

***ANNUAL REPORT***  
***State of the FSSD***

**TO THE FSSD BOARD OF EDUCATION**  
(Report based upon 2014 - 2015 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 2014-2015.*

**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. The overall TCAP performance for the 2014-2015 school year was commendable. For the tenth consecutive year, the FSSD earned A's in achievement in all tested content areas: Reading/ Language Arts, Math, and Science. Additionally, the FSSD earned an A in Math, a B in Science, and a C (equaling one full year of growth) in Reading/Language Arts on the Tennessee Value Added Assessment System report card. (1A, 1B, 1C, 1E, 4A, 4B, 4D)
2. The FSSD was ranked among the highest achieving districts in the State based on TCAP scores. Of the 144 school systems in Tennessee, the FSSD ranked 8<sup>th</sup> in Math, 7<sup>th</sup> in Reading/Language Arts, and 8<sup>th</sup> in Science. District-by-district TCAP results can be accessed on the Tennessee Department of Education website. (1A, 1B, 1C, 1E, 4A, 4B)
3. The FSSD continued to shine when compared with State results. The percent of students scoring proficient or advanced over the past three years has steadily increased in Math. Reading/Language Arts and Science continue to be strong but dipped slightly this year. FSSD proficiency levels in Math and Science are 18+ percentage points higher than State proficiency levels. The FSSD proficiency level for Reading/Language Arts continues to be well ahead of the State proficiency level with a 20.6 percentage point advantage. Additionally, there was a significant increase in the percentage of proficient and advanced 5<sup>th</sup> grade students for Reading/Language Arts (+13.7) and Math (+9.8), proficient and advanced 7<sup>th</sup> grade students in Math (+9.9), and proficient and advanced 8<sup>th</sup> graders in Reading/Language Arts (+9.3). (1A, 1B, 1C, 1E, 4A, 4B)
4. The district made progress in closing the gap between the Black/Hispanic/Native American (BHN) and the All Students comparison groups as well as between the Economically Disadvantaged and non-ED comparison groups. The achievement gap decreased in reading and stayed consistent in math in both situations. (1A, 1B, 1C, 1E, 4A, 4B)
5. All FSSD subgroups (Asian, Black, Hispanic, White, Native American, Hawaiian/Pacific Islander, English Language Learners, Economically Disadvantaged and Students with Disabilities) performed at a significantly higher level than the State in the percentage of students scoring Proficient and Advanced in both RLA and math. All subgroups performed *at least* 10 percentage points or higher than their peers throughout the State in reading or math. (1A, 1B, 1C, 1D)
6. This year, 123 FSSD 7<sup>th</sup> and 8<sup>th</sup> graders took Algebra I, a high school credit-bearing class, in middle school. This was an increase of 56 students over 2014 due to the reconfiguration of our math courses so that qualified students can complete Algebra I in one year in either 7<sup>th</sup> or 8<sup>th</sup> grade. 100 % of these students scored at the Proficient (7%) or Advanced level (93%). (1C, 1E, 4A, 4B, 4D)
7. For the second year in a row, the TCAP Writing Assessment was administered online through the Measurement Incorporated Secure Testing (MIST) portal. Students read informational texts and responded to prompts based on the texts. When compared to their peers throughout the State, a higher percentage of FSSD students in all grade levels scored 3 or 4 on all four rubrics measuring Development, Focus and Organization, Language, and Conventions. Students scored highest in the areas of language and conventions. (1A, 1B, 1C, 1D, 1E, 4A)

8. Poplar Grove Middle School earned “Reward School” status from the State. Reward Schools are the top five percent of schools in the State for annual growth and annual achievement on the TCAP Achievement Test. Poplar Grove Middle School was in the top five percent for achievement. (1B, 1C, 1E, 4A, 4B, 4D)

### ***High School Transition/Career Education***

9. 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 13, 2014. 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 is 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)
10. 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)
11. 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)
12. 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***

13. 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 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***

14. 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)

15. The FSSD joined Williamson County Schools in its Be Nice initiative during the 2014-2015 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***

16. 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 rock climbing wall techniques and the integration of hiking and walking skills into a Radnor Lake field trip for physical education teachers, collaborative installation pieces for art teachers, and the study of a vertically-aligned K-8 music program for music educators. (1C, 1E, 2C)
17. Approximately 1,100 students participated in the Young Scholars Institute (YSI). This was the 32<sup>nd</sup> year that this enrichment and talent development program has served students in this area. 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. Almost 110 scholarships were given to students who would otherwise be unable to participate due to financial situations. (1C, 2B, 3A, 4C, 4E)
18. The FSSD continued its participation in an Art Exhibit at the Frist Center in early 2015. Student artwork from all FSSD schools was selected and displayed. Many people attended the reception in support of FSSD students. (1C, 4C, 4E)
19. Prominent display of student artwork in the Director's office, the district web site, 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 Screeners and Tests for Progress Monitoring***

20. A document entitled District Required RtI<sup>2</sup> 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)
21. 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)
22. 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 intervention in grades 3-8. (1A, 1B, 1D, 4C)

23. 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 2014-2015 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 2014-2015, these PLCs continued to focus discussions on the transition to the Tennessee State Standards in Math and ELA/literacy. In addition, teachers discussed effective strategies that were used with students needing 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, dyslexia, non-violent crisis intervention 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 began a district-wide PLC in the spring of 2015 with special education representatives from each school in order to share specific special education concerns and issues. The goal is to continue to meet monthly in order to facilitate communication regarding special education specific issues, concerns and ideas. (1C, 2C, 3A, 4E)
3. The FSSD Beginning and New Teacher Induction Program (BANTIP), which spans five years, provides on-going support for beginning and new teachers by facilitating a smooth transition to the Franklin Special School District community. Each new teacher is assigned a mentor and attends professional learning sessions designed to fit his/her needs. (2B, 2C, 2D, 4E)
4. Teachers of English Language Learners (ELL) are part of a district ELL Professional Learning Community that collaborates 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 July 31, the FSSD Opening Day, a welcome event for all FSSD educators and staff was held at Poplar Grove Middle School and then teachers at each site who had been designated as Learning Leaders provided professional learning for school faculties around the Tennessee State Standards. Learning Leaders received three days of State-sponsored training during the summer of 2015. Differentiated professional learning sessions were offered on one day, October 13 (a second day was scheduled but was canceled due to severe weather conditions) with all FSSD teachers and paraprofessionals choosing two half-day sessions based on their data-supported needs. Teachers and



paraprofessionals chose sessions focused on mathematics and reading language arts instructional strategies, Compass Learning, Reading Wonders, technology and various other topics that were determined in large part by the information gleaned during Lunch and Learns. 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 replaced the Design Team as the method of gathering feedback regarding professional learning from the educators at each school. Numerous FSSD teachers and coaches as well as some education professionals from outside the district facilitated the October 13 sessions. (1B, 1D, 1E, 2B, 2C, 4E)

6. Professional learning concerning Professional Learning Communities (PLCs) and coaching for results were provided for administrators. (1A, 1B, 1C, 1E, 2B, 2C, 2D, 4E)
7. Online courses were made available to teachers through the Association for Supervision and Curriculum Development (ASCD) on 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)
8. 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)
9. One of the literacy coaches served as an English/Language Arts consultant to the Tennessee Department of Education. (1A, 1B, 1C, 1D, 1E, 2C, 2D)
10. 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. These textbooks were selected for purchase and use in the 2015-16 school year. (1E, 2A, 3A, 4C, 4D, 4E)
11. 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)
12. Learning opportunities were provided for teachers of high achieving students. Teachers and gifted specialists participated in sessions facilitated by Vanderbilt professor Dr. Tamra Stambaugh and TLJ Consulting Group consultant Tammy Jones that focused on effective instructional strategies to differentiate instruction for high achieving students. (1A, 1B, 1C, 2C)
13. 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 development 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)
14. The district continued to provide ongoing support for the National Board Certified (NBC) Teacher candidates. Five teachers earned NBC certification during the 2014-2015 school year; additionally,

five FSSD teachers began the NBC process during the 2014-2015 year, while two teachers moved into the third year of the NBC process. One NBC FSSD teacher went through the process of renewing her National Board Certification. Certified employees who pursue and achieve National Certification in their area of expertise receive a monetary incentive. In 2014-2015, we had 21 teachers, 2.5 psychologists and 9.5 speech pathologists who received the Board-approved \$4,000 per year supplement. This was also one variable of the Differentiated Pay Plan. (1C, 2B, 2C, 2D, 4E)

15. Individual schools coordinated site-based professional learning initiatives. School administrators and teachers frequently led professional learning activities based on 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)
16. 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)
17. Physical educators participated in state and local learning opportunities. These teachers participated in sessions provided by 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)
18. All administrators have been trained in TEAM and certified to evaluate educators. 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)
19. Three school psychologists and the Supervisor of Special Populations attended the TAASE (Tennessee Association of Administrators of Special Education) Legal Conference in December 2014. 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)
20. 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)
21. The Supervisor of Special Populations and the Lead School Psychologist attended the LRP Legal Conference in May. 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, common core standards and more. (1A, 1B, 1E, 2C, 2D, 2E, 3A, 4D)
22. 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 RtI<sup>2</sup>, differentiated learning, early childhood, transition, special education interventions, understanding students from poverty and best practices for all students. A group of teachers from Freedom Middle School presented a session titled, "Intervention in a Middle School Setting Aligned to Student Need: From RtI<sup>2</sup> to Special Education Intervention." These teachers shared their

experiences in scheduling and implementing special education intervention groups in order to provide the “most intense intervention” for our students with disabilities at Freedom Middle School based on benchmark data, student disabilities and IEP goals. This shift in service delivery offers more opportunity to meet the specific needs of our students with disabilities. (1A, 1B, 1C, 1E, 2C, 4E)

23. Liberty Elementary School implemented Positive Behavior Support and a restorative justice program during the 2014-2015 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)
24. The Supervisor of Special Populations attended the NAME Conference (National Alliance for Medicaid in Education, Inc.) in September. The goals of the NAME organization are to provide professional learning opportunities for Medicaid reimbursements for education, share current information and updates, network with other states and districts around the subject and to build relationships with federal and state agencies supporting school based health services programs. The Tennessee State Department of Education also sent two representatives to this national conference. This is the second year that FSSD has participated in the Medicaid reimbursement program. (2B, 2C, 2E, 3A)
25. The FSSD Leadership Team and several teachers attended the Learning Forward Annual Conference at the Gaylord Opryland Hotel, Nashville, in December 2014. Dr. David Snowden, Dr. Catherine Stephens and Dr. Kay Boan presented at this national conference. Learning Forward provides sessions and keynote speakers that focus on high-quality professional learning. (1B, 1C, 1D, 1E, 2C)
26. All FSSD schools’ faculty and staff received training on social media guidelines and kept current on 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)
27. Teachers were provided professional learning on multiple occasions to support their understanding of the Tennessee State Standards in math and English language arts. (1A, 1B, 1C, 1D, 1E, 2C, 2D)
28. May/June 2015 Professional Learning Opportunities included the following:
  - a) The State’s School Team Training (*Learning Leader Series*) for the Tennessee State Standards (reading language arts and math) continued. Teachers representing each school in the district participated in two days of State-sponsored training in order to serve as Learning Leaders and facilitate professional learning in their schools on the Tennessee State Standards, resources, instructional practices and the new State assessment, TNReady. 117 FSSD teachers participated in this intense training. (1B, 1C, 1E, 2C)
  - b) In June, William Van Cleave ([www.wvced.com](http://www.wvced.com)) facilitated two writing institutes for FSSD, one for teachers of grades K-2 and one for 3<sup>rd</sup>-8<sup>th</sup> grade teachers. These professional learning opportunities focused on the writing process, including oral language, handwriting and sentence and paragraph development for the primary 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) Instructionally Appropriate IEP training - through the State DOE was attended. This training, designed for special education teachers, was designed to help teachers understand the new requirements for writing Individual Education Plans for students with disabilities to more accurately reflect specific skill(s) deficits. (1A, 1B, 1C, 4E)
  - d) TNCORE trainings were attended through the state DOE in reading interventions. The reading intervention training focused on explicit instruction in reading and supported the RtI<sup>2</sup> framework.

- It was designed for special educators and interventionists who deliver Tier II and Tier III instruction in reading. 50 FSSD teachers participated in this training. (1A, 1B, 1C, 1E, 2C)
- e) One mathematics instructional coach participated in training for instructional coaches provided by the State DOE. (1A, 1B, 1C, 1E, 2C)
  - f) 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 State 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. (1C, 1D, 1E, 2C)
    - 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 common core curriculum. Teachers were able to select tools and customized resources within the Promethean software for differentiated use with their students. (1C, 1D, 1E, 2C)
    - iii. Compass Learning Odyssey: The instructional technology specialists and a Compass Learning consultant continued to facilitate training with teachers from FSSD. 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 common core aligned assignments for all grade levels in math and reading. Based on data from the assignments and from the integration of Compass Learning with STAR data, students will have access to differentiated learning paths in reading and math. (1A, 1C, 1D, 1E, 2C)
    - iv. Discovery Education: FSSD teachers who attended the Discovery Education Science Tech Book professional learning session in June learned to access interactive content, lessons and videos. With Discovery Education, teachers can also assign content to students for use at home or in small group activities. (1C, 1D, 1E, 2C, 4E)
    - v. iPads in instruction: In June, several teachers participated in a session on the integration of iPads into instruction. Participants learned best practices for utilizing iPads in small group instruction; explored apps for students for use in practicing skills, exploring and researching content, creating multimedia products and answering TNReady-like problems; explored apps for teachers that address classroom management, interaction with students, assessment, creation of instructional materials and identifying appropriate standards-based apps; and collaborated around and planned grade level instructional activities with identified apps. (1C, 1D, 1E, 2C)
    - vi. 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. (1C, 1D, 1E, 2C)
  - g) For physical education teachers: In June, a rock climbing skills session was provided at the Crag Gym in Franklin, and Lisa Tidwell from the Franklin Farmers Market Educational Foundation facilitated a session that related instruction around gardening to nutrition, the environment, science and math. (1C, 1E, 2C)
  - h) For library media specialists: In May, Sharon Thompson, an adjunct professor from Trevecca Nazarene University facilitated a session on the Karen Lowe method of resource alignment to provide curriculum support from the library media center. (1C, 1D, 1E, 2C)
  - i) In June, five FSSD teachers attended the Oak Hill School Summer Teacher Institute for Elementary and Middle School Teachers (STEAM) in Nashville where they learned how to incorporate technology, STEAM initiatives and 21<sup>st</sup> century skills in their instruction. (1C, 1D, 1E, 2C)

## *Administrative Professional Learning*

29. FSSD administrators continued to participate in focused professional learning activities and attended numerous professional learning conferences, including but not limited to: Tennessee LEAD conference, Learning Forward, and Annual Middle Level Educators 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 2014-2015 year: Professional Learning Communities and Coaching Conversations. (1C, 2C, 2D, 3A, 4E)
30. The Director of Schools continued to utilize the Tennessee Educator Acceleration Model (TEAM) and certified as a TEAM Administrator Evaluation Observer through the National Institute for Excellence in Teaching. (2A, 2B, 2D, 4A, 4E)
31. 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 improve enables professional learning needs for teachers to be identified. We all desire for teachers to have the opportunity to improve their professional practice. Through the use of the TEAM model and data from their campus, administrators can determine potential large-scale professional learning needs. Additionally, principals engage in collegial conversations about the TEAM model to refine and sharpen their practice and skill in this important area. (1C, 2C, 2D, 3A, 4E)
32. Eleven school administrators, twelve instructional coaches and seven Teaching & Learning team members attended the two-day Spring Leadership Course series offered by the State department. These leadership courses focused on several topics, including: information about the new assessments coming in ELA, Math, and Social Studies; writing best practices; instructional tools and resources; collaborative sharing; and the preview of summer teacher training. (1E, 2C, 2D, 4C)
33. One school administrator, two instructional coaches and one member of Teaching & Learning participated in the State-led, one-day Summer Leadership Course. This course centered on the following topics: TNReady, Early Grade Instruction Importance, Writing, Strategies and Resources Available, MICA and Technology Resources. (1E, 2C, 2D, 4C)
34. One Teaching & Learning member and one school administrator were trained in Level 1, Coaching for High Performance. 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)
35. Ten school leaders and eight district leaders participated in Advanced Level 2, Powerful Coaching training facilitated by two trainers from Results Coaching Global. This two-day intensive time focused on refining coaching and communication skills to ensure each individual supports and assists those in need by utilizing highly effective listening skills and communication techniques. (2C, 2D, 3A, 4C, 4E)
36. District administrators and coaches were trained by the Teaching & Learning Department in the effective review of student TCAP and STAR data in the fall and spring semesters. This District Data Team training resulted in participants collaborating to create data reports for their own school to assist in making instructional decisions, including the need for intervention and tutoring. Principals assisted in sharing effective practices used in data management and disaggregation. The FSSD

continued to offer administrators and teachers professional development opportunities on software/tools purchased to aid in collecting, disaggregating and using test data to target various sub-groups and individual areas of need. (1A, 1B, 1D, 4A)

37. Administrators reviewed data from the 2014-2015 TEAM evaluations and compared those results with the previous two years of data (2012-2013 and 2013-2014). Conducting a three-year comparison allowed trends in both successes and challenges to be uncovered. Strengths noted that cut across all campuses over the course of the three years included: respectful culture, environment, teacher content knowledge, managing student behavior and expectations. Areas to be strengthened based on this three-year comparison included: problem solving, thinking, assessment, questioning and feedback. These needs will help inform future professional learning needs during the 2015 – 2016 year. (1C, 1E, 3A, 4E)
38. District Administrators received routine support, training and updates regarding RtI<sup>2</sup> during leadership retreat, leadership meetings and staff meetings. The District RtI<sup>2</sup> Team met to evaluate RtI<sup>2</sup> 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 3<sup>rd</sup> grade students who were non-proficient in Reading as measured by STAR Enterprise or report card data. Each school provided after-school tutoring for 3<sup>rd</sup> grade non-proficient students. (1B, 1C, 4C, 4E)
3. The district purchased universal screening and progress monitoring assessment software (Aimsweb, 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 consultant and behavior intervention specialist provided instructional, social-emotional and behavioral supports that remove 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 Compass Odyssey, Destiny, NetTrekker, Grolier, Accelerated Reading & Math, Tennessee Electronic Library, Kuder, Learning.com, Imagine Learning, Google Apps for Education and Discovery Education continued to support individualized instruction and assessment. (1A, 1B, 1C, 1D, 4C)
7. Support, as well as routine updates, for the following instructional programs were provided: Star Reading and Math Enterprise, Compass Odyssey, Destiny, NetTrekker, Grolier, Imagine Learning and Discovery Education. Administrative programs utilized throughout the district include MyLearningPlan, Easy IEP and Easy 504, Destiny and Skyward (student management system). (1C, 1D, 4E)
8. Summer School was provided for struggling students in grades 5-8. FIS and FMS served as the host sites for this summer school. (1B, 1C, 4C, 4E)
9. 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 1,100 students. (2B, 3A, 4C)
10. 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 our advanced learners. (1A, 1B, 2A, 4B)
11. The district finalized its Scope of Work as part of the state Race to the Top Grant. The 2014-2015 year was twelve months of extension for the Race to the Top Grant. The FSSD's Scope of Work and its funding was tied to student achievement needs as well as other data sources, as identified in the FSSD's accountability plan. \$3,300 of the Race to the Top Grant was allocated to cognitive coaching professional learning for school-based and district-level administrators. (2B, 4A)
12. In 2014-2015, 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 coach, were employed to better support academic programs and curriculum. (1B, 1C, 1E, 2B, 2C, 2D, 3A, 4C)
13. Each school had 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 next steps. Summaries of each meeting, including next steps, were sent to parents. (1A, 1B, 1C, 1E, 3A, 4C, 4E)
14. The Honors Program continued to be successful in grades 5 - 8. Rising 5<sup>th</sup> – 8<sup>th</sup> graders meeting established guidelines set by the Honors Committee were eligible to participate. The district hosted an Honors Program information meeting in January for parents of rising 5<sup>th</sup> 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 presentation. The district translator was present to provide translation for Spanish-speaking families. (1A, 1B, 1C, 1E, 4C, 4E)
15. The FSSD provided support to the Gentry Educational Foundation, which served students during the summers of 2014 and 2015 providing remediation, enrichment, recreation and music instruction in a

fun camp setting. Located at Johnson Elementary, the Gentry Foundation also provided extended day services for those children needing aftercare. The Gentry programs that benefitted students most in need included:

- 2014 Jan Cochran STEM Camp (serving Pre-k through 6<sup>th</sup> grades)
  - 2015 Summer Tutoring Camp (serving 1<sup>st</sup>-4<sup>th</sup> grades and a small group of 5<sup>th</sup>-7<sup>th</sup> grades)
  - 2015 Linda Cope Early Childhood Camp (serving pre-k and kindergarten students and a small group of 5<sup>th</sup>-7<sup>th</sup> grades), providing over 60 students between the ages of four and six with math and reading activities, science experiments, cooking classes, physical education and arts and crafts
  - 2015 Ms. Sue's Camp (serving pre-k and kindergarten students)
  - 2015 Extended Small Group Tutoring (serving 1st-4th graders and a small group of 5th-7th graders)
- (1A, 1B, 1C, 1E, 2B, 4C, 4E)

16. Three FSSD schools (Poplar Grove Elementary, Poplar Grove Middle and Freedom Intermediate) continued recycling efforts through their student-focused Green Teams. Specific initiatives included:
  - In the 2015 Recycled Project Contest Middle School Division, Poplar Grove Middle received First Place (with a \$250 award) and Third Place (with a \$50 award).
  - Poplar Grove's combined merit points and recycling rebate earned a total of \$1,486.93, PLUS the **Stand Out School Award** for an additional \$750 from Keep Williamson Beautiful. (4A, 4B, 4E)
17. The district continued to use a component to Renaissance Learning, called Home Connect, so parents could keep track of their child's reading log, comprehension level and reading goals online. They could also help their child choose books at the appropriate reading level through this program. (1B, 1C, 1D, 2B, 4B, 4C, 4E)
18. As a result of House Bill 2566 and the change of the Kindergarten entry date, the FSSD researched appropriate Kindergarten readiness screening measures to use if a parent requested this testing based on his/her child's birthday falling between August 16<sup>th</sup> and September 30<sup>th</sup>. 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 2014-2015 year. Parents were contacted by phone with assessment results. Students that met the required criteria were able to enroll in Kindergarten. (1A, 1B, 1C, 3A, 4C, 4E)
19. FSSD received a Federal Discretionary Grant in the amount of \$2,919 for purchase of the *Early Literacy Skills Builder* (ELSB). The ELSB was selected due to the strong research base supporting its use with students with significant disabilities, including autism and Down syndrome, to increase their literacy and language skills. With the grant funds, one copy was purchased for four elementary schools in the district. (1C, 2B, 2E, 3A, 4B)

### ***Student Support Programs***

20. The FSSD offered summer meals for the fifth year in a row. The primary site at Franklin Elementary served meals for the MAC summer program, Wee MAC students and staff, Academy Park (a summer program with the Williamson County Parks & Recreation), the Franklin Boys & Girls Club, the Williamson County Housing Authority (numerous locations), Franklin Mobile Estates, and the Gentry Educational Foundation housed at Johnson Elementary. Franklin Elementary served meals for the YSI program for two weeks in June. Freedom Intermediate served breakfast and lunch for the



summer programs for Freedom Intermediate and Freedom Middle the last three weeks in July. (2B, 3A, 4E)

21. 2014-2015 was the third year for seven schools and the second 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)
22. Schools used Blackboard Connect to communicate student absences to parents and request appropriate documentation to bolster attendance, which gives students the best opportunity to be successful learners. Once a student had unexcused absences for five days, a letter was sent to the parents in addition to the phone call and email notification. Additional letters, phone calls and emails followed if absences continue. (1D, 2E, 4C)
23. 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, FSSD departments and community agencies occurs throughout the year. (2A, 2E, 3A, 4C, 4E)
24. The Story Bus Plus mobile classroom 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. The Story Bus Plus received literature-related updates and also added eBooks (utilized with iPads) on board. Additionally, the bus underwent cosmetic upgrades. (1C, 1E, 3A, 4B, 4C, 4E)
25. The FSSD distributed the monthly newsletters "Home & School Connection" for parents with 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)
26. 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 2014-2015 school year, 95 students received the examination. (1C, 3A, 4C)
27. FSSD partnered with the Mid-Cumberland Region of the TN Dept. of Health to provide a free dental clinic with free dental sealants to students at Franklin Elementary School. 39 students participated and received dental services with an estimated worth of \$3,549. (1C, 3A, 4A, 4C)
28. FSSD partnered with Well-Child to provide on-site optometry exams for 98 students who qualified for the program. 19 of the students were prescribed glasses and received them through this program. (1C, 3A, 4A, 4C)
29. Liberty, Franklin, Johnson, Moore and Poplar Grove elementaries, in collaboration with United Way's Raise Your Hand Williamson volunteers, provided valuable after-school tutorial services during the 2014-2015 academic year. This collaborative effort afforded the opportunity to work

intensively with students needing additional time and support in reading and/or math after school allowing for an extended school day for four days a week. Providing transportation services funded by the United Way maximized student attendance. According to the United Way, 96% of 4<sup>th</sup> grade students and 92% of 3<sup>rd</sup> graders in an afterschool tutoring program improved their reading scores. 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)

30. Chapter 762 of the Public Acts of 2012 was signed into law on April 17, 2012 and codified as Tennessee Code Annotated §49-6-7004. This new law encouraged 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 2014-2015 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 90%. (2E, 3A, 4C, 4E)
31. The school district hosted four school-based Hispanic parent meetings during the 2014-2015 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**

### ***FSSD School Equity Plan***

1. During 2014-2015, the schools implemented Year Three of the FSSD School Equity Plan, which rezoned FSSD students to better meet the Board's mission 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, 2015 data*) were:
  - Franklin Elementary (K – 4) – 53.8%
  - Johnson Elementary (K – 4) – 47.7%
  - Liberty Elementary (K – 4) – 51.3%
  - Moore Elementary (K – 4) – 28.2%
  - Poplar Grove Elementary (K – 4) – 47.1%
  - Freedom Intermediate School – 37.6%
  - Freedom Middle School – 40.4%
  - Poplar Grove Middle School – 33.0%(1C, 2B, 3A, 3B, 3C, 4A, 4B, 4C, 4D, 4E)
2. 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 as they reached 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)

3. 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***

4. In May 2014, the Director of Schools was selected by his peers to represent the Mid-Cumberland Region on the Superintendent Executive Study Council and continued to serve in this position. 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)
5. 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)
6. 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)
7. 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)
8. The Director served on a panel to discuss local educational issues with Leadership Franklin participants. (4A, 4B, 4C, 4D, 4E)
9. The Director was a member of Franklin Noon Rotary, Board of Directors of the Boys & Girls Club, Franklin Tomorrow, United Way and the Youth Leadership Steering Committee. He served as Treasurer of the Youth Leadership Steering Committee. He also served as a Board member of the Battle of Franklin Trust. (4A, 4B, 4C, 4E)
10. 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)
11. With input from numerous community and business partners, the district reviewed and revised the five-year Strategic Plan during the 2014-2015 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)
12. 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)

13. The United Way of Williamson County presented the FSSD with an Education Award for its outstanding efforts during the 2014 campaign, which successfully raised \$23,551. In addition, Poplar Grove Elementary and Middle schools were also recognized for their efforts in raising \$5,907 and \$1,556 respectively. (4B, 4E)
14. Working with the United Way's partner agencies such as Graceworks, the FSSD helped feed hundreds of students on free and reduced lunch who were at risk of weekend hunger. School employees confidentially placed hundreds of individual Fuel Bags in identified FSSD student backpacks each Friday to provide sustenance for the child and his/her family over the weekend. (1C, 3A, 4C, 4E)
15. The Story Bus Plus was recognized with a 2015 NSBA Magna Award for its outstanding community outreach program, with community engagement throughout summer months at locations convenient for public access. Mrs. Joyce Smith was guest of honor for this award, given at the NSBA Annual Convention in Nashville during March 2015. Winners of this award "have illustrated school board best practices and implemented innovative programs that advance student learning." As a winner, the Story Bus Plus was featured in a special section of the American School Board Journal. (1C, 3A, 4C)
16. FSSD partnered with the Red Cross to host blood drives. Johnson Elementary, Liberty Elementary, Freedom Intermediate and Poplar Grove Middle School held blood drives. (1C, 3A, 4A, 4C)
17. In September 2014, FSSD Coordinated School Health hosted a collaborative event with Franklin Tomorrow's Get Fit Franklin initiative. The event was held on a Saturday morning at Johnson Elementary School. The event included group exercises led by a local aerobics instructor and a family 1-mile walk on the track with the Mayor of Franklin. Vendor booths, which included a representative from Blue Cross Blue Shield, had free health related items available to the community. Franklin Special School District nurses provided free blood pressure checks. The Franklin Police Department participated with golf carts and intoxication goggles. Our Get Fit Franklin event ended with a grand prize drawing and the winner received a Fit Bit. (1C, 3A, 4A, 4C)
18. During the 2014-2015 school year, FSSD continued to have a Student Health Council at Franklin Elementary, sponsored by the Office of Coordinated School Health. Students participated in activities that promoted healthy habits. Student Health Council members led televised public service announcements and promoted healthy choices through poster displays and bulletin boards, and promoted physical education activities throughout the school year. Council meetings welcomed guest presenters, which included Clean Air Transportation, the Williamson County Health Department and a cancer research scientist. The Health Department presented a dental health program, an anti-tobacco display and a program about physical activity and exercise. (1C, 3A, 4A, 4C)
19. 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 participate by logging thirty minutes of physical activity each day. Each FSSD School competed for mini grants for their physical education departments. 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; also the schools that led in participation were announced. The event ends with a mile walk with the Directors of FSSD and Williamson County schools and the Mayor of Franklin. (1C, 3A, 4A, 4C)
20. FSSD hosted an internet safety presentation for parents entitled "Project i-Guardian" on May 13, 2015. The presentation was held at the Freedom Intermediate theater featuring Dennis Fetting from

Homeland Security as our guest speaker. The presentation was designed to help parents recognize the importance of education and community awareness regarding the dangers of online activities. Parents were provided with information and tips to keep students safe in online environments. (2E, 4C, 4E)

## *Other*

21. The Board of Education attained the status of “Board of Distinction”, a 2-year designation beginning November 2014. 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)
22. The Director was selected by the Ayers Institute of Lipscomb University as the Superintendent to appear in their “Leadership Video Series” to focus on the use of the TEAM Administrative Evaluation Model. The videos focused on the elements of “Instructional Leadership of Continuous Improvement”, “Culture for Teaching and Learning”, “Professional Learning and Growth,” and “Resource Management.” (2C, 2D, 4E)
23. In its quest to continue to provide a rich and informative website, the district began planning, designing and building a new website for all schools as well as the district site. When fully implemented, the new site will be much more interactive with a fresh, modern and consistent look across all schools; incorporate a new and better calendar program that will enable all schools to contribute to the district master calendar and vice versa; and will also use a translation program that will enable users of all languages to read and enjoy the site. (2B, 3A, 4A, 4B, 4C, 4D)
24. 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)
25. District principals, assistant principals and FSSD administrators continued to use Smartphones to access email and calendar information from the district’s Exchange server as well as to answer urgent calls from schools or parents while away from the office. (1D, 2B, 2C, 4C, 4D)
26. The Blackboard Connect program allowed the district to effectively communicate with all staff and parents. The district used this tool to enhance communication. School administrators used this program daily for attendance, as well as for updates and urgent messages and surveys. (1C, 1D, 2B, 3A, 4A, 4B, 4C, 4D, 4E)
27. The FSSD and the FSSDEA jointly hosted an annual “Retired Staff Holiday Brunch”. (3A, 4B)
28. 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 second 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)

29. In 2014-2015, the FSSD Board hosted the fourth 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)
30. Two District Teacher of the Year 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 the recipients. The name of each “District Teacher of the Year” recipient is prominently displayed on a plaque at the Central Office. The Pre K – 4 District Teacher of the Year was named the Regional Elementary Teacher of the Year for Mid-Cumberland. (1E, 2D, 3A, 4A, 4C, 4E)
31. The Director and Board co-hosted the annual reception for Teachers of the Year from each of the FSSD schools. (2D, 3A, 4A, 4C, 4D)
32. The Director and Board co-hosted the annual pinning ceremony and reception for five new National Board Certified Teachers. (2D, 3A, 4A, 4C, 4D)
33. In 2014-2015, the district continued a Classified Employee of the Year Program, receiving nominations from schools/departments. The process culminated in the selection of a District Classified Employee of the Year whose name is prominently displayed on a plaque at the Central Office. A reception honoring the Classified Employees of the Year from each location was co-hosted by the Director and Board prior to a School Board meeting and the selected employees were honored during the meeting with a certificate and monetary award donated by a local bank. (2E, 3A, 4E)
34. 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)
35. 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](http://www.fssd.org). (2B, 4B, 4D, 4E)
36. Every employee was provided with a district e-mail address. This enabled all employees to have log-in access to “My Benefits Channel” anywhere they had access to the internet 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)
37. The Director provided the Board of Education with timely updates regarding pertinent issues. (4A, 4B, 4D)
38. The Director facilitated a combined retreat with the Board of Education and the District’s Leadership Team. (4A, 4B, 4C, 4D, 4F)
39. 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 across all schools. (3A, 4A, 4B, 4C, 4E)

40. The administration continued to foster a positive and open relationship with our local teacher associations by providing information and inclusion in advisory. Additionally, a monthly Board packet and annual budget notebook was provided for the Education Association representative. (3A, 4B, 4C, 4D, 4E)
41. Communication from the professional and classified staff continued to be provided through the Director of Schools Advisory Council. (3A, 4A, 4B, 4C, 4D, 4E)
42. Parents were part of the shared decision-making at the schools through the various Building Leadership Teams. (3A, 3C, 4C, 4E)
43. The district continued to provide the FSSD community with information through an e-newsletter, the web site, media releases and speaking engagements. The district e-newsletter had an “open rate” of 48%, which is more than twice the industry average according to our provider, Constant Contact. (2B, 4A, 4B, 4C, 4D, 4E)
44. Parents were informed of grade-specific and school-related events, as well as important district information, through many avenues, including Blackboard Connect phone calls, e-mails, 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)
45. 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. (1C, 1E, 3A, 4B, 4A, 4C, 4E)
46. 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)
47. For the 2014-2015 school year, FSSD partnered with the Williamson County Health Department for students to receive the flu vaccine at school. There were 516 students who received the vaccine. FSSD partnered with CVS pharmacy for staff to receive their flu vaccine at school. 224 staff received the vaccine. (2B, 4C, 4D)
48. 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)
49. 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)
50. 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)
51. For the second year in a row, there was a streamlined registration process for FSSD families. During spring 2015, online registration information was sent home with all registered Pre-K – 7th grade students. Parents were instructed specifically on how to log in to Skyward to pre-register for the

2015-2016 school year. Multiple Open Labs were held across the district, also two community-wide events were publicized and held within the community for those parents needing online access and who could not make it to the schools. (1A, 2B, 3A, 3C, 4A, 4B, 4C, 4E)

52. A new procedure was implemented requiring all parents to sign for publication consent for use of photos/work, which was an added layer of protection to ensure student privacy, especially with the addition of new school social media accounts such as Twitter, Facebook, Instagram, etc. (4C)
53. 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 over 1,000 backpacks filled with school supplies to students in need. (1C, 3A, 4B, 4E)
54. 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)
55. Several schools opened and maintained Facebook accounts to keep parents and stakeholders informed and engaged. (3A, 4A, 4B, 4C, 4D)
56. Liberty Elementary celebrated its Reward status with a school-wide assembly and a banner hanging outside its front doors. The information was also shared on the school website, in social media and in the school newsletter. A Media Release of this successful accomplishment was shared with local media contacts. (4A, 4C)
57. The FSSD submitted a District Progress Assessment Report regarding the two areas of focus from the AvancED accreditation visit in 2013. The two areas of focus included: Resources & Support (identifying quality personnel to assist students and staff with instructional technology) and Using Results for Continuous Improvement (provide additional training to teachers and support staff in the interpretation and use of data to inform instruction.) The FSSD District Progress Assessment Report was reviewed by three separate AvancED team members and our progress was accepted as meeting the criteria as determined by the 2013 visit. Once again, FSSD positively completed the accreditation process to earn the status of “Accredited” and looks forward to the future process in 2018. (1A, 1B, 1C, 1D, 3A, 3B, 4A, 4B, 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 2014-2015 school year was another difficult 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 2014-2015 year, the FSSD continued the implementation of the TEAM Flex Plan evaluation model. After being named a *High Performing School District* in July 2013 (under the High Performing School Districts Flexibility Act), the FSSD was able to continue this flexibility model. The TEAM Flex Plan includes both formal and informal observations (walk-throughs). This flexible plan, that includes walk-



throughs, formal observations and feedback, allows for greater flexibility for teachers and more visibility for administrators. Within the TEAM Flex Plan, a district professional growth element allows the teachers 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 level of excellence in teaching and learning for all. All teacher evaluation data as well as achievement and growth measures were uploaded into the CODE 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 new confidentiality form was instituted for all employees to sign to ensure the laws and policies regarding student privacy are known and followed. (2D)
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 2014-2015 and approved by the State for FY 2015-2016. (2B, 2C, 4E)
5. During the 2014-2015 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 Plan and the Emergency Operations Procedures Manual continued to be evaluated, modified and improved annually. During the 2014-2015 school year, the new online School Safety Plan was introduced by BOLD Planning. It contains a School Safety Plan 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 procedures 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 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 at the Opening of Schools 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 on-line application program, AppliTrack, provided applicants and administrators with an easier, more efficient application and interview process. AppliTrack interfaced with SubFinder (Substitute Teacher Management Program). (2B, 4D, 4E)
13. The Substitute Teacher Management Program, *SubFinder*, was initiated in the fall of 2010. SubFinder is a Windows-based software application, which automates our employee absence reporting, substitute placement and data analysis processes. Designed for both certified and classified employees, it provided numerous reports related to attendance. SubFinder is a proactive staff management tool that operates 24 hours a day, 365 days a year. It interfaces with *AppliTrack*, which is a giant step toward obtaining a paperless office. Training was provided for the substitute teachers on SubFinder. (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 unavailable 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 drama, art, science and various fitness programs. Through the Lottery for Educational After School Programs grant, over 125 students were able to attend MAC on a scholarship rate. These students also received homework support and small group tutoring assistance. (1C, 4C)
24. For district employees who choose to use the service, the FSSD offered a Wee-MAC program to provide early childhood education services for employees' children. The program offered care for children six weeks old through five years of age. The philosophy of the program is that play is the work of the child and that through exploration and play children will reach developmental milestones as they are guided by child-care professionals. The program was self-supporting through weekly payments by the parents and did not utilize school district funds. This year, Wee-MAC also provided the Pre-K before and after school care for Franklin Elementary. (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 technology plan was updated to include following four goals: (1) allocate funding for technology equipment that will focus first on meeting basic needs of students and teachers and then on meeting needs of levels 2 and 3; (2) support, monitor and make adjustments to existing district technology based programs; (3) maintain district-wide technology infrastructure to support existing technology with ability to grow and adapt to changing technology needs; and (4) provide professional learning opportunities to support all technology in the schools (continuing goal). (1C, 1D, 2B, 4E)
28. 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 8<sup>th</sup> grade, as we continue our pursuit of excellence in teaching and learning for all. (1B, 1C, 1D, 1E, 2B, 2C, 2D, 4C, 4E)
29. 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 2014-2015 of 32.4%, or about \$449,000. (2B)
30. The district received an unqualified audit report for fiscal year 2014-2015 with no findings on the district's financial transactions and records. (2B)
31. The Custodial Department realignment continued to move forward, with the District implementing standardized work schedules, restructuring available manpower and improving oversight by both the school administrators and the Maintenance Department. Placing staff in the right positions and shift schedules has been the goal in order to increase effectiveness by better distributing skill sets. Additionally, we added district coordinator responsibilities to a qualified district custodian who, in

addition to his school duties, also oversees training, the ordering of supplies and equipment, manages schedules, evaluates workloads and conducts cleanliness audits, all in pursuit of continuous improvement in a district-wide perspective. (2B, 2C, 4A)

## 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. As we move into the 2015-2016 school year, online assessments will be incorporated in three content areas: English Language Arts, Math, and Social Studies. Using the online testing platform (MIST) and the TNReady Item Sampler (MICA) will be necessary for students and teachers to become adept with the testing tools and platform. 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. 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. (2A, 2B, 4E)
5. In addition to the operational budgetary challenges, there are major capital needs for some aspects of school sites, the most critical being the renovation of the HVAC system and other areas of Franklin Elementary that were not addressed during the additions to that facility in 2000. The annual capital revenue cannot provide the amount needed to address these specific capital needs. The Board began addressing this matter in 2014-2015 with plans for new bond funds in 2015-2016. (2E, 3B)
6. As student expectations 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 of student performance (achievement and growth). As we use assessment results to drive instruction and make appropriate decisions more effectively, 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 assistance and training 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 2014-2015 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 monitor the IDEA (Special Education) student files during 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)

## Summary

The Franklin Special School District's commitment to excellence is apparent throughout each classroom and school. Our high quality leaders, committed educators, professional faculty and staff, incredible students, supportive parents, dedicated Board of Education and a collaborative community all share a commitment to creating strong schools within an outstanding district. It takes all of us working together to fulfill our responsibility in educating kids and fulfilling our vision of *Excellence in Teaching and Learning for All*.

## Glossary of Terms

**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.

**Aimsweb** – A universal screening, progress monitoring and data management system that supports Response to Instruction and Intervention (RtI<sup>2</sup>) 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, K – 2 students utilize the universal screening portion and the progress monitoring elements as individual students need to. In grades 3 – 8, students in Tier 2B or Tier 3 use the progress monitoring tool.

**AMO (Annual Measurable Objective)** – Under NCLB, Tennessee sets a specific score for each school district on its tests that indicates whether students at different grade levels are proficient or advanced in language arts and math and increasing the number of students who are proficient or advanced over time.

**AppliTrack** – This is an on-line 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 to enhance communication between school and home.

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

**Compass Learning’s Odyssey 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** – A portfolio of opportunities for districts to enhance students’ learning in this digital age. With award-winning content, interactive lessons, real time assessment, virtual experiences, classroom challenges, professional development and more.

**English Language Learners (ELL)** – Students who are learning English as a second language and 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 rock-solid research. It's the only health-related fitness assessment to use criterion-referenced standards, called Healthy Fitness Zones.

**FLIP (Friends Learning in Pairs)** – FLIP volunteers come from our community of retired citizens. FLIP volunteers work in the elementary schools and assist in the practice of reading and math skills.

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

**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 implemented in 5-8 schools, which promotes digital citizenship.

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

**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.

**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 improve student learning is continuous job-embedded learning for educators.

**ReadyK** – 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 (RtI<sup>2</sup>)** – 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 students’ 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.
- **Visualizing and Verbalizing:** The Visualizing and Verbalizing for Language Comprehension and Thinking® (V/V®) program, created by Nanci Bell, 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, multi-sensory, structured language 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 K – 5. This program focuses on phonological awareness, phonemic awareness, phonics, fluency, vocabulary, comprehension and word recognition.

**Skyward** – The student management system used in PK – 8 as well as a business software package. Parents and guardians have access to their student’s information through Family Access. This system was used for online re-enrollment of current FSSD students. Covering all facets of the District’s payroll, purchasing, foodservice and finances, this new software 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 (RtI<sup>2</sup>) 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 summer months.

**SubFinder** – 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.

**Technology Literacy Assessment (TLA)** – Students in the fifth and eighth grade take an online technology assessment. Categories assessed are: spreadsheets, word processing, databases, multimedia and presentations, systems and fundamentals and social and ethical issues. This data is used to plan for classroom instruction and professional development.

**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 in grades 3-8 in Math, Science, Social Studies and Reading/Language Arts.

**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 Reading/Language Arts. This data also provides teachers with a way to analyze their effectiveness on student academic growth.

**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 aged 7-10 in Junior Scholars and aged 11-14 in Senior Scholars. The program is open to students in the FSSD as well as outside of the FSSD.