

ANNUAL REPORT
State of the FSSD

TO THE FSSD BOARD OF EDUCATION
(Report based upon 2019-2020 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 2019-2020.

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. Work with the Board of Education to prioritize the list of capital improvements.
- 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 2019-2020, Tennessee continued to implement the Accountability Plan developed under 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 did not receive any formal designations for these four areas, as TCAP testing did not occur in the spring of 2020. FSSD did receive accountability data for WIDA ACCESS English Language Proficiency Assessment (ELPA) and Chronically Out of School (COOS) students, but there were no accountability designations based on these results. **(1B, 1C, 3B, 4A, 4B)**
2. Results from the WIDA ACCESS English Language Proficiency Assessment (ELPA) indicated that, because of their excellent growth in speaking, listening, reading and writing in English, 17.2% of our students exited the direct service portion of EL programming and became Transition 1 (T1) students. This exit percentage was down slightly from 2018-19 when 23.5% of our students exited the EL program based on their WIDA scores. These students were monitored closely by our EL and general education teachers, and may have received direct services, if needed, as they became more academically proficient. As part of the TN ESSA Accountability Plan, a new metric being followed is the ELPA Growth Standard. This measured whether the student made 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, and in 2019-20, this percentage was very similar, as 61.4% of students made adequate growth. **(1B, 1C, 3B, 4A, 4B)**
3. In January 2020, Franklin Elementary School was announced as one of two Tennessee schools selected as a 2019 National ESEA Distinguished School for the extraordinary success of its students. There are only 73 schools across the nation to receive this recognition by the ESEA Network, a membership organization made up of ESEA Program Administrators and their staff charged with managing their state federal education program from each of the states and territories. FES was recognized in the category for exceptional student performance and academic growth for two or more consecutive years. **(1B, 1C)**
4. As part of the TN Accountability Plan under ESSA, the state now monitors 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 2019-20, the COOS rate in FSSD was 5.2%. The state COOS rate for 2019-20 was 13.0%. By comparison, in 2018-19, the COOS rate in FSSD was 3.8%, and the state rate of 13.1%. **(1B, 4A, 4B)**

High School Transition/Career Education

5. FSSD 8th grade students participated in the Annual World of Possibilities Career Exploration Day (Career Quest) held at the Williamson County Agricultural Exposition Park on November 7, 2019. 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 was placed on the critical role a strong educational foundation plays as students began 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)**

6. 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)
7. 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 the 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)
8. 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

9. The District Improvement Plan 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 four other goals focusing on Student Well-being, Support for EL (English learners) and SWD (students with disabilities) Subgroups, and Leadership Development. Multiple district personnel developed the District Improvement Plan and are responsible for the monitoring of these goals. Parent input was provided on the plan through a diverse group of parents representing every FSSD school that convened at FMS in February 2020. Schools were not required to complete a School Improvement Plan during the 2019-20 school year. The District Improvement Plan was submitted in InformTN, which is a new platform located on ePlan, the TDOE website for Electronic Planning and Grants Management. (1B, 1C, 2E, 3B, 4A, 4B)

Character Education

10. Character Under Construction continued to serve as the district-wide vehicle to teach nine core values, one of which was 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)
11. The Franklin Special School District continued to participate alongside the Williamson County Schools in its Be Nice initiative during the 2019-20 school year. This initiative complemented 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 11-15 as Be Nice Week. Schools continued to emphasize the Be Nice philosophy throughout the year with various events and special assemblies. (1C, 4A, 4B)
12. 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 were 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)

13. Many schools have added extra-curricular clubs that encouraged 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

14. 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)
15. The FSSD was excited to continue the tradition of offering the Young Scholars Institute for the Summer of 2020. This enrichment and talent development program has served students in the local area for 36 years. Unfortunately, the Young Scholars Institute was canceled for the summer of 2020 due to safety and health concerns as a result of the COVID-19 global pandemic. (1A, 1C, 4B)
16. The FSSD continued its participation in an Art Exhibit at the Frist Center for the Visual Arts in early 2020. Student artwork from FSSD schools was selected and displayed. A reception at the Frist Art Museum in Nashville, held for the FSSD featured artists, was very well attended. (1C, 4B)
17. 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)
18. The School Board recognized students for various achievements at each in-person Board meeting in support of the whole child teaching philosophy. (1C, 4B)
19. FSSD middle schools offered a rich fine arts program, showcased through two theater facilities outfitted with professional quality sound and lighting. Students were 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)
20. FSSD elementary school students were 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

21. 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)
22. 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)
23. 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 math in grades 2-8. (1B)
24. i-Ready 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 2019-20 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 2019-20, 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. Mr. Tony Becerra was the special guest and keynote motivational speaker. Mr. Becerra was one of the original Freedom Writers in teacher Erin Gruwell's class. Tony found acceptance in Ms. Gruwell's classroom where students from extremely varied backgrounds learned they were not so different when they really got to know each other. They began writing stories about their lives, which would later be compiled in the book The Freedom Writers Diary. The book- whose cover features Tony as a young student- was later made into the major motion picture *Freedom Writers*. Since high school, Tony has worked as an Americorp volunteer in New York, speaking to over 50,000 students and being awarded a Certificate of National Service. He was recently involved with at-risk youth in the GEAR UP program in southern California. He currently works with the Freedom Writers Foundation, speaking to audiences all over the country. Mr. Becerra spoke about the importance of building relationships, showing empathy and kindness, and understanding each child's struggles. 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 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. Additionally, sessions were offered to introduce teachers to the new social studies adoptions: Studies Weekly (K-2) and Gallopade (3-8). Computer lab teachers met for a collaboration session to discuss how Common

Sense Media lessons would be implemented with students throughout the year to receive Common Sense School certifications and E-Rate requirements. 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 & 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 2019-20 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, 2E)
10. Learning opportunities were provided for teachers of high-achieving students. Teachers participated in a session facilitated by Jackie Palmquist (NSCM Director of Professional Learning) titled *Number Talks for High School Math Credit Courses* 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, 2E)
11. Grades K-8 teachers received professional learning to support STEM (science, technology, engineering and math) education from their district-adopted resources titled *STEMscopes: Lesson Planning Using Kits and Digital Resources* and *Pearson Realize Science: How do we Maximize Its Resources*. 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. Four teachers earned National Board Certification status during the 2019-20 year. Two teachers began the National Board pursuit during the 2019-20 year and two other teachers continued working on National Board Certification. In 2019-20 FSSD had four teachers receive the pro-rated \$2,180 supplement and one teacher receive the pro-rated \$1,470 supplement. Five school psychologists, six speech language pathologists, one interpreter, and one occupational therapist received the Board-approved \$4,000 per year supplement. Additionally, one part-time speech language pathologist received a \$2,400 prorated amount for her certification and one part-time speech language pathologist received a \$1,600 prorated stipend. 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, 2E)
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, six 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. (1C, 2E)
17. Five school psychologists and the supervisor of special populations attended the TAASE (Tennessee Association of Administrators of Special Education) Legal Conference in December 2019. 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 2020. 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 presented a session on "A Middle School Team's Approach to Fidelity Checks at all Tiers," on Wednesday, January 29. (1C, 2E)
20. Poplar Grove Middle, Poplar Grove Elementary, and Liberty Elementary Schools maintained their selection 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). 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 14th annual Tennessee Association of Assistive Technology (TAAT) Conference on December 5-6, 2019, 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, 1E)

22. Through BANTIP, new teachers received training on accessing employee resources, board policies, social media guidelines, and district digital resources. 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. (1A, 1B, 1C, 2D, 2E)
24. FSSD professional learning opportunities included the following:
 - a) In July, Jackie Frazier (Wonders consultant) facilitated writing training around Wonders updates for teachers of grades K-5. (1C, 2D, 2E)
 - b) Google Suite for Education Summit: FSSD teachers attended this information conference again in Spring 2020. However, due to school closures and the stay-at-home order, this annual conference, usually held at Harpeth Hall, was moved to a virtual forum. 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)
 - c) Representative teachers of K-2 and reading coaches from every elementary school were part of the FSSD K-2 Reading Academy. The professional learning was offered through five days over the course of several months. (1C, 2E)
 - d) Tennessee Educational Technology Conference (TETC): Teachers and district leaders presented and attended TETC held in Murfreesboro at the end of November 2019. Participants attended sessions that provided instructional technology resources for classroom integration. (1C, 2E)
 - e) Instructional Technology Courses:
 - o During an administrative day in March 2020, Amber Whitley provided professional learning for paraprofessionals on Google Suite for Education and then Jamie LaRocca from PCS trained teachers on the new Promethean ActivPanels at Poplar Grove Middle School. (1C, 2E)
 - o Throughout the school year, instructional technology specialists supported and provided additional professional learning to teachers utilizing digital programs such as Imagine Learning, Achieve 3000, Reading Assistant and i-Ready. These sessions took place in conjunction with trainings provided by vendor trainers. (1C, 2E)
 - o The instructional technology specialists and Database Manager Drew Bingham facilitated a session for paraprofessionals reviewing online resources available for students and features in Skyward Business. (1C, 2E)
 - o The instructional technology specialists facilitated professional learning for faculty and staff at all buildings reviewing updated technology resources and procedures at the beginning of the 2019-2020 school year. (1C, 2E)
 - o The inaugural year of the Building Instructional Technology Leaders Program commenced in 2019. Teachers who applied and were selected for this contracted position were integral in completing the Common Sense Media Certifications as well as providing support for their peers throughout the year and during the COVID-19 extended closure. The instructional technology specialists met with building level instructional technology leaders in November to provide a day of professional learning, review district resources, examine contractual obligations, and create an implementation plan for supporting teachers throughout the year. (1C, 2E)
 - o The Google Classroom/Drive Training held in June 2020 offered participants the opportunity to attend in person or virtually through Zoom. Participants in this session learned how to utilize Google Classroom to effectively implement differentiated instruction for all students. With Classroom, teachers can create differentiated assignments, integrate district-adopted resources,

- websites or videos, make announcements, create collaborative class discussions, and develop and store instructional sub-plans using features within the Google Suite. (1C, 2E)
- The district's Video Conferencing and Recording Resources for Synchronous and Asynchronous Learning (K-8) training held in June 2020 offered participants the opportunity to attend in person or virtually through Zoom. Participants evaluated best practices for virtual instruction while learning how to use the features within the Zoom platform by reviewing video tools and settings for impactful use. Additional resources such as Screencastify, Flipgrid, and Edpuzzle were also reviewed. Participants explored methods for creating, uploading, and sharing recordings into the Google Classroom platform. (1C, 2E)
 - The Best Practices and Practical Application Round Table Discussion occurred in June 2020. In the morning session, participants shared examples of their implementation of district-adopted online resources and use of video conferencing, screen recordings, and other instructional technology resources based on research of best practices in the blended learning environment. Participants explored current research regarding strategies and instruction in a virtual learning environment. In addition, participants explored advanced features within Zoom to support differentiation of learning and collaboration with support teachers. In the afternoon session, participants engaged in creating online lessons using video conferencing, screen recordings, and other instructional technology resources. (1C, 2E)
- f) Our K-8 ELA teachers received implementation training in June 2020 around the new ELA adoption. Grades K-4 participated in Wonders training, 5th grade participated in Open Up training, 6th grade participated in Savvas training, and 7th-8th grade participated in StudySync training. All of these provided an introduction and initial overview of the newly-adopted ELA resources and accompanying digital platform to prepare them to effectively implement these new resources at the beginning of the school year. (1B, 2E)
- g) In June 2020, a committee of K-8 ELA teachers and literacy coaches worked with facilitators from PowerSchool to create district-wide pacing guides and syllabi. These pacing guides are aligned to the Tennessee Academic Standards and created with the new ELA resources that will be implemented in the 2020-2021 school year. (1B, 2E)
25. Tennessee Behavior Supports Project (TBSP): FSSD partnered with Vanderbilt University on a free five-year grant to support schools and districts to become familiar with strategies for better serving students 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. The instructional technology specialists attended and presented at the Tennessee Educational Technology Association Summer Institute in July 2019. 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, FSSD autism consultant and FIS special education teacher attended the Tennessee Association for Behavior Analysis (TABA) Conference in November 2019. TABA advances awareness, development, and access to the practice of behavior analysis. (1C, 2E)
28. During the 2019-20 school year, the FSSD Special Education Department continued revisions and updates 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 2019-20 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, and one school psychologist met monthly to evaluate our current practices regarding education and services for our advanced learners. In keeping with the FSSD vision, *“Excellence in Learning and Teaching for All,”* 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 2019-20 school year, the district implemented a pilot program at two campuses where all students in grades K-2 were exposed to problem-solving and critical thinking activities. The committee focused its work on grades 5-8 during the 2019-20 school year. The work of this committee will continue throughout the 2020-21 school year and beyond, with the change of two members. (1C, 2E)
30. 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 2019-20 school year, FSSD provided training through 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)
31. Six of the FSSD speech-language pathologists participated in a two-day training August 1-2 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)
32. The FSSD deaf educator, one speech/language pathologist, one pre-K special education teacher and four ASL interpreters attended the Therapeutic Approaches for Working with Deaf Individuals Impacted by Language Deprivation, Nashville, TN. 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)
33. One of FSSD’s educational interpreters (sign language) virtually attended the Tennessee School for the Deaf Summer Institute for Interpreters June 22-24. (1C, 2E)
34. All members of the Occupational Therapy team (two registered OTs and two COTAs (certified occupational therapy assistants) attended a seminar provided by Summit Learning on January 14 in Smyrna, TN. The event was titled “Timesaving Strategies to Integrate Your OT Interventions into Classrooms.” (1C, 2E)
35. The instructional technology specialists attended the Future of Education Technology Conference (FETC) in January 2020 in Miami, Florida. The conference provided sessions for technology leaders to support teachers and leaders with best practices and strategies for implementation of instructional technology resources. The instructional technology specialists collaborated with technology leaders across the country regarding student data privacy and leading district technology initiatives. (1C, 2E)
36. In May 2020, Poplar Grove Middle School teacher Laura Lavery was one of 30 teachers across the state invited to participate in the State Collaborative on Reforming Education (SCORE) 2020-2021 Tennessee Educator Fellowship. Lavery was part of a year-long program that gave educators the opportunity to learn about education policy and turn that knowledge into advocacy that positively impacts student achievement and educator effectiveness. (1C)

Administrative Professional Learning

37. FSSD administrators continued to participate in focused professional learning activities and attended numerous professional learning conferences, including but not limited to: Association for Middle Level Education (AMLE), Partners in Education (PIE) Conference, Tennessee Educational Technology Conference, Learning Forward Annual Conference, and more. Due to the COVID-19 pandemic, several conferences scheduled for Spring 2020 were canceled and some were converted to a virtual format, such as the LEAD and Music City SEL conferences, which were also attended by our administrators. Professional learning sessions on the following were the main focus for the 2019-20 year: high-quality instructional materials, Social Emotional Learning (SEL), and foundational literacy. (1C, 2E)
38. In September 2019, 32 of the FSSD Leadership Team participated in a three-day training conference led by Kathryn Kee and Karen Anderson with Results Coaching Global, an accredited Coach Training Program headquartered in the Dallas, Texas, area. This training was specifically designed for FSSD leadership who had previously completed the Level I Leadership Coaching for High Performance through RCG, and provided coaching refresher training. (2D, 2E)
39. The Director of Schools and the Associate Director of Schools for Teaching & 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. TNCompass, the teacher evaluation documentation system, has improved over the last several years as additional reports and information became available to administrators, teachers, and district personnel. School and district-level administrators reviewed data throughout the 2019-20 TEAM evaluation process 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)
42. 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)
43. In August 2019, the 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 Franklin, TN. (1C, 2E)
44. In September 2019, the Supervisor of Special Populations attended the Arivett Law, Education Law Conference in Pigeon Forge, TN. 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)
45. In September 2019, the Supervisor of Special Populations attended the Middle Tennessee Special Education Supervisors Conference in Pickwick, TN. This conference time is used to discuss and clarify information from the state training, and to collaborate on best practices across districts in Middle Tennessee. (2E)
46. 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)

47. Select members of the Teaching & Learning team collaborated with district leaders from across the country at the Future Ready Institute in Nashville, TN. This institute was a two-day professional learning event designed to support district teams in creating policies, procedures, and practices that empower them to transform teaching and learning in their district. (1C, 2E)

Academic Programs and Extended Learning Opportunities

Based on the effectiveness of past programs and the implementation of best practices, the district has determined the following programs and/or initiatives to support both district and school academic potential, 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 i-Ready 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 Zoom, Screencastify, Kami, AIMSweb, Renaissance STAR, i-Ready, Destiny, Grolier, Accelerated Reading, Teaching Books, Tennessee Electronic Library, Kuder, YouScience, 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 continued 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. For two weeks, summer school was provided for 38 students in grades 5-8 at FIS, FMS, and PGMS. In light of the COVID-19 pandemic and the Spring 2020 extended closure, this summer school was not necessarily for students identified as at-risk of failing one or more core content area classes, but for any students for whom principals deemed the opportunity helpful to their academic progress. (1B, 1C)
9. 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)

10. 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, supported 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)
11. 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)
12. 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 and 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. The school-level Honors Program meetings did not occur in April, due to the closure of the district. However, information about the program was shared with families through Blackboard Connect messages and emails from principals. (1B, 1C, 4A, 4B)
13. The FSSD provided support to the Gentry Educational Foundation, which served students during Summer 2019 by providing remediation, enrichment, recreation and music instruction in a fun camp setting. Unfortunately, this program was canceled for Summer 2020 due to Covid-19. 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)
14. Due to COVID-19, schools were not able to fully participate 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. Instead, Keep Williamson Beautiful divided the money evenly for the 2019-20 school year Merit Program. Each FSSD and WCS school received \$810 for 2019-20 as a result. (4B)
15. 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 2019-20 year. Parents were contacted after the screening with the assessment results. Three students met the required

criteria to enroll in kindergarten. The one student who did not meet the required criteria was referred to our district pre-K program. (1B, 4B)

16. FSSD students were provided with opportunities to participate in coding activities in computer lab classes and STEM, embedded into classroom instruction and/or during academic focus time using Dash and Dot robots, Google CS First, Scratch, Raspberry Pi, Code.org, and Applied Digital Skills. Many buildings across the district also participated in “Hour of Code,” which is a world-wide event that takes place each December. (1A, 1C)
17. The district offered its 7th grade students an opportunity to participate in the Duke Talent Identification Program (TIP). In 2019-20, three FMS and two PGMS students qualified for State Recognition. Two of these students qualified for Grant Recognition based on their ACT scores. 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)
18. Students in grades 4-5 were offered an opportunity to participate in the Elementary Mini Mu Competition. Students took two high-level math tests that covered a wide variety of problem-solving skills. The top 20 finishers were awarded in the competition; Poplar Grove Elementary had five students who participated and one 4th-grader who placed in the top 20 on both of the tests. (1C, 4B)
19. Middle school students had the opportunity to participate in several national academic competitions through an academic club at FMS called Freedom Academic Competition Team (FACT). Twenty-one FMS students 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, the National Science Bee, and the National History Bee in Atlanta against students from across the United States. (This competition was scheduled for June 2019 but postponed to December 2020 due to COVID-19.) (1C, 4B)
20. 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. The Freedom Middle School boys’ tennis team won its championship. In addition, the Poplar Grove Competition Cheerleading team won several regional championships and won the coveted American Cheerleaders Association (ACA) Nationals in Orlando. (1C, 4B)
21. Several schools placed in Destination Imagination (DI) competitions at the local and regional level, and advanced to state level, which was cancelled due to COVID-19. DI is an organization that teaches “21st century” skills and STEM principles to kindergarten through university level students through collaborative problem-solving challenges. In 2019-20, two teams from Liberty Elementary participated in the Rising Stars category, which is “performance only” at the regional competition. Teams from Moore Elementary and Freedom Intermediate competed at regional level and all qualified for State. (1C, 4B)
22. 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)
23. 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 both qualified for the national competition via video demonstrations of their exergames. One year after winning the entire competition, Freedom Middle School was awarded Runner-Up status in the 2020 National TechFit competition. (1A, 1C)

24. Instructional technology specialists continued the vetting process for a coding curriculum aimed at providing all students with opportunities for rigorous coding programs as a foundational part of ensuring college and career readiness. (1A, 1C, 3B)
25. FIS hosted the district's second annual Evening of Code in November 2019. This event was planned by FIS Media Specialist 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. Students who completed the various stations were entered into a drawing to win a Micro:bit. (1A)
26. Instructional technology specialists worked with building level instructional technology leaders and computer lab teachers/paraprofessionals to complete the requirements of the Common Sense Schools certification. The goal of this program is to teach students about digital citizenship and safe online practices. Six of the district's schools earned this certification, which qualified the district to apply for and ultimately receive the Common Sense District certification. (2F)
27. The FSSD partnered with Audible (the nation's leading provider of Audiobooks) to donate a collection of classic audiobooks (and the monthly subscription to the Audible app to access them) to Tennessee school children in grades 8-12 (ages 13 and up) students. All 8th grade FSSD students and teachers received a free Audible account that included access to a curated bundle of 80 audiobooks chosen specifically for middle and high school students. This program was provided to make reading more convenient for students and eliminate the barrier of access to reading material. (1C)
28. As the number of devices and frequency of use increased, teachers began requesting a resource to help them monitor and manage student use of devices. In response to this request, the instructional technology specialists worked with multiple vendors to offer select teachers the opportunity to participate in a trial. Securly's TechPilot was implemented for a two-month period in the fall, and GoGuardian was implemented in January 2020 for an additional two months. After these trials were completed, the instructional technology specialists received feedback from these teachers and recommended that the district purchase GoGuardian for the 2020-21 school year. (1C)
29. Students from 6th, 7th, and 8th grades attended a presentation Spring 2020 facilitated by Sgt. Lee Eaves with the Williamson County Sheriff's Office and Jay Fahey, Assistant District Attorney for Williamson County Juvenile Court. Students were provided with information and tools empowering them to use appropriate internet safety skills and become responsible digital citizens. The training focused on potential legal consequences should they make certain poor choices online. Additionally, all FSSD students participated in annual digital safety/citizenship lessons utilizing district resources such as Learning.com. (2F)
30. The district continued its tradition of hosting a Be Nice Week November 11-15, 2019. This was an opportunity to focus everyone's attention on the SEL component of kindness. The week included a board proclamation declaring Be Nice Week, the Be Nice student ambassadors marching in the city's Veterans' Day parade, a Be Nice gift to employees (a badge reel), and school-specific celebrations all week. (1C, 4A, 4B)

Student Support Programs

31. Schools used Blackboard Connect to communicate student absences to parents and to request appropriate documentation for those absences in order to bolster attendance, which gave 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 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)
34. The Lion’s Club provided vision screenings for students in grades K, 2, 4, 6 and 8. (1C, 4B)
35. For the 2019-20 school year, FSSD partnered with the Williamson County Health Department to offer students the flu vaccine at school: 446 students received the vaccine. Additionally, the FSSD partnered with Costco Pharmacy to offer the flu vaccine to district staff: 116 vaccines were administered. (4B)
36. All FSSD elementary schools, in collaboration with United Way’s Raise Your Hand Williamson volunteers, provided valuable after-school tutorial services during most of the 2019-20 academic year. This collaborative effort afforded the opportunity to work intensively after school with 161 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:
- 91% reading growth (1st grade)
 - 90% reading growth (2nd grade)
 - 93% reading growth (3rd grade)
 - 89% reading growth (4th grade)
 - 100% math growth (2nd grade)
 - 87% math growth (3rd grade)
 - 100% math growth (4th grade)
- (These results were tabulated from the Fall and Winter assessment only. Spring assessments were not calculated due to COVID-19 school closures.) Our district appreciates this productive partnership with United Way and Raise Your Hand Williamson volunteers. (1B, 1C, 4B)
37. Tennessee Code Annotated §49-6-7004 encourages local education agencies (LEAs) to develop and implement parental involvement contracts with the parents/guardians of students. FSSD school leaders prepared School-Parent Contracts for distribution in the 2019-20 school year. These contracts were voluntary and designed to encourage and facilitate parent/guardian involvement with the student's education. There was a high response rate for these contracts among schools across the district. (1B, 4B)
38. The school district hosted three school-based Hispanic parent meetings during the 2019-20 school year to provide Spanish speaking families an opportunity to hear about school and district procedures and to ask questions of school administrators. Parent liaisons and the district translator were present to provide language support at school-based and district-wide events, including parent/teacher conferences, PTO events and parent information sessions. (4A, 4B)
39. During the 2019-20 school year, the Board of Education changed the name of the FSSD Seamless Summer Food Service program to the FSSD Rebecca Lounsberry Summer Meals Program. Due to the COVID-19 pandemic the program operated differently than in past years. The Summer Meals program began feeding all children 18 years of age and younger on March 19, 2020. The meal distribution was a joint project of the FSSD Child Nutrition Program and the FSSD Transportation Department. Meals were available at Liberty Elementary and Poplar Grove Elementary for a drive through pick up by interested families. FSSD school buses delivered two routes. One route was in the Franklin Estates Mobile Home Park and the Franklin Housing Authority areas, and the second route was in the Liberty Hills area. Meals provided to community partners and off-site locations included: FSSD Summer Morning and Afternoon Care (SMAC), WeeMAC and the Franklin/Williamson County Boys & Girls Club. (2A, 4B)

40. Working with Graceworks, FSSD helped feed hundreds of students on the free and reduced lunch program who were at risk of weekend hunger. School employees confidentially placed individual fuel bags in identified student backpacks each Friday to provide sustenance for the child and his/her family over the weekend. Approximately 12,000 fuel bags were sent home with FSSD students during the 2019-20 school year. (2A, 4B)
41. In January 2017 the FSSD Child Nutrition Program joined the Tennessee Department of Human Services At Risk Supper Program. During the 2019-20 school year, the program provided 39,323 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 stayed after school for an enrichment program. (2A, 4B)
42. Twenty-nine FSSD students were identified as homeless under the McKinney-Vento Homeless Education Act in the 2019-20 school year. 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)
43. 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)
44. 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)
45. In November 2019, three FSSD schools were named RTI²-B Silver Model of Demonstration Schools by the Tennessee Department of Education and the Tennessee Behavior Supports Project (TBSP) for Response to Instruction and Intervention for Behavior (RTI²-B). Of the 1,800 schools across Tennessee, only 29 schools were recognized as Model of Demonstration Schools in Middle Tennessee. Within the designation of Model of Demonstration Schools, there are three levels – Bronze, Silver, and Gold – depending on the fidelity of implementation at Tier I, Tier II, and Tier III. Liberty Elementary, Poplar Grove Elementary and Poplar Grove Middle were all designated as Silver Models. (2E)

Communication and Community Relations

1. The FSSD School Board qualified for the 7th time as a TSBA “Board of Distinction.” This two-year distinction runs from 2019 to 2021 and 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 healthy amount of traffic. The site’s interactive components, along with a fresh, modern and consistent look across all schools, enabled visitors to quickly access the information they need. The Google Translate feature enabled users of all languages to read and enjoy the site. During the 2019-20 school year, there were 473,326 page views with an average time of 3:13 spent on a page. Unsurprisingly, the most viewed date of the website was March 10, 2020 - at the outset of the pandemic. (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 with access to the Internet. In addition, there were sites available to teachers for translated documents, curriculum information, pacing guides, report cards, human resources information and instructional technology resources. (1C, 2E, 4A, 4B, 4C)
4. 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. Schools also used the automated attendance calling feature to report student absences. (1C, 4A, 4B, 4C)
5. The FSSD and the FSSDEA jointly hosted an annual “Retirees Holiday Brunch” in December 2019 at Moore Elementary with student entertainment. (4A)
6. 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 Teacher of the Year classrooms to personally congratulate each recipient. The name of each District TOY recipient is prominently displayed on a plaque at the Central Office. (4A, 4B)
7. 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)
8. 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)
9. 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)

10. The Director of Schools provided the FSSD Board of Education with timely updates regarding pertinent issues via phone or email. (4A, 4C)
11. The Director of Schools facilitated a combined retreat with the FSSD Board of Education and select members of the district's Leadership Team in January 2020. State legislators were invited and discussed education-related issues with Board and FSSD leaders. (3A, 4A, 4C)
12. 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)
13. 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 were provided for the education association representatives. (4A, 4C)
14. Communication from the professional and classified staff continued to be provided through the Director of Schools Advisory Council. (4A, 4C)
15. Parents were part of the shared decision-making at the schools through the various Building Leadership Teams. (4B)
16. 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)
17. 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)
18. The Community Pre-K Advisory Council (CPAC) met once 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)
19. 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, sign up for parent teacher conferences, as well as their class schedule. This helped facilitate communication between teachers, students and parents. Skyward Student Access was also available, giving students an avenue to view grades in order to promote student ownership of learning. (1C, 4B, 4C)
20. The FSSD valued its partnership and supported the County Mayor, Sheriff and County Commission in funding School Resource Officers in the schools. (2F)
21. 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)
22. 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)
23. The FSSD continued its partnership with several community organizations to assist students in need receive back-to-school supplies. Graceworks cancelled its Big Backpack Giveaway and instead contributed to a Stuff the Bus event, teaming up with the Patricia Hart Society of United Way of Williamson County and Fairview

Community Action Partnership to launch the “Stuff the Bus” Campaign. This school supply drive served over 10,500 students in six school districts, including FSSD. (4B)

24. In keeping with the goals of the FSSD Strategic Plan, the district maintained various social media accounts (Twitter, Facebook, Instagram) to provide timely notification of events and happenings across the school district. (4A, 4B, 4C)
25. As a part of 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)
26. 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)
27. The FSSD continued to offer online enrollment to families new 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)
28. 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 also presented teachers with opportunities and sponsorships for attending conferences and other professional learning sessions. (1C, 2E)
29. 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)
30. The FSSD maintained an official app to give parents, employees, and the extended FSSD community a personalized window into what is happening at the district and schools. The app, available for iOS and Android devices, enabled anyone who downloaded it to obtain the news and information that they care about and to be more plugged into happenings in the schools. (4A, 4B, 4C)
31. With the March to May 2020 closure of schools due to COVID-19, our schools were not occupied by staff and students. Our community first responders reached out to us with the request to house several of their crews in our buildings so more social distancing could be provided to first responders. The Franklin Fire Department housed one crew at Poplar Grove Elementary and another at Moore Elementary. An Emergency Medical Service (EMS) crew and ambulance were housed at Liberty Elementary School. (2F)
32. With the closure of schools due to COVID-19 in March 2020, students began seeking more direct ways to communicate with their teachers. Because of this, the district realized the need to enable student email for 5th - 8th-grade students. After surveying teachers and administrators to determine if this would be advantageous, and finding the overwhelming majority wanted it available immediately, the district activated email for student Google accounts. These email settings allowed students to send and receive email to and from their teachers (only district employees in the FSSD domain), and also receive email notifications from Google Classroom and Skyward. The settings prevented students from sending email to other students and from sending or receiving emails to any accounts outside of the FSSD domain, such as Gmail, Yahoo, etc. In addition, all email communications went directly through the Securly filter and were recoverable in case any questions arose about the content within the email. (4A, 4C)

33. The FSSD 8th grade students were provided with the opportunity to visit the Columbia State Community College Williamson County campus in small groups in early March 2020. During the tour, students heard about the classes and career paths offered at the Williamson County campus and explored the campus buildings and classrooms on an official tour. This visit was related to the part of the district’s strategic plan that included strategies to provide middle school students with college campus, technical school or post-secondary experiences to strengthen student preparation for high school transition, community college, four-year university and/or career. (1C)
34. In an effort to provide parents access to all district communication regarding our COVID-19 closures and responses, the FSSD established a COVID-19 page on the website (www.fssd.org/covid19), which served as an archive of communication to parents and a clearinghouse of information, resources and support. (4A, 4B, 4C)
35. Freedom Intermediate School’s Honors Choir participated as a featured choir in the Franklin Christmas Tree Lighting ceremony in December 2019. The students performed with the Grammy award winner Dan Haseltine of Jars of Clay as well as entertained thousands on the square with Christmas melodies before the tree lighting. (4B)

FSSD School Equity Plan

36. 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 2019-20 was 39%. The percentages per school (*based on January 2020 data*) were:
 - a. Franklin Elementary (K-4) – 30%
 - b. Johnson Elementary (K-4) – 51%
 - c. Liberty Elementary (K-4) – 44%
 - d. Moore Elementary (K-4) – 25%
 - e. Poplar Grove Elementary (K-4) – 52%
 - f. Freedom Intermediate (5-6) – 40%
 - g. Freedom Middle (7-8) – 38%
 - h. Poplar Grove Middle (5-8) – 40%
 (2A, 3B, 4B)
37. Parent liaisons and translators continued to support the FSSD Spanish speaking population. These valuable support members translated and interpreted parent conferences, written documents, PTO events, IEP meetings and daily communications. Hispanic families were welcomed at the schools by parent liaisons who assisted in communicating with all school personnel. Additionally, parent liaisons focused their attention on community engagement, reaching out to Spanish and English speaking families alike. (4A, 4B, 4C)
38. A comprehensive “Parent’s Guide to Zoning,” maintained on the FSSD website in a special section titled “Zoning,” offered historical data, as well as boundary maps, and answers to frequently asked questions (FAQs). Parents could easily find their school zone using this customized, interactive Google map found on our website. (4A, 4B)

Community Involvement/Outreach

39. 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)
40. The FSSD Board of Education and the Director continued to actively participate in learning opportunities with TSBA, NSBA and NABSE, attending legislative updates and conference sessions. These professional learning

sessions strengthen and enrich district leadership and awareness of local and national issues in education. (2D, 2F)

41. 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)
42. The Director served on a panel to discuss local educational issues with Leadership Franklin participants. (4A, 4B)
43. The Director was a member of Franklin Noon Rotary. (4A, 4B)
44. The Director contacted and met with local legislators to discuss educational issues that would appear in front of the State Legislature. (2A, 4A, 4B)
45. With input from parents, community members, employees, administrators and the Board, the district continued to use the 5-Year Strategic Plan, Reach 2024. The plan has four main goals and objectives to help reach those goals. The plan is accessible on the district website and app. (2F, 3A, 4A, 4B)
46. The Director met periodically with the Williamson County Schools Superintendent to discuss legislation and issues that affected both districts. These meetings led to the collaboration in the use of several resolutions in support and opposition to certain legislative issues. (2A, 4A)
47. The FSSD partnered with the United Way of Williamson County in its fundraising campaign. The district was recognized at a United Way Celebration for its outstanding efforts during the 2019 campaign, which successfully raised \$21,171. Dr. Snowden served on the United Way Board Emeritus. The FSSD was also awarded the Education Award, with a lifetime investment of \$341,463. Top Schools Awards went to Poplar Grove Elementary and FSSD Central Office, while Moore Elementary, Liberty Elementary and Freedom Middle School received Greatest Participation Awards. The district also participated in the United Way's Full Tummies Warm Hearts program, providing food to families in need over the Thanksgiving Break. (4B)
48. Moore Elementary School partnered with the Red Cross to host a blood drive this school year. All other school blood drives were cancelled due to COVID-19. (4B)
49. In conjunction with the Office of School Health, a partnership with Williamson Medical Center provided medical supplies for all of our school clinics (Band-Aids, gauze, gloves, etc.). Additionally, Williamson Medical Center physician Dr. Andy Russell provided the prescription and oversight for our AEDs (automatic external defibrillators). (2F)
50. A partnership with Dr. John Overholt of the Allergy, Asthma and Sinus Center provided the district with written protocol and prescriptions for the stock epinephrine program, which enabled all FSSD clinics to have emergency Epipens available. (2E, 2F)
51. During the 2019-20 school year, the School Health Council met during MAC after school hours twice monthly. The Office of Coordinated School Health continued to sponsor a Student Health Council at Franklin Elementary, whereby members participated in activities that promote 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 members of the Williamson County Health Department, who provided information on dental health programs, an anti-tobacco display and the importance of physical activity and exercise. A certified Zumba instructor led the health council members and MAC staff in a dance and exercise session. Health educators from the Williamson County Health Department provided a six-week "chef's class" at the Freedom Intermediate after-

school MAC site. Students were taught nutritional facts, food safety and preparation. At the completion of the course, each participant received an apron and chef's hat and a certificate. (2E, 2F)

52. 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 guidance around community resources available to students and families. (4A, 4B)
53. Coordinated School Health continued to participate in the Williamson County Health Council, Franklin Tomorrow and Franklin Housing Authority Program Coordinator Committee. Williamson County Walk Across Williamson (WxW) County, a 30-day activity program planned for the month of March and sponsored by the Williamson County Health Council, was cancelled due to COVID-19. Typically, students, families and community members participate each year by logging 30 minutes of physical activity every day. Each FSSD school competes for mini grants for their physical education department provided by Coordinated School Health. At the end of the four-week program, there is a WxW celebration and a free 5K and 1-mile Fun Run. (2F, 4A)
54. 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)
55. FSSD maintained memorandums of understanding (MOUs) with the Red Cross, Mercy Community Healthcare Center and the Guidance Center as part of the overall FSSD safety plan. These three community resources are extremely valuable and the collaboration with them enables district leaders to reach out in times of crisis, should the need for their resources arise. (2F)
56. Several schools partnered with the Williamson County Public Library (WCPL) to increase membership and attendance by promoting the library as a valuable resource. Membership applications were sent home and school events (such as a Family Reading Night) were hosted at the library, where the students and other family members would 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 Spring 2020. 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)
57. The Director of Schools and Board of Education are members of Williamson Inc. (Chamber of Commerce); the Director presented a State of the Schools address at its Fall 2019 meeting. 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)
58. 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 students at Freedom Middle. The WCHD presented a program regarding the data and dangers of vaping to 7th graders in November 2019 and to 8th graders in February 2020. (4B)
59. Johnson, Moore and Liberty Elementary students were encouraged to participate in a running club, which met either prior to or during school each day. Although each school planned "color run" celebrations at the end of the school year, only Johnson was able to hold one before the Spring COVID-19 closures. (4B)

60. All elementary schools participated in a walk/run-themed fundraiser for their school, as they do annually. (4B)
61. All schools participated in various food and/or clothing drives for agencies such as GraceWorks, One Gen Away, and the NOOK. (2E, 4B)
62. 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)
63. The FSSD and Williamson County Schools continue to meet all requirements of the National Weather Service in order for our school districts to be certified as StormReady Supporters. This recognition indicates that district officials have done everything possible to improve each school’s emergency action plan and faculty, staff and student preparedness in the event of a natural disaster. This StormReady status is valid through April 11, 2023. (2E, 2F)
64. 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)
65. In Fall 2019, the FSSD was awarded District Certification through Project ADAM. In 2018-19, 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)
66. In December 2019, the Freedom Middle School Freedom Striders (morning walking club) participated in “Walk with the Mayor” in the Franklin Christmas Parade. The Freedom Middle School students accompanied Mayor Ken Moore on the parade route. The Freedom Middle School Band also participated in the Franklin Christmas Parade.

Management of Fiscal and Human Resources

The effective management of 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 2019-20 school year was a challenging budget year for the school district. The economic shut down in Spring 2020 due to the COVID-19 pandemic reduced sales tax collections. Additionally, as sales tax collections fell short, we incurred significant increases in expenditures in some areas such as custodial supplies. Due to the uncertainty caused by the pandemic, the FSSD chose not to include employee raises beyond step increases for the 2020-21 general purpose budget. The COVID-19 pandemic continues to be concerning for future sales tax collections.

1. The FSSD continued to seek and employ outstanding teachers and administrators. During the 2019-20 year the FSSD continued the implementation of the TEAM evaluation model. This 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. Due to the extended closure necessitated by the COVID-19 pandemic, teachers were designated as Partial Year Exemption (PYE) for the 2019-20 year since there was not sufficient time to complete all components of the evaluation process. For the same reason, most teachers did not complete a professional growth plan. All available teacher evaluation data was uploaded into the TNCompass database: achievement and growth data were not available due to the suspension of state testing in the midst of the spring extended closure. (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 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 2019-20 school year, FSSD continued to implement Safe Havens International audit recommendations in all of our schools, building on existing 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. This is an ongoing plan that involves several phases of implementation. (2F, 4A)
6. We continue to evaluate, modify and improve the FSSD School Safety Procedure Manuals and the Emergency Operations Plan annually. The online School Safety Plan (available through BOLD Planning) continued to be updated and implemented. It contains a School Safety Plan that is organized by procedures/annexes and was created by multiple government agencies as well as community first responders. This tool enables our community first responders to view our schools' emergency operations plans online and will help us to work more collaboratively should a true emergency situation arise. Our administrators, as well as other designated staff such as SROs, have been working on this tool to tailor it specifically to each school. This plan is 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 continued to utilize the robust human resources platform titled *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 and 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. Beginning July 1, 2019, the district partnered with StaffEZ for the staffing of our substitute positions. StaffEZ manages our substitute teachers' pay, scheduling, recruiting and hiring. Additionally, they work to fill daily vacancies and maintain contact with our substitutes to maximize the fill rate and provide applicable training. (2D)
10. Through a partnership with the Williamson County Parks & Recreation Department, all full-time FSSD employees were provided a discounted membership for the Rec Center. District retirees were also eligible for this benefit. (2D)
11. An orientation session was provided to all new classified employees on the district opening day to share valuable information and help ensure a smooth transition into the FSSD. (2D, 4A)
12. 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)
13. The district's online application program, Frontline, continued to provide applicants and administrators with an easy and efficient application and interview process. AppliTrack interfaces with Skyward and with Aesop (Substitute Teacher Management Program). (2D)
14. The district placed a continuous focus on providing a competitive salary and benefit package. (2D)
15. The Director reviewed school enrollment data monthly to ensure low pupil-teacher ratios. (2D)
16. The district hosted its first annual Job Fair on March 30, 2019, with more than 100 job-seekers attending. Due to the extended school closure, the 2020 job fair was canceled. The district will continue to host a Job Fair annually as possible. (2D)
17. Monthly Leadership Team meetings continually provided collaboration and professional growth among the administrative team. (2E)
18. Monthly meetings with school principals provided a forum for discussion and collaboration on administrative issues. The meeting locations rotated among the eight schools. (2E)
19. The district provided secure online access to many forms and documents, including the FSSD Employee Handbook and Personnel Directory, to each employee through the FSSD website and Employee Navigator, reducing paper and copier costs. (4A)
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 (LEAPs) grant provided 71 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 six 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 66 students; 15 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% savings (\$3,729,598) over expected energy costs. (2F)
25. The Custodial Department continued to function under dual supervision provided by building administrators and the district's custodial supervisor. The COVID-19 pandemic increased the appreciation we have for our committed custodial staff who continually provide a clean teaching and learning environment for our students and employees. (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 completed 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 and the second kiosk was implemented at Moore Elementary in Spring 2019. The plan is for all schools to eventually have this visitor management system in place. These kiosks enable schools to better screen visitors and allow 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 are 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 Schools Safety and Security Director regularly as the new safety manual was refined 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. 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 \$156,000 in Medicaid reimbursements. (2A)
32. Multiple 2-way radios were purchased for the schools and were programmed by our local Williamson County Emergency Management Agency. Radio communication is very effective for day-to-day usage as well as during an emergency situation. In addition to radios for the schools, we also purchased new radios for some of our buses. These purchases will also be done in a phased approach. These radios will be programmed and will allow our bus drivers to have more channels in order to communicate, and will also allow them to speak directly to 911 dispatch in the event of an emergency.(2F)
33. School Safety Grant money was allocated to all Tennessee public school systems by Governor Lee, 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 and continues. 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)
34. 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, 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 urgency around adequately supporting students' social-emotional needs, especially students with mental health concerns and those who display severe negative behaviors. There are many students who are not eligible for special education services but still need more intense behavioral support. With this in mind, considering an additional position (general education district-wide behavior consultant) would be ideal.
2. As innovative approaches to professional learning (such as micro-credentials, competency-based offerings, and digital opportunities) evolve, we will need to balance traditional methods of professional learning with newer ones as appropriate, with optimal student learning as our ultimate goal. Additionally, as our digital resources and online textbook materials 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. With the spring 2020 extended closure, the effective use of our digital resources and online textbook materials became even more important and our professional learning efforts going forward will prioritize this novel learning landscape.
3. Equity in facilities is an ongoing challenge. As our facilities age, maintenance costs will 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 is a challenge and focus for the district. Currently, several of our campuses are equipped with Avigilon security cameras. However, the district will continue to work toward adding more/higher-quality security cameras to provide more widespread surveillance. The safety supervisor continually evaluates communication devices, software, and protocols with the goal of having critical communication technology and clear direction on its efficient use at every campus.
5. 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 that we provide ongoing professional learning for teachers delivering these interventions.
6. Addressing the language acquisition and academic needs of English Learners (ELs) 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.
7. Franklin Special School District will face hiring challenges in hard-to-staff teaching areas such as upper level math and Special Education and continue to grapple with the challenge of recruiting teachers of color. The district will focus on recruiting from multiple sources (current employee recommendations, relationships with local universities and expanding our attendance to virtual job fairs throughout the spring) as well as continue to refine retention practices for teachers by providing support throughout a teacher’s career with FSSD.
8. Due to the changing levels of poverty in our schools, we will need to continually re-examine the use of Title I funds in future school years. Moving from serving four K-4 schools to serving six qualifying schools creates more challenges and more opportunities for use of these funds.
9. Due to the continued impact of the COVID-19 pandemic, and in order to prepare for possible mandated extended closure, the FSSD is committed to providing families virtual options for the educational process

during the 2020-21 school year and possibly beyond. FSSD will need to monitor the impacts of school closures in the Spring 2020, particularly students' potential learning loss. A thorough review of ongoing benchmark data will be critical to assess students' needs and develop targeted strategies for personalized interventions. Further, providing comparable, high-quality instruction for students learning virtually will be an ongoing endeavor. The FSSD will need to provide continuing opportunities for teachers to learn best practices for virtual teaching and learning. Support for students and communication with families will be critical in ensuring that students achieve proficiency in the state standards and continue to progress academically.

Summary

What an extraordinary year of challenges and opportunities it has been. After leading this school district for the past 19 years, it is no surprise to me that when the devastating news of the COVID-19 pandemic hit, followed immediately by school closures, the FSSD team of employees rose to the occasion. The district was firing on all cylinders as Spring approached, developing and implementing objectives identified as priorities through the FSSD strategic plan, such as:

- preparing to implement a new and extensive English language arts (ELA) adoption;
- planning for continuing professional learning, curriculum, and supports related to Social Emotional Learning (SEL); and
- collaborating with architects and builders on two major construction projects, the FSSD Performing Arts Center and the Poplar Grove Elementary School Gym

Needs were being met according to our data and our teachers, support staff and administrators were doing an incredible job fulfilling both the academic and the social-emotional needs of our students and families.

With the school closures, our faculty and staff went to work, compiling review packets and gathering books, resources, and technology equipment to send home in an effort to help keep children's minds active and to occupy the time that otherwise might have been filled with uncertainty. Our counselors and social workers and many teachers took on the overwhelming job of security and wellness checks on students and their families. Resources were found and matched to those in need. The Child Nutrition and Transportation departments never blinked at working throughout the closures to ensure food was delivered to families who needed it most. The kitchen remained open and drive-throughs were created for food to be delivered to FSSD families, as well as all other children ages 18 and under in need.

When the 2019-20 school year wrapped up, with very little of the fanfare and celebration the FSSD schools love to heap upon children the last month of the year, work immediately turned to "what's next?" With very little guidance from state or federal agencies, the FSSD administration took on the daunting task of imagining school in three very different scenarios - all in-person, a complicated hybrid of in-person and virtual, and all virtual. The month of June was dedicated to the "what if" scenarios that played in all school leaders' heads. This early work was critical to the success that followed in our 2020 school opening.

As I say every year, this Annual Report represents a monumental amount of work that goes on silently and without fanfare in our schools and district offices. Although our work may have been refocused with the critical response to the pandemic, the work of school faculty, support staff, principals, and district administrators to continue to meet students' needs never took a back seat. I am incredibly proud of the way our district responded – with love, care and compassion – reaching out and connecting resources to every family in need, academically or situationally, that came our way. The connections that we have been fostering for many years with partner agencies such as One Gen Away, The NOOK, Graceworks, Franklin Police Department, Williamson County Sheriff's Department, the United Way, and local churches and charities, all came back to create a community of support for families across our district. The FSSD is truly a special place with a mission that extends far beyond the academic excellence that we work passionately to build upon each year. It is more than that. It is the people, the connections and relationships that make this district such an incredible place to live and work. I remain truly honored to serve the students, families, employees and Board of this extraordinary school district.

Glossary of Terms

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.

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 implemented at the three 5-8 campuses that provides non-fiction articles and activities at varied Lexile levels based on each student's level set assessment 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.

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 have been taught in 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.

Avigilon- The security camera system that is in the process of being installed district-wide.

Audible - A provider of Audio books.

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 energy conservation program.

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 are 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.

CogNIA (formerly AdvancED) – The “global leader in advancing education excellence through accreditation and school improvement, Cognia 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)” (<https://www.cognia.org/>). All of the FSSD schools, as well as the district, are accredited by Cognia.

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.

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 – 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 he or she is 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.

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.

- 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*).

GoGuardian – software that helps schools easily manage their devices, better understand their students, and keep them safer online.

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 preK-8.

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

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. The English language arts version is used by all third and fourth grade students. 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 that promotes digital citizenship and is implemented in grades 5-8.

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) – Contracts into which the district enters with our community partners establishing relationship parameters and procedures for collaboration.

Micro:bit - A pocket-sized computer, aimed at teaching and learning physical computing.

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

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

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

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 that allows users to create their own interactive stories, games and animations.

Securly - A cloud-based filtering program that provides alerts to school and district leaders about student use: specifically, cyberbullying and self-harm. Securly also offers a management console which allows teachers to view content on student devices.

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 ten-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 grades 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 IIA 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 (EOC) 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 the content 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.

Zoom - Web-based video conferencing platform.