

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

**TO THE FSSD BOARD OF EDUCATION**  
(Report based upon 2017 - 2018 School Year)

***Submitted by: Dr. David Snowden***

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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 2017-2018.*

**I. Improvement of Student Performance:**

- A. Further opportunities for foreign language and coding for all grade levels.
- B. 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.
- C. Aggressively support innovative approaches to curriculum and instruction, especially instructional technology at all grade levels as a tool to improve student performance and manage achievement gaps.

**II. Effective Management of District Resources:**

- A. 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. Identify areas of inequity in facilities and resources (playgrounds, media centers, etc.) between schools and recommend a plan for resolution to the BOE.
- C. Create and recommend to the BOE a two-year plan for the funding and construction of a capital addition at PGS.
- D. Provide effective personnel recruitment and assimilation, as well as professional and leadership development programs that attract, retain and support the best personnel with a focus on building bench strength.
- E. Provide effective training, support, and communications for teachers and administrators to ensure their continued success.
- F. 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. Facilitate an annual retreat with the BOE (and invited staff and administration) to review and revise the written, comprehensive five-year strategic plan and discuss other matters important to the Board’s vision.
- B. Draft and recommend to the BOE an “Equity Policy.”

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

- A. Proactively communicate with all stakeholders the historical significance and importance of the FSSD in meeting the unique educational needs of the diverse FSSD community, district improvement and progress in meeting district goals.
- B. Develop, implement, and continually refine innovative methods to create and enhance stronger family – school relationships for increased parent involvement and increased parent awareness of our resources and efforts.

## 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 2017-18, Tennessee implemented the new Accountability Plan developed under the Every Student Succeeds Act and approved by the US Department of Education. This plan focuses on four areas: (1) 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); (2) growth in achievement for all students as well as for the specific groups listed above; (3) reducing chronic absenteeism for all students as well as specific groups; and (4) improving English Language proficiency of English Learners. FSSD received a designation as *Exemplary*, indicating that we are exceeding the achievement growth expectation for all students as well as historically underserved student groups. (1B, 1C, 2E, 2F, 3A, 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, Social Studies, and End-of-Course (EOC) Algebra I and Geometry. Of the 146 school systems in Tennessee, the FSSD ranked 10<sup>th</sup> in 3-8 Math, 4<sup>th</sup> in Algebra I, 7<sup>th</sup> in English Language Arts, and 9<sup>th</sup> in Science and Social Studies. District-by-district TCAP results can be accessed on the Tennessee Department of Education website. (1B, 1C, 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, Science, and Social Studies were 17+ percentage points higher than State proficiency levels for the All Students group. Specifically, 51.7% of FSSD students in grades 3-8 scored proficient on ELA compared to the TN students' percentage of 33.9%. In Math, 56.3% of FSSD students scored proficient compared to the TN students' percentage of 36.5%. In Science, 79.9% of FSSD students scored proficient compared to the TN students' percentage of 59.1%. In Social Studies, 57.4% of FSSD students scored proficient compared to the TN students' percentage of 38.8%. (1B, 1C, 4A, 4B)
4. This year, 108 FSSD 7<sup>th</sup> and 8<sup>th</sup> graders took Algebra I, a high school credit-bearing class, in middle school. Twenty 8<sup>th</sup> 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 7<sup>th</sup> grade is small (19 students), 90% scored at the proficient levels of On Track or Mastered. Of the 89 8<sup>th</sup> grade students taking Algebra I, 76% scored at the proficient levels. 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 accountability goals. (1B, 1C, 4A, 4B)

5. FSSD subgroups, including BHN (a combined group of students who are Black, Hispanic, or Native American), Economically Disadvantaged (ED), 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 10% more scored at the level of proficiency than the same group at the state level. In some cases, the difference was as high as 22%. In ELA, at least 11% more of the students in the ED and BHN subgroups scored proficient. All other subgroups scored at a level closer to their TN peers in ELA. (1B, 1C, 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 “5” in Science, a “5” in Social Studies, a “1” in Numeracy, a “2” in Literacy and Numeracy combined, a “5” in Literacy, and a Composite score of “5” with all subjects combined. We are very proud of the growth score in Literacy which was a “1” last year. The lower growth score in Math reflected achievement across the state of TN. Addressing growth in all grade levels for numeracy while continuing to help students meet their potential in literacy, social studies, and science will be a focus for 2018-19. (1B, 1C, 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 (Below) to Level 4 (Mastered) in ELA and Math. Thirty-one students participated and score categories were: ELA: Level 1 - 16%, Level 2 - 19%, Level 3 - 52%, and Level 4 - 13%; Math: Level 1 - 9%, Level 2 - 26%, Level 3 - 52%, and Level 4 - 13%. Social Studies: Level 2 - 50%, Level 3 - 38%, and Level 4 - 12%. Science: Level 2 - 63%, Level 3 - 27%, and Level 4 - 10%. These scores count as part of the FSSD accountability data for each subject area. (1B, 1C, 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, 26.5% 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. As part of the TN ESSA Accountability Plan, a new metric being followed is the English Language Proficiency Assessment (ELPA) Growth Standard. This measures whether the student is making adequate annual progress on learning English even if they are not yet ready to exit from direct EL services. In 2017-18, 54.8% of FSSD students made adequate growth on the ACCESS assessment. (1B, 1C, 4A, 4B)
9. As part of the TN Accountability Plan under ESSA, the state is now monitoring a measure of the percent of students who are Chronically Out of School (COOS). This is defined as students who miss at least 10% of the school year. In 2017-18, the COOS rate in FSSD was 4.7% compared to the state rate of 13.3%. (1B, 2F, 4A, 4B)
10. As part of the state department transition to online testing, students in 7th and 8th grades who were enrolled in Algebra I and Geometry took their TCAP EOC assessment online using the Nextera Test Delivery System through Questar Assessment. All students were able to complete and submit their test successfully. Students taking TNReady for grades 3-8 used the paper-based tests in 2017-18. (1C, 2A)

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

11. FSSD 8<sup>th</sup> grade students participated in the Annual World of Possibilities Career Exploration Day held at the Williamson County Agricultural Exposition Park on November 9, 2017. 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, 2F, 4A)
12. FSSD 8<sup>th</sup> grade students were invited to visit their zoned high school (Centennial or Franklin) in February. Parent Nights for rising freshmen were held to provide essential information regarding transition to high school. 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 School Counselors assisted parents in assigning a registration time for their student to meet with the high school counselor. (1B, 4A, 4B)
13. 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 for registration day. (4B)
14. 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. (4B)

## ***School Improvement Plans***

15. 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. The district plan also included goals for STEM and college and career readiness, social-emotional learning and implementation, and readiness for early grades learning using the state Early Learning Model. Schools inherited these district goals. 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. (1B, 1C, 2E, 3A, 4A, 4B)

## *Character Education*

16. Character Under Construction continues 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, 4B)
17. The Franklin Special School District continued to participate alongside the Williamson County Schools in its Be Nice initiative during the 2017-18 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 November 6-17 as Be Nice Weeks. Schools continued to emphasize the Be Nice philosophy throughout the year with various events and special assemblies. (1C, 4A, 4B)
18. 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, 4B)
19. 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, 4B)

## *Related Arts*

20. 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, 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 instructional approaches. (1B, 1C, 4A, 4B)
21. Approximately 883 students participated in the Young Scholars Institute (YSI). The summer of 2018 was the 35<sup>th</sup> 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 121 scholarships were granted to students who would otherwise be unable to participate. (1A, 1C, 4B)
22. The FSSD continued its participation in an Art Exhibit at the Frist Center for the Visual Arts in early 2018. Student artwork from FSSD schools was selected and displayed. Many people attended the reception in support of FSSD students. (1C, 4B)

23. 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. (4B)
24. The School Board recognized a Student of the Month at each Board meeting in support of the whole child teaching philosophy. (1C, 4B)
25. 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)
26. 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)

### ***Universal Screening and Tests for Progress Monitoring***

27. A document titled *District Required RtI<sup>2</sup> Assessments* was distributed to all administrators and teachers as a means of providing consistency and accurate communication of universal screening measures and progress monitoring across the district. (1B)
28. 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. (1B)
29. 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*). (1B)
30. 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. (1B)

## 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 2017-18 school year focused on the following areas, divided into sections for 1) Teacher and Staff and 2) 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 2017-18, 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, English Learner, 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. (2E)
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, occupational therapy strategies, positive behavior support, Imagine Learning, SPIRE, Lindamood-Bell, Neuro-Science in Education, compliance monitoring and legal issues. In addition, special education teachers met in school as well as grade level district PLCs to plan for performance assessments and successful student 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, 2E)
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. (1C, 2E)
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, 2E)
5. On August 3rd, the FSSD Opening Day, a welcome event for all FSSD educators and staff was held at Poplar Grove Middle. Shay Eskew was the special guest and keynote motivational speaker. Mr. Eskew is an All American and world-ranked triathlete and a burn survivor with scars over 65% of his body. Despite being told at age 8 that he would never compete in sports again, Shay is a living testament to the idea that "Anything is Possible." His mantra has always been to not merely be a "finisher" but to be a "competitor." His message underscores the fact that we all face adversity, some

physical, some mental, but “everyone has a story” and it is how we embrace adversity that defines who we are. Teachers and paraprofessionals then took part in grade level and/or content area specific collaboration sessions, including sessions 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, 2E, 2F)

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. During the 2017-18 year, the format of the Lunch & Learns was expanded to focus on curricular supports in the second quarter. Lunch & Learns for quarters one and two continued to center on professional learning needs. (2E)
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. (1C, 2D, 2E)
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. (1B, 1C, 2D, 2E)
9. One of our science teachers served on the Governor’s Teacher Cabinet based on her student achievement, collaboration among colleagues, demonstration of leadership, solutions-oriented approach and relentless pursuit of excellence. (1B, 1C, 2D, 2E)
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)
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., (Vanderbilt University Programs for Talented Youth) titled *Adding Depth and Complexity to Instruction in All Content Areas* as well as in a course facilitated by Krista Leh (Association for Supervision and Curriculum Development) titled *Differentiating Instruction for High-Achieving Students*. (1B, 1C)
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. FSSD partnered with SAE International to implement A World in Motion, a STEM curriculum for grades 6-8.

This partnership was funded/supported by Nissan. According to FSSD's SAE International contact: *"Nissan is interested in strengthening bonds between their industry and their local communities. Nissan's corporate offices are in Franklin, TN and there is a vested interest on their part to pour into their local schools. The goal is to reach 2,000 students during the 2017-2018 school year in Franklin County Schools and the Franklin Special School District. This will be accomplished through a generous gift from Nissan that will provide free, kit-based, hands-on STEM curriculum and professional learning for teachers taking part in the program."* The middle school curriculum/activities can be viewed at <http://awim.sae.org/curriculum/middleschool/> (1C, 2E)

13. The district continued to provide ongoing support for the National Board Certified Teacher (NBCT) candidates. Six teachers earned National Board Certification status and one teacher successfully renewed her NBCT certification during the 2017-18 year. Three teachers began the National Board pursuit during the 2017-18 year. Three other teachers continued working on National Board Certification. In 2017-18, FSSD had 24 teachers, 3 school psychologists and 5 speech pathologists receive the Board-approved \$4,000 per year supplement. Additionally, one part-time school psychologist and two part-time speech pathologist received a \$2,400 prorated amount for their certification. These supplements were one element of the Differentiated Pay Plan. (1C, 2D, 2E)
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. (1B, 2E)
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 project-based learning (PBL), yarn bombing for art teachers and the study of the Orff-Schulwerk, Kodaly, and Gordon instructional methodologies for music educators. In addition, these teachers participated in ongoing PLCs and targeted professional learning opportunities that focused on enriching content and pedagogical knowledge. (1C)
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)
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. The Director of Schools and the Associate Director of Schools have been trained and certified to evaluate school level administrators. District professional learning goals were identified through TNCompass refinement reports that highlighted teacher needs based on TEAM results. (1C, 2E)

18. Two school psychologists and the Supervisor of Special Populations attended the TAASE (Tennessee Association of Administrators of Special Education) Legal Conference in December 2017. This annual legal conference focused on current legislation impacting special education. The psychologists attending this conference shared this information with the entire psychology team, Academic Behavior Support Teams in the individual schools as well as a presentation at the district PL day in January. (2E)
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. (1C, 2E)
20. The Partners in Education (PIE) Conference: a Continuum of Services for ALL Children was held in Nashville during the first week in February. Teams of special education teachers, speech-language pathologists and school psychologists took advantage of the many opportunities for growth in the areas of RtI<sup>2</sup>, differentiated learning, early childhood, transition, special education interventions, positive behavior support and best practices for all students. A team of educators from Freedom Middle School presented sessions on special education and the monitoring process. (1C, 2E)
21. Poplar Grove Middle and Liberty Elementary School were selected by the Tennessee Department of Education (TDOE) and the Tennessee Behavior Supports Project (TBSP) as Bronze Level Models of Demonstration Schools for Response to Instruction and Intervention for Behavior (RTI<sup>2</sup>-B). The purpose of this identification was to promote model schools to share their practices, examples, and celebrate the school's effort and dedication to meeting the needs of all students. Along with other forms of appreciation, Model of Demonstration Schools were featured on Vanderbilt's TBSP website and shared with the TDOE. (2E, 4B)
22. Two of FSSD's Speech/Language Pathologists and one special education teacher attended the 12<sup>th</sup> annual Tennessee Association of Assistive Technology (TAAT) Conference on November 30-December 1 in Franklin. 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 - including basic communication for our non-verbal students. 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. (1C, 2E)
23. A four-day Lindamood-Bell workshop, sponsored by the FSSD Special Education department, was held in June on two programs - Seeing Stars and On Cloud 9. These workshops focused on both phonemic awareness, reading and spelling and using visualization and symbol imagery for math. Twenty-six participants, including special education teachers, general education teachers, reading and math coaches and speech/language pathologists - all working with students with disabilities, received this intensive training along with materials for the programs. (1C, 2E)

24. Through BANTIP, new teachers received training on accessing employee resources, board policies, social media guidelines, and district digital resources in breakout groups based on individual needs. Social media and electronic access, as well as federal, state and local privacy and protection laws regarding students were covered during the day of BANTIP as well. (2D, 2E, 2F)
25. Teachers were provided professional learning on multiple occasions to support their understanding of the Tennessee Academic Standards in math, English language arts, science, social studies, world languages, and fine arts. (1B, 1C, 2D, 2E)
26. FSSD professional learning opportunities included the following:
- a) The State’s Teacher Trainings on the Revised ELA and Math Standards were replaced by the Summer Standards Trainings on the new Tennessee Academic Standards for Science, Fine Arts, and World Languages. 38 FSSD teachers participated in one or two days of state-sponsored professional learning. Teachers returned with the knowledge and skills to facilitate professional learning in their schools. (1C, 2D, 2E)
  - b) In July, William Van Cleave ([www.wvced.com](http://www.wvced.com)) facilitated writing training for teachers of grades 3-8. Mr. Van Cleave addressed the development of sentence and paragraph writing skills in students, as well as strategies for generating and analyzing writing. (1C, 2D, 2E)
  - c) Five special education teachers participated in the 2018 RISE Conference in April at Currey Ingram Academy. The RISE Conference is an annual educational conference for parents, professors, educators, administrators, medical, psychological, and support personnel. (1C, 2E)
  - d) In July, Andre Deshotel (Executive Board Member and South Regional Coordinator of Whole Brain Teachers of America) facilitated a two-day workshop on Whole Brain Teaching (WBT) for 55 FSSD teachers and administrators. The goal of WBT is to teach in alignment with the design of the brain in order for student engagement to be at an optimal level. WBT utilizes cues, gestures, words, and phrases. The agenda addressed classroom management, student motivation, critical thinking, and writing. Participants were engaged in using the WBT methods throughout the training. (1B, 1C, 2E)
  - e) In June 2018, 13 FSSD teachers attended the Oak Hill School Summer Teacher Institute for Elementary and Middle School Teachers in Nashville. Teachers learned how to incorporate makerspace, technology enhanced Project Based Learning (PBL), interactive science notebooks, and design thinking in their instruction. (1C, 2E)
  - f) Google Suite for Education Summit: 7 FSSD teachers and 3 Instructional Technology Specialists attended the Google Summit at Harpeth Hall at the end of May 2018. Sessions provided participants with tools and resources for implementing effective classroom instruction using the Google Classroom platform and Google’s suite of applications. (1C, 2E)
  - g) Tennessee Educational Technology Conference (TETC): Teachers and district leaders presented and attended TETC held in Murfreesboro at the end of November 2017. Participants attended sessions that provided instructional technology resources for classroom integration. FSSD Instructional technology specialists also presented a session at TETC that mapped out the district’s steps for moving to 1:1 implementation. (1C, 2E)
  - h) Instructional Technology Courses:
    - o Instructional technology specialists provided Chromebook training for teachers in August at Poplar Grove Middle, as this was their inaugural year with these devices. Support for these devices continued throughout the school year. (1C, 2E)

- Dinah Wade, Media Specialist at Freedom Intermediate School, led a coding class in July 2017. During this session, teachers discussed block coding as well as language based coding and materials that can be used in the classroom. Participants received hands on experience with Raspberry Pi, Dash and Dot Robots, Makey Makey, Scratch, and Scratch Jr. (1A, 1C, 2E)
  - Google Classroom Basics was available for all 1<sup>st</sup> through 8<sup>th</sup> grade teachers in July 2017 and June 2018. During these sessions, teachers learned how to utilize Google Classroom to effectively implement differentiated assignments and activities, attach core resources, make announcements, and create collaborative class discussions using the “Ask a question” feature. (1C, 2E)
  - In July 2017, Instructional Technology Specialists led a Google Classroom Beyond Basics session, teachers learned to use Google Forms as formative assessments. Teachers discovered how to analyze data from the formative assessments to adjust instruction, provide student feedback, and correct student misconceptions on the Google Classroom platform. During this session, teachers researched and added extensions to enhance the Google Classroom platform experience and learned to utilize Google Cast for Education allowing students to share their screens to the teacher’s computer. (1C, 2E)
  - Jamie LaRocca from PCS provided Promethean Training on the new ActivPanels in 3<sup>rd</sup> and 4<sup>th</sup> grade at Franklin Elementary in January 2018. Teachers learned how to utilize the new software that exists within the new device, which is a change from their previous Promethean boards. In May, Sonya Gates, the Promethean training representative, conducted an in depth session during which teachers learned strategies for engaging students with the new ActivPanels at Franklin Elementary. (1C, 2E)
  - Throughout the school year, Instructional Technology Specialists supported and provided additional training to teachers participating in piloted digital programs, such as Achieve 3000, Edgenuity, System 44, NewsELA, Reading Assistant and i-Ready. These trainings took place in conjunction with trainings provided by vendor trainers. (1C, 2E)
27. 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 (RtI<sup>2</sup>-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 RtI<sup>2</sup>-B Leadership team meets quarterly, and the school teams meet monthly. The purpose of these meetings is to ensure that (a) RtI<sup>2</sup>-B is aligned with other district initiatives and (b) resources and time are allocated to RtI<sup>2</sup>-B preparation and implementation in schools. The district added two coaches to assist schools with the implementation of TBSP; one supported K-4 schools and the other served 5-8 campuses. (1B, 1C, 2E, 2F, 4B)
28. Instructional Technology Specialists and the district’s database manager attended the International Society for Technology in Education (ISTE) conference in July 2018. The ISTE conference provided instructional technology leaders with opportunities for hands-on learning, exchanging of ideas, and networking with like-minded educators seeking to transform teaching and learning. (1C, 2E)
29. Cindy Cook, Instructional Technology Specialist, was awarded with the “Outstanding CTO Award” from the Tennessee Educator’s Technology Association (TETA). This award included a trip to the

annual Consortium for School Networking (CoSN) conference. The CoSN conference provided leadership resources, collaboration, and best practices and advocacy tools to assist technology leaders succeed in the digital transformation. (2E)

30. The Supervisor of Special Populations, a school psychologist, a special education teacher and a general education teacher attended a session at Currey Ingram in February titled “Experience Dyslexia: A Hands On Experience.” This simulation focused on the frustrations a student with dyslexia experiences throughout each school day. It was eye opening information that we feel every teacher and parent of a child with dyslexia should understand. (1C, 2E)
31. The FSSD Behavior Consultant attended the Tennessee Association for Behavior Analysis (TABA) Conference in October 2017. TABA advances awareness, development, and access to the practice of behavior analysis. (1C, 2E)
32. FSSD sponsored a special education teacher to attend a workshop in June 2018 on *Teaching Students with an Intellectual Disability to Read using a Comprehensive Text-Centered Curriculum*. This two-day workshop provided teachers with practical, evidence-based methods for teaching foundational literacy skills to students with developmental and intellectual disabilities. (1C, 2E)
33. Two school psychologists attended the Tennessee Association of School Psychologists annual Spring Institute in April in Cookeville. (1C, 2E)
34. In January, 2018, four of the five special education preschool teachers attended the Tennessee Conference for Pre-Kindergarten Teachers in Franklin. This two day conference provided teachers with resources and innovative instruction to help meet the developmental needs of our youngest learners. (1C, 2E, 4B)
35. One of the special education teachers at Liberty Elementary, who is also the FSSD certified trainer for the Non-Violent Crisis Prevention program, attended a four-day recertification in Nashville in September by the Crisis Prevention Institute. This teacher continues to train administrators, teachers (general education and special education), paraprofessionals and other staff members in the skills, confidence, and effective framework needed to safely manage and prevent difficult behaviors. This training is a required component of the Individuals with Disabilities Education Act (IDEA) for anyone who may isolate or restrain a student with disabilities. (1C, 2E, 2F)
36. The FSSD autism consultant and a special education teacher from Franklin Elementary presented a session on Supporting Students with Autism at the TN Council for Exceptional Children in Franklin, TN in October. (1C, 2E, 4B)
37. During Summer 2017, the FSSD Special Education Department made extensive revisions to the Special Education Procedures Manual - a guide that provides FSSD special educators the resources to implement required procedures and understanding of the steps needed to implement a legal and appropriate educational plan for students with disabilities. (1C, 2E)
38. Throughout the 2017-18 school year, a team of educators including Associate Director for Teaching and Learning, Supervisor of Student Performance, Supervisor of Special Populations, two principals, two accelerated learning specialists and one school psychologist, met monthly to evaluate our current

practices regarding education and services for our advanced learners. In keeping with the FSSD vision, “*Excellence in Learning and Teaching for All,*” team members became concerned that honors classes in grades 5-8 are not reflecting the diversity and demographics of the district. In an attempt to allocate our personnel for the maximum benefit to all students, we have implemented a pilot program at one campus where all students in grades K-2 are exposed to problem-solving and critical thinking activities. Our hope is that this pilot program is successful allowing us to reallocate our personnel to provide more equity and diversity among our advanced learners. The work of this committee will continue throughout the 2018-19 school year and beyond. (1C, 2E)

### ***Administrative Professional Learning***

39. 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, Professional Educators of Tennessee 2018 Leader U, Ron Clark Academy Educator Training, Music City SEL Conference, Partners in Education (PIE) Conference, and more. Professional learning sessions on the following topics were the main focus for the 2017-18 year: Integrated Leadership Course, New Tennessee Academic Standards for Science, Social Emotional Learning (SEL), and foundational literacy. (1C, 2E)
40. 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. (2E)
41. 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 healthy conversations about the TEAM model to refine and sharpen their practice and skills in this important area during leadership meetings, school walk-throughs and informal discussions. (2E)
42. Four school administrators and four Teaching & Learning team members attended Integrated Leadership Courses offered by the State Department, held in the Mid-Cumberland region. These leadership courses focused largely on literacy to ensure leaders had ample understanding of the content and existing supports in place to help teachers with the task of teaching children to learn to read and then, ultimately, to read to learn. (2E)
43. Three Teaching & Learning team members, two administrators and the Director of Schools’ Administrative Assistant 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. (2E)
44. 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 2017-18 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, 2E)

45. District administrators received routine support, training, and updates regarding RtI<sup>2</sup> and dyslexia during leadership retreat, leadership meetings, and staff meetings. The District RtI<sup>2</sup> Team met to evaluate RtI<sup>2</sup> components, behavior additions, expectations and progress. (1B, 1C, 2E)
46. The FSSD Special Populations Supervisor continues to participate 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. During the 2017-18 school year, FSSD has had no students participate in the IEA program. (1B, 1C)
47. In August 2017, FSSD Special Populations Supervisor attended the State Special Education Supervisor's Institute, a three-day workshop for special education supervisors sponsored by the State Department of Education in Murfreesboro, TN. (1C, 2E)
48. The Supervisor of Special Populations attended the LRP National Institute on Legal Issues of Educating Individuals with Disabilities in Dallas, TX in April 2018. 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, 2E)
49. The Associate Director of Teaching and Learning and the Supervisor of Special Populations participated on the Mid-Cumberland Hospital/Homebound Consortium. This group of educators and medical personnel meets twice per year at Vanderbilt Children's Hospital to discuss and collaborate on issues regarding homebound students. (1C, 4B)
50. The Associate Director of Teaching and Learning and Supervisor of Special Populations attended the *Leader and the Law*, a workshop sponsored by TOSS in October 2017. Chuck Cagle, Esq. presented information to administrators in the Middle Tennessee area on current legal issues for special education and discipline. (1C, 2E)
51. In March 2017, the Supervisor of Special Populations attended *Safe and Effective School Safety Operations with Michael Dorn*, a workshop sponsored by TOSS. (1C, 2E)
52. The Student Discipline Institute was held in February in Murfreesboro and was attended by the Supervisor of Special Populations, the Supervisor of Student Support Services, two principals and two assistant principals. 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 Managing Student Behavior, Discipline for Students with Disabilities, Hazing, and Title IX Obligations. Other presentations included: Student Searches by School Officials, Enhancing SRO Programs, Restorative Practices, Using Restorative Practices to Decrease Chronic Absenteeism,

Social and Emotional Learning, and Adverse Childhood Experiences. (1C, 2E)

53. The Supervisor of Special Populations is a member of the Tennessee Association of Administrators in Special Education (TAASE) Board and meets quarterly with the other TAASE Board members to advocate for Special Education in Tennessee. In addition to the quarterly meetings, the TAASE Board attends State Board of Education meetings in order to stay current on legislation impacting special education as well as hosts an annual Legal Conference each December. (2E)
54. The Supervisor of Special Populations is also a member of the Middle TN Supervisors of Special Education Study Council. This group, consisting of the Mid-Cumberland and South Central supervisors in special education, meets monthly to network and support each other in all areas of special education in Tennessee. (1C, 2E)
55. The Associate Director of Schools for Teaching and Learning served as the Chair for the Mid-Cumberland Supervisor Study Council that meets six times per year to network, engage in valuable professional learning and support each other in various areas focused on teaching and learning. Other FSSD members who participated in this study council include: Supervisor of Student Performance, Curriculum & Professional Learning Supervisor, Reading & RtI Coordinator, Student Support Services Supervisor. (1C, 2E)

## 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)
2. The district continued tutoring for 3<sup>rd</sup> grade students who were non-proficient in reading as measured by STAR Enterprise or report card data. Each school provided after-school tutoring for 3<sup>rd</sup> grade non-proficient students. (1C, 4B)
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). (1B, 1C)
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. (1C)
5. FSSD continued to contract with textbook vendors that offer digital supplementary resources for students to access at school or at home. (1C, 4B)
6. Web-based programs such as Renaissance STAR, AIMSweb, Compass Learning, including the Renaissance Learning Integrator (RLI) Test Translator Service, Destiny, Grolier, Accelerated Reading, Rosetta Stone, Teaching Books, i-Ready, Tennessee Electronic Library, Kuder, Learning.com, Imagine Learning, ReadLive, Google Suite 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, Skyward Business and Skyward Educator (student management system). Routine updates are provided for these instructional programs. (1B, 1C, 4B)
7. The FSSD continued to maintain a Google domain and provided continuous teacher training for integration of Google Suite for Education in grades K-8. This domain continues to provide students with FSSD Google accounts allowing for individualized instruction and activities to support learning and extend opportunities for digital literacy. (1C, 2E)

8. FSSD students in grades 6-8 attended digital safety/citizenship trainings facilitated by Dennis Fetting and Jonathan Hendrix from Homeland Security during the spring semester. Students were provided with information and tools empowering them to use appropriate internet safety skills and become responsible digital citizens. Additionally, all FSSD students participated in annual digital safety/citizenship lessons utilizing district resources such as learning.com. (2F)
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)
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 890 students. (4B)
11. School-based programs and resources for gifted and talented students continued to support the academic and social-emotional growth of our high achieving students. An Accelerated Learning Specialist in each building provided the instructional staff to support advanced learners. (1C)
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 RtI<sup>2</sup> coordinator, were employed to better support academic programs and curriculum. (1C, 2E)
13. Each school utilized their Academic and Behavior Support Team (ABST) to support teachers and students. The ABST met on a scheduled basis to discuss students with academic or behavioral concerns. This multi-disciplinary team assisted teachers in reviewing the success of interventions and determining how to proceed. Summaries of each meeting, including next steps, were sent to parents. (1B, 1C, 4B)
14. The Honors Program continued to be successful in grades 5-8. Rising 5<sup>th</sup>-8<sup>th</sup> 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 5<sup>th</sup> graders and one for parents of rising 6<sup>th</sup> through 8<sup>th</sup> 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. (1B, 1C, 4B)
15. The FSSD provided support to the Gentry Educational Foundation, which served students during the summers of 2017 and 2018 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 in need of after-school care. The Gentry programs that benefited 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 5<sup>th</sup> and 6<sup>th</sup> graders (each lasting 1 week)
- i) Provided teachers for New Hope Academy's summer program that housed FSSD students (from Franklin Housing Authority)
- j) STEM/enrichment (science, technology, sports, music, art) classes twice a month for JES Gentry's tutoring students
- k) Weekly enrichment classes (soccer, art, science, coding) for FIS Gentry's tutoring students
- l) Summer 2018 tutoring in reading/math, plus enrichment for full day at JES for two weeks
- m) Summer Pre-K enrollment increased to 3 classes (1C, 4B)

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 \$809.83. In addition, FES earned a \$50 award for its 3<sup>rd</sup> place finish in the county-wide 2018 Recycled Project Contest (Elementary Division);
- b) Freedom Middle earned \$736.02;
- c) Johnson Elementary earned \$1,668.38;
- d) Moore Elementary earned \$677.15. In addition, MES earned a \$100 award for its 2<sup>nd</sup> place finish in the county-wide 2018 Recycled Project Contest (Elementary Division);
- e) Poplar Grove Elementary and Poplar Grove Middle worked together, earning a combined check of \$938.70 for their joint efforts;
- f) Freedom Intermediate earned \$1,050.56. FIS also earned an extra \$400 in awards for its 1<sup>st</sup> and 2<sup>nd</sup> place finishes in the county-wide 2018 Recycled Project Contest (Middle School Division). (4B)

17. The FSSD administered kindergarten readiness screening measures to ten students whose parent(s) requested this testing based on the child's birthday falling between August 16<sup>th</sup> and September 30<sup>th</sup>. Parents submitted the necessary documents to pursue this screening, which included a letter to the Director of Schools seeking this assessment, the child's official birth certificate and a proof of residency. Each family who requested this assessment and met the criteria was scheduled for an assessment that took place prior to the start of the 2017-18 year. Parents were contacted with assessment results. Three students that met the required criteria were able to enroll in kindergarten. Seven students who did not meet the required criteria enrolled in our district Pre-K program. (1B, 1C, 4B)

18. FSSD continued in the second year of the State Professional Development Grant (SPDG). Originally, FSSD was one of thirty districts selected to participate in the State Systemic Improvement Plan (SSIP) activities. Diane Miller, special education teacher at Freedom Middle School and district facilitator for the SPDG grant, attended a second full week of training from the TDOE during July 2017 and facilitated the second strand of the training during the school year. A team of eleven special education teachers met three full days during the course of the school year and also in monthly

meetings to work on the second strand, *Special Education Intervention: The Most Intensive Intervention*. This was the final year for FSSD's participation in this grant program. (1C, 2E)

19. Students in the FSSD were provided with opportunities to participate in coding activities in computer lab classes, embedded into classroom instruction, and/or during academic focus time using Dash and Dot robots, Google CS First, Scratch, Raspberry Pi, Code.org, and Applied Digital Skills. Many buildings across the district also participated in "Hour of Code," which is a world-wide event each December. (1A, 1C)
20. FSSD continued to use Milo the Robot, a humanoid robot that engages children with Autism and delivers research-based lessons that teach social behaviors. During the 2016-17 school year, the Tennessee Organization of School Superintendents (TOSS) graciously offered FSSD the opportunity to pilot this robot for autism by covering the cost of the first year. In addition to the 2017-18 school year, we will continue to use Milo the Robot during the 2018-19 school year. (1C)
21. The district offered its 7<sup>th</sup> grade students an opportunity to participate in the Duke Talent Identification Program (TIP). In 2017-18, seven Freedom Middle and four Poplar Grove Middle students qualified for State Recognition. Further, one of these students qualified for recognition in the Grand Division at the national level. Duke TIP's 7<sup>th</sup> Grade Talent Search is the largest program of its kind in the nation, offering eligible academically talented 7<sup>th</sup> 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. Additionally, students in 4<sup>th</sup> through 6<sup>th</sup> grades may choose to participate in the Duke TIP program. Although they are not tested, they may participate through online activities and contests and summer programming. (1B, 1C, 4B)
22. Students in grades 4-8 are offered an opportunity to participate in Mini Mu, a high-level math competition. Students take two tests that cover a wide variety of problem-solving skills. The Elementary Mini Mu Competition included students in grades 4 and 5. Students take a series of 2 tests; each test stands as a separate score. The top 20 finishers were awarded in the competition and Poplar Grove Elementary had five students who finished in the top 20 out of 378 students. At the Middle School Competition, Poplar Grove Middle had two 7<sup>th</sup> grade students place in the Top 20 out of approximately 200 students competing. (1C, 4B)
23. Middle school students had the opportunity to participate in several national academic competitions. Three Freedom Middle students are among a select group of students whose performance on local and regional History Bees garnered them an invitation to compete in the National History Bee in Atlanta against students from across the United States. Also, three Freedom Middle students qualified for the national U.S. Geography Olympiad in Atlanta in June. (1C, 4B)
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 participated in either the Williamson Middle Athletic Association, Harpeth Valley Athletic Conference, or the Greater Nashville Athletic Conference. (1C, 4B)

25. Several schools participated in Destination Imagination (DI) competitions at the local, state and global levels. DI is an organization that teaches "21st century" skills and STEM principles to kindergarten through university level students through collaborative problem solving challenges. In April, a team from Moore Elementary competed at the DI Global Finals in May 2018. (1C, 4B)
26. The district partnered with Securly, a web based filtering company, to provide alerts to school and district leaders when students are exhibiting digital behaviors of concern, such as self-harm, bullying, or searching for inappropriate content. (2F)
27. Freedom Middle School students enrolled in Science, Technology, Engineering, and Math (STEM) class, formed a team to participate in Purdue's TechFit competition integrating fitness, coding, and technology. The team was selected as a finalist in the competition and traveled to Purdue University in December 2017. Ultimately the team was recognized as the Most Active Team and first place winners in the competition. (1A, 1C)

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

28. 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. Schools used 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. (4A, 4B)
29. 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, 4B)
30. 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, 4B)
31. 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, 4B)
32. 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 2017-18 school year, 230 students received the examination. The estimated in-kind cost was \$28,290. (4B)

33. 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. (4B)
34. FSSD partnered with Well-Child, Inc. to provide vision and hearing screenings for students in pre-K, kindergarten, 2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> grades; 2,603 students were screened with an estimated in-kind cost of \$6,000. (1C, 4B)
35. For the 2017-18 school year, FSSD partnered with the Williamson County Health Department to offer students the opportunity to receive the flu vaccine at school. There were 563 students who received the vaccine. FSSD partnered with CVS pharmacy for district staff to receive the flu vaccine at school. There were 218 staff members who took advantage of this opportunity. (4B)
36. 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 2017-18 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. (1B, 1C, 4B)
37. 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 2017-18 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 94%. (1B, 4B)
38. The school district hosted four school-based Hispanic parent meetings during the 2017-18 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. (4A, 4B)
39. For the 9<sup>th</sup> consecutive year, the FSSD 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). Two permanent sites – Johnson Elementary and Poplar Grove – as well as many community sites were served this year by the FSSD Child Nutrition Program. Community partners and off-site serving locations include: FSSD Summer Morning and Afternoon Care (SMAC) and WeeMAC, Franklin/Williamson County Boys & Girls Club, Franklin Housing Authority,

Franktown Open Hearts, The Gentry Education Foundation, Williamson County Parks & Recreation at Academy Park, Franklin Estates Mobile Home Park, Mid-Cumberland Head Start, My Friend's House, FSSD Young Scholars Institute at Poplar Grove, Franklin Police Department's Teen Academy, Freedom Intermediate and Freedom Middle summer programs, Cadet Place, and the apartment villages of Harpeth Hills, and Liberty Oaks. Visitors to the FSSD's Story Bus Plus program were offered a meal during its summer schedule. Over the course of 38 days, 17,091 breakfasts and 25,214 lunches were provided to students ages 18 and under; many students with food stability issues were fed over the summer months. (2A, 4B)

40. Working with Graceworks, 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 14,500 Fuel Bags were sent home with FSSD students during the 2017-18 school year. (2A, 4B)
41. In January 2017 the FSSD Child Nutrition Program joined the Tennessee Department of Human Services' At Risk Supper Program. During the 2017-18 school year, the program provided 48,982 boxed suppers to students at FES, JES, LES, FIS and PGES through the MAC program, The 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. (2A, 4B)
42. The district received state Read to Be Ready grant money to assist with a summer reading camp for students in grades 1 through 3. The camp was held at Johnson Elementary School. (1C, 2A)
43. 103 FSSD students were identified as homeless under the McKinney-Vento Homeless Education Act. Services offered to these students and their families included immediate enrollment, assistance with procuring all immunization paperwork and school records, free breakfast and lunch, assistance with Morning and After Care (MAC) for students with working parents, assistance with school choice after the family procures housing, assistance with transportation costs to return to the student's school of origin, and assistance locating community services. (4A, 4B)
44. The district entered into a new partnership with One Generation Away to host food distribution events at Johnson Elementary and Liberty Elementary. One Gen Away has as its mission to wipe hunger off the face of America. The district is proud to support this local effort to provide food and other supports to families in need. (4A, 4B)

## Communication and Community Relations

1. The FSSD School Board maintained its status as a six-time 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. (4A, 4B)
2. The FSSD website continued 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 2017-18 school year, the FSSD website had 5,894,413 hits by 413,862 visitors. (4A, 4B)
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, 2E, 4A, 4B)
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. (2E)
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 2017-18 school year, 672 outreach messages were issued by the schools and central office. Schools also used the automated attendance calling feature to report student absences. (1C, 4A, 4B)
6. The FSSD and the FSSDEA jointly hosted an annual “Retired Staff Holiday Brunch.” (4A)
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 fifth 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. (4A)
8. In 2017-18, the FSSD Board hosted the seventh annual Top 40 Volunteers reception and recognition at the Board of Education meeting in March, where each school’s nominations of their top five volunteers were recognized. (4A, 4B)

9. FSSD recognized the School and District Teachers of the Year (TOY) with a reception before a Board of Education 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. (4A, 4B)
10. FSSD recognized the School and District Classified Employees of the Year with a reception before a Board of Education 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 him/her. The name of each District Classified Employee of the Year recipient is prominently displayed on a plaque at the Central Office. (2E)
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)
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](http://www.fssd.org). (2E)
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, tax reporting, 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, 403A, etc.) (2E)
14. The Director of Schools provided the Board of Education with timely updates regarding pertinent issues via phone or email. (4A)
15. The Director of Schools facilitated a combined retreat with the Board of Education and the District’s Leadership Team. (4A)
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. (4A, 4B)
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. (4A)
18. Communication from the professional and classified staff continued to be provided through the Director of Schools Advisory Council. (4A)

19. Parents were part of the shared decision-making at the schools through the various Building Leadership Teams. (4B)
20. The district continued to provide the FSSD community with information through e-news, the website, media releases and speaking engagements. (4A, 4B)
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, e-mails, school newsletters, district and school publications, Tuesday folders and conferences. Additionally, the Director personally addressed parent concerns by phone, meeting or e-mail in a timely manner, working with all parties involved to come to a fair resolution. (4A, 4B)
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 Board member was tasked with determining local VPK admission criteria that extended beyond the requirements set forth by the Tennessee Department of Education. (1C, 4A, 4B)
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, 4B)
24. The FSSD valued its partnership and supported the County Mayor, Sheriff and County Commission in funding School Resource Officers in the schools. (2F)
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. (2D)
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. (2D)
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. (2F, 4B)
28. The FSSD continued its partnership with several community organizations to host the Big Backpack Giveaway. Held at Liberty Elementary, this annual community-wide event provided around 1,500 backpacks filled with school supplies to students in need. (4B)
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. In 2017-18, Instagram was added to the district's social media streams. (4A, 4B)

30. School social media accounts engaged parents to make announcement reminders and to positively promote events and successes at all FSSD schools. Each year, more accounts are added at both the school and classroom level to keep parents and stakeholders informed and engaged. (4A, 4B)
31. The FSSD continued to offer online enrollment to families new to the district and new students to the district. Parents/guardians have 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. (4A, 4B)
32. 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 presented teachers with opportunities and sponsorships for attending conferences and other professional learning sessions. (1C, 2E)
33. 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, 2E)
34. 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. (4B)

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

35. The district continued 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 as a district in 2017-18 was 41%. The percentages per school (*based on May 2018 data*) were:
  - a. Franklin Elementary (K-4) – 43%
  - b. Johnson Elementary (K-4) – 55%
  - c. Liberty Elementary (K-4) – 47%
  - d. Moore Elementary (K-4) – 27%
  - e. Poplar Grove Elementary (K-4) – 50%
  - f. Freedom Intermediate (5-6) – 38%
  - g. Freedom Middle (7-8) – 36%
  - h. Poplar Grove Middle (5-8) – 37%

(3B)

36. 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. (4A, 4B)
37. A comprehensive “Parent’s Guide to Zoning” is maintained on the FSSD website in a special section called “Zoning.” It offers historical data, as well as boundary maps, and answers to frequently asked questions (FAQs). An interactive zoning map allows parents to easily find their school zone using a customized Google map on our website. (4A, 4B)

### ***Community Involvement/Outreach***

38. 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 2017-18. This Council met monthly with the Commissioner of Education and key leaders in the TDOE to discuss issues that directly impact local education agencies. (2D)
39. 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. (2D, 2F)
40. 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. (1C, 2E, 4B)
41. The Director served on a panel to discuss local educational issues with Leadership Franklin participants. (4A, 4B)
42. 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)
43. The Director contacted and met with local legislators to discuss educational issues that would appear in front of the State Legislature. (2A, 4A, 4B)
44. With input from committee members, the district reviewed and revised the Board’s Strategic Plan during the 2017-18 school year. A sixth year was added to the five-year plan to allow for time in advance of a large-scale reconfiguration of the plan’s format based on feedback from the accreditation process. (2F, 3A, 4A, 4B)
45. 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, 4A)

46. 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 2017 campaign, which successfully raised \$21,568, 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)
47. FSSD schools partnered with the Red Cross to host blood drives throughout the school year. (4B)
48. 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). (2F)
49. 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 provided a school nurse conference for school health coordinators and school nurses in September of 2017. Nurses and coordinators that attended received 2.0 continuing professional education hours. (2E, 2F)
50. During the 2017-18 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. (2E, 2F)
51. 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. (4A, 4B)
52. 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 for prize drawings, and school participation leaders were announced. A one-mile fun run was added to the celebration. (2F, 4A)
53. 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. (2F)
54. 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. (2F)

55. 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 2017-18 school year. The meeting topics were: *Planning for Your Special Needs Child's Future: It's Never Too Early to Plan* and *Here Comes the Sun: Summer Activities for Students with Disabilities*. All meetings were held at the Franklin Elementary School Media Center. The meetings will continue in future years to improve communication between school and home, and to increase understanding of student needs in special education. (1C, 4A, 4B)
56. Several schools partnered with the Williamson County Public Library (WCPL) 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(s). 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 the WCPL in the spring. FSSD library media specialists (LMSs) regularly promoted the free monthly events hosted by the WCPL during library classes and on library bulletin board displays. Moreover, in February, FSSD LMSs partnered with Williamson County Schools' LMSs and the WCPL to celebrate Williamson Loves Libraries month at the public library where students participated in a scavenger hunt, completed a survey, and explored the public library's resources. (4B)
57. 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 2017 at BGA. 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)
58. 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. (4B)
59. FSSD Coordinated School Health and School Nurses held a free community health fair in conjunction with the Freedom Middle School Race for the Stars 5K (March 2018). A variety of organizations were represented with the twenty vendors that participated. Local recreation and health-related businesses were represented (Pro Health, Williamson County Health Department, Mercy Clinic and Cool Springs Eye Care). Vendors provided free services, tokens and door prizes. Students from each FSSD school performed an activity they learned while in the physical education classroom. Jump rope teams, line and square dancing, speed cup stacking and psagi games were showcased in intervals throughout the health fair. (4B)

60. 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. (2F, 4B)
61. Poplar Grove Middle had an eight-week “Groovin’ In the Grove” program in Spring 2018. 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. (2E)
62. 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. (4B)
63. All elementary schools participated in a walk/run-themed fundraiser for their school each school year. (4B)
64. All schools participated in various food and/or clothing drives for agencies such as GraceWorks, One Gen Away, and Soles for Souls. (2E, 4B)
65. Two special education teachers at Poplar Grove Middle School and their students hosted a Thanksgiving feast on November 25<sup>th</sup>. Special Education paraprofessionals working with these teachers also participated in the preparation of the “feast.” The PGMS Best Buddies (general education student members of this national non-profit program for facilitating inclusive friendships), parents, administrators and other invited guests enjoyed this delicious meal. This feast is their annual “thank you” to all who work with their students to provide a quality educational and social experience. (4A, 4B)
66. The FSSD and WCS completed all requirements of the National Weather Service in order for our school districts to be certified as a StormReady Supporter. This recognition indicates that the FSSD officials have done everything possible to improve each school’s emergency action plans and faculty, staff, and student preparedness in the event of a natural disaster. This StormReady status is valid through April 11, 2023. (2E, 2F)
67. The district has begun work on the new Truancy Tier Intervention protocol that will go into effect on July 1, 2018. This new protocol is centered around a new law that was passed in the state of Tennessee, in which all school districts in the state are now required to complete certain task before a truancy petition can be filed on a student with the county’s juvenile court system. (2F)

## 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 2017-18 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 continued to seek and employ outstanding teachers and administrators. During the 2017-18 year, the FSSD continued the implementation of the TEAM evaluation model. The TEAM evaluation model, which includes walk-throughs, formal observations and feedback, allows for greater flexibility for teachers and evaluators and heightens the visibility of administrators. As a part of the evaluation process, a professional growth plan developed by the teachers allows them to continuously grow in the following identified areas: planning, environment, professionalism and instruction. 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. (2D, 2E)
2. The District continued to utilize 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 communicates with the District's Skyward student package which is especially useful in the foodservice area. All School Nurses have been trained and have fully implemented use of Skyward for documenting health conditions and clinic visits for students. (4B)
3. A confidentiality form was given to all employees to sign to ensure the laws and policies regarding student privacy are known and followed. (2F, 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 2016-17 and approved by the State for FY 2017-18. (2E)
5. During the 2017-18 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. (2F, 4A)
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

continued 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. (2E, 2F)

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. (3A)
8. The district discontinued use of *My Benefits Channel*, in order to implement a more robust human resources platform called *My HR Storage*. *My HR Storage* 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 on-boarding, disseminating benefits information to all employees, as well as being an avenue for online training. We plan to use it to digitize all employee records. (2D)
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. (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. (2F, 4A)
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. (2D)
12. The District's improved online application program, Frontline (formerly Applitrack), continued to provide 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). (2D)
13. Training was provided for all who use the Substitute Teacher Management Program, Aesop. 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. (2D, 2E)
14. The District placed a continuous focus on providing a competitive salary and benefit package. (2D)
15. The Director reviewed school enrollment data monthly to ensure low pupil-teacher ratios. (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 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. (2D)

17. Monthly Leadership Team meetings continually provided collaboration and professional growth among the administrative team. (2E)
18. Monthly meetings with school principals provided a forum for discussion and collaboration on administrative issues. These meetings rotated among the schools. (2E)
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. (4A)
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. (2E)
21. The District maintained a governmental tax-exempt status that increased an opportunity to secure grant funding not available to schools and school districts without this designation. (1C, 2B)
22. 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 other opportunities. In addition, students were provided over ten different field trip opportunities throughout the year. The Lottery for Educational After School Programs grant provided 75 students with scholarship rates to attend MAC; these students also received homework support and small group tutoring assistance. (1C)
23. 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: 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 does not utilize school district funds. WeeMAC cared for and educated 54 students; 6 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)
24. The Technology Department continued to run new fiber and data cable to improve our network infrastructure. (2B)
25. The Technology Department added more enterprise wireless devices and purchased new laptops for teachers in line for rotation replacements. (1C, 2B)
26. The District employed three 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, grades Pre-K through 8, as we continue our pursuit of

excellence in teaching and learning for all. The Instructional Technology Specialists were divided in the following manner: PK-4, 5-6 and 7-8. (1C, 2E)

27. The District, having fulfilled all contractual obligations with Cenergistic, continued to embrace the energy savings program begun in November 2010 and realized significant energy savings. The district achieved cost avoidance for fiscal year 2017-18 of 35.7%, or about \$509,727. (2F)
28. 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. An additional custodial floater position was created to fill in during critical absences in order to continually maintain a clean teaching and learning environment. (2D, 2E)
29. 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 FSSD faculty and staff on A.L.i.C.E. lockdown procedures. These new lockdown procedure trainings were done at each school and provided preparation and a plan for individuals and organizations 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, 2F)
30. The Safety Supervisor and the Technology Supervisor continued their work on the visitor management kiosk system. The first kiosk was initiated at Liberty Elementary in the spring of 2017. All schools are planned to have this visitor management system in place in the future. 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, 2F)
31. 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, 2F)
32. The Safety Supervisor continued to meet 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, 2F)
33. The Safety Supervisor continued to attend 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, 2F)
34. 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 have been used for new roofs at FES, COA, PGS, and FMS, building renovations at FES and other projects across the district that benefit students, staff and all other district stakeholders. (2B, 3B)
35. In June of 2016, the district recommended and the Board approved an LED lighting upgrade proposal. All lighting in the district have been 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. (2A)

36. 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 adds 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 \$70,000 in Medicaid reimbursements. (2A)
37. 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. (2A, 2B, 4B)
38. 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 completed or nearly completed at the end of Fiscal Year 2017-18. (2B, 2F)
39. During the 2017-18 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. (2E, 2F)
40. Multiple 2-way radios were purchased for the schools using Title IV funds and were programed by our local Williamson County Emergency Management Agency. Radio communication is very effective for day-to-day usage as well during an emergency situation. (2F)
41. School Safety Grant money was allocated to all Tennessee public school systems by Governor Haslam, but in order to apply for the funds, multiple requirements needed to be met and assessments reviewing areas of strength and areas of opportunity had to be completed at all schools. This work began in the summer of 2017. The Williamson County Sheriff's Office helped immensely with this work as well. (2A, 2F)
42. MAC received a 3-year, \$397,197 Lottery for Education: Afterschool Programs (LEAPs) grant. The money comes from an act of the General Assembly that required profits from the lottery go toward specific educational programs, such as college scholarships, early childhood programs and after school programs. The FSSD will receive \$132,399 a year for three years, enabling children of over 100 families to attend MAC on a sliding scale at Franklin Elementary, Freedom Middle, Liberty Elementary, Moore Elementary, Poplar Grove Elementary and Poplar Grove Middle School. The

LEAPS scholarships cover the cost of attending MAC before and after school (where available) as well as during the school breaks and holidays. In addition to academic tutoring and homework assistance, students will also experience several new enrichment classes funded through the grant. (1A, 1C, 2A, 2F, 4B)

## Future Challenges

1. A significant 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.
2. As innovative approaches to professional learning (such as micro-credentials and digital opportunities) evolve, we will need to balance traditional methods of professional learning with newer ones as appropriate, with optimal student learning our ultimate goal. Additionally, 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.
3. Equity in facilities is an ongoing challenge. 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. The district will need to continue upgrading its older buildings as funds permit, as well as addressing inadequate and inequitable gymnasium and theatre spaces at PGS. Furthermore, the Maintenance, Landscaping, and Transportation Departments currently utilize space on school campuses. Although all parties are able to adequately function, efficiencies and improvements may be attained through the construction of a separate facility. Matching priority with funding will continue to present a challenge.
4. Campus security continues to be a challenge and focus for the district. Currently all of our campuses have security cameras. However, the district will continue to work to add more/better security cameras in our schools to provide more widespread surveillance. Communication devices and protocols at each campus are continuing to be evaluated. 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. Funds that can go for new and improved security cameras and software will be a challenge. A project like this is very costly but it is an important aspect of campus security.
5. The role of the school psychologist has expanded tremendously over the past few years. With the increase in responsibilities, FSSD will need another school psychologist in the district for the 2019-20 school year to support the changing role of the school psychologist. At the present time, we have 5.8 school psychologists. The ultimate goal should be one school psychologist per school.
6. The accelerated learning program continues to be a challenge. As the program changes to meet the needs of our earliest learners in order to increase the diversity and demographics of the district, we will evaluate the pilot program implemented during the 2018-19 school year to determine how to best reallocate our personnel to provide more equity and diversity among our advanced learners.

7. Meeting the requirements of the “Say Dyslexia” law will continue to be a challenge. We must ensure that we have the proper resources for intervening with students requiring dyslexia specific interventions and provide continued professional learning for teachers delivering these interventions.
8. With the discontinuation of Compass, a gap for digital resources occurred for some teachers. Grades three and four may require an additional digital resource for literacy.
9. Continued work with families that are excessively absent can be challenging but the new truancy tier intervention protocol should help meet the needs of these students.
10. Addressing the language acquisition and academic needs of English Learners who arrive as newcomers during their intermediate and middle grades is a challenge. Limited English proficiency impedes student progress related to extremely challenging intermediate and middle school academic content. Identifying instructional resources that address the needs of newcomers in grades 5-8 poses a significant challenge to EL and general educators alike.

## Summary

The 2017-2018 Annual Report is a comprehensive document that can be overwhelming to read as it has so many elements of the important work we do in FSSD. With that said, it is impossible to include every aspect on which the district has placed its focus, but this report indicates the general direction of the district and the major areas of emphasis as they relate to the expectation of the Board of Education for the Director of Schools. While the academic and curricular areas are the largest and most intense areas of emphasis, what you might notice within these pages are the significant areas that continue to grow each year around children's well-being. Teachers and administrators are extremely adept at tailoring instruction to meet just about every academic need a student has. However, the field of education is slowly trying to address children's social and emotional challenges that may prevent them from learning. This requires several fields to join together to try to meet the critical mental and behavioral needs of students while we are also growing them academically. It is a very relevant and somewhat difficult challenge to fit into the 8-hour school day. At the same time, our teachers are not mental health experts so you will see in this plan a movement to partner with more outside agencies and incorporate push in and extracurricular programs designed to help families address all of their children's needs.

As we say every year, this Annual Report is a testament to the excellence represented in our district and our extreme focus on meeting children's multi-faceted social, emotional and academic needs. It almost goes without saying that none of this important work would reach its intended levels of success without a lot of planning. 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. We understand that without a trusted partnership across all of our schools and leadership teams, we would be spinning our wheels. Leadership is critical to place emphasis and focus on desired outcomes and our leadership this year has been outstanding. Upon completion of this Annual Report, I will repeat a message that never gets old: I am incredibly humbled to represent and work alongside the educators, support staff and school leaders of the Franklin Special School District, who are recognized and respected across the state, the region and the nation. I am also greatly honored to serve the students, families, employees and Board of this extraordinary school district.

## Glossary of Terms

**1:1 Initiative** - A technology 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.

**Achieve 3000** - A web-based reading program piloted at Freedom Middle School that provides non-fiction articles and activities at varied Lexile levels based on each student’s level set results.

**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 (RtI<sup>2</sup>) in reading and mathematics. AIMSweb uses brief, valid and reliable measures of reading, math and written expression performance for grades K-8. In the FSSD, 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 (re-named Frontline).

**Academic and Behavior Support Team (ABST)** – Each school has an ABST 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 and behavioral 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 that guides our district conservation program.

**Child Online Privacy Protection Act (COPPA)** - A law established to protect the privacy of students' information by limiting the collection and use of personal information for children under the age of 13.

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

**Chronically Out of School (COOS)** -- a measure that is required under the Tennessee Accountability Plan. Each school and district is monitored for the percent of students who miss 10% or more school days annually. Each school and district receives a score of 1-4 based on the percent of students or based on their improvement from the previous year in addressing student attendance.

**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.

**Edgenuity** – a provider of K-12 online and blended learning solutions including online courses, credit recovery, intervention, and test preparation that was piloted at Freedom Middle School.

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

**End-of-Course (EOC) tests** - annual summative assessments for high school credit-bearing classes under the TCAP umbrella of assessments.

**English Language Proficiency Assessment (ELPA) Growth Standard** - Required by the Tennessee ESSA Accountability Plan, this metric measures whether an EL student is making adequate annual progress on learning English even if they are not yet ready to exit from direct EL services. Each school and district receives a score of 1-4 based on the percent of students who meet the ELPA growth standard.

**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 for volunteers 55 and older. Tutors provide mentoring, encouragement, friendship and assistance to children who need to improve their reading skills. Tutors support the learning of their assigned elementary students through one-on-one tutoring sessions on a weekly basis.

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

**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, created 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.

**Individuals with Disabilities Education Act (IDEA)** - a federal law that requires schools to serve the educational needs of eligible students with disabilities.

**i-Ready** - A web-based math program piloted at Freedom Middle, Poplar Grove Schools, and Johnson Elementary aligned to the district's adopted math curriculum. Students complete a diagnostic three times a year and are provided with an individualized learning path based on results. i-Ready provides in-depth reports for teachers detailing every student's areas of need.

**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.

**McKinney-Vento Homeless Education Act** - A federal law requiring states and districts to address the needs of students who are identified as homeless, doubled up, or living in inadequate housing. Services offered to these students and their families included immediate enrollment, assistance with procuring all immunization paperwork and school records, free breakfast and lunch, assistance with Morning and After Care (MAC) for students with working parents, assistance with school choice after the family procures housing, assistance with transportation costs to return to the student's school of origin, and assistance locating community services.

**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 HR Storage** – New human resources digital platform used for on-boarding, training, benefits communications and digitizing records.

**My Learning Plan/Frontline** – 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.

**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.

**NewsELA** - An online platform piloted at Poplar Grove Middle that provides students with access to leveled nonfiction texts, annotation features, and short assessments.

**Nextera** - the online assessment delivery platform created by Questar Assessment, Inc. currently used for online End-of-Course testing in Tennessee. Student and class data is exported from the state department of education into Nextera. Administrators can monitor student testing progress and receive reports through Nextera. Students access their assessment through Nextera.

**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.

**Questar** - the assessment company currently producing the summative assessment for Tennessee. Questar produces both paper TNReady and online End-of-Course tests through the Nextera testing platform for TCAP testing.

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

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

**Response to Intervention and Instruction (RtI<sup>2</sup>)** – A tiered approach to instruction in which increasing levels of intense instruction are provided to students not making progress in the first tier. All learners receive 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 (RtI<sup>2</sup>-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 RtI<sup>2</sup>-B team to facilitate and implement positive behavior support.

**School Improvement Plan (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.

**Securly** - A cloud based filtering program that also provides alerts to school and district leaders about student use: specifically cyberbullying and self-harm.

**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.
- **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. FSSD participated in the first two strands of the grant program.

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

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

**System 44** – A resource piloted at Liberty Elementary to help students master the foundational reading skills required for success with the new standards, college, and career through explicit instruction in phonics, comprehension, and writing.

**TECHFIT (Teaching Engineering Concepts to Harness Future Innovators and Technologists)** – a program sponsored by Purdue University and the National Science Foundation designed to spark STEM interest in middle school children by demonstrating the impact information and technology has on our world and inspiring this next generation of innovators to design and implement technology-based fitness games to get people moving and having fun while simultaneously and positively improving their health.

**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. The accountability plan must meet the requirements of the Every Student Succeeds Act (ESSA) and be approved by the US Department of Education.

**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 (RtI<sup>2</sup>-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 Organization for School Superintendents (TOSS)** – TOSS is comprised of district leaders who are committed to lifelong learning, best practice sharing, and continuous improvement.

**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.