item Name |
|----------------------|---------------------------------------|
| State Strategic Plan | High School & Bridge to Postsecondary |

AS 3.1.1) Career Exploration Day

Description:

FSSD will join with WCS to hold a Career Exploration Day. School Counselors will work with 8th grade students to explore careers in the fall. Students will gather for a Career Exploration Day. Businesses and services in our community will have booths and representatives available to talk to the students. Students will collect information about three different career options of interest to

them.

Benchmark Indicator:

Completed student surveys with responses for three career areas.

Person Responsible:

Lee Kirkpatrick

Estimated Completion Date:

11/30/2017

3.2) Effective transitions (kindergarten, middle school, high school, post-secondary)

Description:

Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels and educational placements.

| Component | Item Name |
|----------------------|---------------------------------------|
| State Strategic Plan | High School & Bridge to Postsecondary |

AS 3.2.1) Collaboration between FSSD and WCS

Description:

Because our students all go to high school in Williamson County Schools (typically Centennial HS or Franklin HS), we will create opportunities for collaboration. Our two middle school principals and the two high school principals will meet every other month to discuss student opportunities, student success, and student needs that have been identified by teachers and staff. 8th grade teachers will meet two times/year with high school teachers in their content area to participate in vertical planning of curriculum. This will be particularly important to our Honors teachers as they prepare students for Honors and AP level courses in high school. The graduation coach from Centennial will work with a group of our at-risk students to prepare them for learning in high school and to keep them on track as they make the transition.

Benchmark Indicator:

Meeting agendas and rosters, student surveys

Person Responsible:

Catherine Stephens

Estimated Completion Date:

5/25/2018

S 3.3) Enrichment activities

Description:

Incorporate programs and provide activities for students who have mastered academic content standards to pursue learning in areas of interest/strength or allow them to study concepts with greater depth, breadth, and complexity.

AS 3.3.1) Incorporating STEM into our instruction

Description:

At this time, we have a STEM teacher in two of our schools. We plan to increase the number of STEM activities integrated into instruction. We will provide professional learning for teachers and our Instructional Technology Specialists will assist teachers to plan ways to add STEM activities. We will purchase materials and invite speakers. Using technology to make connections beyond our community will enable students to have a wide variety of experiences.

Benchmark Indicator:

Increased number of STEM activities documented by Instructional Technology Specialists

Person Responsible:

Amber Whitley, Cindy Cook

Estimated Completion Date:

3/30/2018

G 4) Safe and Healthy Students (required)

Description:

For 2017-18, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time, and ensures that all students have the opportunity to learn.

Performance Measure:

(1) The number of disciplinary actions taken against students. (2) The student attendance rate and chronic absenteeism rate. (3) Increased collaborative contacts between FSSD and WCS around safety and security.

4.1 Behavioral interventions and supports

Description:

Develop and support programs and initiatives that address identified behavior needs and provide appropriate student supports.

| Component | Item Name |
|----------------------|---------------|
| State Strategic Plan | All Means All |

4.1.1 Positive Behavior Support Programming: Continuing Development of Tier I and Implementation of Tier II

Description:

Each school has implemented their positive behavior support program and developed Tier I during 2016-17. Tier I will continue to be implemented with fidelity during the 2017-18 school year. Additionally, schools will develop Tier II supports for the students (approximately 10-15%) who do not respond to Tier I supports. Interventions at Tier II are typically systematic, evidence-based interventions that are delivered to groups of students at a time. For example, Tier II interventions typically include small-group social skills instruction, behavior contracts, self-monitoring plans, and check-in/check-out.

Benchmark Indicator:

Data from Tier I and Tier II documenting the following: Tier 1: schoolwide expectations, dates of modeling/teaching, examples of positive acknowledgements, examples of responses to inappropriate behavior, examples of stakeholder input; Tier 2: examples of interventions with dates and outcomes; number of student behavior incidences will decrease.

Person Responsible:

Beth Herren

Estimated Completion Date:

3/30/2018

4.2 Teacher impact on social-emotional development

Description:

Support all teachers by providing job-embedded professional learning opportunities to better understand their students' social-emotional learning, to engage their students in building positive relationships with adults and peers, to teach effective behavior strategies, and to assist students who need additional behavioral supports.

AS 4.2.1) TN Behavior Support Program (TBSP) at Vanderbilt University

Description:

A team of teachers and administrators from each school will participate in TBSP workshops at Vanderbilt University on May 30-31, 2017 and will implement Tier II of their school's behavior support program using evidence-based strategies and interventions. Approaching the task systematically and including the following four components will build a foundation for success. The first component is administrative support to ensure the school is committed to implementation with fidelity. The second component is a strong leadership team to coordinate implementation efforts. The third component is effective communication between the team and the external coach to distribute the most current information and best practices. The fourth component is consistent data collection and use of data in problem solving and decision-making. The leadership team will work with the school administrative team, the staff at VU, colleagues at their school, parents, and students to create an effective program including the collection of data and the use of data for decision-making.

Benchmark Indicator:

Documentation of attendance at the TBSP workshops, documentation of the program being created with the support of administration and school staff, documentation of communication with external coach, and documentation of data being collected and used for decision-making.

Person Responsible:

Beth Herren

Estimated Completion Date:

12/15/2017

AS 4.2.2) Professional Learning: Social-Emotional Learning (SEL)

Description:

Teachers will have the opportunity to participate in workshops throughout the year to help them better understand social-emotional development and respond to their students in ways that will enable them to understand their own emotions and respond to situations around them appropriately. The district will work closely with Joelle Hood, Senior Consultant for Collaborative Learning Solutions. Ms. Hood led workshops on the district professional learning days in 2016-17 entitled SEL 101. During 2017-18, Ms. Hood will work with a team of 4 (1 administrator, 3 teachers) from each school once per quarter. This extensive training will dive deep into the application of learning on social-emotional development and help each team develop tool and skills to make this happen on their campus. Each team will train their colleagues. Ms. Hood will also present SEL 101 Workshops on two professional learning days in 2017-18.

Benchmark Indicator:

Teacher surveys on impact of SEL training in Spring 2018; reduced number of student behavior incidences.

Person Responsible:

Mary Decker

Estimated Completion Date:

3/30/2018

S 4.3) District management and support of school safety measures

Description:

Develop policies and work collaboratively with our neighboring district, Williamson County Schools, to support coherence in creating, monitoring, and implementing school safety measures.

AS 4.3.1) Increase collaborative communication among stakeholders in sister districts (WCS and FSSD) around safety and security.

Description:

We currently use the same online platform as WCS to house our school safety plans. BOLDplanning is the platform and it not only allows our school administrators to create emergency plans in a systematic and efficient manner but also to get feedback from emergency personnel, to schedule drills, and to monitor the progress of their campus in keeping students safe. Our Safety Supervisor is able to access the platform, monitor the progress of each campus, and provide feedback. This system was put into place in fall 2016. Additionally, our district has an agreement with the Williamson County Sheriff's Office to provide SROs to our schools. We have the foundations for a solid emergency preparedness program. During 2017-18, we want to increase collaboration between the two districts. Increased communication between the safety supervisors, principals, and county emergency personnel through webinars, face to face conversations, and better communication equipment will be our focus. For example, currently FSSD and WCS/MC emergency personnel use different emergency radio systems. This prevents our principals from being able to quickly reach their own SROs while in the same building. Purchasing new radios and providing training on using them appropriately will be one step that we can take.

Benchmark Indicator:

Purchase of radios and training for principals at each FSSD school. Log activity showing increased collaboration (April 2016 compared to April 2017)

Person Responsible:

Celby Glass

Estimated Completion Date:

5/25/2018

G 5) Kindergarten Readiness (required)

Description:

For 2017-18, students entering kindergarten will have the cognitive, language and literacy, social and emotional and physical skills necessary to effectively transition to kindergarten and meet early literacy milestones.

Performance Measure:

(1) The percentage of students identified as kindergarten ready as defined and measured by a kindergarten screener. (2) The percentage of students meeting grade-level standards on the grade 2 assessment. (3) The percentage of students scoring on-track and mastered on the TCAP in reading and math in grade 3.

5.1 Extended learning opportunities

Description:

Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.

| Component | Item Name |
|----------------------|------------------------------|
| State Strategic Plan | Early Foundations & Literacy |

AS 5.1.1 Summer camp for PreK students and their parents

Description:

Our district will hold a "summer camp" for three weeks this summer for 30 students currently in our PreK classes. Teacher/Student ratio will be 1:5 and the focus of the camp will be on phonological and phonemic awareness, sound-symbol recognition, and alphabet knowledge. We will feed the students breakfast and lunch and provide transportation. Ten parents will be invited to come from 10:00-12:00 three days/week. Part of this time will be devoted to help parents improve their English skills and part will be devoted to learning child development and gaining tools to help their child be more successful academically. Parents will also be provided with lunch and transportation. We have arranged childcare for ten younger siblings while the parents are in their workshops.

Benchmark Indicator:

Growth from beginning to end of camp on the PPVT or with AimsWeb 2.0 followed by AW data from Winter 2017 and Spring 2018 to check for continued impact. Parent surveys at the beginning and end of camp.

Person Responsible:

Gina Looney

Estimated Completion Date:

8/18/2017

5.2 Effective teachers

Description:

Support all teachers through job embedded professional development activities, mentoring programs, induction programs, etc.

AS 5.2.1) Implementation of Early Learning Model

Description:

The district team will train school and district administrators and teachers to implement all aspects of the Early Learning Model including gathering data, creating the portfolio, assessing the data, and using the Kindergarten Entry Inventory. Meetings will continue throughout the year so that teachers become more confident and have the opportunity to have their questions answered and concerns addressed. All PreK and Kindergarten teachers will use the Portfolio Growth Model as part of their evaluation score in 2017-18.

Benchmark Indicator:

Rosters and agendas for meetings, number and quality of completed portfolios, teacher survey in Spring 2018.

Person Responsible:

Catherine Stephens

Estimated Completion Date:

5/25/2018

AS 5.2.2) PreK/K Vertical Teams

Description:

Teachers in PreK and Kindergarten from our 5 elementary schools will meet quarterly to complete vertical planning activities. They will focus on standards, instruction, challenges that they see as students move into Kindergarten, and strategies to offset noted challenges.

Benchmark Indicator:

Rosters, agendas, and notes submitted from each meeting.

Person Responsible:

Lee Kirkpatrick

Estimated Completion Date:

3/30/2018