

ANNUAL REPORT
State of the FSSD

TO THE FSSD BOARD OF EDUCATION
(Report based upon 2018 - 2019 School Year)

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

Excellence in Teaching and Learning for All

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

Committed to Excellence through

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

In order to fulfill our mission and transform our vision to reality, the Board of Education of the Franklin Special School District establishes the following goals and objectives for its Director of Schools for school/fiscal year 2018-2019.

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. Support innovative approaches to curriculum and instruction, especially instructional technology, 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. Continue to 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 District and Board's Vision of *Excellence in Teaching and Learning for All*:

- 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. Continue to implement school equity throughout the district.
- C. Design and implement a three-year plan to bring all aspects of the school nutrition program at each school facility to be fully functional with appropriate equipment, with regular space maintenance designed to maximize student participation in the program.

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 improvements 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.
- C. Communicate urgent information as quickly and easily as needed to board members and other stakeholders.

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 2018-2019, Tennessee continued to implement the Accountability Plan developed under the Every Student Succeeds Act (ESSA) and approved by the US Department of Education (USDOE). 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 an overall designation as *Advancing* with a score of 3.0/4.0. Although our designation for Achievement was *Exemplary*, our designation for Subgroups was *Advancing*, indicating that we are exceeding the achievement growth expectation for all students but not advancing our historically underserved student groups as quickly as needed. (1B, 1C, 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 English Language Arts (ELA), Social Studies, and End-of-Course (EOC) Algebra I and Geometry. Of the 146 school systems in Tennessee, the FSSD ranked 6th in 3-8 Math, 7th in ELA, and 5th in Social Studies. FSSD was one of eight TN districts to score in the top 10 in all tested subjects. District-by-district TCAP results can be accessed on the Tennessee Department of Education (TDOE) 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, and Social Studies were 17+ percentage points higher than State proficiency levels for the *All Students* group. Specifically, 50.9% of FSSD students in grades 3-8 scored proficient on ELA compared to the TN students' percentage of 33.7%. In Math, 62.3% of FSSD students scored proficient compared to the TN students' percentage of 40.8%. In Social Studies, 65.1% of FSSD students scored proficient compared to the TN students' percentage of 40.9%. (1B, 1C, 4A, 4B)
4. This year, 114 FSSD 7th and 8th graders took Algebra I, a high school credit-bearing class, in middle school. Eighteen 8th grade students took Geometry. The TNReady End of Course (EOC) tests were administered to these students. Although the number of students taking Algebra I in 7th grade is small (15 students), 100% scored at the proficient levels of *On Track* or *Mastered*. Of the 99 8th grade students taking Algebra I, 87% 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 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 higher level than their peers across the State in the percentage of students scoring *On Track* and *Mastered* in Math (BHN: State 26.8%, FSSD 44.2% // ED: State 24.7%, FSSD 38.8% // EL: State 11.8%, FSSD 18.6%). In ELA, at least 11% more of the students in the BHN subgroup scored proficient. In Social Studies, all four subgroups outshone their peers at the state level (BHN: State 26.2%, FSSD 47.1% // ED: State 23.5%, FSSD 37.4% // EL: State 5.2%, FSSD 25% // SWD: State 10.6%, FSSD 20.9%). (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 results on the state summative assessment. FSSD earned a score of "5" in Social Studies, "5" in Numeracy, "3" in Literacy and Numeracy combined, "1" in Literacy, and a Composite score of "5" with all subjects combined. We are very proud of the growth score in Numeracy which was a score of "1" last year. The lower growth score in Literacy was

disappointing but we are addressing this need as we continue to maintain strong growth in the other areas for the next school. (1B, 1C, 4A, 4B)

7. FSSD 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 students participated, and score categories were: ELA: Level 1 - 20%, Level 2 - 10%, Level 3 - 53%, and Level 4 - 17%; Math: Level 1 - 17%, Level 2 - 20%, Level 3 - 43%, and Level 4 - 20%. Social Studies: Level 1 - 50%, Level 2 - 33%, and Level 3 - 17%. 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 (ELPA) indicate that, because of their excellent growth in speaking, listening, reading and writing in English, 23.5% 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 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 2018-19, 62.6% 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 2018-19, the COOS rate in FSSD was 3.8% compared to the state rate of 13.1%. (1B, 4A, 4B)

High School Transition/Career Education

10. FSSD 8th grade students participated in the Annual World of Possibilities Career Exploration Day held at the Williamson County Agricultural Exposition Park on November 8, 2018. This event, co-sponsored 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 is placed on the critical role a strong educational foundation plays as students begin to contemplate potential career paths. In preparation for Career Exploration Day, students were given career 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)
11. FSSD 8th 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 students to meet with the high school counselor. (1B, 4A, 4B)
12. Centennial and Franklin High School counselors visited Poplar Grove Middle and Freedom Middle in February to speak with 8th grade students to provide 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)
13. 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 were confirmed, parent questions were answered and a four-year high school curricular plan was completed. (4B)

School Improvement Plans

14. 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 for each student. The district plan also included goals for Student Well-being, Support for EL and SWD Subgroups, and Leadership Development. 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 in a new section, InformTN, which is located on ePlan, which is the TDOE website for Electronic Planning and Grants Management. (1B, 1C, 2E, 4A, 4B)

Character Education

15. Character Under Construction continues to serve as the district-wide vehicle to teach nine core values, one of which are designated for each month of the school year: the pillars of Respect, Responsibility, Perseverance, Citizenship, Cooperation, Fairness, Caring, Courage and Trustworthiness. Each school counselor, the administrative team, faculty and staff members 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)
16. The Franklin Special School District continued to participate alongside the Williamson County Schools in its Be Nice initiative during the 2018-19 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 were selected and participated in the Veterans Day parade, and the Board passed a Proclamation declaring November 12-16 as Be Nice Week. Schools continued to emphasize the Be Nice philosophy throughout the year with various events and special assemblies. (1C, 4A, 4B)
17. 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)
18. 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

19. 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)
20. Approximately 859 students participated in the Young Scholars Institute (YSI). The summer of 2019 was the 36th 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 118 scholarships were granted to students who would otherwise be unable to participate. (1A, 1C, 4B)

21. The FSSD continued its participation in an Art Exhibit at the Frist Center for the Visual Arts in early 2019. Student artwork from FSSD schools was selected and displayed. A reception at Frist, held for the FSSD featured artists, was very well attended. (1C, 4B)
22. Prominent display of student artwork in the director's office, on the district website, 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)
23. The School Board recognized students for various achievements at each Board meeting in support of the whole child teaching philosophy. (1C, 4B)
24. 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)
25. FSSD elementary school students are provided with a true "whole child" education, with related arts courses including physical education, art, music, computer, SMART/ReadyK for Kindergarten students, and Quaver Music for grades K-8. (1C)

Universal Screening and Tests for Progress Monitoring

26. A document titled *District Required RtI² Assessments* was distributed to all administrators and teachers as a means of providing consistency and accurate communication of universal screening measures and progress monitoring across the district. (1B)
27. 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)
28. 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*). AIMSweb was used to progress monitor in Math in grades 2-8. (1B)
29. iReady was used as a universal screening measure for Math in grades 2-8. (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 2018-19 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 2018-19, these PLCs continued to focus discussions on the instructional refinements related to the Tennessee Academic Standards in math, ELA/literacy, and science. 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, Certified Restraint Training, occupational therapy strategies, positive behavior support, Imagine Learning, SPIRE, Lindamood-Bell, Neuro-Science in Education, compliance monitoring and legal issues. In addition, special education (SPED) 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 SPED representatives from each school 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 FSSD 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 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 1st, FSSD's Opening Day, a welcome event for all FSSD educators and staff was held at PGS. Erin Gruwell was the special guest and keynote motivational speaker. Ms. Gruwell is a teacher, author, and founder of the Freedom Writers Foundation. By fostering an educational philosophy that values and promotes diversity, Erin transformed her students' lives, encouraging them to rethink rigid beliefs about themselves and others, reconsider daily decisions, and ultimately rechart their future. Erin and her students captured their collective journey in *The Freedom Writers Diary*, which has also become a major motion picture. Erin founded the Freedom Writers Foundation where she currently teaches educators around the world how to implement her innovative lesson plans into their own classrooms. She created the Freedom Writers Methodology, a progressive teaching philosophy and curricula designed to achieve excellence from all students. Erin continues to fight for equality in education, inspiring teachers and students all over the world with her work. 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, as well as professional learning sessions centered on new district-provided resources including Imagine Learning, i-Ready Math, Achieve 3000, STEMscopes Science for grades K-5, and Pearson Realize science for grades 6-8. Also offered on the opening day were required CPR, first aid, and First Responder workshops. (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 & Learns/Discuss & Designs.” 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 three continued to center on professional learning needs. Based on feedback, the 2018-19 year brought the option for schools to schedule these meetings at various times during the school day, not just the typical lunch hour or during the late afternoon. (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 using assessments such as AIMSweb, STAR Reading Enterprise, and iReady Math to determine student progress and effectiveness of instruction and intervention. (1B, 1C, 2E)
9. 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)
10. Learning opportunities were provided for teachers of high-achieving students. Teachers participated in sessions facilitated by Sarah DeLisle, Ed.D. and Eric Fecht, M.Ed. (Vanderbilt University Programs for Talented Youth) titled *Adding Depth and Complexity to ELA Instruction for Grades 5-8* and *Scaffolding Questions to Promote Higher Level Thinking* as well as in workshops facilitated by Maria Gonzalez (Association for Supervision and Curriculum Development) titled *Differentiated Instruction for Grades K-4 and 5-8*. (1B, 1C)
11. Science kits from STEMscopes (<https://www.stemscopes.com/>) were provided to teachers in grades K-5. These resources are aligned to the adopted STEMscopes science textbook and digital content. Additionally, teachers received professional learning to support STEM (science, technology, engineering and math) education from the Adventure Science Center located in Nashville and from Ms. Andrea Berry (Knox County K-12 Science Supervisor). FSSD also participated in the Middle Tennessee STEM network. FSSD continued to partner with SAE International to implement *A World in Motion*, a STEM curriculum for grades 6-8; this partnership was funded/supported by Nissan. The middle school curriculum can be viewed at: <https://www.sae.org/learn/education/middle-school-curriculum> (1C, 2E)
12. The district continued to provide ongoing support for the National Board Certified Teacher (NBCT) candidates. Two teachers earned National Board Certification status during the 2018-19 year. Five teachers began the National Board pursuit during the 2018-19 year. Two other teachers continued working on National Board Certification. In 2018-19, FSSD had 22 teachers, 5 school psychologists and 6 speech pathologists receive the Board-approved \$4,000 per year supplement. Additionally, two part-time speech pathologists received a \$2,400 pro-rated amount for their certification. These supplements were one element of the Differentiated Pay Plan. (1C, 2D, 2E)
13. 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)

14. 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: working with clay, creating clay stamps, and pottery wheel basics for art teachers, diving into Quaver Music (<https://www.quavermusic.com/info/>), as well as examining the revised state fine arts standards 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)
15. 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 the Nashville Predators' Fitness Challenge, Fitnessgram (the official assessment of the Presidential Youth Fitness Program) and Progressive Aerobic Cardiovascular Endurance Run (PACER). (1C)
16. All school-level administrators have been trained in TEAM and certified to evaluate educators. Additionally, five district-level Teaching & Learning members have been trained in TEAM and certified to evaluate educators. The Director of Schools and the Associate Director of Schools for Teaching & Learning have been trained and certified to evaluate school level administrators. District professional learning goals were identified through TNCompass refinement reports that highlighted teacher and administrator needs based on TEAM results. (1C, 2E)
17. Four school psychologists and the Supervisor of Special Populations attended the TAASE (Tennessee Association of Administrators of Special Education) Legal Conference in December 2018. This annual legal conference focused on current legislation impacting special education. The psychologists attending this conference shared this information with the entire psychology team and with Academic Behavior Support Teams in the individual schools. (2E)
18. The Early Childhood Education PLC met twice monthly, allowing the Special Education Preschool and Voluntary Pre-K Teams to work collaboratively on commonly used Teaching Strategies Creative Curriculum. (1C, 2E)
19. The Partners in Education (PIE) Conference: a Continuum of Services for ALL Children was held in Nashville during late January 2019. Teams of SPED teachers, speech-language pathologists and school psychologists took advantage of the many opportunities for growth in the areas of RtI², differentiated learning, early childhood, transition, SPED interventions, positive behavior support and best practices for all students. A team of educators from Freedom Middle School was scheduled to present a very popular session on "Lessons Learned from Monitoring," but the session was canceled due to an unexpected snow day on Wednesday, January 30. (1C, 2E)
20. Poplar Grove Middle and Poplar Grove Elementary Schools were selected by the TDOE and the Tennessee Behavior Supports Project (TBSP) as *Silver Level Models of Demonstration Schools for Response to Instruction and Intervention for Behavior* (RTI²-B). In addition, Johnson Elementary School was recognized as a *School of Recognition*. 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)
21. One of FSSD's Speech/Language Pathologists attended the 13th annual Tennessee Association of Assistive Technology (TAAT) Conference on November 29th 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 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, E)

22. 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 BANTIP. (2D, 2E, 2F)
23. 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, computer science, and fine arts. (1B, 1C, 2D, 2E)
24. FSSD professional learning opportunities included the following:
 - a) The TDOE offered Summer Standards Trainings on the Tennessee Academic Standards for Science, Math, Social Studies, Computer Science, and World Languages. 32 FSSD teachers participated in one or two days of state-sponsored professional learning. Teachers returned with the requisite knowledge and skills to facilitate professional learning in their schools. (1C, 2D, 2E)
 - b) In July, Jackie Frazier (Wonders consultant) facilitated writing training around Wonders updates for teachers of grades K-5. (1C, 2D, 2E)
 - c) Eight special education teachers participated in the 2019 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) returned to FSSD for the second time to facilitate two workshops (one for returning participants and one for teachers new to the strategies) on Whole Brain Teaching (WBT) for 31 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 2019, 15 FSSD teachers attended the three-day Oak Hill School Summer Teacher Institute for Elementary and Middle School Teachers in Nashville. Teachers deepened their knowledge in SEL, STEAM, 21st-Century Learning skills, and the Design-Thinking process. (1C, 2E)
 - f) Google Suite for Education Summit: FSSD teachers attended the Google Summit at Harpeth Hall at the end of May 2019. 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 2018. Participants attended sessions that provided instructional technology resources for classroom integration. (1C, 2E)
 - h) Instructional Technology Courses:
 - o Instructional technology specialists provided Chromebook training for teachers in August at Freedom Intermediate, as this was their inaugural year with these devices. Support for these devices continued throughout the school year. (1C, 2E)
 - o Dinah Wade and Jennifer Parker led a book study with the book, *Code in Every Class K-8* in June 2019. A Google Classroom was set up for weekly discussions regarding the chapters in *Code in Every Class*. Teachers had the opportunity to learn about coding concepts and consider how they can incorporate computer science skills into their core curriculum. A follow up meeting in July at the FIS Media Center revolved around hands-on application. Teachers gathered together to learn about the different websites and hardware available to teach computer science concepts. Teachers participated in various stations to try out the different programs such as: Scratch, Makey Makey, Dash and Dot Robot, Microbit, Raspberry Pi, Code.org, BrainPOP Creative Coding, and the Hour of Code website. (1A, 1C, 2E)

- Dinah Wade led a session for computer lab teachers and paraprofessionals in January 2019 highlighting integration of content through the use of Makey Makey and Raspberry Pi and the Scratch coding program. (1A, 1C, 2E)
 - Jamie LaRocca from PCS provided Promethean Training on the new ActivPanels at Freedom Intermediate School in August 2018 and at Poplar Grove in January 2019. Teachers learned how to utilize the new software that exists within the new device, which is a change from their previous Promethean boards. (1C, 2E)
 - Throughout the school year, Instructional Technology Specialists supported and provided additional training to teachers participating in digital programs, such as Imagine Learning, Achieve 3000, Reading Assistant and i-Ready. These trainings took place in conjunction with trainings provided by vendor trainers. (1C, 2E)
 - Computer lab teachers and paraprofessionals participated in a Learning.com virtual learning session and explored options for Google Classroom integration for E-Rate Online Safety and Keyboarding lessons. (1C, 2E)
 - Instructional Technology Specialists and Drew Bingham facilitated a session for paraprofessionals reviewing online resources available for students and features in Skyward Business. (1C, 2E)
 - Instructional Technology Specialists facilitated trainings for faculty and staff at all buildings reviewing updated technology resources and procedures. (1C, 2E)
 - Representative teachers of K-2 and reading coaches from every elementary school were part of the first cohort of FSSD K-2 Reading Academy. The professional learning was offered through 5 days over the course of several months. (1C, 2E)
25. Tennessee Behavior Supports Project (TBSP): FSSD partnered with Vanderbilt University on a free 5-year grant to support schools and districts to become familiar with strategies for better serving students that have, or are at-risk for, behavior difficulties through Response to Instruction and Intervention – Behavior (RtI²-B). This support may include helping schools identify students who are unresponsive to Tier 1 or Tier 2 prevention efforts, providing recommendations on the school leadership team practices, and providing support and guidance on critical features within each tier. The district RtI²-B Leadership team meets quarterly, and the school teams meet monthly. The purpose of these meetings is to ensure that (a) RtI²-B is aligned with other district initiatives, and (b) resources and time are allocated to RtI²-B preparation and implementation in schools. The district also provides two coaches to assist schools with the implementation of TBSP; one supports K-4 schools and the other serves 5-8 campuses. (1B, 1C, 2E, 2F, 4B)
26. Instructional Technology Specialists attended and presented at the Tennessee Educational Technology Association Summer Institute in July 2018. This 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)
27. The FSSD Behavior Consultant and the FSSD Autism Consultant attended the Tennessee Association for Behavior Analysis (TABA) Conference in November 2018. TABA advances awareness, development, and access to the practice of behavior analysis. (1C, 2E)
28. During Spring 2019, the FSSD Special Education Department began 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)
29. Throughout the 2018-19 school year, a team of educators which included the Associate Director for Teaching & Learning, the Supervisor of Student Performance, the Supervisor of Special Populations, two principals, two accelerated learning specialists, one school psychologist, and our school psychology intern 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*,” the team members continued to make efforts to reflect the diversity and demographics of the honors classes in grades 5-8. At the beginning of the 2018-19 school year, the district implemented a pilot program at one campus where all students in grades K-2 were

exposed to problem-solving and critical thinking activities. The teachers who were a part of the K-2 pilot at PGES completed a survey of the program to provide additional insight. The team evaluated the progress of this program as the year progressed and, after all other input was gathered, determined that this program should continue and expand to add another elementary campus. This will help us determine how to further reallocate personnel to provide additional opportunities for all students in K-2 to be exposed to creative and critical thinking opportunities. Additionally, feedback was solicited from K-8 parents regarding the Accelerated Learning Program. This was done through an anonymous survey sent out through Blackboard Connect. This committee, after much research and discussion of various stakeholder input, made the following changes to the Accelerated Learning program: a cognitive assessment for all 2nd graders (CogAT) was added; measures used to evaluate students for Accelerated Learning services in grades 3-4 was determined; a parent letter from grades 3-4 was created; the goal of identifying the top 10% of students was set for grades 3-4. The committee will focus its work on grades 5-8 during the 2019-20 school year. The work of this committee will continue throughout the 2019-20 school year and beyond, with the change of two members. (1C, 2E)

30. Twenty FSSD special educators attended the National Autism Conference on November 30, 2018 at the Nashville Marriott. Dr. Temple Grandin, a world-renowned autism spokesperson, scientist and inventor, was the featured speaker at this conference. (1C, 2E)
31. In keeping with the Individuals with Disabilities Education Act (IDEA), school districts are required to provide training for anyone who must isolate or restrain a child with disabilities in an emergency situation. During the 2018-19 school year, FSSD finished out a contract to provide this training through the Crisis Prevention Institute using one of our special education teachers as the district trainer. Beginning in June 2019, we transitioned to the Certified Restraint Training program to train our personnel in both verbal and non-verbal de-escalation as well as physical restraint. We trained approximately 60 individuals in June and continued to offer this training throughout the 2019-20 school year. The company, CRT, certified two of our district-wide consultants to continue this training throughout the year as needed. Continuing the majority of the restraint and isolation training during the summers was planned, to avoid pulling personnel during the school day. This training is for administrators, teachers (general education and special education), paraprofessionals and other staff members for the skills, confidence, and effective framework needed to safely manage and prevent difficult behaviors. (1C, 2E)
32. Two Preschool SPED teachers attended a conference on Learning Without Tears on February 1. This pre-K curriculum uses music and playful activities to help young children build a solid foundation for school success. The workshop introduces a readiness curriculum with developmentally appropriate activities to teach children about letters, body awareness, numbers, sequencing, and sharing in a fun, engaging, and informal manner. (1C, 2E)
33. Four of the five SPED preschool teachers attended a session on Zoo-Phonics on June 10th. This workshop teaches all aspects of language arts – based on phonemic awareness and phonics, taught kinesthetically and mnemonically. The principle of Zoo-phonics maximizes understanding, memory, utilization and transference to all areas of the reading, spelling and writing process in a playful and concrete manner. (1C, 2E)
34. Seven of the FSSD Speech-Language Pathologists participated in a two-day training in August at Vanderbilt University. This conference is a state-wide conference for SLPs to train and network on current practices in the speech and language concerns for students with disabilities. (1C, 2E)
35. The FSSD Deaf Educator and one Speech/Language Pathologist attended the Midwest Conference on Deaf Education June 9-12 in Sioux Falls, South Dakota. This collaboration with other deaf educators helps to promote the academic outcomes of deaf and hard-of-hearing students, enabling them to reach their maximum potential and become productive members of the Deaf community and society. (1C, 2E)
36. One of FSSD's Educational Interpreters (Sign language) attended the Tennessee School for the Deaf Summer Institute for Interpreters June 10-13 in Knoxville, TN. (1C, 2E)

37. All members of the Occupational Therapy team (two registered OTs and two COTAs (Certified Occupational Therapy Assistants) attended a session on April 26 in Franklin by Summit Learning on the “Treatment Solutions for Children with Severe Impairments.” (1C, 2E)

Administrative Professional Learning

38. 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 2019 Leader U, Partners in Education (PIE) Conference, the annual Learning Forward conference, the National Principals Conference, and more. Professional learning sessions on the following topics were the main focus for the 2018-19 year: Revised Tennessee Academic Standards for Social Studies, Social Emotional Learning (SEL), and i-Ready Math data analysis. (1C, 2E)
39. 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 Tennessee Department of Education, and continued to utilize the TEAM model to evaluate principals and assistant principals. (2E)
40. 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)
41. One of our principals, new to FSSD, was trained in Level 1 - Coaching for High Performance. He attended this four-day training in Dallas, Texas, where Results Coaching Global is located. This training has been a cornerstone of administrative professional learning in the district and has developed leadership skills for effective conversations focused on improvement. (2E)
42. 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 2018-19 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)
43. District administrators received routine support, training, and updates regarding RtI² and dyslexia during leadership retreat, leadership meetings, and staff meetings. The District RtI² Team met to evaluate RtI² components, behavior additions, expectations and progress. (1B, 1C, 2E)
44. 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 2018-19 school year, FSSD has not had any students participate in the IEA program. (1B, 1C)
45. In August 2018, FSSD Special Populations Supervisor attended the State Special Education Supervisor’s Institute, a three-day workshop for special education supervisors sponsored by the TDOE in Murfreesboro, TN. (1C, 2E)
46. The Supervisor of Special Populations attended the LRP National Institute on Legal Issues of Educating

Individuals with Disabilities in Orlando, FL in May 2019. 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)

47. The Associate Director of Teaching and Learning and the Supervisor of Special Populations continued to participate on the Mid-Cumberland Hospital/Homebound Consortium. This group of educators and medical personnel meets twice per year coordinated by Vanderbilt Children's Hospital to discuss and collaborate on issues regarding homebound students. (1C, 4B)
48. The Associate Director of Teaching and Learning, Associate Director of Finance, two middle school principals and Supervisor of Special Populations attended the *Leader and the Law*, a workshop sponsored by TOSS in October 2018. Chuck Cagle, Esq. presented information to administrators in the Middle Tennessee area on current legal issues for special education, discipline and documentation. (1C, 2E)
49. The Supervisor of Special Populations is a member of the Tennessee Association of Administrators in Special Education (TAASE) Board which 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)
50. The Supervisor of Special Populations is 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)
51. 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 included: the Supervisor of Student Performance and the Curriculum & Professional Learning Supervisor. (1C, 2E)
52. The Instructional Technology Team participated in the 2018 Digital Transition Discussion/Digital Analytics hosted by the Learning Counsel at Vanderbilt University in October. The focus of the event challenged leaders to review data system leadership principles, strategies, and tactics used to enhance creative construction of digital learning. (1C)

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, as well as social, emotional, behavioral 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 titled “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, 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 3rd grade students who were non-proficient in reading as measured by STAR Enterprise or report card data. Each school provided after-school tutoring for 3rd grade non-proficient students. (1C, 4B)
3. The district utilized universal screening and progress monitoring assessment software (AIMSweb, STAR Reading, and iReady Math) 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, the autism consultant, and the behavior consultant 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 resources for students to access at school or at home. (1C, 4B)
6. Web-based programs such as AIMSweb, Renaissance STAR, i-Ready, Destiny, Grolier, Accelerated Reading, Rosetta Stone, Teaching Books, 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 Frontline, 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 6th grade at FIS and PGMS attended digital safety/citizenship trainings facilitated by 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 FIS and FMS. 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 860 students. (4B)
11. School-based programs and resources for gifted students continued to support the academic and social-emotional growth of our students with Intellectual Giftedness. In addition to their other responsibilities for honors and accelerated learners, an Accelerated Learning Specialist in each building provided the instructional staff to support these students. (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 RtI² 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 5th-8th graders who met established guidelines set by the Honors Committee were eligible to participate. The district hosted two Honors Program information meetings in January - one for parents of rising 5th graders and one for parents of rising 6th through 8th graders – to provide a description of the program as well as details about qualifications for entry, testing requirements, timelines, the reconsideration process and useful websites. The district translator was present to provide interpretive services for Spanish-speaking families. (1B, 1C, 4A, 4B)
15. The FSSD provided support to the Gentry Educational Foundation, which served students during the summers of 2018 and 2019 by providing remediation, enrichment, recreation and music instruction in a fun camp setting. Located at JES and FIS, the Gentry Educational 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 (morning and afternoon)
 - b) Super Science class
 - c) Piano lessons
 - d) Computer coding
 - e) Imagine Learning (morning)
 - f) Weekly club meetings for 4th grade boys focused on manners and sportsmanship
 - g) Three summer book studies for 5th and 6th graders (each lasting one week), including a field trip to the Nashville Zoo
 - h) Provided teachers for New Hope Academy's summer program that housed FSSD students (from Franklin Housing Authority)
 - i) STEM/enrichment (science, technology, sports, music and art) classes twice a month for JES Gentry's tutoring students
 - j) Weekly enrichment classes (soccer, art, science, coding) for FIS Gentry's tutoring students
 - k) Summer 2019 tutoring in reading/math, plus full day enrichment at JES for two weeks
 - l) Summer 2019 Pre-K program (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 (translated into dollars for the schools) for participating in programs promoting litter prevention and clean-up, beautification, waste reduction, recycling and environmental education. Specific highlights included:
 - a) Franklin Elementary earned \$644.86;

- b) Freedom Middle earned \$729.59;
 - c) Johnson Elementary earned \$771.47;
 - d) Moore Elementary earned \$1,147.82;
 - e) Liberty Elementary earned \$246.56;
 - f) Poplar Grove Elementary and Poplar Grove Middle worked together, earning a combined check of \$1,234.95 in the merit program and \$125.41 in the recycling rebate program;
 - g) Freedom Intermediate earned \$54.98 in recycling rebates. (4B)
17. The FSSD administered kindergarten readiness screening measures to four students whose parent(s) requested this testing based on the child's birthday falling between August 16th and September 30th. Parents submitted the necessary documents to pursue this screening, which included a letter to the Director of Schools seeking this assessment, the child's official birth certificate and 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 2018-19 year. Parents were contacted with assessment results. One student met the required criteria to enroll in kindergarten. Three students who did not meet the required criteria were referred to our district Pre-K program. (1B, 4B)
 18. FSSD students 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, Brainpop 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)
 19. FSSD continued to use Milo the Robot, a humanoid robot that engages children with Autism and delivers research-based lessons that teach social behaviors. This was the third and final year of this program implemented during the 2016-17 school year. After 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, we continued to use Milo the Robot during the 2017-18 and 2018-19 school years. (1C)
 20. The district offered its 7th grade students an opportunity to participate in the Duke Talent Identification Program (TIP). In 2018-19, three FMS and one PGMS students qualified for State Recognition. Duke TIP's 7th Grade Talent Search is the largest program of its kind in the nation, offering eligible academically talented 7th graders the opportunity to take the ACT college entrance exam. Students earn state recognition by scoring at or above the national average of recent high school graduates on at least one part of the ACT or the SAT. Additionally, students in grades 4-6 may choose to participate in the Duke TIP program. They may choose to take the PSAT and/or participate through online activities, contests and summer programming. (1B, 1C, 4B)
 21. Students in grades 4-5 were offered an opportunity to participate in the Elementary Mini Mu Competition. Students take two high-level math tests that cover a wide variety of problem-solving skills. The top 20 finishers were awarded in the competition; PGES had nine students who finished in the top 20, out of 265 students, on one or both of the tests. (1C, 4B)
 22. Middle school students had the opportunity to participate in several national academic competitions through a new academic club at FMS called Freedom Academic Competition Team (FACT). Eight FMS students and one FIS student were among a select group of students whose performance on local and regional academic competitions garnered them an invitation to compete in the International Geography Bee, the U.S. Academic Bee and the National Science Bee, and the National History Bee in Atlanta in June 2019 against students from across the United States. In addition, one student was also the top scorer in Tennessee in the Scholastic Achievement League Challenge, a contest that involved over 12,000 middle school students nationwide. (1C, 4B)
 23. 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. Freedom Middle School football and tennis

teams won their sport championships. In addition, the Poplar Grove Competition Cheerleading team won several regional championships and qualified for nationals in Orlando. (1C, 4B)

24. Several schools placed in Destination Imagination (DI) competitions at the local and state 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 Spring 2019, four teams from MES placed in 1st, 2nd, 5th and 6th places in the state competition and a team from FIS placed 1st in its state division. (1C, 4B)
25. The district continued our partnership 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)
26. FMS and PGMS students who were enrolled in their Science, Technology, Engineering, and Math (STEM) class formed a team to participate in Purdue's TechFit competition integrating fitness, coding, and technology. FMS and PGMS teams traveled to Purdue University in December 2018. Freedom Middle School was awarded as the national TechFit winner in the competition. (1A, 1C)
27. Instructional Technology Specialists began the vetting process for coding curriculum aiming to provide all students with opportunities for rigorous coding programs as a foundational part of ensuring college and career readiness. (1A, 1C, 3B)
28. The 51st anniversary of the Special Olympics was on May 10th at Centennial High School, and FSSD had a team from Poplar Grove School attend the event! Two special education teachers and the PGMS special education paraprofessionals made this event a huge success. On Friday, May 11th PGS held a mini Olympics "The Grove Games" where athletes chose one event to highlight in front of their peers. (1C, 4B)
29. FIS hosted the district's first annual Evening of Code. This event was planned by Dinah Wade and the Instructional Technology Specialists. Members of the community were invited to experience coding through hands-on learning experiences with Scratch, Code.org, Microbit, Dash and Dot, Raspberry Pi, Google CS, Makey Makey, Snap Circuits, and OSMOs. Code Ninja, a coding club in Franklin, partnered with the district for this event. (1A)
30. Parents and 8th grade students were invited to an evening presentation at FIS by Federal Bureau of Investigation (FBI) Assistant Special Agent Matthew Espenshade who shared the risks and consequences of posting hoax threats to schools and other public places. The FBI and law enforcement around the country are placing significant emphasis on responding to every post with possible federal charges and jail time considered. Williamson County Juvenile Court District Attorney Jay Fahey also presented and shared his experiences with local students who have posted things on social media that have ended with life-changing consequences. (2F)

Student Support Programs

31. 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 and 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 telephone call and email notification. Additional letters, phone calls, family meetings and emails followed if absences continued. (4A, 4B)
32. The Coordinated School Health program (CSH) 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)

33. 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, bookmarker, and food coupons from Sonic. (1C, 4B)
34. 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)
35. FSSD partnered with the Mid-Cumberland Region of the TDOE to provide a free dental clinic and no-cost dental sealants to students at JES. A total of 84 students participated. Treatments included 199 sealants and 83 fluoride treatments. There were 42 referrals made for further dental care. The estimated in-kind cost was \$10,674. (4B)
36. FSSD partnered with the Lion's Club to provide vision screenings for students in pre-K and kindergarten. (1C, 4B)
37. For the 2018-19 school year, FSSD partnered with the Williamson County Health Department to offer students the opportunity to receive the flu vaccine at school. There were 447 students who received the vaccine. FSSD partnered with CVS pharmacy for district staff to receive the flu vaccine at school. There were 183 staff members who took advantage of this opportunity. (4B)
38. All FSSD elementary schools, in collaboration with United Way's Raise Your Hand Williamson volunteers, provided valuable after-school tutorial services during the 2018-19 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)
39. 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 2018-19 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 95%. (1B, 4B)
40. The school district hosted four school-based Hispanic parent meetings during the 2018-19 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)
41. For the 10th consecutive year, the FSSD 2019 Seamless Summer Food Service program provided free summer meals to children in the city of Franklin from May 28 through July 25, 2019. This year's partnership was with the TDOE under an agreement with the U.S. Department of Agriculture (USDA). One permanent site, JES, as well as many community sites were served this year by the FSSD Child Nutrition Program. Community

partners and off-site serving locations included: FSSD Summer Morning and Afternoon Care (SMAC) and WeeMAC, Franklin/Williamson County Boys & Girls Club, Franklin Housing Authority (FHA), The Gentry Educational Foundation, Williamson County Parks & Recreation at Academy Park, The PATH Project, Franklin Estates Mobile Home Park and Mid-Cumberland Head Start. Visitors to the FSSD's Story Bus Plus program were also offered a meal during its summer schedule. Over the course of 38 days, 14,608 breakfasts and 35,830 lunches were provided to children ages 18 and under: many students with food stability issues were fed over the summer months. This was a net increase of 8,133 meals over the previous year. (2A, 4B)

42. 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 2018-19 school year. (2A, 4B)
43. In January 2017 the FSSD Child Nutrition Program joined the Tennessee Department of Human Services' At Risk Supper Program. During the 2018-19 school year, the program provided 44,411 boxed suppers to students at FES, JES, LES, FIS and PGES through the MAC program, The Gentry Educational 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)
44. The district received \$36,000 in state Read To Be Ready grant money to assist with a tuition-free summer reading camp for students in grades 1-3. Rather than sliding backward over the summer months, students in Read To Be Ready camps have a chance to keep learning and advancing their reading skills through a variety of literacy experiences. The camp was held at JES and students were provided transportation, breakfast and lunch. (1C, 2A)
45. 89 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)
46. 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. FSSD is proud to support this local effort to provide food and other supports to families in need. (4A, 4B)
47. Effective July 1, 2018, Tennessee Code requires all schools in Tennessee to follow a truancy tiered procedure prior to filing a truancy petition with the juvenile court. The district was already doing much of what the new law was requiring. FSSD, in conjunction with the Williamson County Juvenile Court and the Williamson County School District (WCS), created the truancy tier intervention plan. This plan encompasses three tiers of intervention that must be worked through prior to a truancy petition being filed. (2F, 4A, 4B)

Communication and Community Relations

1. The FSSD School Board maintained its status as a TSBA “Board of Distinction” through September 2018. This recognition rewards outstanding performance by the Board as a whole in meeting the challenge of leadership and responsibility through four categories covering planning, policy, promotion and board development. Fifteen key areas are considered for this recognition. (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 2018-19 school year, there were 216,978 sessions (single visits to website) by 62,897 users (59,703 new visitors and 18,424 returning visitors). (4A, 4B, 4C)
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, 4C)
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 answer urgent calls from schools or parents while away from the office. (2E, 4C)
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 2018-19 school year, 704 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, 4C)
6. The FSSD and the FSSDEA jointly hosted an annual “Retirees Holiday Brunch” in December 2019 at Moore Elementary with student entertainment. (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 sixth 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 2019, the FSSD Board hosted the seventh annual Top 40 Volunteers reception and recognition at the Board of Education meeting in April, where each school’s nominations of their top five volunteers of the year were recognized. (4A, 4B)
9. FSSD recognized the School and District Teachers of the Year (TOY) with a reception before as well as public recognition at 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. It is exciting to note that one of the district winners was named the Mid-Cumberland Regional Teacher of the Year for middle grades. (4A, 4B)
10. FSSD recognized the School and District Classified Employees of the Year with a reception before as well as public recognition at 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 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, 4C)
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. (2E)
13. Every employee was provided with a district email address. This enabled all employees to have web access to Employee Navigator to find important information about their benefits and how to contact various providers. Some of the items accessible via Employee Navigator included: 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, 4C)
14. The Director of Schools provided the Board of Education with timely updates regarding pertinent issues via phone or email. (4A, 4C)
15. The Director of Schools facilitated a combined retreat with the Board of Education and the District's Leadership Team in January 2019. State legislators were invited and discussed education-related issues with Board and FSSD leaders. (4A, 4C)
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, 4C)
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, 4C)
18. Communication from the professional and classified staff continued to be provided through the Director of Schools Advisory Council. (4A, 4C)
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 many social media accounts, the website, media releases and speaking engagements. (4A, 4B, 4C)
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, social media accounts, district and school publications, Tuesday folders and conferences. Additionally, the Director personally addressed parent concerns by phone, meeting or email in a timely manner, working with all parties involved to come to a fair resolution. (4A, 4B, 4C)
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 TDOE. (1C, 4A, 4B)

23. The FSSD used Family Access, a component of the Skyward Student Management Program, where parents can view their child's "real-time" assignments and grades, as well as their class schedule. This helped facilitate communication between teachers, students and parents. Student access to grades was implemented to promote student ownership of learning. (1C, 4B, 4C)
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. 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)
28. In keeping with the goals of the FSSD Strategic Plan, the district maintained various social media accounts (Twitter, Facebook, Instagram) to provide current and timely notification of events and happenings across the school district. (4A, 4B, 4C)
29. 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 the 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, 4C)
30. School-level 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, 4C)
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 (birth certificate, immunization certificate, proofs of residency). Computer kiosks were available at every school for anyone needing assistance or online access; however, 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 and/or weekly communications equipping teachers with updates and resources for instructional technology resources geared toward specific grade level content. These communications 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, the Leadership Team and the FSSD School Board with monthly newsletters to provide updates and resources for working with students with disabilities. (1C, 2E, 4C)
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)
35. The Safety Supervisor met with Dr. Mary Decker and the YSI staff during the planning stages of YSI regarding safety procedures and protocols. In addition to reviewing the procedures, the Safety Supervisor assisted in creating a screening form for presenters/teachers to submit what they will be teaching and the mechanisms in

which they will teach their curriculum. This includes and props that may be used in the classroom as well. (2F, 4B)

36. The FSSD launched an official app in Spring 2019 to give parents, employees, and the extended FSSD community a personalized window into what is happening at the district and schools. The app is available for iOS and Android devices and enables anyone who has it to get the news and information that they care about and to be more plugged into what is happening in the schools. (4A, 4B, 4C)

FSSD School Equity Plan

37. 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 2018-19 was 39%. The percentages per school (*based on January 2019 data*) were:
- a. Franklin Elementary (K-4) – 39%
 - b. Johnson Elementary (K-4) – 51%
 - c. Liberty Elementary (K-4) – 44%
 - d. Moore Elementary (K-4) – 24%
 - e. Poplar Grove Elementary (K-4) – 51%
 - f. Freedom Intermediate (5-6) – 38%
 - g. Freedom Middle (7-8) – 37%
 - h. Poplar Grove Middle (5-8) – 38%

(2A, 3B, 4B)

38. 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, 4C)
39. 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

40. The Director of Schools was selected as the State Chairman of the Superintendent Study Council in August 2018 for a two-year term. The Executive Committee met monthly with the Commissioner of Education and superintendents representing each region to discuss issues related to public education across the state. (2D)
41. The Board of Education and the Director continued to actively participate in learning opportunities with TSBA, NSBA and NABSE, attending legislative updates and conference sessions. Sessions strengthen and enrich district leadership and awareness of local and national issues in education. (2D, 2F)
42. The Director was a member of the Tennessee Organization of School Superintendents (TOSS), the Board of 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)
43. The Director served on a panel to discuss local educational issues with Leadership Franklin participants. (4A, 4B)

44. The Director was a member of Franklin Noon Rotary. (4A, 4B)
45. The Director contacted and met with local legislators to discuss educational issues that would appear in front of the State Legislature. (2A, 4A, 4B)
46. With input from parents, community members, employees, administrators and the Board, the district created a new 5-Year Strategic Plan called Reach 2024. The plan has four main goals and objectives to help reach those goals. The plan is on the district website and app. (2F, 3A, 4A, 4B)
47. 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)
48. 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 2018 campaign, which successfully raised \$21,854. Dr. Snowden 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)
49. Some FSSD schools partnered with the Red Cross to host blood drives throughout the school year. (4B)
50. 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)
51. 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. (2E, 2F)
52. During the 2018-19 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)
53. The Coordinated School Health advisory board continued to have representatives from community agencies, including Mercy Clinic and the Williamson County Health Department, to aid in advising it of community resources available to students and families. (4A, 4B)
54. Walk Across Williamson (WxW) County was a 30-day activity program during the month of March sponsored by the Williamson County Health Council. Students, families and community members participated by logging 30 minutes of physical activity each day. Each FSSD School competed for mini grants for their physical education departments provided by Coordinated School Health. At the end of the four-week program, there was a WxW celebration at Harlinsdale Farm where individual participants could enter for prize drawings, and school participation leaders were announced. A free 5K and 1-mile Fun Run was also a part of the celebration. (2F, 4A)
55. 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)

56. FSSD maintains 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)
57. The FSSD Special Populations Department continued a parent meeting for parents of students with disabilities. The purpose of these meetings has been 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 believe that we have improved services for students with disabilities and increase student achievement. The 2018-19 meeting was facilitated by the Best Buddies Program and focused on the importance of inclusive friendships for students with and without special needs. Several special education teachers and paraprofessionals volunteered their time to care for the children of the parents attending the meeting. All meetings were held at the Franklin Elementary School Media Center and 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)
58. 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 goal was to provide more reading opportunities and resources outside of school for FSSD families. Additionally, *Battle of the Books*, a 5-8 grade team reading 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 and explored the public library's resources. FSSD LMSs began implementation of the American Association of School Librarians' Standards. The standards address six domains (Inquire, Include, Collaborate, Curate, Explore, and Engage) and four competencies (Think, Create, Share, and Grow). The new standards allow LMSs to continue supporting core content teachers with the Tennessee Academic Standards while helping students grow in their knowledge of collecting research, creating with technology, and collaborating with others. (4B)
59. 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 September 2018. 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 FSSD. (4A, 4B)
60. FSSD Coordinated School Health and the Freedom Middle School Guidance Counselor collaborated with the Williamson County Health Department to bring a tobacco and vaping awareness and cessation presentation to all 8th grade students at Freedom Middle. (4B)
61. Poplar Grove Middle School Nurse provided lunch and learn activities with students who have a diagnosis of asthma to teach students management techniques and proper use of their emergency inhalers. The nurse also facilitated a lunch and learn with a group of girls to discuss personal hygiene and a brief discussion about body changes. (2F, 4B)
62. Johnson, Moore and Liberty Elementary students were encouraged to participate in a running club, which met either prior to or during school each day. Each school held "color run" celebrations at the end of the school year. (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, The NOOK, 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 14th. 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 continue to meet 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. On May 8, 2019, the *Sydney Robbins Garden* at Poplar Grove Middle School was dedicated with family and friends in attendance. Sydney was a former PGS student who came back after college to work at Poplar Grove in a special education class. Sydney passed away on October 28, 2018 from complications from a childhood illness. Sydney's family came to the dedication to honor her and share her love with the students, faculty and staff at PGS. The students in Mrs. Nash's room each had a special tribute to honor Sydney. This sensory garden will bring comfort and many smiles for years to come! (4B)
68. In March 2019, the State Board of Education passed a law requiring districts to provide parents of students with IEPs a draft document of the IEP 48 hours prior to any IEP meeting called by the district. FSSD contracted with the Public Consulting Group (PCG - developers of EasyIEP) to use a parent portal for this purpose. When a draft IEP is created, the parents receive a link to access their child’s IEP documents as they choose. The parents or guardians may review the draft IEP 48 hours prior to the meeting in order to have more meaningful parental participation in all IEP meetings. (4A, 4B, 4C)
69. In the spring of 2019 parents and 8th grade students were invited to a presentation by Federal Bureau of Investigation (FBI) Assistant Special Agent Matthew Epenshade who shared the risks and consequences of posting hoax threats to school and other public places. Williamson County Juvenile Court District Attorney Jay Fahey shared his experiences with local student social media posts that ended with life-changing consequences. (4B)
70. The School Nurses and Coordinated School Health Office facilitated AED and CPR training for all school and district office teams in an effort to earn the district-wide certification to become a Heart Safe School District through Project ADAM and Monroe Carell Jr. Children’s Hospital. Vanderbilt University Medical Center staff provided the support, training, and monitoring of our “Sudden Cardiac Arrest” drills to allow all schools to meet the requirements of the designation. (2F, 4B)
71. FSSD partnered with Vanderbilt University Medical Center to offer members of our “First Responder” teams and other district staff “Stop the Bleed” training. VUMC staff also provided “Hands Only” CPR training to paraprofessionals in the district. (2F, 4B)
72. In Spring 2019, Freedom Intermediate School staff participated in a six week wellness step challenge. Individual awards and incentives were provided to participating employees. Poplar Grove Middle School employees participated in a 16 week weight loss challenge. All participants volunteered and were awarded for their successes. (2E)

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 2018-19 school year was an especially challenging budget year for the school district. The unexpected mold remediation at Liberty Elementary and the successful multi-year property tax appeal from Vanderbilt University applicable to their properties and businesses within the FSSD boundaries resulted in an approximately \$2M negative budgetary impact. However, due to several years of prudent financial management, 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 2018-19 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 provides greater efficiencies for all users. Additionally, the software communicates with the District's Skyward student package which is especially useful in the food service and transportation areas. 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 2017-18 and approved by the State for FY 2018-19. (2D)
5. During the 2018-2019 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. (2F)
8. The district discontinued use of *My HR Storage*, in order to implement a more robust human resources platform called *Employee Navigator*. *Employee Navigator* 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 hope to use it to digitize all employee records. (2E)
9. Through a partnership with the Williamson County Parks and Recreation Department, all full-time FSSD employees are provided a discounted membership for the Rec Center. 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. (2D, 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, continued to provide applicants and administrators with an easier, more efficient application and interview process. AppliTrack interfaces with Skyward and with Aesop (Substitute Teacher Management Program). (2D)
13. The District placed a continuous focus on providing a competitive salary and benefit package. (2D)
14. The Director reviewed school enrollment data monthly to ensure low pupil-teacher ratios. (2D)
15. The district hosted its first annual Job Fair on March 30, 2019 with more than 100 job-seekers attending. The fair facilitated on site interviews and greatly expedited the hiring process for the successful candidates. The district will continue to host a Job Fair annually. (2D)
16. Monthly Leadership Team meetings continually provided collaboration and professional growth among the administrative team. (2E)
17. Monthly meetings with school principals provided a forum for discussion and collaboration on administrative issues. These meetings rotated among the schools. (2E)
18. 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 and Employee Navigator, reducing paper and copier costs. (4A)
19. 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)
20. 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, 4B)

21. 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. (2D, 2E)
22. The Technology Department continued to run new fiber and data cable to improve our network infrastructure. (2B)
23. The Technology Department added more enterprise wireless devices and purchased new laptops for teachers in line for rotation replacements. (1C, 2B)
24. 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. Over the life of the program, the district has incurred 32.8% savings (\$3,733,783) over expected energy costs. (2F)
25. The Custodial Department continues to function under dual supervision provided by building administrators and the District's Custodial Supervisor. An additional custodial floater position has helped fill in during critical absences in order to continually maintain a clean teaching and learning environment. (2D, 2E)
26. 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 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. This training included an active shooter table-top exercise where the staff had rich discussion on how A.L.i.C.E. would be implemented in a scenario that they were provided. These lockdown guidelines were strongly encouraged by the Federal Government and our first responders support these tactics as well. (2E, 2F)
27. 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 Spring 2017. The second kiosk was implemented at Moore Elementary in Spring 2019. 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)
28. 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)
29. The Safety Supervisor continued to meet with first responders and the Williamson County School Safety and Security Director regularly as the new safety manual was created to ensure that the plans were streamlined for the county and all schools. (2E, 2F)
30. 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)
31. In Spring 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. An additional bond issue of \$26.5 million was approved by the Board in January 2018 to provide for construction of the District-Wide Performing Arts Center, Poplar Grove Gymnasium, Liberty Elementary HVAC upgrades, cafeteria/kitchen equipment upgrades and other projects. (2B, 3B, 3C)

32. In June 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. (2F)
33. 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 \$124,000 in Medicaid reimbursements. (2A)
34. Re-roofing projects at FMS and PGS, renovation of class space and additions to FES, and parking lot expansion at FMS were completed or nearly completed at the end of Fiscal Year 2018-19. (2B, 2F)
35. During the 2018-19 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)
36. Multiple 2-way radios were purchased for the schools 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)
37. 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 Summer 2017. The Williamson County Sheriff's Office helped immensely with this work as well. The safety grant funds that were allotted to the FSSD were used for initiatives that will be implemented in phases. These initiatives include the visitor management kiosks and the security laminate that is being installed on windows and doors on all buildings/schools across the district. (2A, 2F)
38. In 2017 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 approximately 75 children to attend MAC on a sliding scale at FES, LES, MES, PGES, FMS and PGMS. The LEAPS scholarships cover the cost of attending MAC before and after school (where available) as well as during school breaks and holidays. In addition to academic tutoring and homework assistance, students will also experience several new enrichment classes funded through the grant. (1C, 2A, 2F, 4B)

Future Challenges

1. Continuing to be 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. With this in mind, considering an additional position (general education district-wide behavior consultant) would be ideal to address this challenge.
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 as some interior work, for long-term use. Otherwise, a plan for razing the current location and building a new building to house all central operations is needed. The district will need to continue upgrading its older buildings as funds permit. 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 or 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 be spent on new and improved security cameras and software will be a challenge due to cost, 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 2020-21 school year to support the changing role of the school psychologist. At the present time, we have seven school psychologists (one works 4 days/week). The goal for the 2020-21 school year should be one school psychologist per school.
6. 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.
7. 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.
8. Preparing our students for future careers in coding by determining and implementing a coding curriculum at the middle level schools is a continuing goal.
9. Due to the changing levels of poverty in our schools, we will need to re-examine the use of Title I funds for the 2020-21 school year. Moving from serving four K-4 schools to serving qualifying schools at all grade levels will create differences in the way funds are dispersed and the amount that each qualifying school will receive. As a consequence, this may impact budgeting of district funds.

Summary

Each year, it is amazing to see the enormous amount of work that our school district undertakes in the constantly shifting quest to deliver instruction in an environment that ensures students are nurtured, respected, valued and challenged. The FSSD's continued commitment to whole child has taken on ever more meaning now with more intention and support surrounding physical, emotional and mental wellness. I am incredibly proud that all of our stakeholders understand the value of addressing wellness and stand firmly behind its inclusion in our new strategic plan, Reach 2024. Our partnerships with local agencies and experts in the areas of wellness, as well as the educational supports we are seeing nationally at conferences and in colleges is encouraging. The FSSD has been moving in this direction for several years, but continuing to have our eyes firmly on the needs of our students and faculty members is paramount to ensuring their success.

In reviewing this year's report, one cannot help but see the value that our Board has put into equity. Our staff works each and every year at ensuring we have a guaranteed and viable curriculum at each building with the supports and resources necessary to learn. With district leadership, we have guided all instruction, with purposeful feedback and input by educators throughout our district, to develop rich and engaging content using a pacing guide that ensures we move at a similar pace in every building. We are stepping up to the plate to ensure our facilities also bear that same consistency. With the progress we are making toward a new performing arts center for use by all schools and the final gym being built in Poplar Grove, we are very close to having all of our facilities meet this equity challenge.

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. 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, teachers and support personnel, students and parents and our Board of Education. In my 18th year as the Director of Schools, I can proudly say that each year has gotten better. That is because the FSSD carries forth each year with an incredible commitment to the students and families that we serve. I remain 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.

Achieve3000 - A web-based reading program piloted at the three 5-8 campuses 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.

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

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

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

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

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

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.

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.

EasyIEP (edPlan) - An online platform for the management of IEPs and 504 plans for students with disabilities. This platform enables the Tennessee Department of Education (TDoE) to monitor district files and processes. The parent portal allows parents to access documents created by the district for individual students.

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

Employee Navigator – New human resources digital platform used for on-boarding, training, benefits communications and digitizing records.

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 – This is an online management tool that encompasses three programs:

- employment application that provides applicants and administrators with an easier, more efficient application and interview process (*formerly Applitrack*).
- 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 (*formerly MyLearningPlan*).
- 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 (*formerly Aesop*).

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 used in all grade levels, K-8. 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.

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.

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

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

School Improvement 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.
- **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.

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.

STAR Enterprise – A computer adaptive, universal screening, progress monitoring and data management system that supports Response to Instruction and Intervention (RtI²) in reading. 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.

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.

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 (RtI²-B).

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

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

Tennessee 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. 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 students who attend a school outside of the district.