

ANNUAL REPORT
State of the FSSD

TO THE FSSD BOARD OF EDUCATION
(Report based upon 2015 - 2016 School Year)

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THE MISSION of the Franklin Special School District and the Board of Education:

To foster academic, social, emotional, physical, and creative development in each student; to instill a desire to continue learning; to nurture respect for all people; and to promote responsible citizenship.

THE VISION of the Franklin Special School District and the Board of Education:

Excellence in Teaching and Learning for All

In order to fulfill our mission and transform our vision to reality, the Board of Education of the Franklin Special School District establishes the following goals and objectives for its Director of Schools for school/fiscal year 2015-2016.

I. Improvement of Student Performance:

- A. Maintain and utilize a comprehensive database of student-performance information to assist in the development and implementation of an Individual Learning Plan for each student.
- B. Meet the diverse needs of all students by implementing a plan for enrichment/intervention with benchmarks for success based on criterion-referenced assessment in all schools.
- C. Use innovative approaches to curriculum and instruction to ensure all students can succeed in FSSD schools.
- D. Aggressively support the expanded use of innovative instructional technology at all grade levels as a tool to improve student performance. There should be comparable access to instructional technology in each school building.
- E. Lead the FSSD in the continued implementation of the state standards for all children in the district.
- F. Work cooperatively with the Board to provide teacher continuity within the classroom.

II. Effective Management of District Resources:

- A. With the support of the Board of Education, the Director will proactively identify and support only state funding models that adequately fund and support the unique mission of the FSSD. The Director will proactively advocate local control of public education.
- B. Maintain effective management of fiscal resources while exploring innovative methods to manage the school district in an increasingly effective and efficient manner.
- C. Provide expanded options for professional development and assure leadership and career development opportunities exist for all personnel, including programs to attract and retain the brightest and best educators.

- D. Provide effective training, support, and communications for teachers and administrators to insure the continued success in the teacher/administrator evaluation process.
- E. Work cooperatively with the Board of Education to ensure a safe, secure environment for teaching and learning.

III. Transforming the Vision into Reality:

- A. Continue to foster a thriving learning environment in which differing viewpoints are respected and in which kindness, encouragement, caring, and compassion are embraced as partners in the pursuit of excellence in teaching and learning for all.
- B. Continue to collaborate with the Board of Education to review and revise the written, comprehensive five-year strategic plan.
- C. Continue to effectively implement the approved school equity plan.

IV. Provide the Highest Level of Internal and External Communication:

- A. Communicate effectively with all stakeholders regarding district improvements and progress in meeting district goals.
- B. Proactively communicate with all stakeholders the historical significance and importance of the FSSD in meeting the unique educational needs of the diverse FSSD community.
- C. Develop, implement, and continually refine innovative methods to create and enhance stronger family – school relationships.
- D. Communicate necessary information to individual board members and other stakeholders as urgently as required by the situation.
- E. Encourage collaboration and shared decision-making involving teachers, administrators, support staff, parents, community members and leadership.
- F. Facilitate a combined retreat with the Board of Education and the District's Leadership Team.

Student Performance and Achievement Highlights

Tennessee Comprehensive Assessment Program (TCAP)

Through the cooperation of school leadership, school support staff, teachers, the Teaching and Learning team, other district-level support staff and the support of parents, the PTO, community and the School Board, FSSD students continued to improve academically.

1. Typically, we determine academic achievement and improvement by scores on the TCAP assessment. However, due to significant complications with both online and paper/pencil testing for grades 3-8, we were only able to administer partial tests to a few children. The Tennessee Department of Education will be sending available raw data to the district later in the 2016-2017 school year. This data will be analyzed for the purpose of improving instructional practices in the district. (1C, 1E, 4A, 4D)
2. This year, 120 FSSD 7th and 8th graders took Algebra I, a high school credit-bearing class, in middle school. Sixteen 8th grade students took Geometry. The TNReady End of Course (EOC) tests were administered to these students. The Tennessee Department of Education will be sending reports, including parent reports, to the district later in the 2016-2017 school year. (1C, 1E, 4A, 4B, 4D)

High School Transition/Career Education

3. All FSSD 8th grade students participated in the Annual World of Possibilities Career Exploration Day held at the Williamson County Agricultural Exposition Park on November 12, 2015. This event, co-sponsored by the FSSD and WCS, brought career-based exhibitors representing Tennessee's 16 Career Clusters together to provide a real-world career exploration experience for our soon-to-be high school students. Special emphasis was placed on the critical role a strong educational foundation plays as students begin to contemplate potential career paths. In preparation for Career Exploration Day, students were given EXPLORE Interest Inventories and Kuder Career Assessments. School Counselors met with students to discuss assessment results guiding students as they chose sessions to attend at the Career Exploration Day. (1C, 1E, 4C, 4E)
4. FSSD 8th grade students visited their zoned high school (Centennial and Franklin) in February. The high school administrative team and counselors greeted students and accompanying FSSD staff. Current high school students conducted tours to provide initial building orientation. Parent Nights for rising freshmen were held to provide essential information regarding the transition process. (4C, 4E)
5. Centennial and Franklin High School Counselors visited PGMS and FMS in February to speak with 8th grade students providing an overview of high school curriculum. This session also outlined the process of obtaining teacher recommendations for high school classes including honors and advanced placement offerings. Eighth grade teachers completed a class recommendation form for each student, given to the high school counselor prior to registration day. Registration materials were distributed to each student, taken home and completed with parents and returned on registration day. (4C, 4E)

6. In early March the high school counselors returned to the FSSD middle schools to register students. Parents/guardians were required to attend this conference between counselor and student. Eighth grade teacher recommendations were reviewed, necessary registration materials confirmed, parent questions were answered and a four-year high school curricular plan was completed. (4C, 4E)

School Improvement Plans

7. The District Improvement Plan and individual School Improvement Plans continued to focus on improved student performance and activities to facilitate a minimum of one year's academic growth for each student. FSSD and each school identified areas of greatest progress and greatest challenge, stated goals and identified key strategies and action plans for meeting those goals. The district improvement plan and school improvement plans for the four Title I schools was submitted on ePlan, the Tennessee Department of Education website for Electronic Planning and Grants Management. (1A, 1B, 1C, 1D, 1E, 3A, 4A, 4E)

Character Education

8. Character Under Construction continued to serve as the district-wide vehicle to teach core values designated for each month of the school year, including the pillars of Respect, Responsibility, Perseverance, Citizenship, Cooperation, Fairness, Caring, Courage and Trustworthiness. Each school counselor, administrative team, faculty and staff member placed concentrated attention on these monthly character traits and core values. Students were recognized each month for exemplary exhibition of these core values as they serve as positive peer role models. (1C, 1E, 3A, 4E)
9. The FSSD joined Williamson County Schools in its Be Nice initiative during the 2015-2016 school year. This initiative dovetailed nicely with the counseling curriculum of bullying prevention and character education. A district committee was formed to make some initial decisions on how the kindness movement might begin in the schools. A week was set aside in November to highlight the Be Nice kick-off, which correlated with World Kindness Week. Special events were planned at each of the schools, student ambassadors selected and participated in the Veterans Day parade, and the Board passed a proclamation declaring the week of November 9-13, Be Nice Week. Coordinated School Health sponsored a Be Nice poster contest. Members of the Advisory Board served as judges and prizes were given to students in each grade level. Schools continued to emphasize the Be Nice philosophy throughout the year with various events and special assemblies. (1C, 1E, 3A, 4E)

The Related Arts

10. Students continued to expand and demonstrate their artistic talents in the multitude of outstanding related arts programs offered by the district. Related arts teachers had opportunities to expand their instructional knowledge through a variety of professional learning experiences including sessions focused on specific related arts content areas such as volleyball, yoga, the integration of science with walking and hiking, and Fitnessgram (the official assessment of the Presidential Youth Fitness Program) for physical education teachers, project exemplars and school wide projects, collaborative installation art pieces, personalized book creation and sculpture for art teachers, and the study of critical questioning strategies in relation to the TEAM rubric for music educators. (1C, 1E, 2C)

11. Approximately 1,039 students participated in the Young Scholars Institute (YSI). This was the 33rd year that this enrichment and talent development program has served students in this area. Whenever possible this self-supporting program gives financial awards to the schools that host YSI, as well as selecting an area of allocation to benefit student learning in the FSSD. 121 scholarships were granted to students who would otherwise be unable to participate due to financial situations. (1C, 2B, 3A, 4C, 4E)
12. The FSSD continued its participation in an Art Exhibit at the Frist Center in early 2016. Student artwork from FSSD schools was selected and displayed. Many people attended the reception in support of FSSD students. (1C, 4C, 4E)
13. Prominent display of student artwork in the director's office, on the district web site, and at the Central Office and Central Office Annex provided an opportunity for students, parents and other visitors to view outstanding student work at non-school locations. (3A, 4B, 4C)

Universal Screening and Tests for Progress Monitoring

14. A document entitled District Required RtI² Assessments was distributed to all administrators and teachers as a means of providing consistency and accurate communication of universal screening measures and progress monitoring across the district. (1A, 1B, 2B, 4A)
15. STAR Reading Enterprise was used as a universal screening measure in grades 2-8 as well as to progress monitor students receiving Tier 2A intervention in grades 3-8. (1A, 1B, 1D, 4C)
16. Aimsweb was used as a universal screening measure in grades K-2 as well as to progress monitor students receiving all levels of intervention in grades K-2 and Tiers 2B and 3 interventions in grades 3-8. (1A, 1B, 1D, 4C)
17. STAR Math Enterprise was used as a universal screening measure in grades 2-8 as well as to progress monitor students receiving Tier 2A intervention in grades 3-8. (1A, 1B, 1D, 4C)

District-Wide Professional Learning

In partnership with each school and its data-driven School Improvement Plan (SIP), the Teaching and Learning team identified and provided professional development experiences to support student learning. Professional learning during the 2015-2016 school year focused on the following areas.

Teacher Professional Learning

1. District-wide, grade level and subject area Professional Learning Communities (PLCs) continue to evolve to effectively guide school teams in better meeting the needs of all learners. In PLC meetings, teachers reviewed data, developed pacing guides, created and/or revised common assessments and planned for instruction. In 2015-2016, these PLCs continued to focus discussions on the instructional refinements related to the Tennessee State Standards in math and ELA/literacy. In addition, teachers discussed effective strategies that were used with students in need of intervention support. Art, music, accelerated learning, World Language, ELL, computer lab, library media and physical education teachers met in content specific, district-wide PLC meetings in order to deepen content knowledge and to develop strategies in their areas. (1D, 1E, 2C, 3A, 4E)
2. Teachers of students with special needs attended a variety of sessions including those focused on autism, communication and behavior disorders, mental health issues, non-violent crisis intervention, positive behavior support, Imagine Learning, SPIRE, Lindamood-Bell, monitoring and legal issues. In addition, special education teachers met in district PLCs to plan for performance assessments and successful transition to the next grades within our district. The district continued a monthly district-wide PLC with special education representatives from each school in order to share specific special education concerns and issues. (1C, 2C, 3A, 4E)
3. The FSSD Beginning and New Teacher Induction Program (BANTIP), which spans five years, provided ongoing support for beginning and new teachers by facilitating a smooth transition to the Franklin Special School District community. Each new teacher was assigned a mentor and attended professional learning sessions designed to fit his/her needs. Designated instructional technology sessions are incorporated during summer BANTIP each year. (2B, 2C, 2D, 4E)
4. Teachers of English Language Learners (ELL) were members of a district ELL Professional Learning Community that collaborated with school level teams to share instructional strategies aligned to best practice focused on the growth of students' content knowledge and English proficiency. In addition, ELL teachers attended training at the state and regional level, learning effective practices to use in instruction. (1C, 2C, 2D, 4E)
5. On August 3, the FSSD Opening Day, a welcome event for all FSSD educators and staff was held at Poplar Grove Middle School. Mr. Keni Thomas, Blackhawk Down survivor, author, musician and motivational speaker, gave the inspiring keynote address. Then teachers attended sessions focused on the implementation of the newly-adopted math textbook published by Curriculum Associates and on grade level and content area specific collaborations. The inclusion of the collaboration sessions was

prompted in large part by the information gleaned during Lunch and Learns. (1C, 2C, 2D, 3A, 4A, 4E)

6. Once each quarter, the associate director of schools for teaching & learning and the curriculum & professional learning supervisor met with a team of teachers, paraprofessionals and administrators at every school to discuss data and request input regarding professional learning and other issues and needs. The goal of the Lunch and Learns is to have a truly open and collaborative process to tailor professional learning to the needs of FSSD students and teachers, with optimal student learning as the result. Lunch and Learns have replaced the Design Team as the method of gathering feedback regarding professional learning from the educators at each school. (1B, 1D, 1E, 2B, 2C, 4E)
7. Professional learning concerning Professional Learning Communities (PLCs) and coaching for results were provided for administrators. Facilitators included Dr. Robert Eaker of Solution Tree, Dr. Catherine Stephens and Mary Decker. (1A, 1B, 1C, 1E, 2B, 2C, 2D, 4E)
8. Online courses were made available to teachers through the Association for Supervision and Curriculum Development (ASCD). Topics included questioning and academic feedback, best practices for small group instruction, rigor, differentiation, performance-based assessment, strategies for instructing English Language Learners and students with special needs and support for the Tennessee State Academic Standards. These rich, multiple-hour sessions for teachers were accessible any time and allowed teachers to learn at their own pace and location. (1A, 1B, 1C, 1D, 1E, 2B, 2C, 2D)
9. Universal screening and progress monitoring assessments were used to identify students' learning needs. Teachers were provided training in administering and using assessments such as Aimsweb, STAR Math Enterprise and STAR Reading Enterprise to determine student progress and differentiated instruction. (1A, 1B, 1C, 1D, 1E, 2C, 2D)
10. One of our school literacy coaches was chosen to serve as an English/language arts consultant to the Tennessee Department of Education. (1A, 1B, 1C, 1D, 1E, 2C, 2D)
11. The district provided a structure and time to carefully vet math textbooks for grades K-8. Community members were also invited to examine the textbooks through a widely advertised process. Curriculum Associates (grades K-8) and Houghton Mifflin Harcourt (Algebra 1 and Geometry) mathematics textbooks were selected for purchase and use beginning in the 2015-2016 school year. Ongoing professional learning around the implementation of these textbooks was provided on the district professional learning days, after school, during the summer and as-needed on a school-by-school basis. (1E, 2A, 3A, 4C, 4D, 4E)
12. The math and ELA coaches continued to meet with teachers to provide professional learning based on student data and centered on best practices in instruction. (1C, 1D, 1E, 2B, 2C)
13. Learning opportunities were provided for teachers of high-achieving students. Teachers participated in sessions facilitated by TLJ Consulting Group consultant Tammy Jones that focused on effective instructional strategies to differentiate instruction. In addition, Tammy Jones provided targeted

professional learning on differentiation for high-achieving students at Freedom Middle School. (1A, 1B, 1C, 2C)

14. Science resources from the National Science Resource Center were provided to teachers in K-8. These resources, more commonly known as STC (Science and Technology for Children) kits, have been used in the FSSD for a number of years. In addition, teachers participated in professional learning to support STEM (science, technology, engineering and math) education. FSSD also participated in the Middle Tennessee STEM network as well as a grant written by Belmont University to provide FSSD teachers professional learning. (1C, 1D, 1E, 2B, 2C, 4E)
15. The district continued to provide ongoing support for the National Board Certified (NBC) Teacher candidates. One teacher earned NBC certification during the 2015-2016 school year. Additionally, one FSSD teacher began the NBC process during the 2015-2016 year, while four teachers continued through the NBC process. Certified employees who pursue and achieve National Certification in their area of expertise receive a monetary incentive. In 2015-2016, we had 23 teachers, two school psychologists and seven speech pathologists who received the Board-approved \$4,000 per year supplement. Additionally, one part-time school psychologist and one part-time speech pathologist received a prorated amount for their certification: this amount was \$2,400. This was one variable of the Differentiated Pay Plan. (1C, 2B, 2C, 2D, 4E)
16. Individual schools coordinated site-based professional learning initiatives. School administrators and teachers frequently led professional learning activities based on needs identified through school achievement and growth data. This occurred during the summer, on school professional learning days and in the afternoon on the early-dismissal days. (1A, 1B, 1D, 1E, 2C, 2D, 4E)
17. Music and art teachers participated in state and national learning opportunities. Teachers attended the Tennessee Arts Academy, Tennessee Music Educators Conference and Tennessee Arts Education Association Fall Conference to stay informed about national trends and best practices in the arts. In addition, these teachers participated in on-going PLCs that focused on enriching content and pedagogical knowledge. (1C, 1E, 3A, 4E)
18. Physical educators participated in state and local learning opportunities. These teachers participated in sessions provided by A Chance to Grow (for the SMART program), the Tennessee Association for Health, Physical Education, Recreation and Dance (TAHPERD) and the American Council of Sports Medicine. Teachers also worked together in vertical teams to focus on implementation of the physical education curriculum in the district. (1C, 1E, 3A, 4E)
19. All school level administrators have been trained in TEAM and certified to evaluate educators. Additionally, four district level Teaching & Learning members have been trained in TEAM and certified to evaluate educators as well. Using the TEAM flex plan, future professional learning goals were identified as a result of individual teacher needs based on TEAM results. (1C, 1D, 2C, 2D)
20. Five school psychologists, our school psychology intern and the supervisor of special populations attended the TAASE (Tennessee Association of Administrators of Special Education) Legal Conference in December 2015. This annual legal conference focuses on current legislation impacting

special education. The psychologists attending this conference shared this information with the entire psychology team and Academic Support Teams in the individual schools. (1C, 2C, 2D, 2E, 3A, 4B)

21. The Early Childhood Education PLC met twice monthly, allowing the Special Education Preschool and Voluntary Pre-K Teams to work collaboratively on the commonly used Teaching Strategies Creative Curriculum and accompanying online Gold Assessment. (1C, 1D, 1E, 2D, 3A, 4C, 4E)
22. The Supervisor of Special Populations attended the National LRP Legal Conference in April. This annual conference focuses on the most recent legal issues in education in order to help participants understand and implement IDEA, prepare for legal challenges and carry out responsibilities surrounding IEPs, discipline, RtI and more. (1A, 1B, 1E, 2C, 2D, 2E, 3A, 4D)
23. The Partners in Education (PIE) Conference: A Continuum of Services for ALL Children was held at the Music City Center in February. Teams of special education teachers, speech-language pathologists and school psychologists took advantage of the many opportunities for growth in the areas of RtI², differentiated learning, early childhood, transition, special education interventions, positive behavior support and best practices for all students. Due to the weather resulting in “snow days,” several teachers were not able to attend some of the days as planned. (1A, 1B, 1C, 1E, 2C, 4E)
24. Liberty Elementary School continued their implementation of Positive Behavior Support and a restorative justice program during the 2015-2016 school year. Restorative justice is a different approach to discipline which focuses on respect, responsibility, relationship-building and relationship-repairing. Mediation and agreement, rather than punishment, aim to keep students in school and to create a safe environment where learning can flourish. (2C, 2E, 3A, 4C, 4E)
25. The supervisor of special populations attended an Imagine Learning Partnership Forum as a guest of the company September 30-October 3 in Provo, Utah. The Imagine Forum provided an inside look at how the company supports students’ learning and achievement. The supervisor was able to tour the headquarters, network with colleagues and tour schools in the area using the Imagine Learning program. Experiencing this real life language and learning instruction provided clarity and the opportunity to see a successful implementation of the program. (2B, 2C, 2E, 3A)
26. Four of FSSD’s Speech/Language Pathologists attended the 10th annual Tennessee Association of Assistive Technology (TAAT) Conference in Franklin on December 3-4. In the school setting, assistive technology services and/or adaptive devices help students with disabilities compensate for limitations and/or develop skills that are necessary for independent functioning at home and school. Many of our students access assistive technology in order to increase their functional capabilities. Assistive technology devices can range from “low technology” items like pencil grips, markers or paper stabilizers to “high technology” items such as iPads with specific apps, voice synthesizers, Braille readers or voice activated computers. (1B, 1C, 1D, 1E, 2A, 2C, 2D)
27. Two special education preschool teachers, a special education teacher and a speech/language pathologist attended Lindamood-Bell workshops offered in the Nashville area. These workshops focused on strategies for language, vocabulary and comprehension development using visualization, symbol imagery for reading and phonemic awareness. These educators shared this information on the January 5 district-wide professional learning day. (1B, 1C, 1D, 1E, 2A, 2C, 2D)

28. The Student Discipline Institute was held March 1-2 in Murfreesboro and was attended by the supervisor of special populations. This institute provided a comprehensive overview of legal and procedural issues related to student discipline. The TDOE Legal Counsel team facilitated the first day of training. Topics included: Legal Foundations for Student Discipline, Disciplining Students with Disabilities, Due Process and Student Disciplinary Hearings, Student Searches by School Officials and Legal Obligations to Address Bullying. The second day of training covered Restorative Practices and Updates to Disciplinary Practices and trends in student discipline. (1C, 2C, 2D, 3A, 4E)
29. All FSSD schools' faculty and staffs received training on social media guidelines and were advised as to new Board policies related to Bring Your Own Device (BYOD), social media and electronic access, as well as federal, state and local privacy and protection laws regarding students. (1D, 2D, 2E)
30. Teachers were provided professional learning on multiple occasions to support their understanding of the Tennessee Academic Standards in math and English language arts. (1A, 1B, 1C, 1D, 1E, 2C, 2D)
31. May/June 2016 Professional Learning Opportunities included the following:
 - a) The State's School Team Training (*Learning Leader Series*) for the Tennessee Academic Standards (reading language arts and math) was replaced by the Regional Educator Summits. Eleven FSSD teachers participated in two days of State-sponsored professional learning. Topics included Early Numeracy, Early Literacy and Intervention and Differentiation in Secondary Literacy. Teachers returned with the knowledge and skills to facilitate professional learning in their schools. (1B, 1C, 1E, 2C)
 - b) In June, William Van Cleave (www.wvced.com) facilitated two writing institutes for FSSD – one for teachers of grades 1-4 and one for teachers of grades 3-8 (cohort 1). These professional learning opportunities focused on the writing process, including sentence and paragraph development for lower grades and the different types of writing as well as improvement of sentences and paragraphs and essays for grades 3-8. (1C, 1E, 2C)
 - c) Bill Wilson, Assistant General Counsel for Special Education for the TDOE and Lee Danley, Director of Civil Rights for the TDOE, presented a session on “Legal Aspects of 504” to the assistant principals and school psychologists on May 11 at the Teacher Center. (1A, 1B, 1C, 4E)
 - d) June professional learning for special education personnel included: Instructionally Appropriate IEP training, Monitoring Compliance, Instructional and Behavioral Strategies with Students with Autism, Strategies for Language, Vocabulary and Comprehension Using Visualization and Neuroscience in Education. (1A, 1B, 1C, 4E)
 - e) TNCORE trainings in reading interventions were provided through the state DOE. The reading intervention professional learning focused on explicit instruction in reading and supported the RtI² framework. It was designed for special educators and interventionists who deliver Tier II and Tier III instruction in reading. Fifty FSSD teachers participated in this training. (1A, 1B, 1C, 1E, 2C)
 - f) In June, Kim Sutton of Creative Mathematics facilitated a two-day session, “Roadmap for Mathematical Success: Teaching Intensive Math Content through Meaning and Motivation.” FSSD hosted the event which was open to K-8 teachers from throughout the Nashville area; 44 of the teachers who attended were from Franklin Special. (1A, 1B, 1C, 1E)

- g) In July 2015, Emily Holt from the University School of Nashville facilitated for art teachers a session on the technique of layered cardboard assemblage. (1C, 1E, 2C)
- h) In July 2015, consultants from the Adventure Science Center in Nashville facilitated sessions on Energy, Motion, Matter and Forces for FSSD 3rd-6th grade teachers and on the Earth, Moon, Sun and Weather for teachers of grades preK-2 and 4. (1C, 1D, 1E)
- i) In June, eight FSSD teachers attended the Oak Hill School Summer Teacher Institute for Elementary and Middle School Teachers in Nashville where they learned how to incorporate technology, STEAM initiatives and 21st century skills in their instruction. (1C, 1D, 1E, 2C)
- j) In August 2015, an Autism Foundation consultant facilitated sessions for FSSD teachers on behavior management and strategies for working with students who have autism. (1C, 1D, 1E, 2C)
- k) Google Apps for Education Summit (GAPE): Teachers and district leaders presented at and attended the GAPE Summit in Coffee County in the spring. Sessions provided participants with tools and resources for implementing effective classroom instruction using the Google Classroom platform, as well as GAPE's suite of applications. (1B, 1C, 1D, 2B, 2C, 2D)
- l) Tennessee Educational Technology Conference (TETC): Teachers and district leaders attended TETC in December. Participants attended sessions that provided instructional technology resources for integration with classroom instruction. (1B, 1C, 1D, 2B, 2C, 2D)
- m) Instructional Technology Courses:
 - i. Promethean (Beginner): In June, several teachers participated in Promethean (Beginner) training. In this professional learning course, teachers learned techniques to incorporate the Promethean technology into their Tennessee Academic Standards curriculum. Teachers also registered for Promethean Planet, which allows them to collaborate with teachers nationwide in order to develop and share content and interactive lessons. (1B, 1C, 1D, 2B, 2C, 2D)
 - ii. Promethean (Advanced): In this June session, teachers expanded their basic knowledge of Promethean technology to allow for development of interactive and engaging lessons for the Tennessee Academic Standards curriculum. Teachers were able to select tools and customized resources within the Promethean software for differentiated use with their students. (1B, 1C, 1D, 2B, 2C, 2D)
 - iii. Compass Learning: The instructional technology specialists and a Compass Learning consultant continued to facilitate training with teachers and district leaders. Teachers can access Compass resources for Tier 1 and Tier 2 instructional materials. The district curriculum and professional learning supervisor, district reading coach and district instructional technology specialists developed Tennessee Academic Standards-aligned assignments for all grade levels in math and reading. The FSSD purchased the STAR test generator which allows students to access Compass-differentiated learning paths in reading and math based on data from the STAR benchmark testing. (1A, 1B, 1C, 1D, 2B, 2C, 2D)
 - iv. Computer Basics Session: Teachers participated in a professional learning session reviewing best practices for taking care of their district laptops. In addition, teachers learned to utilize Chromecast/Apple TVs to seamlessly integrate technology into their lessons. (1B, 1C, 1D, 2B, 2C, 2D)
 - v. Google Apps for Education: In June, teachers who attended the Google Apps for Education session learned how to manage and use classroom resources within this technological platform. (1B, 1C, 1D, 2B, 2C, 2D)

Administrative Professional Learning

32. FSSD administrators continued to participate in focused professional learning activities and attended numerous professional learning conferences, including but not limited to: Tennessee LEAD Conference, Tennessee Educational Technology Conference, Middle Tennessee Federal Directors Conference. During district professional learning days, sessions were created to meet administrator needs based on survey results. Professional learning sessions on the following topics were the main focus for the 2015-2016 year: Integrated Leadership Course, Homeless Education, State Mandated Testing Updates and Professional Learning Communities. (1C, 2C, 2D, 3A, 4E)
33. The director of schools and associate director of schools for teaching & learning were certified as Tennessee Educator Acceleration Model (TEAM) Administrator Evaluation Observers through the National Institute for Excellence in Teaching and continued to utilize the TEAM model to evaluate principals and assistant principals. (2A, 2B, 2D, 4A, 4E)
34. Administrators continued to utilize the Tennessee Educator Acceleration Model (TEAM) to evaluate all licensed team members. Using this evaluation model to identify individual teacher strengths and areas to strengthen enables professional learning needs for teachers to be identified, planned and implemented. Through the use of the TEAM model and data from their campus, administrators can determine potential large-scale professional learning needs. Additionally, principals engaged in collegial conversations about the TEAM model to refine and sharpen their practice and skills in this important area during the Integrated Leadership Course as well as through informal discussions. (1C, 2C, 2D, 3A, 4E)
35. Eighteen school administrators and seven Teaching & Learning team members attended the four-day Integrated Leadership Course series offered by the State department in the Franklin Special School District. During the 2015-2016 year, the associate director of schools for teaching & learning facilitated these four courses after being trained by the state department. These leadership courses focused on several topics, including: student readiness, core instruction, assessment for learning, personalized learning, teacher and leader effectiveness and response to instruction and intervention. (1E, 2C, 2D, 4C)
36. One Teaching & Learning member and five school administrators were trained in Level 1 - Coaching for High Performance. Through collaboration with Lipscomb University, these six FSSD team members were able to participate in this four-day training locally. This training, provided through Results Coaching Global, has been a cornerstone of administrative professional learning in the district and has developed leadership skills for effective conversations focused on improvement. (2C, 2D, 3A, 4C)
37. District and school level administrators spent a full day of professional learning focused on TVAAS. Topics covered in this session included: how growth is measured, district/school value-added reports, diagnostic reports, custom diagnostic reports, student history reports, predicted versus

projected scores, decision dashboard and how to use this data to make appropriate instructional decisions. This training was facilitated by Dr. Jenn Persson, Manager, Educator Support SAS. This TVAAS training resulted in participants collaborating in school teams to review data reports for their own school to assist in making instructional decisions. (1A, 1B, 1D, 4A)

38. During the 2015-2016 year, the teacher evaluation documentation system changed from CODE to TNCompass. The transition to this new database took place over the course of the year. As it unfolded, reports began to be available. School level administrators reviewed data from the 2015-2016 TEAM evaluations to determine trends in reinforcements (strengths) and refinements (areas to strengthen). By evaluating this data, professional learning was able to be differentiated to meet more teachers' needs. (1C, 1E, 3A, 4E)
39. District administrators received routine support, training and updates regarding RtI² during leadership retreat, leadership meetings and staff meetings. The District RtI² Team met to evaluate RtI² components, expectations and progress. (1A, 1B, 1C, 1E, 2C)

Academic Programs and Extended Learning Opportunities

Based on the effectiveness of past programs and the implementation of best practices, the district has determined the following programs and/or initiatives to support both district and school academic potential and achievement goals.

Note: The FSSD continuously evaluates all programs by disaggregating academic and non-academic data and updates its programs and infrastructure to meet needs identified by district goals.

1. The district continued the assessment called "Fitnessgram" to benchmark and progress monitor K-8 students to determine students' fitness levels based on what is optimal for good health. The assessment included a variety of health-related physical fitness tests that assess aerobic capacity: muscular strength, muscular endurance and flexibility and body composition. Scores from these assessments were compared to Healthy Fitness Zone® standards to determine students' overall physical fitness and suggest areas for improvement when appropriate. (1B, 1C, 1E, 4C)
2. The district continued tutoring for 3rd grade students who were non-proficient in reading as measured by STAR Enterprise or report card data. Each school provided after-school tutoring for 3rd grade non-proficient students. (1B, 1C, 4C, 4E)
3. The district utilized universal screening and progress monitoring assessment software (Aimswab, STAR Reading and Math Enterprise) for students in grades K-8 that reflect the new curricular standards and assist teachers in identifying student academic strengths and weaknesses as well as developing appropriate interventions for the Response to Intervention process (RtI). (1A, 1B, 4C)
4. District social workers, school counselors, autism consultants and behavior intervention specialists provided instructional, social-emotional and behavioral supports that removed barriers to learning.

These critically important services allow students the opportunity to maximize their academic learning potential. (1B, 3A, 4C, 4E)

5. FSSD continued to contract with textbook vendors that offer online supplementary resources for students to access at school or at home. (1D, 2B, 4C)
6. Web-based programs, such as Renaissance STAR, AimsWeb, Compass Odyssey including the Renaissance Learning Integrator (RLI) Test Translator Service, Destiny, NetTrekker, Grolier, Accelerated Reading, Rosetta Stone, Teaching Books, Tennessee Electronic Library, Kuder, Learning.com, Imagine Learning, ReadLive, Google Apps for Education and Discovery Education continued to support individualized instruction and assessment. Administrative programs utilized throughout the district include MyLearningPlan, Easy IEP and Easy 504, Destiny and Skyward (student management system). Routine updates are provided for these instructional programs. (1A, 1B, 1C, 1D, 4C, 4E)
7. A Google domain was created and continuous teacher training was provided for integration of Google Apps for Education in grades 5-8. This domain provides students with personal FSSD accounts allowing for individualized instruction and activities to support learning and extend opportunities for digital literacy. (1B, 1C, 1D, 1E, 3A)
8. FSSD students in grades 6-8 attended digital safety/citizenship trainings facilitated by Dennis Fetting and Jonathan Hendrix from Homeland Security throughout the month of January 2016. Students were provided with information and tools empowering them to use appropriate internet safety skills and become responsible digital citizens. (3A, 4C)
9. Summer school was provided for struggling students in grades 5-8. FIS and FMS served as the host sites for this summer school offering that lasted three weeks. (1B, 1C, 4C, 4E)
10. The FSSD's Young Scholars Institute (YSI) continued to provide extended-year educational opportunities for students. The total enrollment for this summer program was close to 1,039 students. (2B, 3A, 4C)
11. The FSSD partnered with the Nashville Technology Council (NTC) to provide two week long Coding Camp for students who had completed grades 4-8. The Coding Camps were held at Freedom Intermediate and Freedom Middle Schools during the last week of June. Two FSSD teachers and paraprofessionals facilitated the camps using a curriculum provided by the NTC. Teachers were trained by the NTC prior to the camps. Students from FSSD and neighboring school districts participated in the camps. Coding Camps at both campuses reached capacity. (1C, 1D, 3A, 4C)
12. School-based programs and resources for gifted and talented students continued to support the academic and social emotional growth of our high achievers. An accelerated learning specialist in each building provided the instructional staff to support advanced learners. (1A, 1B, 2A, 4B)
13. FSSD continued to fuel the growth of students and teachers through the use of instructional coaches at every school focused on reading/language arts and mathematics. One math coach, funded through Title II, was used to support professional learning throughout the district. School level reading

instructional and math coaches, as well as the district reading coordinator, were employed to better support academic programs and curriculum. (1B, 1C, 1E, 2B, 2C, 2D, 3A, 4C)

14. Each school employed an Academic Support Team (AST) to support teachers and students. The AST met on a scheduled basis to discuss students with academic or behavioral concerns. This multi-disciplinary team assisted the teacher in reviewing the success of interventions and determining how to proceed. Summaries of each meeting, including next steps, were sent to parents. (1A, 1B, 1C, 1E, 3A, 4C, 4E)
15. The Honors Program continued to be successful in grades 5-8. Rising 5th-8th graders who met established guidelines set by the Honors Committee were eligible to participate. The district hosted two Honors Program information meetings in January - one for parents of rising 5th graders and one for parents of rising 6th-8th graders - to provide a description of the program as well as details about qualifications for entry, testing requirements, timelines, the reconsideration process and useful websites. Over 100 parents and several school staff and faculty attended the presentations each night. The district translator was present to provide interpretive services for Spanish-speaking families. (1A, 1B, 1C, 1E, 4C, 4E)
16. The FSSD provided support to the Gentry Educational Foundation, which served students during the summers of 2015 and 2016 by providing remediation, enrichment, recreation and music instruction in a fun camp setting. Located at Johnson Elementary and Freedom Intermediate, the Gentry Foundation also provided extended day services for children needing aftercare. The Gentry programs that benefitted students most in need included:
 - a. Small group tutoring in reading and math
 - b. Exploring Math and Science with Cooking
 - c. STEM
 - d. Dance
 - e. Physical Education
 - f. SewingThe Gentry Foundation extended its services to include supporting two at-risk families (8 students are served by 2 teachers) during the weekends. (1A, 1B, 1C, 1E, 2B, 4C, 4E)
17. Three FSSD schools (Poplar Grove Elementary, Poplar Grove Middle and Freedom Intermediate) continued recycling efforts through their student-focused Green Teams. All eight FSSD schools participated in the Williamson Recycles and Keep Williamson Beautiful Merit Program, where schools received merit points for participating in programs promoting litter prevention and clean-up, beautification, waste reduction, recycling and environmental education. Merit points translated into dollars. (2B, 3A, 4C, 4E)
 - a. Specific highlights included:
 - i. Franklin Elementary earned \$658.94.
 - ii. Freedom Middle earned \$366.31
 - iii. Johnson Elementary earned \$2,342.20: included in that total was the 2015-2016 Recycling Initiative Award for \$500.
 - iv. Moore Elementary earned \$562.69. Moore Elementary also earned another separate \$400 check for several winning entries in our 2016 Recycled Project Contest.

- v. Poplar Grove School worked together: the elementary and middle school earned a combined check of \$1,700.23 for their joint efforts. Poplar Grove Middle also earned a separate \$150 check for several winning entries in our 2016 Recycled Project Contest.
 - vi. Freedom Intermediate was the recipient of \$1,000 for the Good Sports Always Recycle Award, \$250 for taking first place in the Keep Williamson Beautiful Trashercise video contest and \$1,223.81 from the Merit Program.
18. The district continued to utilize a component of Renaissance Learning, Home Connect, so that parents could keep track of their child's reading log, comprehension level and reading goals online. Home Connect also enabled parents to help their child choose books at the appropriate reading level. (1B, 1C, 1D, 2B, 4B, 4C, 4E)
19. The FSSD administered kindergarten readiness screening measures to five students whose parent(s) requested this testing based on the child's birthday falling between August 16th and September 30th. Parents submitted the necessary documents to pursue this screening, which included a letter to the director of schools seeking this assessment, the child's official birth certificate and a proof of residency. Each family who requested this assessment and met the criteria was scheduled for an assessment that took place prior to the start of the 2015-2016 year. Parents were contacted by telephone with assessment results. Two students that met the required criteria were able to enroll in kindergarten. (1A, 1B, 1C, 3A, 4C, 4E)
20. FSSD was one of 30 districts selected to participate in the State Systemic Improvement Plan (SSIP) activities. The grant awards each district \$10,000 for instructional materials and supplies to support and improve outcomes for students with disabilities. Professional development will include two strands of training: Increasing Access to Core Instruction for Students with Disabilities which will be delivered during the 2016-17 school year and Special Education Intervention: The Most Intensive Intervention which will be delivered during the 2017-18 school year. One of our special education teachers at Freedom Middle School is serving as the district facilitator of the training and participated in a five-day training by the State in June. (1C, 2B, 2E, 3A, 4B)

Student Support Programs

21. For the seventh consecutive year, the Franklin Special School District partnered with the Tennessee Department of Human Services (DHS) under an agreement with the U.S. Department of Agriculture (USDA) to offer a Summer Food Service Program (SFSP) to children. The primary site at Franklin Elementary served meals for the Summer MAC, Wee MAC, Academy Park (a summer program with the Williamson County Parks & Recreation), the Franklin Boys & Girls Club, My Friend's House, FSSD StoryBus, Kids Academy Camp at Battle Ground Academy, Mid-Cumberland Head Start, the Franklin Housing Authority (numerous locations), Franklin Estates Mobile Home Community, FrankTown Open Hearts and the Gentry Educational Foundation housed at Johnson Elementary. Poplar Grove Elementary served meals for the FSSD Young Scholars Institute for two weeks in June. Franklin Elementary served breakfast and lunch for the summer programs for Freedom Intermediate and Freedom Middle the last three weeks in July. Over the course of 47 days,

17,890 breakfasts and 25,795 lunches were provided to students ages 18 and under. Because of these efforts, many students with food stability issues were fed over the summer months. (2B, 3A, 4E)

22. 2015-2016 was the fourth year for seven schools and the third year for one school to enjoy a four-year designation as awardees from the Healthier US School Challenge (HUSSC), a voluntary national certification initiative for schools participating in the National School Lunch Program. Sponsored by the USDA Food and Nutrition Service (FNS), the initiative encouraged all schools to take a leadership role in helping students to make healthier eating and physical activity choices that will last a lifetime. The FSSD school winners worked hard to make changes to their school nutrition environment in order to: (1) improve the quality of the foods served, (2) provide students with nutrition education and (3) provide students with physical education and opportunities for physical activity. (1C, 3A, 4A, 4C)
23. Schools used Blackboard Connect to communicate student absences to parents and to request appropriate documentation to bolster attendance, which gives students the best opportunity to be successful learners. Once a student was documented as having unexcused absences for five days, a letter was sent to the parents in addition to the telephone call and email notification. Additional letters, phone calls and emails followed if absences continued. (1D, 2E, 4C)
24. The Coordinated School Health program continued to address physical education/activity and wellness, nutrition, health education, health services, partnerships between students, families and community, counseling and social services and a healthy school environment. Collaboration with leaders, teachers, support staff, various FSSD departments and community agencies occurred throughout the year. (2A, 2E, 3A, 4C, 4E)
25. The Story Bus Plus mobile library continued to support FSSD's annual summer reading outreach program at local shopping centers and the Boys & Girls Club, as well as classroom/school reading projects during the school year. Over the summer of 2016, the Story Bus Plus operated 17 days, welcoming a total of 645 students onto the bus for fun reading time. Upon leaving the bus, children were provided a free lunch, a book, bookmark and food coupons from business partners Chick-Fil-A and Sonic. (1C, 1E, 3A, 4B, 4C, 4E)
26. The FSSD Student Support Services Department distributed the monthly newsletters "Home & School Connection" for parents of elementary school children and "Middle Years" for parents of students in middle school to provide parents with practical ideas that support school success and parent involvement. (1C, 3A, 4B, 4C, 4E)
27. The FSSD enabled students eligible for the TennCare program to receive their annual physical examination at each school location through a partnership with Well-Child, Inc. During the 2015-2016 school year, 172 students received the examination. The estimated in-kind amount was \$21,156. (1C, 3A, 4C)
28. FSSD partnered with the Mid-Cumberland Region of the Tennessee Department of Health to provide a free dental clinic and no-cost dental sealants to students at Franklin Elementary, Liberty Elementary and Johnson Elementary. Exactly 171 students participated and received dental services with an estimated worth of \$13,858. (1C, 3A, 4A, 4C)

29. FSSD partnered with Well-Child, Inc. to provide on-site optometry exams for 92 students who qualified for the program. As a result, 18 students were prescribed glasses and received them through this program. The estimated in-kind amount for optometry services was \$15,397. FSSD also partnered with Well-Child to provide our vision and hearing screenings for students in pre-K, kindergarten, 2nd, 4th, 6th and 8th grades; 1,936 students were screened with an estimated in-kind amount of \$6,292. (1C, 3A, 4A, 4C)
30. For the 2015-2016 school year, FSSD partnered with the Williamson County Health Department to offer students the opportunity to receive the flu vaccine at school. There were 573 students who received the vaccine. FSSD partnered with CVS pharmacy for district staff to receive the flu vaccine at school. There were 231 staff members who took advantage of this opportunity. (2B, 4C, 4D)
31. Working with Graceworks, the FSSD helped feed hundreds of students on free and reduced lunch who were at risk of weekend hunger. School employees confidentially placed individual Fuel Bags in identified student backpacks each Friday to provide sustenance for the child and his/her family over the weekend. Approximately 12,800 Fuel Bags were sent home with FSSD students during the 2015-2016 school year. (1C, 3A, 4C, 4E)
32. Liberty, Franklin, Johnson, Moore and Poplar Grove Elementary Schools, in collaboration with United Way's Raise Your Hand Williamson volunteers, provided valuable after-school tutorial services during the 2015-2016 academic year. This collaborative effort afforded the opportunity to work intensively after school with students needing additional time and support in reading and/or math allowing for an extended school day four days a week. Providing transportation services funded by the United Way maximized student attendance. According to the United Way, of the 346 students served in FSSD, 92% improved in literacy and 93% grew in math skills. Our district looks forward to continuing this productive partnership with the United Way and Raise Your Hand Williamson volunteers. (1A, 1B, 1C, 1E, 3A, 4B, 4C, 4E)
33. Tennessee Code Annotated §49-6-7004 encourages local education agencies (LEAs) to develop and implement parental involvement contracts with the parents/guardians of students. FSSD school leaders and parents prepared School-Parent Contracts for distribution in the 2015-2016 school year. These contracts were voluntary and designed to encourage and facilitate a parent/guardian's involvement with the student's education. The positive response rate for the district was 92%. (2E, 3A, 4C, 4E)
34. The school district hosted four school-based Hispanic parent meetings during the 2015-2016 school year to provide Spanish-speaking families an opportunity to hear about school and district procedures and to ask questions of school administrators. Parent liaisons and the district translator were present to provide language support at school-based and district-wide events, including parent/teacher conferences, PTO events and parent information sessions. (3A, 4A, 4B, 4C, 4E)

Communication and Community Relations

1. In addition to maintaining its status as TSBA “Board of Distinction”, the FSSD Board of Education was named TSBA 2015 School Board of the Year. This recognition rewards outstanding performance by the Board as a whole in meeting the challenge of leadership in every area of board responsibility. (3A, 3B, 4B, 4C, 4E)
2. In its quest to continue to provide a rich and informative website, the district upgraded its web software, which included updated sites for all schools as well. The new site is much more interactive with a fresh, modern and consistent look across all schools and incorporates a new and better calendar program that enables all schools to contribute to the district master calendar and vice versa. The new website also incorporates a translation program that enables users of all languages to read and enjoy the site. (2B, 3A, 4A, 4B, 4C, 4D)
3. The FSSD SharePoint website continued to be a very productive tool for administrators and staff. Administrators had access to the Leadership site, which allowed for information to be posted and retrieved from a common location. This helped keep up-to-date information available to administrators from any computer that can access the Internet. In addition, there were sites available to teachers for translated documents, curriculum information, pacing guides, report cards, human resource information and instructional technology resources. (1C, 1D, 2B, 2C, 3A, 4A, 4B, 4C, 4D, 4E)
4. District principals, assistant principals and FSSD administrators continued to use Smartphones to access email and calendar information from the district’s Exchange server, promote school event using social media, as well as to answer urgent calls from schools or parents while away from the office. (1D, 2B, 2C, 4C, 4D)
5. The Blackboard Connect program allowed the district to effectively communicate with all staff and parents. The district uses this tool to enhance communication. School administrators used this program daily for attendance, as well as for updates, urgent messages and surveys. (1C, 1D, 2B, 3A, 4A, 4B, 4C, 4D, 4E)
6. The FSSD and the FSSDEA jointly hosted an annual “Retired Staff Holiday Brunch”. (3A, 4B)
7. The Director and Board co-hosted the annual district-wide retirement celebration to honor retiring personnel. A special limited edition poster depicting the first FSSD School in “hatch style” was specially framed and given to retirees during the ceremony. The district continued in its third year of recognizing FSSD Legacy Award recipients: those who made an indelible impression on the history of the district and whose service can be forever etched in the district’s vision of Excellence in Teaching and Learning for All. (3A, 4B)

8. In 2015-2016, the FSSD Board hosted the fifth annual Top 40 Volunteers program, where each school nominated their top five volunteers to be recognized at a special reception prior to the Board of Education meeting in March. (3A, 4A, 4B, 4C, 4D, 4E)
9. FSSD recognized the District Teachers of the Year with a reception before a School Board meeting with certificates and monetary awards donated by a local bank. Two district winners were selected: one represented Pre-K–4 and the other 5–8. The Director made a surprise visit to each of the FSSD District Teachers’ of the Year classrooms to personally congratulate each recipient. The name of each “District Teacher of the Year” recipient is prominently displayed on a plaque at the Central Office. (1E, 2D, 3A, 4A, 4C, 4D, 4E)
10. FSSD recognized the District Classified Employees of the Year with a reception before a School Board meeting with certificates and monetary awards donated by a local bank. The Director made a surprise visit to the District Employee of the Year to personally congratulate her. The name of each “District Classified Employee of the Year” recipient is prominently displayed on a plaque at the Central Office. (2E, 3A, 4E)
11. The Director and Board co-hosted the annual pinning ceremony and reception for newly named National Board Certified teachers. In 2015, one teacher received this prestigious designation. (2D, 3A, 4A, 4C, 4D)
12. The FSSD continued to foster a positive relationship with local, state and national media by responding in a timely manner to requests for information. Additionally, the Director and/or his staff periodically participated in a local radio show upon invitation. All requests for access to public information by the media and/or community groups were met with a quick and willing response, ensuring the transparency and openness that the public deserves. Press releases regarding local educational issues and public relations opportunities were sent in a timely manner to media outlets. (4A, 4B, 4C, 4D, 4E)
13. Each employee was provided electronic access to a Confidential Personnel Directory and a Staff Handbook, accessible by log-in and password through www.fssd.org. (2B, 4B, 4D, 4E)
14. Every employee was provided with a district e-mail address. This enabled all employees to have web access to My Benefits Channel to find important information about their benefits and how to contact various providers. Some of the items accessible via My Benefits Channel included: paystubs, benefit plan descriptions (coverage options), employee resources (FMLA forms, unpaid leave request forms, etc.), secure email messages and online training courses (blood-borne pathogen, drug free workplace, asthma basics, 403b, etc.) (2B, 4A, 4B, 4D)
15. The Director provided the Board of Education with timely updates regarding pertinent issues. (4A, 4B, 4D)
16. The Director facilitated a combined retreat with the Board of Education and the District’s Leadership Team. (4A, 4B, 4C, 4D, 4F)

17. The Director was a standing member of the FSSD Executive PTO, serving as a liaison between the district and the vital parent organization that serves all schools. (3A, 4A, 4B, 4C, 4E)
18. The administration continued to foster a positive and open relationship with local teacher associations by providing information and inclusion in the Director of Schools' Advisory Council. Additionally, a monthly Board packet and annual budget notebook was provided for the education association representatives. (3A, 4B, 4C, 4D, 4E)
19. Communication from the professional and classified staff continued to be provided through the Director of Schools Advisory Council. (3A, 4A, 4B, 4C, 4D, 4E)
20. Parents were part of the shared decision-making at the schools through the various Building Leadership Teams. (3A, 3C, 4C, 4E)
21. The district continued to provide the FSSD community with information through e-news, the website, media releases and speaking engagements. (2B, 4A, 4B, 4C, 4D, 4E)
22. Parents were informed of grade-specific and school-related events, as well as important district information, through many avenues, including Blackboard Connect phone calls, emails, school newsletters, district and school publications, Tuesday folders and conferences. Additionally, the Director personally addressed parent concerns by phone, meeting or e-mail in a timely manner, working with all parties involved to come to a fair resolution. (2B, 3A, 4A, 4B, 4C, 4D, 4E)
23. The Community Pre-K Advisory Council met twice during the year to review events taking place in the Voluntary Pre-K program. The CPAC, consisting of parents, representatives of community education agencies, a school board member and school personnel, was tasked with determining local VPK admission criteria that extends beyond the requirements set forth by the Tennessee Department of Education. (1C, 1E, 3A, 4B, 4A, 4C, 4E)
24. The FSSD used Family Access, a component of the Skyward Student Management Program, to pay for a subscription to Parent Portal, a component of the STAR student management program where parents can see their child's "real-time" assignments and grades, as well as their class schedule. This helped facilitate communication between teachers, students and parents. (1C, 1D, 1E, 2B, 4A, 4B, 4C, 4D, 4E)
25. The FSSD valued its partnership and supported the County Mayor, Sheriff and County Commission in funding School Resource Officers in the schools. (2B, 2E, 3A, 4C, 4E)
26. The School District continued to provide children's books to our school media centers and the Story Bus Plus in memory of employees' immediate family members who have passed away. (3A, 4C)
27. The district recognized all FSSD employees throughout the year with birthday wishes decorated with student art. Birthdays of Central Office staff members were celebrated on a quarterly basis with a breakfast. (3A, 4C)

28. As a part of our continued desire to ensure student privacy, the district included a Publication Consent form in its registration process, requiring the district to abide by parental determination of whether student photos/work may be included in promotion of the school or district outside of traditional uses (yearbook, honor roll, etc.). This additional layer of protection ensures student privacy, especially with the consistent use of school social media accounts such as Twitter, Facebook and Instagram. (2E, 4C)
29. The FSSD continued its partnership with several community organizations to host the Big Backpack Giveaway. This annual community-wide event, held at Liberty Elementary, provided about 1,500 backpacks filled with school supplies to students in need. (1C, 3A, 4B, 4E)
30. In keeping with the goals of the FSSD Strategic Plan, the district maintained a Twitter account to provide current and timely notification of events and happenings across the school district. School accounts were also used to leverage social media to positively promote events and successes at the individual schools. (3A, 4A, 4B, 4C, 4D)
31. Several schools opened and maintained Facebook, Instagram and department-level Twitter accounts to keep parents and stakeholders informed and engaged. (3A, 4A, 4B, 4C, 4D)
32. Poplar Grove Middle celebrated Reward status school-wide. The accomplishment was also shared on the school website, in social media and in communication home. A press release of this successful accomplishment was shared with local media contacts. (4A, 4C)
33. The FSSD partnered with ThriftSmart by placing donation bins for clothing and household items in all schools, as well as MAC and Central Office Annex. All donations given on behalf of the FSSD were credited to the district and gift cards presented periodically to the social workers for the purpose of making emergency purchases for students and families in need. We look forward to advancing this valuable community partnership. (4C, 4D, 4E)
34. In the spring of 2015, current FSSD families moved from pre-registering their students via paper forms to online pre-registration through Skyward Family Access. In the spring of 2016, online enrollment also opened up to families new to the district, including kindergarteners entering the FSSD for the first time. Total online enrollment allowed parents the convenience of registering students without having to come to the schools. For the first time, parents/guardians also had the option to upload required registration documents (proofs of residency, immunization certificate, birth certificate). Multiple Open Labs were held across the district, for anyone needing assistance or online access. (1A, 2B, 3A, 3C, 4A, 4B, 4C, 4E)

FSSD School Equity Plan

35. The district continues to maintain the Board's 2012 directive to "provide all students an innovative and academically exceptional education in an environment that embraces racial, cultural and socio-economic diversity and where the student population of each school proportionately reflects, as closely as reasonably possible, the diversity of the school district as a whole." The percentages of free/reduced lunch per school (*based on April 1, 2016 data*) were:

- a. Franklin Elementary (K – 4) – 53%
 - b. Johnson Elementary (K – 4) – 47%
 - c. Liberty Elementary (K – 4) – 46%
 - d. Moore Elementary (K – 4) – 25%
 - e. Poplar Grove Elementary (K – 4) – 50%
 - f. Freedom Intermediate – 35%
 - g. Freedom Middle – 40%
 - h. Poplar Grove Middle – 30%
- (1C, 2B, 3A, 3B, 3C, 4A, 4B, 4C, 4D, 4E)

36. Parent Liaisons and Translators continued to support the FSSD Spanish-speaking population. These valuable support members translate and interpret parent conferences, written documents, PTO events, IEP meetings and daily communications. Hispanic families were welcomed at the schools by Parent Liaisons who assisted in communicating with all school personnel. Additionally, Parent Liaisons focused their attention on community engagement, reaching out to Spanish and English-speaking families alike. The district added a fifth Parent Liaison position to meet the increasing Spanish-language needs that exist at Poplar Grove Middle School. (2E, 3A, 4B, 4C, 4D, 4E)
37. The district purchased the Listen audio system, enabling the translators to simultaneously interpret a speaker’s presentation from English to Spanish while the Spanish-speaking attendees are able to listen on headphones. This system provides a subtle interpretation experience, thereby not drawing attention from the speaker to the non-English speaking attendees. (3A, 4A, 4B)
38. A comprehensive “Parent’s Guide to Zoning” was updated and maintained on the FSSD website in a special section called “Zoning.” It offered historical data as well as boundary maps and answers to frequently asked questions (FAQs). (3A, 3C, 4A, 4B, 4C, 4D)

Community Involvement/Outreach

39. In May 2014, the Director of Schools was selected by his peers to represent the Mid-Cumberland Region on the Superintendent Study Council and served on the Executive Committee during 2015-2016. This Council met monthly with the Commissioner of Education and key leaders in the State Department of Education to discuss issues that directly impact Local Education Agencies. (3C, 4E)
40. The Director attended a community alliance work session hosted by the Police Chief, along with the Williamson County Director of Schools, community clergy and others in the Franklin Police Department. The purpose of these gatherings is to foster relationship building and collaboration among clergy, youth pastors, law enforcement and schools, with the commonality of attendees that our community children should be cared for, mentored, be safe and have the opportunity to grow up in a community of peace. (1C, 2E, 3A, 4A, 4B, 4C, 4E)
41. The Board of Education and the Director continued to actively participate in learning opportunities with TSBA, NSBA and NABSE, attending legislative updates and conference sessions. Sessions strengthen and enrich district leadership and awareness of local and national issues in education. (2A, 2B, 2C, 2D, 3A, 4C, 4E)

42. The Director was a member of the Tennessee Organization of School Superintendents (TOSS), the Association of Independent and Municipal Schools (AIMS), the Association for Supervision and Curriculum Development (ASCD) and the American Association of School Administrators (AASA) to foster his educational leadership growth. (1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 4C, 4E)
43. The Director served on a panel to discuss local educational issues with Leadership Franklin participants. (4A, 4B, 4C, 4D, 4E)
44. The Director presented key educational issues to Kiwanis Club of Cool Springs-Williamson County members at its April 2016 meeting. (4A, 4B, 4C, 4D, 4E)
45. The Director was a member of Franklin Noon Rotary, Board of Directors of the United Way and the Youth Leadership Steering Committee. He served as Treasurer of the Youth Leadership Steering Committee. (4A, 4B, 4C, 4E)
46. The Director contacted and met with local legislators many times to discuss educational issues that would appear in front of the State Legislature. (2A, 2E, 3A, 4A, 4B, 4C, 4D, 4E)
47. With input from committee members, the district reviewed and revised the five-year Strategic Plan during the 2015-2016 school year. The Plan incorporates three sections: Educational Excellence, Finance and Community Relations. (1B, 1C, 1D, 1E, 2A, 2B, 2D, 3A, 3B, 4A, 4B, 4C, 4E)
48. The Director met periodically with the Williamson County Schools Director to discuss legislation and issues that affected both districts. These meetings led to the collaboration in the use of several resolutions in support and opposition to certain legislative issues. (2A, 2B, 2C, 2D, 2E, 3A, 4A, 4B, 4C, 4D, 4E)
49. The FSSD partners with the United Way of Williamson County in its fundraising campaign. The district was recognized for its outstanding efforts during the 2015 campaign, which successfully raised \$20,163. In addition, Poplar Grove Elementary and Freedom Middle schools were recognized for their efforts in raising \$5,301 and \$2,015 respectively. Dr. Snowden also served on the United Way Board Emeritus. (4B, 4E)
50. FSSD partnered with the Red Cross to host blood drives. Johnson Elementary, Moore Elementary, Liberty Elementary, Freedom Intermediate and Poplar Grove Middle School held blood drives. (1C, 3A, 4A, 4C)
51. In conjunction with the Office of School Health, a partnership with Williamson Medical Center provided medical supplies for all of our school clinics each year (Band-Aids, gauze, gloves, etc.). Additionally, Williamson Medical Center physician Dr. Andy Russell provided the prescription and oversight for our AED's (automatic external defibrillators). (1C, 2B, 2E, 4E)
52. A partnership with Dr. John Overholt of the Allergy, Asthma and Sinus Center provided the district with written protocol and prescriptions for the stock epinephrine program, which enabled all FSSD clinics to have emergency Epipens available. (1C, 2B, 2E, 4E)

53. During the 2015-2016 school year, the Office of Coordinated School Health continued to sponsor a Student Health Council at Franklin Elementary, whereby members participated in activities that promoted healthy habits (created televised public service announcements, developed poster displays and bulletin boards and promoted physical education activities throughout the school year). Council meetings welcomed guest presenters, including the Williamson County Health Department, which provided information on dental health programs, an anti-tobacco display and the importance of physical activity and exercise. (1C, 3A, 4A, 4C)
54. The Office of Coordinated School Health sponsored a student group called The Superstars. This group of six students met throughout the school year with the purpose of spreading appreciation and improving morale. Random acts of kindness were shared with teachers, support staff, bus drivers and parents. The students created themed posters of encouragement and appreciation that were displayed during morning drop off times (during Valentine's Week, treat bags were given to parents as they brought their students to school). (3A, 4C)
55. Coordinated School Health collaborated with the Williamson County Health Department to offer 10 weeks (January-April 2016) of 5K training at no cost from a health educator and certified running coach to FSSD employees. At the end of the training, race fees for the WillPower 5k in downtown Franklin were provided to the 31 employees who participated in this initiative. (2A, 3A)
56. The Coordinated School Health advisory board continued to have representatives from community agencies, including Mercy Clinic, to help advise it of community resources available to students and families. (1C, 3A, 4A, 4C)
57. Walk Across Williamson (WxW) County was a 30-day activity program during the month of March sponsored by the Williamson County Health Council. Students, families and community members participated by logging thirty minutes of physical activity each day. Each FSSD School competed for mini grants for their physical education departments provided by Coordinated School Health. At the end of the four-week program, there was a WxW celebration at Pinkerton Park where individual participants could enter their names for prize drawings, school participation leaders were announced and the Directors of School for FSSD and Williamson County led a mile-long walk with the Mayor of Franklin. (1C, 3A, 4A, 4C)
58. The Coordinated School Health Department sponsored a Bicycle Safety Rodeo for the community on Saturday, April 30, 2016, at Johnson Elementary School. The event included safety demonstrations and presentations led by Franklin Police Department's bicycle safety officer. Other participants included the Franklin Fire Department, the American Heart Association, Legacy Chiropractic and Pedego Electric Bikes. The firefighters gave attendees a tour of the fire truck and demonstrated proper equipment use and firefighter tools. Door prizes included a scooter and safety helmet, as well as two bicycles and helmets. (2E, 4C, 4E)
59. FSSD hosted an internet safety presentation for parents, called "Project i-Guardian", in January 2016 at Freedom Intermediate School featuring Special Agent Dennis Fetting from Homeland Security Investigations. The presentation was designed to help parents recognize the importance of education and community awareness regarding the dangers of online activities and how to keep students safe in

online environments. A student component was also added, with age-appropriate information provided to students in 6th, 7th and 8th grades during the school day. (2E, 4C, 4E)

60. FSSD partnered with Franklin Fire Department (FFD), bringing firefighters to all elementary schools to educate students on fire safety using the FFD Family Safe House program, which demonstrated the importance of fire safety and awareness. (4A, 4C, 4E)
61. FSSD entered into memorandums of understanding (MOU) with the Red Cross and The Guidance Center as part of the overall FSSD safety plan. These two community resources are extremely valuable and the collaboration with them enables district leaders to reach out to them in times of crisis, should the need for their resources arise. (4A, 4E)
62. FSSD and Williamson County Schools partnered together on the Williamson County Bullying Prevention Advisory Council. This collaboration provided a forum for our community to discuss bullying and ways to minimize negative behavior in our community and schools. The Council is comprised of a cross section of school officials from both school systems, community members and parents. Data analysis, open dialogue and community meetings have been a mainstay of this Council's work from the onset. (3A, 2E, 4C, 4E)
63. The FSSD Special Education department began a series of parent meetings for parents of students with disabilities. The purpose of these meetings was to increase parent understanding of special education, improve dialog between school and home and increase parental involvement in the schools. By offering these informative meetings, we hoped to improve services for students with disabilities and increase student achievement. Four meetings were held during the 2015-2016 school year. The meeting topics were: Instructionally Appropriate IEPs, Behavior and Sensory Strategies for the Home, Parent Involvement and Communication with Schools and Here Comes the Sun: Summer Activities for Students with Disabilities. All meetings were held at the Franklin Elementary School Media Center. The meetings will continue in future years to improve communication between school and home and to increase understanding of student needs in special education. (1C, 3A, 4B, 4C, 4E)

Management of Fiscal and Human Resources

The effective management of the fiscal resources continues to be challenging as we strive to maintain the viable programs already in place, as well as create additional programs to benefit students. The 2015-2016 school year was another challenging budget year for the school district. The Board of Education and administration worked together to develop a budget that continued the valuable educational programs while not reducing employment of personnel due to economic reasons. We have been able to utilize and implement strategies to attract and retain talented personnel. These include:

1. The FSSD is fortunate to have outstanding teachers and administrators. During the 2015-2016 year, the FSSD continued the implementation of the TEAM Flex Plan evaluation model. The TEAM Flex Plan, which includes walk-throughs, formal observations and feedback, allows for greater flexibility for teachers and evaluators and heightens the visibility of administrators. Within the TEAM Flex Plan, a district professional growth plan developed by the teachers allows them to continuously grow in the following identified areas: planning, environment, professionalism or instruction. Human capital decisions must be made throughout the year. Collecting evidence is essential in making the best decisions for the FSSD students to thrive and for our teachers to maintain a high level of excellence in teaching and learning for all. All teacher evaluation data as well as achievement and growth measures were uploaded into the TNCompass database. (1C, 1E, 2C, 2D)
2. The District was able to complete the majority of the conversion to the Skyward business software package. Covering all facets of the District's payroll, purchasing, foodservice and finances, this new software will ultimately provide greater efficiencies for all users. Additionally, the software will communicate with the District's Skyward student package which is especially useful in the foodservice area. (2B, 4D)
3. A confidentiality form is given to all employees to sign to ensure the laws and policies regarding student privacy are known and followed. (2D, 2E)
4. During the 2013-2014 school year, a committee composed of teacher representatives from each school and the FSSDEA, the two Associate Directors, Human Resources Supervisor and the Director of Schools worked to develop a new Differentiated Pay Plan that went into effect for the 2014-2015 school year. The new plan, based upon mandated criteria from the State, had to include some type of differentiation based upon performance. That plan was updated in FY 2015-2016 and approved by the State for FY 2016-2017. (2B, 2C, 4E)
5. During the 2015-2016 school year, FSSD continued to implement Safe Havens International audit recommendations in all of our schools. We continued to upgrade our video surveillance systems by improving camera quality/resolution and also improved our locking mechanisms on doors making them more user friendly should a true emergency occur in our schools. This is a continuous plan which involves several phases of implementation. (2B, 4A, 4D, 4E)
6. The FSSD School Safety Procedure Manuals and the Emergency Operations Plan continued to be evaluated, modified and improved annually. During the 2015-2016 school year, the new online

School Safety Plan was introduced by BOLD Planning. It contains a School Safety Plan that is divided up by procedures/annexes that was created by multiple government agencies as well as community first responders. This tool will enable our community first responders to see our schools' emergency operations plans online and will help us to work better collaboratively in a true emergency situation. Our administrators have been working in this tool to craft it specifically to each of their schools. This is also a plan that will be multi-layered and will involve several phases of implementation. (2B, 4D, 4E)

7. In order to realize a 5% savings on our worker's compensation insurance, the FSSD became a State of Tennessee Certified Drug Free Workplace effective July 1, 2009. It is a yearly designation which we will renew each year. (2B, 3B, 4D)
8. There was continued and expanding use of "My Benefits Channel", which is a web-based service and communication tool that meets all the requirements for the secure distribution of information related to the Health Insurance Portability and Accountability Act (HIPAA). It is used for disseminating benefits information to all employees as well as being an avenue for online training. (2B, 4D)
9. Through a partnership with the Williamson County Parks and Recreation Department, all full-time FSSD employees are provided a free membership for the Rec Center and a discounted rate for the entire family. (2B, 2D)
10. An orientation session was provided to all new classified employees on the district opening day to share valuable information and help insure a smooth transition into the FSSD. (2D, 4B, 4D)
11. The FSSD continued the additional benefit for full-time employees living outside the school district to enroll their children in FSSD schools at no tuition cost. (2B, 2D)
12. An improved online application program, AppliTrack, provided applicants and administrators with an easier, more efficient application and interview process. AppliTrack interfaced with Skyward and with Aesop, who acquired SubFinder (Substitute Teacher Management Program). (2B, 4D, 4E)
13. The Substitute Teacher Management Program, *SubFinder*, was initiated in the fall of 2010. Aesop acquired SubFinder in the spring of 2015 and implemented it in the fall of 2015. It is a Windows-based software application which automates our employee absence reporting, substitute placement and data analysis processes. It serves those employees who require substitutes. Aesop is a proactive staff management system that operates 24 hours a day, 365 days a year and provides early morning reports. Training was provided for all who use this system. (2B, 4D, 4E)
14. The district placed a continuous focus on providing a competitive salary and benefit package. (2B, 2D)
15. The Director reviewed school enrollment data monthly to ensure low pupil-teacher ratios. (2B, 2D)
16. In light of the requirements of the Affordable Care Act, the district faced many challenges in maintaining continuity in the classroom, especially when considering the use of substitute teachers. However, with our new substitute management system AESOP, we were able to limit substitute

teacher hours by the month rather than the week, thereby providing greater continuity in classroom coverage for our students. (1F, 2B)

17. Monthly Leadership Team Meetings continually provided collaboration and professional growth among the administrative team. (1C, 1F, 2B, 2C, 2D, 2E, 4E)
18. Monthly meetings with school principals provided a forum for discussion and collaboration on administrative issues. These meetings rotated among the schools and time was provided for each principal to showcase particular classes and programs in their school. (1C, 1F, 2B, 2C, 2D, 2E, 4E)
19. The district provided secure online access to many forms and documents, including the FSSD Employee Handbook and Personnel Directory, to each employee through the FSSD website, reducing paper and copier costs. (2B, 4C)
20. The district collaborated with outside agencies such as Edvantia, Vanderbilt University, United Way and Community Child Care to provide resources at no additional cost. (1C, 2B, 2E, 4C)
21. The district maintained a 501(c)(3) organization status that increased an opportunity to secure grant funding not available to schools and school districts without this designation. (1C, 2B)
22. Through work accomplished by the Strategic Planning Finance Committee and the Board of Education, one aspect of the long-range financial liability of the FSSD was addressed when the Board voted in May 2009 to no longer offer the retiree health insurance benefit for those employees hired after the May 2009 Board meeting. (2B, 3B)
23. The FSSD offered a morning and after school program (MAC) for the children of the school district. The focus of the program is to help motivate students to achieve through creative learning opportunities. This is accomplished by providing students with hands-on enrichment classes before and after school, as well as during the breaks and summer. Students participated in cooking, art, science, sewing and dance classes as well as many others. Students were also provided over ten different field trip opportunities throughout the year. The Lottery for Educational After School Programs grant provided 140 students with scholarship rates to attend MAC. These students also received homework support and small group tutoring assistance. (1C, 4C)
24. For district employees who chose to use the service, FSSD offered a WeeMAC program to provide early childhood education services for their children. The program offered care for children six weeks old through five years of age. Their philosophy is that children flourish in a caring, nurturing yet stimulating environment where they are encouraged to explore using developmentally appropriate toys and learning tools. The program is self-supporting through weekly payments by the parents and did not utilize school district funds. WeeMAC cared for and educated 51 students; 11 of those students graduated from the Pre-K program, all kindergarten ready. WeeMAC also provided the Pre-K before and after care program for Franklin Elementary and Head Start. (1C, 2B, 4C)
25. The Technology Department continued to run new fiber and data cable to improve our network infrastructure. (1D, 2B)

26. The Technology Department added more enterprise wireless devices and purchased new laptops for teachers in line for rotation replacements. (1C, 1D, 2B)
27. The district employed two Instructional Technology Specialists to provide support, professional learning, proven best practices and online web resources for all teachers in the area of technology integration throughout various content areas, Pre-K through 8th grade, as we continue our pursuit of excellence in teaching and learning for all. (1B, 1C, 1D, 1E, 2B, 2C, 2D, 4C, 4E)
28. The district, having fulfilled all contractual obligations with Cenergistic, continued to embrace the energy savings program begun in November 2010 and realize significant energy savings. The district achieved cost avoidance for fiscal year 2015-2016 of 35%, or about \$471,000. (2B)
29. The district received an unqualified audit report for fiscal year 2015-2016 with no findings on the district's financial transactions and records. (2B)
30. As previously mentioned, changes and improvements in the Custodial Department have proven to be successful, realignment continued to move forward in pursuit of continuous improvement in a district-wide perspective. Preparations were made to add a custodial floater position to fill in during critical absences in order to continually maintain a clean teaching and learning environment. (2B, 2C, 4A)
31. The safety supervisor attended A.L.i.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) training. The safety supervisor earned certification which enabled her to return to the district and train FSSD faculty and staff on new lockdown procedures. These new lockdown procedure trainings were done at each school and provided preparation and a plan for individuals and organizations on how to more proactively handle the threat of an aggressive intruder or active shooter event. A.L.i.C.E. based lockdown tactics have become the accepted response, versus the traditional "lockdown only" approach. These new lockdown guidelines were strongly encouraged by the Federal Government and our first responders support these tactics as well. (2E, 4E)
32. The safety supervisor and the technology supervisor began working on the visitor management kiosk system. These kiosks will enable the schools to better screen visitors and will allow the visitors to sign in/out electronically. It will also give the schools the option to print out visitor logs electronically. (2E, 4E)
33. The safety supervisor and the district nurse supervisor collaborated to create First Responder teams at each school. These teams will be trained on a multitude of medical emergencies and will be called to respond to these medical emergencies should they arise in their school. (2E, 4E)
34. The safety supervisor met with first responders and the Williamson County School safety supervisor regularly as the new safety manual was created to ensure that the plans were streamlined for the county and all schools. (2E, 4E)
35. The safety supervisor attended community first responder meetings and safety tabletop exercises. These meetings are held regularly and allow the supervisor to collaborate and discuss best safety practices for the schools. (2E, 4E)

36. In the spring of 2016, district leadership recommended and the Board approved a bond resolution allowing the district to borrow \$12,000,000 for facilities upgrades. These funds will be used for new roofs, building renovations and other projects across the district that will benefit students, staff and all other district stakeholders. (1D, 2E, 3B)
37. In June of 2016, the district recommended and the Board approved an LED lighting upgrade proposal. All lighting in the district will be upgraded to LED, saving the district about \$200,000 annually. Additionally, the annual savings will more than offset the annual debt service payment required for the upgrade. (1D, 2B, 2E)

Future Challenges

1. One of our biggest challenges will continue to be the effective teaching of the new rigorous curriculum standards. One particular challenge we face in FSSD is the large number of subgroups we serve based on our diverse population. Closing the achievement gaps of all subgroups as well as improving each individual subgroup in their level of proficiency while maintaining high levels of student achievement is a difficult task. In addition, a related challenge is to strive to have every child achieve at least one year's academic growth each year. We are confident our teachers will continue to provide the instruction needed to help students succeed. (1A, 1B, 1C, 1E)
2. The Tennessee Department of Education continues to plan for online TNReady/TCAP assessments in the coming years. Practice with sites using technology-enhanced items will be necessary so that students can easily respond in this manner. Balancing the time between instruction and preparing for these new processes so that they become seamlessly integrated will be difficult. We know we must be digitally literate to thrive in this global economy and we must prepare our students to be technologically proficient. (1C, 1D, 2A, 2B, 3B)
3. The FSSD must plan to fund technology procurement and replacement on a continual basis. (1C, 1D, 2A, 2B, 3B)
4. As the FSSD moves forward with preparing students for 21st Century demands, students in grades 5-8 will participate in a 1:1 technology initiative. Students will be assigned Chromebooks or MacBooks for classroom instruction. Students and parents will participate in a 1:1 device orientation, including responsibilities and agreements. As the FSSD proceeds with this initiative, taking devices home will be a consideration and challenge. Providing appropriate and consistent professional learning opportunities for teachers for this initiative will be necessary. (1C, 1D, 2D, 3A)
5. The FSSD continues to experience budgetary challenges. We will continue to focus upon how best to utilize the current funding while searching for additional revenue sources and ways to cut expenses. (2A, 2B, 4E)
6. As expectations for students continue to change in this era of accountability, it will be more important to monitor and evaluate student data to determine the effectiveness of academic programs, initiatives and priorities. (1A, 1B, 1C, 1D, 1E, 2C, 2D)
7. An ongoing concern and focus is ensuring administrator understanding of state expectations for student performance (achievement and growth). As we use assessment results to drive instruction and make appropriate decisions, we will meet the unique educational needs of all FSSD students. (1A, 1B, 1C, 1E, 2C, 2D, 3A)
8. The demographics of the FSSD continue to shift. Teachers and administrators will need specific, differentiated support and professional learning to continue to provide the very best teaching and learning for all students. (1A, 1B, 1C, 1D, 1E, 2C, 2E, 3A, 3C, 4E)

9. A continual challenge is the need to adequately support students' social-emotional needs, especially those with mental health concerns and those who display severe negative behaviors. (1A, 1B, 1C, 2B, 3A, 4C, 4E)
10. The rezoning plan, developed in 2011-2012, continued to unfold during the 2015-2016 year. It is a challenge to continue to build capacity of administrators and teachers in supporting these rezoned students in their new environment. Additionally, facility occupancy in some schools continues to present challenges to student assignment. (1C, 1D, 1E, 2C, 3A, 3C)
11. Obtaining textbooks in a timely manner can be a challenge. Some materials provided by the State through Tennessee Book Company do not arrive in time for planning, professional learning and instruction. Having these newly purchased materials prior to the opening of a school year is vital for all teachers and students to fully implement the new adoptions. (1B, 1C, 1D, 1E, 2B)
12. As our digital resources and online textbook materials evolve and increase, we are challenged to continually provide the most effective and timely professional learning to ensure teachers are fully implementing the content and using these resources to the maximum potential. (1B, 1C, 1D, 1E, 2B, 2C, 4E)
13. As our facilities age, maintenance costs will also increase for items with expected life cycles, including roofs, driveways/parking areas and main plant HVAC systems. Matching priority with funding will continue to present a challenge. (2A, 2B, 4A)
14. Our Maintenance, Landscaping, and Transportation Departments currently utilize space on school campuses; however, the need still exists to move these functions to a stand-alone facility. The Maintenance Department is somewhat limited in capacity and efficiency due to the current arrangement. Although all parties are able to adequately function, the need for a separate facility remains. (2A, 2B)
15. The State of Tennessee Department of Education will continue to monitor the IDEA (Special Education) student files during the 2016-2017 school year. As in the 2015-2016 school year, the State will choose ten files from each district in the State, and the districts will perform a self-monitoring to determine the areas of excellence and need for professional learning for our special education personnel. (1A, 1B, 1C, 1E, 2C, 3A)
17. A continual challenge is the increasing number of students with autism. More and more families are moving into the FSSD based on our excellent reputation in this area. We are seeing the need to establish programs in each school for students on the autism spectrum. Finding quality teachers and paraprofessionals is critical to the success of any program for these students. Professional development for paraprofessionals to work with individual students is a continuing challenge. (1B, 1C, 1E, 2C, 3A)
18. With the ever-increasing cost of health insurance, continuing to provide employee health insurance benefits at the rate of 100 percent for individual and 65 percent for spouse and family coverage will be a challenge. (2B, 4D)

Summary

"Measurement is the first step that leads to control and eventually to improvement. If you can't measure something, you can't understand it. If you can't understand it, you can't control it. If you can't control it, you can't improve it." – H. James Harrington

We understand the way to achieve success in our school district is by continuing to analyze and evaluate all programs and initiatives. While it is critical to adjust and strengthen the strategies that have proven to be successful, it is equally important to applaud the efforts of those whose ideas might not have worked as well as hoped. This annual report takes into account the actions and innovations of the school district, sometimes as a whole and sometimes by individual school or department. The depth and breadth of this report shows the magnitude of the work that must occur to remain true to our vision of *Excellence in Teaching and Learning for All*. We are immensely proud of the work of our district leaders and school administrative teams, our teachers and support personnel, our students and parents and our School Board. All of these groups are aware of the importance of measuring what they value. It is through this constant evaluation that we are able to see successful programs and strategies rise to the top so that our students may achieve success. We, as a school district, must be committed to measuring and evaluating the work. This process of collaboration and development creates strong schools within an outstanding district. Upon completion of this Annual Report, I have never been more proud to serve the students, families, employees and School Board of this extraordinary school district.

Glossary of Terms

1:1 Initiative - A program that enhances student learning by creating a personalized, student centered learning environment where every student has a device.

ACCESS – A summative assessment for English language proficiency administered to students who have been identified as English language learners (ELLs). The results are used to determine ELL status for the next school year.

AdvancED – The “global leader in advancing education excellence through accreditation and school improvement, AdvancED brings together more than 100 years of experience and the expertise of three US-based accreditation agencies — the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI)” (<http://www.advanc-ed.org/company-overview>). All of the FSSD schools, as well as the district, are accredited by AdvancED.

Aesop - A Windows-based software application, which automates our employee absence reporting, substitute placement and data analysis processes. It is designed for both certified and classified employees and provides numerous reports related to attendance.

Annex - This word is a synonym to the phrase “emergency procedure” or “emergency protocol.” In the new online safety tool, the emergency procedures are divided up into annexes. These annexes specify what to do in the event of different emergency situations.

Aimsweb – A universal screening, progress monitoring and data management system that supports Response to Instruction and Intervention (RtI²) in reading and mathematics. Aimsweb uses brief, valid and reliable measures of reading, math and written expression performance for grades K-8. In the FSSD, students in grades K-2 utilize the universal screening portion and the progress monitoring elements on a case-by-case basis. For grades 3-8, students in Tier 2B or Tier 3 use the progress monitoring tool.

A.L.i.C.E. - This acronym stands for Alert, Lockdown, Inform, Counter and Evacuate. This references the new lock down tactics that were taught to all schools.

AMO (Annual Measurable Objective) – Based on the requirements of the No Child Left Behind (NCLB) federal law, Tennessee sets a specific proficiency goal for each grade and subject—math and reading/language arts. Each year, the annual goal or annual measurable objective (AMO) is increased to ensure continuous improvement in student success.

AppliTrack – This is an online employment application program that provides applicants and administrators with an easier, more efficient application and interview process. A link for this program is located on the district website.

Blackboard Connect – A web-based district and school-based phone messaging software system that enhances communication between school and home.

BOLDplanning - BOLDplanning manages the Emergency Operations Planning process through data collection and analysis, plan writing and overall EOP strategy development. Its approach couples stakeholder participation and input with the use of our cutting edge web-based EOP planning software for writing, managing and enhancing the emergency operations planning.

Cenergistic – An energy saving consultation firm (formerly known as Energy Education) that guides our district conservation program.

Coding Camp - A coding bootcamp is a technical training program that teaches the parts of programming. It enables students with very little coding proficiency to focus on the most important aspects of coding and immediately apply their new coding skills to solve real-world problems.

Compass Learning's Pathblazer Software – Software that evaluates student performance on grade level curriculum and provides appropriate instruction at each student's individual learning level in all subject areas.

Destiny – Software that allows our media centers to share library resources without duplicating cost.

Discovery Education – An online reservoir of content specific resources that enhance students' learning with award-winning content, interactive lessons, real time assessment, virtual experiences, classroom challenges, professional learning and more.

Emergency Operations Plan (EOP) - This refers to our school safety plan.

English Language Learners (ELL) – Students who are learning English as a second language and who are actively enrolled in the school ELL program.

ePlan – An online planning and budgetary tool (<https://eplan.tn.gov>) designed to streamline compliance efforts for districts and to better enable the Tennessee Department of Education (TDoE) to support instructional programming. ePlan consolidates the planning process targeting district accountability goals.

Fitnessgram – Created more than 20 years ago by The Cooper Institute, Fitnessgram is based on valid and reliable research. It is the only health-related fitness assessment to incorporate criterion-referenced standards, called Healthy Fitness Zones.

FLIP (Friends Learning in Pairs) – Friends Learning in Pairs is an intergenerational, volunteer tutoring program sponsored by FiftyForward at the Martin Center. Tutors provide mentoring, encouragement, friendship and assistance to children who need to improve their reading skills. Tutors support the learning of their students through one-on-one tutoring sessions on a weekly basis. FLIP volunteers are at least 55 years old and willingly share their love of reading to improve the lives of elementary school students.

Google Apps for Education (GAPE) – A free, secure warehouse of tools (calendar, documents, sheets, slides, classroom, drive, etc.) that facilitates communication and collaboration and is used by students in grades 5-8, teachers and administrators.

Honors Program – Qualified students in grades 5-8 may participate in Honors classes in reading/language arts, math and science.

Instructionally Appropriate Individualized Education Program (IAIEP) – The special education process by which an IEP is written to target the specific skill deficit area to ensure students with disabilities receive the most appropriate services for growth and progress using multiple sources of data and evidence.

Learning.com – A digital resource provided to all students K-8 to enhance their digital literacy skills, with a clear focus on keyboarding. EasyTech is a component of Learning.com which promotes digital citizenship and is implemented in grades 5-8.

Measurement Incorporated Secure Testing (MIST) – The online, secure testing platform used for the writing assessment.

Memorandum of Understanding (MOU) - These are contracts into which the district enters with our community partners establishing relationship parameters and procedures for collaboration.

My LearningPlan – A web-based database software tool that enables the FSSD to maintain information regarding its professional development course offerings, course locations, participants, instructors, course evaluations, transcripts and more.

NetTrekker – A secure web-based search engine that provides differentiated content based on student readiness.

New Student Online Enrollment (NSOE) - An online portal allowing parents new to the school district to enroll children electronically, as opposed to filling out paper enrollment forms.

Professional Learning Community (PLC) – Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improving student learning is continuous job-embedded learning for educators.

ReadyK (SMART) – This program fosters brain development by targeting gross and fine motor skills in young children to connect physical growth to academic learning. The FSSD program is targeted to all kindergarten students.

Renaissance Place – Data warehousing software that consolidates district-wide *Reading and Math Renaissance* software and student data and allows for seamless web-based management with an administrative login.

Response to Intervention and Instruction (RtI²) – A tiered approach to instruction in which increasing levels of intense instruction are provided to students not making progress in the first tier. All learners receive the first tier of instruction at grade level. As formative assessment data is compiled, students move into other tiers as necessary.

School Improvement Plans (SIP) – The School Improvement Plans at each building are utilized to identify needs and target strategies for continuous school improvement.

Specialized Programs in which a select group of teachers at each school are trained in:

- **S.P.I.R.E.:** “S.P.I.R.E. ® is a comprehensive and multisensory reading intervention program. It is designed to prevent reading failure and to build reading success through an intensive, structured and spiraling curriculum. It integrates phonological awareness, phonics, handwriting, fluency, vocabulary, spelling and comprehension in a 10-step lesson plan that is specifically designed for the way struggling readers learn.”
(<http://eps.schoolspecialty.com/products/details.cfm?seriesonly=3250AM>)
- **Imagine Learning:** A computer-based intervention program that supports student learning of language and literacy through interactive experiences.
- **Lindamood-Bell:** A multi-sensory reading program that assists students with disabilities who have been identified with specific reading deficits.
- **Number Worlds:** A math intervention program that helps provide support to students below grade level.
- **ReadLive:** A computerized reading intervention program that helps students develop skills in deficit areas such as fluency, phonics, comprehension and vocabulary.
- **SIOP (Sheltered Instruction Observation Protocol):** A research-based set of instructional strategies used by ELL and general education teachers aimed at maximizing English language acquisition.
- **Visualizing and Verbalizing:** The Visualizing and Verbalizing for Language Comprehension and Thinking® (V/V®) program helps struggling readers develop the sensory-cognitive function of concept imagery. Unlike most reading and comprehension programs, V/V instruction directly applies concept imagery to the comprehension and expression of both oral and written language, as well as the development of critical thinking skills. Students in the V/V program move through a series of steps to learn the process for creating an imaged gestalt, then integrating that imagery with language to strengthen their comprehension and critical thinking.
- **Wilson Reading System:** Wilson is a direct, multisensory, structured language approach to teaching that provides systematic and explicit phonemic awareness, phonics and spelling program for the general education classroom.
- **Wonderworks:** A reading intervention program for struggling students in grades K – 5. This program focuses on phonological awareness, phonemic awareness, phonics, fluency, vocabulary, comprehension and word recognition.

Skyward – A suite of programs that includes student management in PreK – 8 as well as a business software package. Parents and guardians have access to student information through Skyward’s Family Access communication system. This system was used for online pre-registration of current FSSD

students as well as new students to the district. Covering all facets of the district's payroll, purchasing, food service and finance systems, Skyward will ultimately provide greater efficiencies for all users.

STAR Enterprise – A computer adaptive, universal screening, progress monitoring and data management system that supports Response to Instruction and Intervention (RtI²) in both reading and math. In the FSSD, students in grades 2 – 8 utilize the universal screening option. Students in grades 3 – 8 who are being served in Tier 2A use the progress monitoring tool. Within this tool, lessons and materials are provided to support next steps in instruction.

Story Bus Plus – The Story Bus Plus provides a mobile classroom environment where students can extend learning beyond the school site. The Story Bus Plus provides community outreach that fosters a love for reading in children during the summer months.

Technology Literacy Assessment (TLA) – Students in the fifth and eighth grades took an online technology assessment. Categories assessed included: spreadsheets, word processing, databases, multimedia and presentations, systems and fundamentals and social and ethical issues. This data was used to plan for classroom instruction and professional learning.

Tennessee Accountability Plan – Tennessee's method of ensuring that each school and the district follow best-practice methods in developing data-driven goals and implementing appropriate actions to achieve those goals.

Tennessee Curriculum Assessment Program (TCAP) – Federal and state mandated annual assessments including TNReady for grades 3-8, End of Course tests for high school and alternate assessments for students with significant cognitive abilities.

Tennessee Educator Acceleration Model (TEAM) – The State evaluation system used for all licensed educators - teachers and principals.

Tennessee Value-Added Assessment System (TVAAS) – A State reporting system that measures yearly academic growth of students in grades 4-8 in math, science, social studies and English/Language Arts. This data also provides teachers with a way to analyze their effectiveness on student academic growth.

TNReady -- TNReady is the name of the State's assessments in math, English language arts, social studies and science. As the State has transitioned to higher academic standards over the past several years, TNReady has been written to be better aligned to what educators are teaching. The assessments now include rigorous questions that measure students' writing, critical thinking and problem solving skills.

World-class Instructional Design and Assessment (WIDA) – Standards, instructional resources and assessment for English language learners (ELLs).

Young Scholars Institute (YSI) – The YSI provides two weeks of exploratory experiences in a creative learning environment for students ages 7-10 in Junior Scholars and ages 11-14 in Senior Scholars. The program is open to students in the FSSD as well as outside of Franklin Special.