

ANNUAL REPORT
State of the FSSD

TO THE FSSD BOARD OF EDUCATION
(Report based upon 2016 - 2017 School Year)

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THE VISION of the Franklin Special School District and the Board of Education:
Excellence in Teaching and Learning for All

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

Committed to Excellence through

- *Affirming Self-Worth*
- *Challenging the Intellect*
- *Inspiring for the Future*

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 2016-2017.

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. Aggressively support 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 and utilization 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 for FSSD and 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. Provide expanded options for professional development and ensure leadership and career development opportunities exist for all personnel, including programs to attract and retain the brightest and best educators.

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

III. Execute on the Board's Vision:

- A. 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. Collaborate with the Board of Education to review and revise the written, comprehensive five-year strategic plan.
- C. Effectively implement the approved school equity plan and consistency of facilities.

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 retreat with the Board of Education.

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. For 2016-17, Tennessee continues to use the Accountability Plan developed under the No Child Left Behind waiver. This plan focuses on increasing achievement levels for all students as well as for specific groups of students who are furthest behind – English Learners (EL), Economically Disadvantaged (ED), Students with Disabilities (SWD), and Black, Hispanic, and Native American (BHN). FSSD received a designation as *Achieving*, indicating that we are meeting the achievement expectation for all students as well as historically underserved student groups. (1A, 1B, 1C, 1E, 4A, 4B)
2. The FSSD was ranked among the highest achieving districts in the State based on TCAP scores, including the results of TNReady Math, TNReady ELA, Science, and End-of-Course (EOC) Algebra I and Geometry. Of the 146 school systems in Tennessee, the FSSD ranked 5th in Math, 7th in English Language Arts, and 9th 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. In fact, the FSSD proficiency levels (students scoring On Track or Mastered) in ELA, Math and Science were 17+ percentage points higher than State proficiency levels for the All Students group. Specifically, 51.4% of FSSD students in grades 3-8 scored proficient on ELA compared to the TN students' percentage of 33.8%. In Math, 61.6% of FSSD students scored proficient compared to the TN students' percentage of 38%. In Science, 77.3% of FSSD students scored proficient compared to the TN students' percentage of 58.5%. (1A, 1B, 1C, 1E, 4A, 4B)
4. This year, 81 FSSD 7th and 8th graders took Algebra I, a high school credit-bearing class, in middle school. Nineteen 8th grade students took Geometry. The TNReady End of Course (EOC) tests were administered to these students. Although the number of students taking Algebra I in 7th grade is small (21 students), significant improvement in their scores from 76.2% in 2016 to 95.2% in 2017 increased our overall percentage of proficiency in Algebra I from 75% to 80.2% in 2016-2017. Geometry scores remained consistently high with 100% of our students scoring On Track or Mastered. Because our students are taking these courses in a middle school, the percentages count as part of our math percentage of proficiency. (1A, 1B, 1C, 1E, 4A, 4B)
5. Most FSSD subgroups, i.e. American Indian, Black, Hispanic, BHN (a combined group of students who are Black, Hispanic, or Native American), Economically Disadvantaged, and English Learners, performed at a significantly higher level than their peers across the State in the percentage of students scoring On Track and Mastered in both Math and Science. In each group, at least 12% more scored at the level of proficiency than the same group at the state level. In some cases, the difference was as high as 34%. In ELA, at least 12% more of the students in the Black and BHN subgroups scored proficient. All other subgroups scored at a level closer to their TN peers in ELA. Students with Disabilities scored closer to the level of their TN peers in all three subjects. (1A, 1B, 1C, 1E, 4A, 4B)

6. In addition to achievement data, we also monitor growth data for our students. All students are expected to show growth of one year or more in their learning as indicated by their result on the state summative assessment. FSSD earned a score of “3” in Science (indicating that our students had one year of growth), a “5” in Numeracy, a “4” in Literacy and Numeracy combined, a “1” in Literacy, and a Composite score of “3” with all subjects combined. Addressing growth in all grade levels for literacy while continuing to help students meet their potential in math and science will be a focus for 2017-18. (1A, 1B, 1C, 1E, 4A, 4B)
7. Our students with significant cognitive disabilities participated in the TCAP Alternate Assessment for Science and Social Studies and the MSAA for English and Math. Their scores ranged from Level 1 to Level 4 in ELA and Math. Thirty-seven students participated and score categories were: ELA Level 1 - 32%, Level 2 - 16%, Level 3 - 32%, and Level 4 - 20%; Math Level 1 - 17%, Level 2 - 36%, Level 3 - 38%, and Level 4 - 9%. (1A, 1B, 1C, 1E, 4A, 4B)
8. Results from the WIDA ACCESS English Language Proficiency Assessment indicate that because of their excellent growth in speaking, listening, reading and writing in English, 22% of our students will exit the direct service portion of EL programming and become Transition 1 (T1) students. These students will be monitored closely by our EL and general education teachers, and may receive direct services if needed as they become more academically proficient. (1A, 1B, 1C, 1E, 4A, 4B)

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 10, 2016. This event, cosponsored by FSSD and WCS, brought career-based exhibitors representing Tennessee’s 16 Career Clusters together to provide a real-world career exploration experience for our soon-to-be high school students. Special emphasis was placed on the critical role a strong educational foundation plays as students begin to contemplate potential career paths. In preparation for Career Exploration Day, students were given EXPLORE Interest Inventories and Kuder Career Assessments. School Counselors met with students to discuss assessment results, guiding students as they chose exhibitors to visit at 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. FSSD counselors provided a general overview of the high school credit system leading to graduation and outlined the upcoming registration process. They collaborated with high school counselors to determine registration dates and distributed registration materials. In preparation for high school counselor visits, Poplar Grove Middle and Freedom Middle counselors assisted parents in assigning a registration time for their student to meet with the high school counselor. (4C, 4E)
11. Centennial and Franklin High School counselors visited Poplar Grove Middle and Freedom Middle 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, which was 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 in Reading Language Arts and Mathematics for each student. Several schools also included a goal focusing on improved social-emotional learning. FSSD and each school identified areas of greatest progress and greatest challenge, stated goals and identified key strategies and action plans for meeting those goals. The District Improvement Plan and all School Improvement Plans were submitted on ePlan, the Tennessee Department of Education (TDOE) 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 2016-2017 school year. This initiative dovetailed nicely with the counseling curriculum of bullying prevention and character education. Special events were planned at each school, student ambassadors selected and participated in the Veterans Day parade, and the Board passed a proclamation declaring the week of November 7-11 as Be Nice Week. Schools continued to emphasize the Be Nice philosophy throughout the year with various events and special assemblies. (1C, 1E, 3A, 4E)
16. Throughout the year, FSSD middle schools provided many opportunities for students to participate in service learning, a form of project-based learning in which academic goals are accomplished through community service events. Service learning is a powerful approach to teaching that provides students with authentic learning experiences in which they learn academic content in a real-world context. This approach helps to develop citizenship, responsibility, and many other positive character virtues. (1C, 2E, 3A, 4C, 4E)
17. Many schools have added extra-curricular clubs that encourage service learning and character development. Some examples include the National Junior Beta Club (grades 5-8), Best Buddies, Green Teams, and Student Councils. (1C, 2E, 3A, 4C, 4E)

Related Arts

18. Students continued to expand and demonstrate their artistic talents in the multitude of outstanding related arts programs offered by the district. Special programs offered in related arts included Jump Rope for Heart/Hoops for Heart, Special Olympics, TNReady, Stimulating Maturity Through Accelerated Readiness Training (S.M.A.R.T.), Fitnessgram assessments (the official assessment of the Presidential Youth Fitness Program), and the Orff-Schulwerk, Kodaly and Gordon music instruction. (1C, 1E, 2C)
19. Approximately 941 students participated in the Young Scholars Institute (YSI). The summer of 2017 was the 34th year that this enrichment and talent development program has served students in the local area. Whenever possible, this self-supporting program gives financial awards to the schools that host YSI, as well as selecting an area of allocation to benefit student learning in the FSSD. A total of 82 scholarships were granted to students who would otherwise be unable to participate. (1C, 2B, 3A, 4C, 4E)
20. The FSSD continued its participation in an Art Exhibit at the Frist Center for the Visual Arts in early 2017. Student artwork from FSSD schools was selected and displayed. Many people attended the reception in support of FSSD students. (1C, 4C, 4E)
21. Prominent display of student artwork in the director's office, on the district web site, and at the Central Office and Central Office Annex provided an opportunity for students, parents and other visitors to view outstanding student work at non-school locations. (3A, 4B, 4C)
22. The School Board recognized a Student of the Month at each Board meeting in support of the whole child teaching philosophy. (1C, 4B, 4C)
23. FSSD middle schools offered a rich fine arts program, showcased through two theater facilities outfitted with professional quality sound and lighting. Students are provided opportunities to participate in visual and performing arts, band, strings, drama and chorus via major drama productions, musical concerts, performance contests, art exhibitions, and special events hosted by the City of Franklin, such as the Christmas Tree Lighting, Veterans' Day Parade, Rodeo Parade and the Christmas Parade. (1C, 1E, 2C, 4C)
24. FSSD elementary school students are provided with a true "whole child" education, with related arts courses including physical education, art, music, computer, and SMART/ReadyK for kindergarten students. (1C, 1E, 2C)

Universal Screening and Tests for Progress Monitoring

25. A document titled *District Required RtI² Assessments* was distributed to all administrators and teachers as a means of providing consistency and accurate communication of universal screening measures and progress monitoring across the district. (1A, 1B, 2B, 4A)

26. 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)
27. AIMSweb was used as a universal screening measure in grades K-2, as well as to progress monitor students receiving all levels of intervention in grades K-2 and Tiers 2B and 3 interventions in grades 3-8 (*as appropriate*). (1A, 1B, 1D, 4C)
28. 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 learning experiences to support student learning. Professional learning during the 2016-2017 school year focused on the following areas, divided into sections for Teacher and Staff, and Administrative.

Teacher and Staff Professional Learning

1. District-wide, grade level and content 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, refined pacing guides, created and/or revised common assessments and planned for instruction. In 2016-2017, these PLCs continued to focus discussions on the instructional refinements related to the Tennessee Academic Standards in math and ELA/literacy. In addition, teachers discussed effective strategies that were used with students in need of intervention support. Art, music, accelerated learning, world language, EL, computer lab, library media and physical education teachers met in content specific, district-wide PLCs in order to deepen content knowledge and to develop strategies in their areas. (1D, 1E, 2C, 3A, 4E)
2. Teachers of students with special needs attended a variety of sessions including those focused on autism, communication and behavior disorders, mental health issues, non-violent crisis intervention, positive behavior support, Imagine Learning, SPIRE, Lindamood-Bell, monitoring and legal issues. In addition, special education teachers met in district PLCs to plan for performance assessments and successful transition to the next grades within our district. The district continued a monthly district-wide PLC with special education representatives from each school in order to share specific special education concerns and issues. (1C, 2C, 3A, 4E)
3. The FSSD Beginning and New Teacher Induction Program (BANTIP), which spans five years, provided ongoing support for beginning and new teachers by facilitating a smooth transition to the Franklin Special School District community. Each new teacher was assigned a mentor and attended professional learning sessions designed to fit his/her needs. Designated instructional technology sessions are incorporated during summer BANTIP each year. (2B, 2C, 2D, 4E)
4. Teachers of English Learners (ELs) were members of a district EL Professional Learning Community that collaborated with school level teams to share instructional strategies aligned to best practices focused on the growth of students' content knowledge and English proficiency. In addition, EL teachers attended training at the state and regional levels, learning effective practices to use in instruction. (1C, 2C, 2D, 4E)
5. On August 1st, the FSSD Opening Day, a welcome event for all FSSD educators and staff was held at Poplar Grove Middle. Ms. Kim Bearden was the special guest and keynote speaker. Ms. Bearden is the cofounder, executive director, and language arts teacher at the acclaimed Ron Clark Academy, an innovative middle school and educator training facility in Atlanta. In the past nine years, more than 36,000 educators have visited Ms. Bearden's classroom at the Academy. Ms. Bearden was recently honored at the White House for being inducted into the National Teachers Hall of Fame. She was selected from over 70,000 nominations as the Disney American Teacher Awards Outstanding Middle

School Humanities Teacher, having received numerous other awards and recognitions for her teaching. Mrs. Bearden’s book, *Crash Course: The Life Lessons My Students Taught Me*, was on several bestseller lists. Teachers and paraprofessionals then took part in grade level and/or content area specific collaboration sessions, the inclusion of which was prompted in large part by the information gleaned during Lunch & Learns. During the afternoon, FSSD educators participated in site-based collaborations. Also offered on the opening day were required CPR, first aid, as well as First Responder trainings. (1C, 2C, 2D, 3A, 4A, 4E)

6. Once each quarter, the Associate Director of Schools for Teaching and Learning and the Curriculum and 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 during “Lunch & Learn.” The goal of the Lunch & Learns was 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. Beginning in the 2016-17 academic year, school administrators had the option of scheduling these meetings later in the day; thus, the alternate title of “Discuss & Designs” was added. (1B, 1D, 1E, 2B, 2C, 4E)
7. Online courses were made available to teachers through the Association for Supervision and Curriculum Development (ASCD) and The New Science of Learning/Fast ForWord. Topics included working with students of poverty, autism, dyslexia, literacy, questioning and academic feedback, best practices for small group instruction, rigor, differentiation, performance-based assessment, and strategies for instructing English Learners and students with special needs. 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 our school literacy coaches served as an English Language Arts consultant to the Tennessee Department of Education. (1A, 1B, 1C, 1D, 1E, 2C, 2D)
10. 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)
11. Learning opportunities were provided for teachers of high-achieving students. Teachers participated in a session facilitated by Sarah DeLisle, Ed.D., and Eric Fecht, M.Ed., from the Vanderbilt University Programs for Talented Youth titled *Adding Depth and Complexity to ELA Instruction*. In addition, Cale Golden from the College Board provided targeted professional learning on using Advanced Placement (AP) strategies to support college and career readiness. (1A, 1B, 1C, 2C)
12. Science resources from the National Science Resource Center were provided to teachers in grades K-5. These resources, more commonly known as STC (Science and Technology for Children) kits, have been used in the FSSD for a number of years. In addition, teachers participated in professional learning to support STEM (science, technology, engineering and math) education. FSSD also

participated in the Middle Tennessee STEM network and took advantage of grant funding through Belmont University to provide teachers with professional learning. (1C, 1D, 1E, 2B, 2C, 4E)

13. The district continued to provide ongoing support for the National Board Certified Teacher (NBCT) candidates. As the NBCT process has been transitioning their standards and process, no teachers were eligible to achieve National Board Certification. Three teachers began the National Board pursuit during the 2016-17 year. Four teachers who had been working on National Board Certification were able to finalize and submit their portfolio. In 2016-17, FSSD had 22 teachers, 3 school psychologists and 6 speech pathologists receive the Board-approved \$4,000 per year supplement. Additionally, one part-time school psychologist and one part-time speech pathologist received a \$2,400 prorated amount for their certification. These supplements were one variable of the Differentiated Pay Plan. (1C, 2B, 2C, 2D, 4E)
14. Individual schools coordinated site-based professional learning initiatives. School administrators and teachers frequently led professional learning activities based on needs identified through school achievement and growth data. This occurred during the summer, on school professional learning days, in the afternoon on the early-dismissal days and during faculty meetings. (1A, 1B, 1D, 1E, 2C, 2D, 4E)
15. 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. Other professional learning offerings for music and art teachers included stained glass inspired art and bookmaking for art teachers, and the study of the Orff-Schulwerk, Kodaly, and Gordon instructional methodologies for music educators. In addition, these teachers participated in on-going PLCs that focused on enriching content and pedagogical knowledge. (1C, 1E, 3A, 4E)
16. 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. Additionally, these teachers participated in targeted professional learning sessions such as: Jump Rope for Heart and the FSSD jump rope curriculum, the Special Olympics, Stimulating Maturity Through Accelerated Readiness Training (S.M.A.R.T.), the new data collection process for Body Mass Index (BMI), and Fitnessgram (the official assessment of the Presidential Youth Fitness Program). (1C, 1E, 3A, 4E)
17. All school-level administrators have been trained in TEAM and certified to evaluate educators. Additionally, four district-level Teaching & Learning members have been trained in TEAM and certified to evaluate educators as well. District professional learning goals were identified through TNCompass reports that highlighted teacher needs based on TEAM results. (1C, 1D, 2C, 2D)
18. Three school psychologists and the Supervisor of Special Populations attended the TAASE (Tennessee Association of Administrators of Special Education) Legal Conference in December 2016. This annual legal conference focused 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, 4D)

19. 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)
20. The Supervisor of Special Populations attended Melinda Jacobs' 11th Annual Special Education Law Retreat in Pigeon Forge. This annual conference focuses on the most recent legal issues in education in order to help participants understand and implement IDEA, prepare for legal challenges and carry out responsibilities surrounding IEPs, discipline, RtI and more. (1C, 2C, 2D, 2E, 3A, 4D)
21. The Partners in Education (PIE) Conference: a Continuum of Services for ALL Children was held in Nashville in January. Teams of special education teachers, speech-language pathologists and school psychologists took advantage of the many opportunities for growth in the areas of RtI², differentiated learning, early childhood, transition, special education interventions, positive behavior support and best practices for all students. (1C, 1E, 2C, 2D, 3A, 4E)
22. Liberty Elementary School continued its implementation of Positive Behavior Support and a restorative justice program during the 2016-17 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. Additionally, Liberty Elementary was selected as a Bronze Level RtI²-B Model of Demonstration school. Of the 1,800 schools across Tennessee, only 25 schools received this award. The 25 schools were recognized at the PIE Conference, the Superintendent Study Council Conference and the RtI²-B Summit that took place at Vanderbilt University on June 14th. (2C, 2E, 3A, 4C, 4E)
23. Three of FSSD's Speech/Language Pathologists attended the 11th annual Tennessee Association of Assistive Technology (TAAT) Conference in Franklin December 1-2. In the school setting, assistive technology services and/or adaptive devices help students with disabilities compensate for limitations and/or develop skills that are necessary for independent functioning at home and school. Many of our students access assistive technology in order to increase their functional capabilities. Assistive technology devices can range from "low technology" items like pencil grips, markers or paper stabilizers to "high technology" items such as iPads with specific apps, voice synthesizers, Braille readers or voice activated computers. (1B, 1C, 1D, 1E, 2A, 2C, 2D, 3A)
24. A two-day Lindamood-Bell workshop, sponsored by the FSSD Special Education department, was held in April on Visualizing and Verbalizing. This workshop focused on vocabulary and comprehension development using visualization and symbol imagery for reading. Sixteen participants, including special education teachers, general education teachers and speech/language pathologists, received this intensive training and materials. (1B, 1C, 1D, 1E, 2A, 2C, 2D)
25. The Student Discipline Institute was held in March in Murfreesboro and was attended by the Supervisor of Special Populations. This institute provided a comprehensive overview of legal and procedural issues related to student discipline. The TDOE Legal Counsel team presented topics including: Legal Foundations for Student Discipline, Disciplining Students with Disabilities, Due Process and Student Disciplinary Hearings, Student Searches by School Officials and Legal

Obligations to Address Bullying. Other topics covered included: Decreasing the School to Prison Pipeline and Best Practices for Alternatives to Expulsions and Suspensions. (1C, 2C, 2D, 3A, 4E)

26. Through BANTIP, new teachers received training on social media guidelines and were advised as to new Board policies related to Bring Your Own Device (BYOD), social media and electronic access, as well as federal, state and local privacy and protection laws regarding students. (1D, 2D, 2E)
27. Teachers were provided professional learning on multiple occasions to support their understanding of the Tennessee Academic Standards in math, English Language Arts, science, and social studies. (1A, 1B, 1C, 1D, 1E, 2C, 2D)
28. FSSD professional learning opportunities included the following:
 - a) The State’s Regional Educator Summits were replaced by the Teacher Training on Revised ELA and Math Standards. Ten FSSD teachers participated in two days of state-sponsored professional learning. Teachers returned with the knowledge and skills to facilitate professional learning in their schools. (1B, 1C, 1E, 2C)
 - b) In September, William Van Cleave (www.wvced.com) facilitated writing training for teachers of grades 5-8. Mr. Van Cleave addressed the development of sentence and paragraph writing skills in students, as well as strategies for generating and analyzing writing. (1C, 1E, 2C)
 - c) Several special education teachers participated in the 2017 RISE Conference – an educational conference for parents, professors, educators, administrators, medical, psychological, and support personnel in April at Currey Ingram Academy.
 - d) Professional learning collaboration was provided for both medical personnel and special education personnel, including Disabilities Standards Training and Neuroscience in Education. (1A, 1B, 1C, 4E)
 - e) In June, Kim Sutton, Barbara Novelli, and Paul Agranoff of Creative Mathematics facilitated a four-day intensive “Math Camp” at Freedom Middle School for K-8 teachers throughout the Nashville area. The consultants incorporated research-based, grade specific materials in this comprehensive approach to teaching math. FSSD sent 48 teachers to the training. (1A, 1B, 1C, 1E)
 - f) In June, 15 FSSD teachers and 2 instructional technology specialists attended the Oak Hill School Summer Teacher Institute for Elementary and Middle School Teachers in Nashville. They learned how to incorporate makerspace, Project Based Learning (PBL) and technology, interactive science notebooks, and design thinking in their instruction. (1C, 1D, 1E, 2C)
 - g) Google Suite for Education Summit: Teachers presented and attended the Google Summit in Coffee County in the spring. Sessions provided participants with tools and resources for implementing effective classroom instruction using the Google Classroom platform, as well as Google’s suite of applications. (1B, 1C, 1D, 2B, 2C, 2D)
 - h) Tennessee Educational Technology Conference (TETC): Teachers and district leaders attended the TETC in December 2016, which was held in Murfreesboro. Participants attended sessions that provided instructional technology resources for classroom integration. FSSD Instructional technology specialists also presented a session at the TETC. (1B, 1C, 1D, 2B, 2C, 2D)
 - i) Instructional Technology Courses:
 - Promethean ActivInspire training: In June and July, several FSSD teachers participated in Promethean ActivInspire training. In this professional learning course, teachers learned techniques to incorporate the Promethean ActivInspire software into their Tennessee Academic Standards curriculum. Teachers downloaded ClassFlow desktop,

which allows teachers to share ActivInspire content with students and interact with the classrooms lessons. (1B, 1C, 1D, 2B, 2C, 2D)

- Compass Learning: FSSD instructional technology specialists and a Compass Learning consultant continued to facilitate training with teachers and district leaders. Teachers can access Compass resources for Tier 1, Tier 2, and Tier 3 instructional materials. Instructional technology specialists provided training for grade levels aligning Compass Learning paths based on STAR Instructional Planning reports. The district Curriculum and Professional Learning Supervisor, Reading and RtI Coordinator and Instructional Technology Specialists developed Tennessee Academic Standards-aligned assignments for all grade levels in math and reading. Students continued using the individualized learning paths in Compass Learning through the use of the STAR test generator. (1A, 1B, 1C, 1D, 2B, 2C, 2D)
- Google Suite for Education: Teachers, paraprofessionals, and occupational therapists attended the Google Suite for Education sessions and learned how to manage and use Google Classroom, Google Drive, Google Drive applications, Chrome applications, and Chrome Extensions resources within this platform to enhance instruction and engage students in the classroom. (1B, 1C, 1D, 2B, 2C, 2D)
- Instructional technology specialists provided Chromebook training for teachers throughout the year to support teachers and schools with these devices. (1B, 1C, 1D, 2B, 2C, 2D)
- Curriculum specialists from Discovery Education provided training for teachers with updated resources using the Discovery Education platform and the Science Techbook. (1B, 1C, 1D, 2B, 2C, 2D)
- Instructional technology specialists provided teachers with training this summer using instructional technology resources to create formative assessments. Accessing these resources provided teachers with opportunities to analyze current data to drive differentiated instruction in the classroom. (1B, 1C, 1D, 2B, 2C, 2D)

29. Tennessee Behavior Supports Project (TBSP) - FSSD partnered with Vanderbilt University on a free five-year grant to support schools and districts to become familiar with strategies for better serving students with, and at-risk, for behavior difficulties through Response to Instruction and Intervention – Behavior (RtI²-B). This support may include helping schools identify students who are unresponsive to Tier 1 or Tier 2 prevention efforts, providing recommendations on the school leadership team practices, and providing support and guidance on critical features within each tier. The district RtI²-B Leadership team meets quarterly, and the school teams meet monthly. The purpose of these meetings is to ensure that (a) RtI²-B is aligned with other district initiatives and (b) resources and time are allocated to RtI²-B preparation and implementation in schools. (1A, 1B, 1C, 2C, 2D, 2E, 3A, 4D)

30. In January 2016, three Cafeteria Managers and Assistant Managers from Poplar Grove and Liberty Elementary individually passed the ServSafe written exam by the National Restaurant Association and received the ServSafe Food Protection Manager Certification, accredited by the American National Standards Institute (ANSI) Conference for Food Protection (CFP). (2B, 2C, 2E)

Administrative Professional Learning

31. FSSD administrators continued to participate in focused professional learning activities and attended numerous professional learning conferences, including but not limited to: Tennessee LEAD Conference, Tennessee Educational Technology Conference, Middle Tennessee Federal Directors Conference, PLC Institute in Atlanta, Ron Clark Academy and more. Professional learning sessions on the following topics were the main focus for the 2016-2017 year: Integrated Leadership Course, State Mandated Testing Updates, TVAAS training and Professional Learning Communities. (1C, 2C, 2D, 3A, 4E)
32. The Director of Schools and Associate Director of Schools for Teaching and Learning were certified as Tennessee Educator Acceleration Model (TEAM) Administrator Evaluation Observers through the National Institute for Excellence in Teaching, and continued to utilize the TEAM model to evaluate principals and assistant principals. (2A, 2B, 2D, 4A, 4E)
33. 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 as well as areas to strengthen enables professional learning needs for teachers to be identified, planned and implemented. Through the use of the TEAM model and data from their campus, administrators can determine potential school-level professional learning needs. Additionally, principals engaged in collegial conversations about the TEAM model to refine and sharpen their practice and skills in this important area during the Integrated Leadership Course, as well as through school walkthroughs and informal discussions. (1C, 2C, 2D, 3A, 4E)
34. Eighteen school administrators and seven Teaching & Learning team members attended the three-day Integrated Leadership Course series offered by the State Department, held within our district. During the 2016-17 year, the Reading and RtI Coordinator facilitated these three courses after being trained by the State Department personnel. These leadership courses focused on several topics, including: early literacy, content literacy, literacy walkthroughs, text complexity, revised ELA standards, and revised math standards. (1E, 2C, 2D, 4C)
35. One Teaching & Learning team member and five school administrators were trained in Level 1 - Coaching for High Performance. Through collaboration with Lipscomb University, these six FSSD leaders were able to participate in this four-day training locally. This training, provided through Results Coaching Global, has been a cornerstone of administrative professional learning in the district and has developed leadership skills for effective conversations focused on improvement. (2C, 2D, 3A, 4C)
36. TNCompass, the teacher evaluation documentation system, continued to improve as more reports and information became available to administrators, teachers, and district personnel. School and district-level administrators reviewed data throughout the 2016-2017 TEAM evaluations to determine trends in reinforcements (strengths) and refinements (areas to strengthen). By evaluating this data, professional learning was able to be differentiated to meet more teachers' needs. (1C, 1E, 3A, 4E)
37. District administrators received routine support, training, and updates regarding RtI² during leadership retreat, leadership meetings, and staff meetings. The District RtI² Team met to evaluate RtI² components, expectations and progress. (1A, 1B, 1C, 1E, 2C)

38. Several administrators along with all FSSD school psychologists and the Special Populations Supervisor, attended the TAASE Drive-in Legal Conference in April at the Williamson County Safety Center. This legal conference was full of vital information on special education law to help participants understand and implement the IDEA, 504, prepare for legal challenges and carry out responsibilities surrounding IEPs, discipline, behavior and more. Speakers included attorneys Chuck Cagle, Joyce Safley and Deanna Averitt. (1A, 1B, 1C, 1E, 2C)
39. The FSSD Special Populations Supervisor sat on the External Advisory Committee for the TDOE's Individualized Education Act (IEA). The IEA is a state-sponsored "special education voucher program" that began in January 2017. The district's responsibilities are only to appoint a district IEA liaison, change student status in EasyIEP and the student management system and, if the student returns to the district, re-enroll the student in the district and conduct an evaluation if requested by the parent. FSSD has had no students participate in the IEA program. (1C, 3A, 4D, 4E)
40. In August 2016, FSSD Special Populations Supervisor attended the New Special Education Supervisor's Institute, a two-day orientation for new special education supervisors in Nashville sponsored by the State Department of Education. At the institute, Dr. Perry Zirkel, professor at Lehigh University, presented information on legal issues in special education, and the FSSD Special Populations Supervisor participated on a panel of six "veteran" supervisors from across Tennessee. (1C, 2C, 3A, 4D, 4E)
41. Bill Wilson, Assistant General Counsel for Special Education for the TDOE, presented a session on "Disciplining Students with Disabilities" to the FSSD Leadership Team in May 2017. (1A, 1B, 1C, 4E)

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, such as: muscular strength, muscular endurance and flexibility and body composition. Scores from these assessments were compared to Healthy Fitness Zone® standards to determine students' overall physical fitness and suggest areas for improvement when appropriate. (1B, 1C, 1E, 4C)
2. The district continued tutoring for 3rd grade students who were non-proficient in reading as measured by STAR Enterprise or report card data. Each school provided after-school tutoring for 3rd grade non-proficient students. (1B, 1C, 4C, 4E)
3. The district utilized universal screening and progress monitoring assessment software (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 consultants, and behavior intervention specialists provided instructional, social-emotional and behavioral supports that removed barriers to learning. These critically important services allow students the opportunity to maximize their academic learning potential. (1B, 3A, 4C, 4E)
5. FSSD continued to contract with textbook vendors that offer digital supplementary resources for students to access at school or at home. (1D, 2B, 4C)
6. Web-based programs, such as Renaissance STAR, AIMSweb, Compass Learning, including the Renaissance Learning Integrator (RLI) Test Translator Service, Destiny, NetTrekker, Grolier, Accelerated Reading, Rosetta Stone, Teaching Books, iReady, Tennessee Electronic Library, Kuder, Learning.com, Imagine Learning, ReadLive, Google Apps for Education and Discovery Education, continued to support individualized instruction and assessment. Administrative programs utilized throughout the district included MyLearningPlan, Easy IEP and Easy 504, Destiny and Skyward (student management system). Routine updates are provided for these instructional programs. (1A, 1B, 1C, 1D, 4C, 4E)
7. The FSSD continued to maintain a Google domain and continuous teacher training was provided for integration of Google Suite for Education in grades K-8. This domain provided students with FSSD Google accounts allowing for individualized instruction and activities to support learning and extend opportunities for digital literacy. (1B, 1C, 1D, 1E, 3A)

8. FSSD students in grades 6-8 attended digital safety/citizenship trainings facilitated by Dennis Fetting and Jonathan Hendrix from Homeland Security throughout the month of January 2017. Students and parents were provided with information and tools empowering them to use appropriate internet safety skills and become responsible digital citizens. (3A, 4C)
9. Summer school was provided for 5-8 students at Freedom Intermediate and Freedom Middle. This summer school was for students identified as at-risk of failing one or more core content area classes. It lasted three weeks and included students from FIS, FMS, and PGMS. (1B, 1C, 4C, 4E)
10. The FSSD's Young Scholars Institute (YSI) continued to provide extended-year educational opportunities for students. The total enrollment for this summer program was close to 950 students. (2B, 3A, 4C)
11. School-based programs and resources for gifted and talented students continued to support the academic and social-emotional growth of our high achievers. An Accelerated Learning Specialist in each building provided the instructional staff to support advanced learners. (1A, 1B, 2A, 4B)
12. FSSD continued to fuel the growth of students and teachers through the use of instructional coaches at every school focused on English Language Arts and mathematics. One math coach, funded through Title II, was used to support professional learning throughout the district. School level reading and math coaches, as well as the district reading and RtI² coordinator, were employed to better support academic programs and curriculum. (1B, 1C, 1E, 2B, 2C, 2D, 3A, 4C)
13. Each school employed an Academic Support Team (AST) to support teachers and students. The AST met on a scheduled basis to discuss students with academic or behavioral concerns. This multi-disciplinary team assisted the teacher in reviewing the success of interventions and determining how to proceed. Summaries of each meeting, including next steps, were sent to parents. (1A, 1B, 1C, 1E, 3A, 4C, 4E)
14. The Honors Program continued to be successful in grades 5-8. Rising 5th-8th graders who met established guidelines set by the Honors Committee were eligible to participate. The district hosted two Honors Program information meetings in January - one for parents of rising 5th graders and one for parents of rising 6th through 8th graders – to provide a description of the program, as well as details about qualifications for entry, testing requirements, timelines, reconsideration process and useful websites. The district translator was present to provide interpretive services 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 2016 and 2017 by providing remediation, enrichment, recreation and music instruction in a fun camp setting. Located at JES and FIS, the Gentry Foundation also provided extended day services for children needing aftercare. The Gentry programs that benefitted students most in need included:
 - a) Small group tutoring in reading and math
 - b) Exploring math and science with cooking
 - c) Super Science class
 - d) Piano lessons

- e) Computer coding
- f) Weekly club meetings for fourth-grade boys focused on manners and sportsmanship
- g) Half-day summer reading and math tutoring for two weeks for Pre-K – 4th grade
- h) Three summer book studies for 5th- and 6th-graders (each lasting 1 week)

(1A, 1B, 1C, 1E, 2B, 4C, 4E)

16. Four FSSD schools (Johnson Elementary, Poplar Grove Elementary, Poplar Grove Middle and Freedom Intermediate) continued recycling efforts through their student-focused Green Teams. All eight FSSD schools participated in the Williamson Recycles and Keep Williamson Beautiful Merit Program, where schools received merit points for participating in programs promoting litter prevention and clean-up, beautification, waste reduction, recycling and environmental education. Merit points translated into dollars. Specific highlights included:

- a) Franklin Elementary earned \$675.79;
- b) Freedom Middle earned \$261.86;
- c) Johnson Elementary earned \$1,732.6, including a Green Team Award of Excellence for \$250;
- d) Moore Elementary earned \$847.31, including a Green Team Award for \$150. In addition, Moore earned a \$25 award for its 4th place finish in the county-wide 2017 Recycled Project Contest- Elementary Division;
- e) Poplar Grove Elementary and Poplar Grove Middle worked together, earning a combined check of \$1,109.33 for their joint efforts. Included in that total was a \$150 Green Team Award of Excellence. PGMS also earned an extra \$100 award for its 2nd place finish in the county-wide 2017 Recycled Project Contest - Middle School Division;
- f) Freedom Intermediate earned \$1,050.56, including a Green Team Award of Excellence for \$250. FIS also earned an extra \$250 award for its 1st place finish in the county-wide 2017 Recycled Project Contest - Middle School Division.

(2B, 3A, 4C, 4E)

17. The district continued to utilize a component of Renaissance Learning, Home Connect, so that parents could keep track of their child's reading log, comprehension level and reading goals online. Home Connect also enabled parents to help their child choose books at the appropriate reading level.

(1B, 1C, 1D, 2B, 4B, 4C, 4E)

18. The FSSD administered kindergarten readiness screening measures to twelve students whose parent(s) requested this testing based on the child's birthday falling between August 16th and September 30th. Parents submitted the necessary documents to pursue this screening, which included a letter to the Director of Schools seeking this assessment, the child's official birth certificate and a proof of residency. Each family who requested this assessment and met the criteria was scheduled for an assessment that took place prior to the start of the 2016-2017 year. Parents were contacted with assessment results. Seven students that met the required criteria were able to enroll in kindergarten. Three students who did not meet the required criteria enrolled in our district Pre-K program.

(1A, 1B, 1C, 3A, 4C, 4E)

19. State Professional Development Grant (SPDG) - FSSD was one of thirty districts selected to participate in the State Systemic Improvement Plan (SSIP) activities. The grant awarded each district \$10,000 for instructional materials and supplies to support and improve outcomes for students with disabilities. Two schools from FSSD participated in this program – Franklin Elementary and Poplar Grove Elementary. The school teams consisted of an administrator, a general education teacher and a

special education teacher. The program focused on increasing access to general education for students with disabilities through Universal Design for Learning and Differentiated Instruction. Diane Miller, special education teacher at Freedom Middle School and district facilitator for the SPDG grant, attended a full week of training from TDOE during the summer and facilitated the training during the school year. The teams met three full days and monthly to work on the first strand of the training. The first strand was *Increasing Access to Core Instruction for Students with Disabilities*. The second strand, *Special Education Intervention: The Most Intensive Intervention*, will be delivered during the 2017-18 school year. (1C, 2B, 2E, 3A, 4B, 4E)

20. Students in the FSSD were provided with opportunities to participate in coding activities in computer lab classes and/or embedded into classroom instruction using Google CS First, Scratch, and Hour of Code. (1B, 1C, 1D, 3A)
21. Students participated in Makerspace activities at Freedom Intermediate School through the media center. The FIS Media Specialist coordinated with classroom teachers and aligned lessons with core content standards. (1B, 1C, 3A)
22. The Tennessee Organization of School Superintendents (TOSS) graciously offered FSSD the opportunity to pilot a robot for autism for the 2016-17 school year. Milo the Robot was developed by RoboKind, a robotics company in Dallas, Texas. From the RoboKind website: Milo is a humanoid robot that engages children with Autism and delivers research-based lessons that teach social behaviors. This revolutionary robot is an exciting and affordable new tool for educators, therapists and parents. Using Robots4Autism's research-based curriculum, Milo teaches elementary and middle school age children the understanding and meaning of emotions and expressions, and demonstrates appropriate social behavior and responses. TOSS covered the cost of the robot for FSSD for this year, and we were grateful to them for choosing FSSD as one of the districts to pilot this program. (1A, 1B, 1C, 1D, 2B, 3A, 4A, 4C, 4E)
23. The district offered its 7th-grade students an opportunity to participate in the Duke Talent Identification Program (TIP). In 2016-2017, five Freedom Middle and three Poplar Grove Middle students qualified for State Recognition. Further, two of these students qualified for recognition in the Grand Division at the national level. Duke TIP's 7th Grade Talent Search is the largest program of its kind in the nation, offering eligible academically talented 7th graders the opportunity to take the ACT college entrance exam. Students earn state recognition by scoring at or above the national average of recent high school graduates on at least one part of the ACT or the SAT. The Grand Ceremony honors students who earned ACT minimum scores ranging from 27-30 in individual subject areas or a composite score of 28. Only 3 percent of all TIP participants fall into this category. (1A, 1B)
24. Middle school students participated in varsity and junior varsity sports in grades 6-8. Based on the sport and size of the school, the teams participate in either the Williamson Middle Athletic Association or the Greater Nashville Athletic Conference. (1C, 1E, 2C)

Student Support Programs

25. Schools used Blackboard Connect to communicate student absences to parents and to request appropriate documentation to bolster attendance, which gives students the best opportunity to be successful learners. Six of the eight schools use Blackboard's automated attendance calling feature to notify parents of student absences, providing parents with important information about reporting absences to the school. Once a student was documented as having unexcused absences for five days, a letter was sent to the parents in addition to the telephone call and email notification. Additional letters, phone calls, family meetings and emails followed if absences continued. (1D, 2E, 4C)
26. The Coordinated School Health program continued to address physical education/activity and wellness, nutrition, health education, health services, partnerships between students, families and community, counseling and social services and a healthy school environment. Collaboration with leaders, teachers, support staff, various FSSD departments and community agencies occurred throughout the year. (2A, 2E, 3A, 4C, 4E)
27. The Story Bus Plus mobile library continued to support FSSD's annual summer reading outreach program at local shopping centers and the Boys & Girls Club, as well as classroom/school reading projects during the school year. Over the summer, the Story Bus Plus welcomed 512 visitors at our regular locations, and entertained about 900 child visits at MAC. This was the first summer the Story Bus Plus served Summer MAC. At the public locations, children were provided a free lunch, a book, bookmark, and food coupons from Sonic. (1C, 1E, 3A, 4B, 4C, 4E)
28. The FSSD Student Support Services Department distributed the monthly newsletters "Home & School Connection" for parents of elementary school children and "Middle Years" for parents of students in middle school to provide parents with practical ideas that support school success and parent involvement. (1C, 3A, 4B, 4C, 4E)
29. 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 2016-17 school year, 178 students received the examination. The estimated in-kind cost was \$21,900. (1C, 3A, 4C)
30. FSSD partnered with the Mid-Cumberland Region of the TDOE to provide a free dental clinic and no-cost dental sealants to students at Poplar Grove Elementary. A total of 57 students participated. (1C, 3A, 4A, 4C)
31. FSSD partnered with Well-Child, Inc. to provide vision and hearing screenings for students in pre-K, kindergarten, 2nd, 4th, 6th and 8th grades; 1,567 students were screened with an estimated in-kind cost of \$6,000. (1C, 3A, 4A, 4C)
32. For the 2016-17 school year, FSSD partnered with the Williamson County Health Department to offer students the opportunity to receive the flu vaccine at school. There were 464 students who received the vaccine. FSSD partnered with CVS pharmacy for district staff to receive the flu vaccine at school. There were 223 staff members who took advantage of this opportunity. (2B, 4C, 4D)

33. Liberty, Franklin, Johnson, Moore and Poplar Grove Elementary Schools, in collaboration with United Way's Raise Your Hand-Williamson volunteers, provided valuable after-school tutorial services during the 2016-2017 academic year. This collaborative effort afforded the opportunity to work intensively after school with 233 FSSD students needing additional time and support in reading and/or math, allowing for an extended school day four days a week. Providing transportation services and snacks, both funded by the United Way, maximized student attendance. According to United Way, at the end of the school year, the following growth was noted:

- 94% reading growth (2nd grade)
- 91% reading growth (3rd grade)
- 95% reading growth (4th grade)
- 85% math growth (3rd grade)
- 91% math growth (4th grade)

Our district appreciates this productive partnership with United Way and Raise Your Hand Williamson volunteers. (1A, 1B, 1C, 1E, 3A, 4B, 4C, 4E)

34. Tennessee Code Annotated §49-6-7004 encourages local education agencies (LEAs) to develop and implement parental involvement contracts with the parents/guardians of students. FSSD school leaders prepared School-Parent Contracts for distribution in the 2016-17 school year. These contracts were voluntary and designed to encourage and facilitate parent/guardian involvement with the student's education. The positive response rate for the district was 90%. (2E, 3A, 4C, 4E)

35. The school district hosted four school-based Hispanic parent meetings during the 2016-17 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)

36. For the eighth consecutive year, the Franklin Special School District has provided free summer meals to children in the city of Franklin. This year's partnership was with the TDOE under an agreement with the U.S. Department of Agriculture (USDA). Through three sites – Franklin Elementary, Liberty Elementary and Poplar Grove – the Child Nutrition Department served meals for the Summer MAC, WeeMAC, Freedom Middle Summer Program, Academy Park (a summer program with the Williamson County Parks & Recreation), the Franklin Boys & Girls Club, FSSD Story Bus Plus, Mid-Cumberland Head Start, the Franklin Housing Authority (numerous locations), Franklin Estates Mobile Home Community, FrankTown Open Hearts, Young Scholars Institute (YSI) Junior and Senior Scholars, Franklin Teen Police Academy, Cadet Area, Westminster Area, Reading Workshop and the Gentry Educational Foundation housed at Johnson Elementary. Over the course of 40 days, 21,562 breakfasts and 28,378 lunches were provided to students ages 18 and under, and many students with food stability issues were fed over the summer months. (2B, 3A, 4E)

37. Working with Graceworks, the FSSD helped feed hundreds of students on the free and reduced lunch program who were at risk of weekend hunger. School employees confidentially placed individual fuel bags in identified student backpacks each Friday to provide sustenance for the child and his/her family over the weekend. Approximately 13,750 Fuel Bags were sent home with FSSD students during the 2016-2017 school year, representing almost 1,000 more bags than last school year. (1C, 3A, 4C, 4E)

38. In January 2017 the FSSD Child Nutrition Program joined the Tennessee Department of Human Services' At Risk Supper Program. The program provided 19,221 boxed suppers to students at FES, JES, LES, FIS and PGES through the MAC program, Gentry Foundation and the Boys & Girls Club. This USDA-reimbursable program provided a freshly prepared box dinner to any student who is staying after school for an enrichment program. (2B, 3A, 4E)

Communication and Community Relations

1. The FSSD School Board renewed its status for the sixth time as a TSBA “Board of Distinction.” This recognition rewards outstanding performance by the Board as a whole in meeting the challenge of leadership and responsibility, specifically in four key areas of planning, policy, promotion and board development. (3A, 3B, 4B, 4C, 4E)
2. The FSSD website continues to be an incredibly rich source of information with a very productive amount of traffic. The site’s interactive components, along with a fresh, modern and consistent look across all schools, enables visitors to quickly access the information they need. The Google translate feature enables users of all languages to read and enjoy the site. During the 2016-2017 school year, the FSSD website had 6,158,234 hits by 417,739 visitors. (2B, 3A, 4A, 4B, 4C, 4D)
3. The FSSD SharePoint website continued to be a very productive tool for administrators and staff. Administrators had access to the Leadership site, which allowed for information to be posted and retrieved from a common location. This helped keep up-to-date information available to administrators from any computer that can access the Internet. In addition, there were sites available to teachers for translated documents, curriculum information, pacing guides, report cards, human resource information and instructional technology resources. (1C, 1D, 2B, 2C, 3A, 4A, 4B, 4C, 4D, 4E)
4. District principals, assistant principals and FSSD administrators continued to use Smartphones to access email and calendar information from the district’s Exchange server, promote school events using social media, as well as to answer urgent calls from schools or parents while away from the office. (1D, 2B, 2C, 4C, 4D)
5. The Blackboard Connect program allowed the district to effectively communicate with all staff and parents using email and phone-based messaging. The district used this tool to enhance communication, while school administrators used this program for attendance, updates, urgent messages and surveys. During the 2016-2017 school year, 574 outreach messages were issued by the schools and central office. Six of the eight schools also used the automated attendance calling feature to report student absences. (1C, 1D, 2B, 3A, 4A, 4B, 4C, 4D, 4E)
6. The FSSD and the FSSDEA jointly hosted an annual “Retired Staff Holiday Brunch.” (3A, 4B)
7. The Director of Schools and FSSD 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 fourth year of recognizing FSSD Legacy Award recipients—those who made an indelible impression on the history of the district and whose service can be forever etched in the district’s vision of Excellence in Teaching and Learning for All. (3A, 4B)
8. In 2016-2017, the FSSD Board hosted the sixth annual Top 40 Volunteers reception and program, where each school nominated their top five volunteers to be recognized at a special reception prior to the Board of Education meeting in March. (3A, 4A, 4B, 4C, 4D, 4E)

9. FSSD recognized the District Teachers of the Year with a reception before a School Board meeting with certificates and monetary awards donated by a local bank. Two district winners were selected: one represented Pre-K–4 and the other 5–8. The Director of Schools made a surprise visit to each of the FSSD District Teachers’ of the Year classrooms to personally congratulate each recipient. The name of each District Teacher of the Year recipient is prominently displayed on a plaque at the Central Office. (1E, 2D, 3A, 4A, 4C, 4D, 4E)
10. FSSD recognized the District Classified Employees of the Year with a reception before a School Board meeting with certificates and monetary awards donated by a local bank. The Director of Schools made a surprise visit to the District Classified Employee of the Year to personally congratulate her. The name of each District Classified Employee of the Year recipient is prominently displayed on a plaque at the Central Office. (2E, 3A, 4E)
11. The 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 of Schools 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)
12. Each employee was provided electronic access to a Confidential Personnel Directory and a Staff Handbook, accessible by log-in and password through www.fssd.org. (2B, 4B, 4D, 4E)
13. Every employee was provided with a district e-mail address. This enabled all employees to have web access to My Benefits Channel to find important information about their benefits and how to contact various providers. Some of the items accessible via My Benefits Channel included: paystubs, benefit plan descriptions (coverage options), employee resources (FMLA forms, unpaid leave request forms, etc.), secure email messages and online training courses (blood-borne pathogen, drug free workplace, asthma basics, 403b, etc.) (2B, 4A, 4B, 4D)
14. The Director of Schools provided the Board of Education with timely updates regarding pertinent issues via phone or email. (4A, 4B, 4D)
15. The Director of Schools facilitated a combined retreat with the Board of Education and the District’s Leadership Team. (4A, 4B, 4C, 4D, 4F)
16. The Director of Schools was a standing member of the FSSD Executive PTO, serving as a liaison between the district and the vital parent organization that serves all schools. (3A, 4A, 4B, 4C, 4E)
17. The administration continued to foster a positive and open relationship with local teacher associations by providing information and inclusion in the Director of Schools Advisory Council. Additionally, a monthly Board packet and annual budget notebook was provided for the education association representatives. (3A, 4B, 4C, 4D, 4E)

18. Communication from the professional and classified staff continued to be provided through the Director of Schools Advisory Council. (3A, 4A, 4B, 4C, 4D, 4E)
19. Parents were part of the shared decision-making at the schools through the various Building Leadership Teams. (3A, 3C, 4C, 4E)
20. The district continued to provide the FSSD community with information through e-news, the website, media releases and speaking engagements. (2B, 4A, 4B, 4C, 4D, 4E)
21. Parents were informed of grade-specific and school-related events, as well as important district information, through many avenues, including Blackboard Connect phone calls, emails, school newsletters, district and school publications, Tuesday folders and conferences. Additionally, the Director personally addressed parent concerns by phone, meeting or e-mail in a timely manner, working with all parties involved to come to a fair resolution. (2B, 3A, 4A, 4B, 4C, 4D, 4E)
22. The Community Pre-K Advisory Council (CPAC) 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, school personnel and a School Board member was tasked with determining local VPK admission criteria that extended beyond the requirements set forth by the Tennessee Department of Education. (1C, 1E, 3A, 4B, 4A, 4C, 4E)
23. The FSSD used Family Access, a component of the Skyward 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, 2B, 4C)
24. 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)
25. The FSSD 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)
26. 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)
27. As a part of our continued desire to ensure student privacy, the district included a Publication Consent form in its registration process, requiring the district to abide by parental determination of whether student photos/work could be included in promotion of the school or district outside of traditional uses (yearbook, honor roll, etc.). This additional layer of protection ensured student privacy, especially with the consistent use of school social media accounts such as Twitter, Facebook and Instagram. (2E, 4C)
28. The FSSD continued its partnership with several community organizations to host the Big Backpack Giveaway. This annual community-wide event, held at Liberty Elementary, provided about 1,500 backpacks filled with school supplies to students in need. (1C, 3A, 4B, 4E)

29. 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. A district Facebook account was also initiated to increase the channels of communication and to leverage the use of streaming video through Facebook Live. (3A, 4A, 4B, 4C, 4D)
30. School social media accounts also engaged parents to make announcement reminders and to positively promote events and successes at the individual schools. Several schools and a district department (Child Nutrition) opened new accounts to keep parents and stakeholders informed and engaged. (3A, 4A, 4B, 4C, 4D)
31. The FSSD continued to partner with ThriftSmart placing donation bins for clothing and household items in all schools, as well as MAC and Central Office Annex. All donations given on behalf of the FSSD were credited to the district and gift cards presented periodically to the social workers for the purpose of making emergency purchases for students and families in need. We look forward to advancing this valuable community partnership. (4C, 4D, 4E)
32. In the spring of 2016, online enrollment also opened up to families new to the district, including kindergarteners entering the FSSD for the first time. Both currently enrolled families and those new to the FSSD have the ability to enroll electronically. For the first time, parents/guardians also had the option to upload required registration documents (proofs of residency, immunization certificate, birth certificate). Multiple Open Labs were held across the district, for anyone needing assistance or online access. Total online enrollment allowed parents the convenience of registering students without having to come to the schools. (1A, 2B, 3A, 3C, 4A, 4B, 4C, 4E)
33. Instructional Technology Specialists provided teachers with quarterly digital newsletters equipping teachers with updates and resources for instructional technology resources geared toward specific grade level content. These newsletters also presented teachers with opportunities for attending conferences and other professional learning sessions. (1C, 1D, 2C, 4A)
34. The Supervisor of Special Populations provided special education personnel, special education paraprofessionals and the Leadership Team with monthly newsletters to provide updates and resources for working with students with disabilities. (1C, 2B, 2C, 2D, 3A, 4B, 4C, 4D, 4E)
35. The district partnered with librarians to put into place a new outreach reading initiative called Books From Heroes. Donors provided money or books during school book sales to be placed in the vehicles of police and fire responders and given to children in the midst of a crisis for comfort during a difficult time. (3A, 4C)

FSSD School Equity Plan

36. The district continues to maintain the Board’s 2012 directive to “provide all students an innovative and academically exceptional education in an environment that embraces racial, cultural and socio-economic diversity and where the student population of each school proportionately reflects, as closely as reasonably possible, the diversity of the school district as a whole.” The percentages of free/reduced lunch per school (*based on April 1, 2017 data*) were:
 - a. Franklin Elementary (K – 4) – 47%

- b. Johnson Elementary (K – 4) – 52%
 - c. Liberty Elementary (K – 4) – 47%
 - d. Moore Elementary (K – 4) – 24%
 - e. Poplar Grove Elementary (K – 4) – 49%
 - f. Freedom Intermediate – 42%
 - g. Freedom Middle – 37%
 - h. Poplar Grove Middle – 33%
- (1C, 2B, 3A, 3B, 3C, 4A, 4B, 4C, 4D, 4E)

37. Parent Liaisons and Translators continued to support the FSSD Spanish-speaking population. These valuable support members translated and interpreted parent conferences, written documents, PTO events, IEP meetings and daily communications. Hispanic families were welcomed at the schools by Parent Liaisons who assisted in communicating with all school personnel. Additionally, Parent Liaisons focused their attention on community engagement, reaching out to Spanish and English-speaking families alike. (2E, 3A, 4B, 4C, 4D, 4E)
38. A comprehensive “Parent’s Guide to Zoning” was updated and maintained on the FSSD website in a special section called “Zoning.” It offered historical data, as well as boundary maps, and answers to frequently asked questions (FAQs). (3A, 3C, 4A, 4B, 4C, 4D)

Community Involvement/Outreach

39. In May 2014, the Director of Schools was selected by his peers to represent the Mid-Cumberland Region on the Superintendent Study Council and continued to serve on the Executive Committee during 2016-17. This Council met monthly with the Commissioner of Education and key leaders in the State Department of Education to discuss issues that directly impact Local Education Agencies. (3C, 4E)
40. The 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)
41. 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)
42. The Director served on a panel to discuss local educational issues with Leadership Franklin participants. (4A, 4B, 4C, 4D, 4E)
43. The Director was a member of Franklin Noon Rotary and the Leadership Franklin Youth Leadership Steering Committee. He served as Treasurer of the Youth Leadership Steering Committee. (4A, 4B, 4C, 4E)
44. 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)

45. With input from committee members, the district reviewed and revised the five-year Strategic Plan during the 2016-17 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)
46. The Director met periodically with the Williamson County Schools Superintendent 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)
47. The FSSD partnered with the United Way of Williamson County in its fundraising campaign. The district was recognized at a United Way Celebration for its outstanding efforts during the 2016 campaign, which successfully raised \$22,351, along with the top two fundraising schools. Dr. Snowden also served on the United Way Board Emeritus. The District participated in the Full Tummies Warm Hearts program, providing food to families in need over the Thanksgiving Break. (4B, 4E)
48. FSSD partnered with the Red Cross to host blood drives, which were held at Johnson Elementary, Moore Elementary, Liberty Elementary, Freedom Intermediate and Poplar Grove Middle School. (1C, 3A, 4A, 4C)
49. In conjunction with the Office of School Health, a partnership with Williamson Medical Center provided medical supplies for all of our school clinics (Band-Aids, gauze, gloves, etc.). Additionally, Williamson Medical Center physician Dr. Andy Russell provided the prescription and oversight for our AED's (automatic external defibrillators). (1C, 2B, 2E, 4E)
50. A partnership with Dr. John Overholt of the Allergy, Asthma and Sinus Center provided the district with written protocol and prescriptions for the stock epinephrine program, which enabled all FSSD clinics to have emergency Epipens available. The Allergy, Asthma and Sinus Center also provided asthma screening for 7th grade students in our district with parental permission. (1C, 2B, 2E, 4E)
51. During the 2016-2017 school year, the School Health Council met during MAC after school hours twice monthly during the school year. The Office of Coordinated School Health continued to sponsor a Student Health Council at Franklin Elementary, whereby members participated in activities that promoted healthy habits (created televised public service announcements, developed poster displays and bulletin boards and promoted physical education activities throughout the school year). Council meetings welcomed guest presenters, including the Williamson County Health Department, which provided information on dental health programs, an anti-tobacco display and the importance of physical activity and exercise. (1C, 3A, 4A, 4C)
52. Coordinated School Health collaborated with the Williamson County Health Department to offer 10 weeks (January-April 2016) of 5K training at no cost from a health educator and certified running coach to FSSD employees. At the end of the training, the Williamson County Health Advisory Board held free 5k and 1 mile Fun Run at Harlinsdale Farm. Participants received a free timing chip. All Fun Run student participants received a medal. Adult winners of the 5k received placement awards. Race fees for the WillPower 5k in downtown Franklin were provided to the 31 employees who participated in this initiative. (2A, 3A)

53. The Coordinated School Health advisory board continued to have representatives from community agencies, including Mercy Clinic and the Williamson County Health Department, to help advise it of community resources available to students and families. (1C, 3A, 4A, 4C)
54. Walk Across Williamson (WxW) County was a 30-day activity program during the month of March sponsored by the Williamson County Health Council. Students, families and community members participated by logging 30 minutes of physical activity each day. Each FSSD School competed for mini grants for their physical education departments provided by Coordinated School Health. At the end of the four-week program, there was a WxW celebration at Harlinsdale Farm where individual participants could enter their names for prize drawings, school participation leaders were announced and the Directors of School for FSSD and Williamson County led a mile-long walk with the Mayor of Franklin. (1C, 3A, 4A, 4C)
55. FSSD hosted an internet safety presentation for parents called “Project i-Guardian” in January 2017 at Freedom Intermediate School, featuring Special Agent Dennis Fetting from Homeland Security Investigations. The presentation was designed to help parents recognize the importance of education and community awareness regarding the dangers of online activities and how to keep students safe in online environments. A student component was also added, with age-appropriate information provided to students in 6th, 7th and 8th grades during the school day. (2E, 4C, 4E)
56. FSSD partnered with Franklin Fire Department (FFD), bringing firefighters to all elementary schools to educate students on fire safety using the FFD Family Safe House program, which demonstrated the importance of fire safety and awareness. (4A, 4C, 4E)
57. FSSD entered into memorandums of understanding (MOUs) with the Red Cross and the Guidance Center as part of the overall FSSD safety plan. These two community resources are extremely valuable and the collaboration with them enables district leaders to reach out to them in times of crisis, should the need for their resources arise. (4A, 4E)
58. FSSD and Williamson County Schools partnered together on the Williamson County Bullying Prevention Advisory Council. This collaboration provided a forum for our community to discuss bullying and ways to minimize negative behavior in our community and schools. The Council is comprised of a cross section of school officials from both school systems, community members and parents. Data analysis, open dialogue and community meetings have been a mainstay of this Council’s work from the onset. (3A, 2E, 4C, 4E)
59. The FSSD Special Education department continued a series of parent meetings for parents of students with disabilities. The purpose of these meetings was to increase parent understanding of special education, improve dialog between school and home and increase parental involvement in the schools. By offering these informative meetings, we hoped to improve services for students with disabilities and increase student achievement. Two meetings were held during the 2016-2017 school year. The meeting topics were: Building Social Skills for students with disabilities featuring “Milo, the Robot” and ADHD and related medical concerns for students with disabilities featuring Dr. C.A. Stilwell. All meetings were held at the Franklin Elementary School Media Center. The meetings will continue in future years to improve communication between school and home, and to increase understanding of student needs in special education. (1C, 3A, 4B, 4C, 4E)

60. Several schools partnered with Williamson County Public Library to increase membership and attendance by promoting the library as a valuable resource. Membership applications were sent home and school events (such as a Family Reading Night) were hosted at the library, where the students and other family members would actually receive their new library card. The intended result was to have more reading opportunities and resources outside of school for FSSD families. Additionally, *Battle of the Books*, a 5-8 grade team competition was hosted at Williamson County Library in the spring. (3A, 4C)
61. The Director of Schools and Board of Education are members of Williamson Inc. (Chamber of Commerce); the Director presented a State of the Schools address at its meeting in August 2016 at the Marriott in Cool Springs. Additionally, the Student Services Supervisor is a standing member of Williamson Inc's weekly planning meetings and serves as a liaison between the Chamber of Commerce and the schools. (4A, 4B, 4C, 4D, 4E)
62. FSSD Coordinated School Health and the Freedom Middle School Guidance Counselor collaborated with the Williamson County Health Department to bring a tobacco awareness and cessation presentation to all 8th grade students at Freedom Middle. (4C, 4E)
63. Poplar Grove Middle School Nurse provided lunch and learn activities with students who have a diagnosis of asthma to teach the students management techniques and proper use of their emergency inhalers. (4C)
64. Poplar Grove Middle had an eight-week "Groovin' In the Grove" program. All staff members were provided pedometers and tracked their steps. Awards/recognitions were given to individuals and teams who took the most total steps each week and month. (3A, 4C, 4E)
65. JES students were encouraged to participate in the running club, which met prior to school each day. A celebration was held in May for those students who logged their miles and a "Glow Run" was enjoyed by all on a Friday night. (3A, 4C, 4E)
66. All elementary schools participated in a walk/run-themed fundraiser for their school each school year. (3A, 4C, 4E)
67. The FSSD partnered with the Vanderbilt Bone and Joint Clinic to secure wheelchair donations for our schools, ensuring visitors with limited mobility access to all areas of the schools for special events or meetings. (2B, 2E, 4C, 4E)
68. All schools participated in various food and/or clothing drives for GraceWorks and other agencies, such ThriftSmart, OneGenAway, and Soles for Souls. (2E, 3A, 4C)

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 2016-17 school year was another challenging budget year for the school district. The Board of Education and administration worked together to develop a budget that continued the valuable educational programs while not reducing employment of personnel due to economic reasons. We have been able to utilize and implement strategies to attract and retain talented personnel.

1. The FSSD continues to seek and employ outstanding teachers and administrators. During the 2016-17 year, the FSSD continued the implementation of the TEAM Flex Plan evaluation model. The TEAM Flex Plan, which includes walk-throughs, formal observations and feedback, allows for greater flexibility for teachers and evaluators and heightens the visibility of administrators. Within the TEAM Flex Plan, a district professional growth plan developed by the teachers allows them to continuously grow in the following identified areas: planning, environment, professionalism and instruction. Human capital decisions must be made throughout the year. Collecting evidence is essential in making the best decisions for students to thrive and for our teachers to maintain a high level of excellence in teaching and learning for all. All teacher evaluation data as well as achievement and growth measures were uploaded into the TNCompass database. (1C, 1E, 2C, 2D)
2. The District was able to complete the majority of the conversion to the Skyward business software package. Covering all facets of the District's payroll, purchasing, foodservice and finances, this new software will ultimately provide greater efficiencies for all users. Additionally, the software will communicate with the District's Skyward student package which is especially useful in the foodservice area. (2B, 4D)
3. A confidentiality form is given to all employees to sign to ensure the laws and policies regarding student privacy are known and followed. (2D, 2E)
4. During the 2013-14 school year, a committee composed of teacher representatives from each school and the FSSDEA, the two Associate Directors, the Human Resources Supervisor and the Director of Schools worked to develop a new Differentiated Pay Plan that went into effect for 2014-15. The new plan, based upon mandated criteria from the State, had to include some type of differentiation based upon performance. That plan was updated in FY 2015-16 and approved by the State for FY 2016-17. (2B, 2C, 4E)
5. During the 2016-17 school year, FSSD continued to implement Safe Havens International audit recommendations in all of our schools, building on gained knowledge. 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. Other plans continue to develop for district safety. This is a continuous plan which involves several phases of implementation. (2B, 4A, 4D, 4E)
6. The FSSD School Safety Procedure Manuals and the Emergency Operations Plan continued to be evaluated, modified and improved annually. The online School Safety Plan through BOLD Planning

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

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

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

17. Monthly Leadership Team meetings continually provided collaboration and professional growth among the administrative team. (1C, 1F, 2B, 2C, 2D, 2E, 4E)
18. Monthly meetings with school principals provided a forum for discussion and collaboration on administrative issues. These meetings rotated among the schools and time was provided for each principal to showcase particular classes and programs in their school. (1C, 1F, 2B, 2C, 2D, 2E, 4E)
19. The District provided secure online access to many forms and documents, including the FSSD Employee Handbook and Personnel Directory, to each employee through the FSSD website, reducing paper and copier costs. (2B, 4C)
20. The District collaborated with outside agencies such as Edvantia, Vanderbilt University, Vanderbilt Bone and Joint, United Way and Community Child Care to provide resources at no additional cost. (1C, 2B, 2E, 4C)
21. The District maintained a 501(c)(3) organization status that increased an opportunity to secure grant funding not available to schools and school districts without this designation. (1C, 2B)
22. Through work accomplished by the Strategic Planning Finance Committee and the Board of Education, one aspect of the long-range financial liability of the FSSD was addressed when the Board voted in May 2009 to no longer offer the retiree health insurance benefit for those employees hired after the May 2009 Board meeting. (2B, 3B)
23. The FSSD offered a morning and after school program (MAC) for the children of the school district. The focus of the program is to help motivate students to achieve through creative learning opportunities. This is accomplished by providing students with hands-on enrichment classes before and after school, as well as during the breaks and summer. Students participated in cooking, art, science, sewing and dance classes as well as many others. Students were also provided over ten different field trip opportunities throughout the year. The Lottery for Educational After School Programs grant provided 140 students with scholarship rates to attend MAC. These students also received homework support and small group tutoring assistance. (1C, 4C)
24. For district employees who chose to use the service, FSSD offered a WeeMAC program to provide early childhood education services for their children. The program offered care for children 6 weeks to five years of age. Their philosophy is that children flourish in a caring, nurturing yet stimulating environment where they are encouraged to explore using developmentally appropriate toys and learning tools. The program is self-supporting through weekly payments by the parents and did not utilize school district funds. WeeMAC cared for and educated 51 students; 11 of those students graduated from the Pre-K program, all kindergarten ready. WeeMAC also provided the Pre-K before and after care program for Franklin Elementary and Head Start. (1C, 2B, 4C)
25. The Technology Department continued to run new fiber and data cable to improve our network infrastructure. (1D, 2B)

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

36. In the spring of 2016, district leadership recommended and the Board approved a bond resolution allowing the district to borrow \$12,000,000 for facilities upgrades. These funds will be used for new roofs, building renovations and other projects across the district that will benefit students, staff and all other district stakeholders. (1D, 2E, 3B)
37. In June of 2016, the district recommended and the Board approved an LED lighting upgrade proposal. All lighting in the district will be upgraded to LED, saving the district approximately \$200,000 annually. Additionally, the annual savings will more than offset the annual debt service payment required for the upgrade. (1D, 2B, 2E)
38. Medicaid Reimbursements - Since 2013, FSSD has participated in the Medicaid Reimbursement program - a component of the Individuals with Disabilities Education Act (IDEA) which requires Medicaid (TennCare) to be primary to the USDOE for payment of health-related services provided under IDEA. Medically necessary services such as speech therapy, occupational therapy and physical therapy are eligible services for students with disabilities who receive TennCare. These reimbursements from Medicaid are required to be used specifically on special education needs. This add to the amount of money schools have to spend on services for special education students. Parent permission is required before accessing a student's state Medicaid, so all eligible students are not participants in the Medicaid reimbursement program. FSSD contracts with a third party for the administration of this program. Since 2013, the district has netted over \$60,000 in Medicaid reimbursements. (2A, 2B, 3B)
39. A concerted effort was made to fundraise for district-wide initiatives, such as playground needs and athletic equipment for sports teams and physical education departments. The Executive and school-level PTOs helped promote these district-wide initiatives, such as a Jamba Juice rewards program and the Freedom Middle 5K. (2B, 3C)
40. The Safety Supervisor attended the National School Shield (NSS) Security Assessor Training at the Williamson County Public Safety Center. Recognizing that there is no one-size-fits-all approach to school security, the NSS program seeks to facilitate a continuum of assessment and improvement for all schools to integrate as needs demand. The NSS's Security Assessor Training allowed the Safety Supervisor to facilitate a partnership between schools and local stakeholders in a shared commitment to more secure schools. The Safety Supervisor is now adequately primed to conduct standardized school vulnerability assessments and assist schools in recognizing strengths as well as potential vulnerabilities. (2E, 4E)
41. Re-roofing projects at FMS and PGS, renovation of class space and additions to FES, updates to the football stadium at FIS, and parking lot expansion at FMS were in progress, on track with long-range plans. (2B, 2E, 3A, 3C)

Future Challenges

1. One of our biggest challenges will continue to be the effective teaching of the revised Tennessee math and English Language Arts 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. Growth in literacy continues to be a challenge, and one we are constantly evaluating and working on to improve. We are confident our teachers will continue to provide the instruction needed to help students succeed. (1A, 1B, 1C, 1E)
2. The TDOE is implementing online TNReady/TCAP assessments for grades 5-8 in 2017-18. Practice with sites using technology-enhanced items will be necessary so that students can easily respond in this manner. Balancing the time between instruction and preparing for these new processes so that they become seamlessly integrated will continue to be a focus in the work. 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, particularly with the move to 1:1. (1C, 1D, 2A, 2B, 3B)
4. As the FSSD moves forward with preparing students for 21st Century demands, students in grades 5-8 will participate in a 1:1 technology initiative. The 1:1 initiative was implemented in grades 7-8 at two campuses in Spring 2017. Students were assigned Chromebooks or MacBooks for classroom instruction and students participated in a 1:1 device orientation, including responsibilities and agreements. As the FSSD proceeds with this initiative, taking devices home will be a consideration and challenge, as it will require more cost to ensure protective mechanisms are put in place should we pursue this route. Providing appropriate and consistent professional learning opportunities for teachers, as well as increased online safety and security measures for this initiative, will also be necessary. (1C, 1D, 2D, 3A)
5. The FSSD continues to experience budgetary challenges. We will continue to focus upon how best to utilize the current funding, while searching for additional revenue sources and ways to cut expenses. (2A, 2B, 4E)
6. As expectations for students continue to change in this era of accountability, it will be more important to monitor and evaluate student data to determine the effectiveness of academic programs, initiatives and priorities. Organizing multiple points of data so that they are easily accessible to teachers and school and district administrators is a need. (1A, 1B, 1C, 1D, 1E, 2C, 2D)
7. An ongoing concern and focus is ensuring administrator understanding of state expectations for student performance (achievement and growth). As we use assessment results to drive instruction and make appropriate decisions, we will meet the unique educational needs of all FSSD students. (1A, 1B, 1C, 1E, 2C, 2D, 3A)

8. The demographics of the FSSD continue to shift. Teachers and administrators will need specific, differentiated support and professional learning to continue to provide the very best teaching and learning for all students. (1A, 1B, 1C, 1D, 1E, 2C, 2E, 3A, 3C, 4E)
9. A continual challenge is the need to adequately support students' social-emotional needs, especially those with mental health concerns and those who display severe negative behaviors. Many students are not eligible for special education services but still need more intense support with behavior challenges. (1A, 1B, 1C, 2B, 3A, 4C, 4E)
10. 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)
11. As our digital resources and online textbook materials evolve and increase, we are challenged to continually provide the most effective and timely individualized professional learning to ensure teachers are fully implementing the content and using these resources to their maximum potential. (1B, 1C, 1D, 1E, 2B, 2C, 4E)
12. 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. The Central Office Annex is in need of exterior updates and repairs, as well some interior work, for long-term use. Matching priority with funding will continue to present a challenge. (2A, 2B, 4A)
13. 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)
14. The TDOE will revamp the monitoring of IDEA (special education) student files during the 2017-18 school year. Unlike the 2016-17 school year, the State will focus on monitoring in specific districts. For the 2017-18 school year, FSSD is NOT one of the chosen districts. However, FSSD will continue to self-monitor to determine the areas of excellence and need for professional learning for our special education personnel. (1A, 1B, 1C, 1E, 2C, 3A)
15. A continual challenge is the increasing number of students who are on the autism spectrum. More and more families are moving into the FSSD based on our excellent reputation in this area. We are seeing the need to establish programs in each school for students on the autism spectrum. Finding quality teachers and paraprofessionals is critical to the success of any program for these students. Professional learning for paraprofessionals to work with individual students is a continuing challenge. (1B, 1C, 1E, 2C, 3A)
16. With the ever-increasing cost of health insurance, continuing to provide employee health insurance benefits at the rate of 100 percent for individual and 65 percent for spouse and family coverage will be a challenge. (2B, 4D)

- i) Per federal law, states are required to collect and examine data to determine whether significant disproportionality based on race or ethnicity is occurring within school districts with respect to identification of students with disabilities. The TDOE calculates this information and reports to districts on the incidence of disproportionality to the extent the representation is the result of inappropriate identification within each area of disability. Districts are required to conduct a *Self-Assessment* in order to determine if such disproportionate representation was the result of inappropriate policies, practices, and/or procedures. In years prior to 2017-18, districts have performed this self-assessment with no fiscal impact to the district. The U.S. Department of Education recently updated the significant disproportionality regulations and, beginning with the 2018-19 school years, changes to the U.S. Department of Education's updates may lead to an increase in the number of districts identified with significant disproportionality. If a district is found disproportionate, it will result in a requirement to set aside 15 percent of Part B IDEA funds to provide comprehensive coordinated early intervention services to students with and without disabilities. FSSD will continue to monitor our assessment criteria to ensure our practices are appropriate and in line with state and federal regulations. (2A, 2B, 4A, 4E)
- j) Currently all of our campuses have security cameras. However, the district will continue to work to add more security cameras in our schools to provide more widespread surveillance. (2E, 4E)
- k) Communication devices and protocols at each campus were evaluated; one campus in 2016-2017 purchased new two-way radios for their on-campus communication needs. This will be an area the Safety Supervisor continues to evaluate with the goal of each campus having critical communication technology and clear direction on how to use it efficiently. Two-way radios are utilized day-to-day for routine school events and also in emergency situations. (2E, 4E)
- l) In July 2016 the Safety Supervisor in collaboration with the WCS Safety Director provided training to all FSSD administrators. This training consisted of a review of school emergency procedures, including school safety trainings and discussion around best practices for school safety. Introduction and use of an online Emergency Operations Planning (EOP) tool tailored for each school and building will continue to be honed, as well as continual education for administrators and personnel for best practices for school safety, in coordination with local authorities. SROs will continue to play a role in daily school safety. (2E, 4E)

Summary

Planning. It is one of the hardest and most time-consuming necessities of a high-functioning, high quality school district. Despite the many hours of brainstorming, researching and collaborating to ensure that strategies and objectives are used and followed, we all understand the elusive nature of achieving our highest and most important goals. Educators are never finished - not until each and every child learns at his or her highest ability and is able to leave our school district with 100 percent certainty of success in high school and beyond – a lofty goal indeed. However, no matter how difficult the challenge, we must plan and prepare for the achievement of our intended goals. We must believe that the goals in front of us CAN be realized. If we do not believe it, then neither will our students. So, we plan for it. Achievement. Growth. Success. But none of that matters without the social and emotional well-being of our students, so we plan for that too.

As we move well into the final year of the district’s five-year strategic plan, we know that it is not the ending, but rather the beginning. Like an expert hunter tracking an elusive prey, the district moves quickly and adeptly to reach for constantly moving targets of success, achievement, growth and social-emotional well-being. We understand that our childrens’ futures rely on how quickly we can adapt to the changing educational landscape, the ever-increasing rigor of the standards, and incredible barriers such as language, mental health needs, challenging family dynamics and socio-economic hardships. The ultimate goal of student success, as measured by high achievement, closed achievement gaps, and a learning environment where children and their families feel safe and secure, can only be achieved with careful planning. We place a high value on strategic planning and, although the targets keep moving, we are up to the task. We plan for the training of our faculty and staff and for the funding of critical resources, but in the FSSD, we have an advantage. We expect excellence. It is in our Vision Statement: “*Excellence in Teaching and Learning for All.*” There is not one insignificant word in that statement. We nurture excellence, we celebrate it and we reward it.

The incredible work represented in this Annual Report is a testament to the excellence represented in our district. This report showcases the incredible amount of planning that takes place every year to provide our students and their families with an exceptional education and a distinct advantage as they enter high school with the skills and confidence they need to succeed. We are extremely proud of the work of our district leaders and school administrative teams, our teachers and support personnel, our students and parents and our Board of Education. Together, as a school district, we must continue to plan and commit ourselves to reaching the incredible goals that we set each year. When we work together, as a team, with our eyes focused squarely on our target, we cannot lose. This process of collaboration and development creates strong schools within an outstanding district. Upon completion of this Annual Report, I again have the honor of representing the very best that education has to offer. I am immensely proud to serve the students, families, employees and Board of this extraordinary school district.

Glossary of Terms

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

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

ActivInspire - Software used collaboratively with Promethean Boards to help teachers bring lessons to life with rich, powerful activities that grab students' attention, blending real-time assessment and real-world experience into the learning process.

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/about-us>). All of the FSSD schools, as well as the district, are accredited by AdvancED.

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

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

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

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

ALS - Accelerated Learning Specialists are teachers in each school who work with students and/or consult with teachers to differentiate instruction for advanced learners.

AMO (Annual Measurable Objective) – Based on the requirements of the federal Every Student Succeeds Act (ESSA), Tennessee sets a specific proficiency goal for each grade and subject—math and reading/language arts. Each year, the annual goal or annual measurable objective (AMO) is increased to ensure continuous improvement in student success.

AppliTrack – This is an online employment application program that provides applicants and administrators with an easier, more efficient application and interview process.

Academic Support Team (AST) – Each school has an AST that consists of some combination of administrators, coaches, school psychologist, counselor, EL teacher, speech language pathologist, and special education teacher. This team meets regularly to assist teachers with academic concerns for specific students. The team offers support and suggestions for meeting the needs of the student.

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

BOLDplanning - BOLDplanning manages the Emergency Operations Planning process through data collection and analysis, plan writing and overall EOP strategy development.

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

Chromebook – A portable student computer, which starts quickly and offers thousands of apps. It has built-in virus protection and backs up a user’s documents in the cloud.

ClassFlow Desktop – Next-generation lesson delivery software for interactive touchboards, which is replacing ActivInspire software.

Coding – A system of signals representing letters or numbers used for transmitting messages which develop computational thinking skills in preparation for learning to solve other real world problems.

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

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

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

Disproportionality – Per federal law, states are required to collect and examine data to determine whether significant disproportionality based on race or ethnicity is occurring within school districts with respect to identification of students with disabilities. The Tennessee Department of Education calculates this information and reports to districts on the incidence of disproportionality to the extent the representation is the result of inappropriate identification within each area of disability. Districts are required to conduct a *Self-Assessment* in order to determine if such disproportionate representation is the result of inappropriate policies, practices, and/or procedures.

District Improvement Plan – The District Improvement Plan is written annually and posted on the Tennessee Department of Education ePlan website. The plan includes a comprehensive needs assessment

as well as goals, strategies and action steps aligned with Tennessee’s educational priorities, which allows the district an opportunity to focus on continuous improvement.

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

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

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

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

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

Google Suite for Education – A free, secure warehouse of tools (calendar, documents, sheets, slides, classroom, drive, etc.) that facilitates communication and collaboration and is used by teachers, administrators and students in grades 1-8.

Honors Program – Qualified students in grades 5-8 may participate in Honors classes in English Language Arts, math and science.

Individualized Education Act (IEA) – The Individualized Education Act, adopted by the General Assembly in 2015, creates the Individualized Education Account Program and related accounts (IEAs) for eligible students with disabilities to use for educational purposes. The program provides options for parents and students to choose the education opportunities that best meet their own unique needs through access to public education funds.

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

Makerspace – A place where students have an opportunity to explore their own interests, learn to use tools and materials—physical and virtual, and develop creative projects.

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

Multi-State Alternate Assessment – The Multi-State Alternate Assessment (MSAA) is an online platform for the state ELA and math summative assessment designed for students who are severely cognitively disabled.

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

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

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

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

ReadyK (also known as Stimulating Maturity Through Accelerated Readiness Training - S.M.A.R.T.) – This program fosters brain development by targeting gross and fine motor skills in young children to connect physical growth to academic learning. The FSSD program is targeted to all kindergarten students.

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

Response to Intervention and Instruction (RtI²) – A tiered approach to instruction in which increasing levels of intense instruction are provided to students not making progress in the first tier. All learners receive Tier 1 instruction at grade level. As formative assessment data is compiled, students move into other tiers as necessary.

Response to Intervention and Instruction - Behavior (RtI²-B) – A tiered approach to positive behavior support and behavior management in which increasing levels of intense interventions are provided to students as needed. All students receive positive behavior support through Tier 1. As formative behavioral data is compiled, students move into other tiers as necessary. Each school has a RtI²-B team to facilitate and implement positive behavior support.

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

Scratch – A free programming language and online community where you can create your own interactive stories, games and animations.

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

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

Skyward – A suite of programs that includes student management in PreK – 8, as well as a business software package. Parents and guardians have access to student information through Skyward’s Family Access communication system. This system is used for online pre-registration of current FSSD students as well as new students to the district. Covering all facets of the district’s payroll, purchasing, food service and finance systems, Skyward will ultimately provide greater efficiencies for all users.

State Professional Development Grant (SPDG) – FSSD was one of 30 districts selected to participate in the State Systemic Improvement Plan (SSIP) activities through the SPDG. The grant awarded each

district \$10,000 for instructional materials and supplies to support and improve outcomes for students with disabilities.

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

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

Technology Literacy Assessment (TLA) – Students in the fifth and eighth grades take an online technology assessment. Categories assessed include: 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 learning.

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

Tennessee Behavior Supports Project (TBSP) – A grant through Vanderbilt University to provide continued support equipping school teams and districts to become familiar with strategies for better serving students with and at-risk for behavior difficulties through Response to Instruction and Intervention – Behavior (RtI²-B).

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

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

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

TNReady – TNReady is the name of the State's assessments in math, English Language Arts, social studies and science. As the State has transitioned to higher academic standards over the past several years, TNReady has been written to be better aligned to what educators are teaching. The assessments now include rigorous questions that measure students' writing, critical thinking and problem solving skills. Scores from the TNReady assessments are reported on the State Report Card in terms of student achievement and TVAAS growth.

World-class Instructional Design and Assessment (WIDA) – Standards, instructional resources and assessment for English Learners (ELs).

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