

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

TO THE FSSD BOARD OF EDUCATION  
(Report based upon 2021-2022 School Year)

*Submitted by: Dr. David Snowden*

January 2023



# TABLE OF CONTENTS

	<i>Page</i>
Introduction and Restatement of Director of School's Annual Performance Goals	3
Student Performance and Achievement Highlights	4
<i>Tennessee Comprehensive Assessment Program (TCAP)</i>	4
<i>High School Transition/Career Education</i>	6
<i>School Improvement Plans</i>	7
<i>Character Education</i>	7
<i>Related Arts</i>	7
<i>Universal Screening and Tests for Progress Monitoring</i>	9
District-Wide Professional Learning	10
<i>Teacher and Staff Professional Learning</i>	10
<i>Administrative Professional Learning</i>	15
Academic Programs and Extended Learning Opportunities	18
<i>Student Support Programs</i>	22
Communication and Community Relations	24
<i>Student and Family Support</i>	28
<i>Community Involvement/Outreach</i>	28
Management of Fiscal and Human Resources	33
Future Challenges	39
Summary	40
Glossary of Terms	41

**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 2021-2022.*

**I. Improvement of Student Performance:**

- A. Maintain and utilize a comprehensive database of student performance information to assist in the development and implementation of an Individual Learning Plan for each student.
- B. Support and maintain innovative approaches to curriculum and instruction, especially instructional technology and instructional coaches, as tools to improve student performance and manage achievement gaps.
- C. Develop a seamless contingency plan with tactical strategies for virtual learning as allowed by the State.

**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. Work with the Board of Education to prioritize the list of capital improvements to be completed.
- C. 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.
- D. Provide effective training, support, and communications for teachers and administrators to ensure their continued success for in-person, remote, and virtual learners.
- E. Work cooperatively with the Board of Education to ensure a safe, secure environment for teaching and learning.
- F. Work with the Board and construction managers to deliver construction projects within budget and on time.

**III. Execute on the District and Board's Vision of *Excellence in Teaching and Learning for All*:**

- A. Facilitate an annual retreat with the Board of Education (and invited staff and administration) to review and revise, as necessary, the written, comprehensive five-year strategic plan, "Reach 2024," and discuss other matters important to the Board's vision.
- B. Continue to implement school equity throughout the district.
- C. Continue to expand and develop programs/opportunities to enhance the social, emotional and mental well-being of our students.
- D. Continue efforts to recruit, hire and retain diverse and inclusive administrators, teachers and staff.
- E. Continue professional development for teachers and administrators on strategies to develop culturally responsible teaching practices.

**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.

# 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 FSSD School Board, FSSD students continued to improve academically.

1. For 2021-2022, 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. Districts are expected to meet an annual requirement of 95% student participation rate for state assessments and, for the 2021-2022 school year, the FSSD had a 100% participation rate. For the 2021-22 school year, the FSSD received the formal accountability designation as an Advancing district, based on the overall results from the four areas. On the 0-4 scale, the FSSD scored a 2.75 for overall achievement and a 2.28 for subgroup performance. The district's overall score was a 2.6 for the 2021-22 school year. **(1B, 1C, 3B, 4A, 4B)**
2. The FSSD received TVAAS (Tennessee Value-Added Assessment System) scores for overall student growth from prior years of TCAP testing. As a result of the closure in the spring of 2020, some data were still lacking for measuring student growth on TCAP assessments over multiple years. However, unlike the 2020-21 school year, we did receive TVAAS scores for all schools in the 2021-22 school year, since all students in grades 4-8 had the previous year's TCAP results. These scores were factored into the overall district scores for student growth. For literacy, the district received a 3 for TVAAS, which is in the middle of the 1-5 scale. By contrast, the district was a 5 in literacy in the 2020-21 school year. For numeracy, the district received a 1 in 2021-22, which was down from a 5 in 2020-21. The district's overall TVAAS score for the 2021-22 school year was a 1 for student growth, based on the combined growth index averages between the literacy and numeracy results. Science and social studies both received TVAAS results for the 2021-22 school year, and both were a 5, the highest level for growth. However, neither science nor social studies was included in the calculation of the district's overall TVAAS for accountability purposes, which only factored in literacy and numeracy results. **(1B, 1C, 4A, 4B)**
3. The FSSD was ranked among the highest achieving districts in the state based on TCAP achievement scores, including the results of math, English language arts (ELA), science, social studies (grades 6-8 only), and End-of-Course (EOC) Algebra I and Geometry. Achievement is determined by the success rates for TCAP tested subjects, which is the percentage of students who met or exceeded expectations to show proficiency in that subject. Of the 146 school systems in Tennessee, the FSSD ranked in the top ten, based on overall student achievement performance. The FSSD ranked in the top twelve of districts for success rates in all of our tested subject areas, including being ranked fourth for Algebra I scores. District-by-district TCAP results can be accessed on the Tennessee Department of Education (TDOE) State Report Card website. **(1B, 1C, 4A, 4B)**
4. The FSSD continued to amaze when compared with the state's TCAP results. In fact, the FSSD's success rates (students scoring in the proficiency levels of *Met Expectations* and *Exceeded Expectations*) in ELA, math, science, and social studies were all notably above the state's proficiency percentage - by double digits in every subject area. Specifically, in ELA, 53.2% of FSSD students in grades 3-8 scored proficient, which was 17% higher than the state average. This was also an increase of 7.2% over last year's ELA success rate. In math, 50.8% of FSSD students scored proficient, 20% higher than the state average. In science, 57.8% of FSSD students in grades 3-8 scored proficient, 17% higher than the state average. In social studies, a whopping 66.4% of FSSD students scored proficient, 23% higher than the state average. **(1B, 1C, 4A, 4B)**

5. For the 2021-22 school year, the FSSD had 104 students in grades seven and eight who took Algebra I, a high school credit-bearing class, in middle school. Only 7 eighth grade students took Geometry this past year. The TCAP End-of-Course (EOC) tests were administered to these students via the online Pearson testing platform. Although the number of students taking Algebra I in seventh grade was small (15 students), 93.3% scored at the proficient levels of *Met Expectations* or *Exceeded Expectations*. Of the 89 eighth grade students taking Algebra I, 78.7% scored at the proficient levels. Geometry scores remained consistently high with 100% of our students demonstrating proficiency. Because our students are taking these courses in middle school, the percentages count as part of our math accountability goals. (1B, 1C, 4A, 4B)
6. FSSD students with significant cognitive disabilities participated in the TCAP Alternate Assessment for science and social studies and the online MSAA for English and math. Their scores ranged from Level 1 (*Below*) to Level 4 (*Mastered*) in all subject areas. Fourteen students participated in these alternate assessments, and score categories were as follows: ELA: Level 1 - 7.2%, Level 2 - 35.7%, Level 3 - 50%, and Level 4 - 7.1%; Math: Level 1 - 7.2%, Level 2 - 21.4%, Level 3 - 50%, and Level 4 - 21.4%; Science: Level 1 - 0%, Level 2 - 25%, Level 3 - 62.5%, Level 4 - 12.5%. The alternate social studies test was not operational once again, and thus students' scores were not provided. These scores from alternate assessments do count as part of the FSSD accountability data for each tested subject area, and there were increases in proficiency among these students in all subject areas. (1B, 1C, 4A, 4B)
7. Results from the 2021-22 World-Class Instructional Design and Assessment (WIDA) ACCESS English Language Proficiency Assessment (ELPA) indicated that, because of their excellent growth in speaking, listening, reading, and writing in English, 12.7% of our students exited the direct service portion of English Learner (EL) programming and became Transition 1 (T1) students. This exit percentage was down slightly from 2020-21 when 12.8% of students exited the EL program based on their WIDA scores. By comparison, 17.2% of our students exited the EL program in 2019-2020. These students were monitored closely by our EL and general education teachers, and may have received direct services as they became more academically proficient. As part of the Tennessee Every Student Succeeds Act (ESSA) Accountability Plan, another metric being monitored is the English Language Proficiency Assessment (ELPA) Growth Standard. It measured whether students made adequate annual progress on learning English, even if they are not yet ready to exit from direct EL services. In 2021-2022, the FSSD met its AMO (Annual Measurable Objective) for ELPA growth because 49.1% of FSSD EL students made adequate annual growth on WIDA ACCESS. For the sake of comparison, 45.2% of FSSD students made adequate growth in 2020-2021, and 61.4% of students made adequate growth in 2019-2020. (1B, 1C, 3B, 4A, 4B)
8. Forty percent of accountability calculations for achievement also include the performance of historically underserved subgroups in ELA and math. In FSSD, our subgroups, including BHN (a combined group of students who are Black, Hispanic, or Native American), Economically Disadvantaged (ED), English Learners (EL), and Students with Disabilities (SWD), achieved at the following *success rates* for the percentage of students who scores at the proficiency levels of *Met* or *Exceeded Expectations* in tested subject areas: BHN: 29.9% in 20-21 & 32.8% in 21-22 // ED: 19.5% in 20-21 & 20.6% in 21-22 // EL: 24.7% in 20-21 & 27.5% in 21-22 // SWD: 11.2% in 20-21 & 13.2% in 21-22. While the state's success rate for subgroups has not been released yet, the FSSD improved the success rate for each of the four subgroups that are categorized as historically underserved subgroups. The *success rate* for all students in FSSD also outperformed the previous year's success rate for all students (48.7% in 20-21 & 53.4% in 21-22). (1B, 1C, 4A, 4B)
9. As part of the Tennessee 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. For the 2021-22 school year, the COOS rate in FSSD was reduced to 6.3%, which met the district's AMO (Annual Measurable Objective) that had been set at 6.4%. By comparison, in 2020-21 the COOS rate in FSSD was 6.8%, and the state rate was 15.5%. The state has not released the COOS rate for 2021-22 at this time. (1B, 4A, 4B)

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

10. FSSD eighth-grade students participated in the Annual World of Possibilities Career Exploration Day (Career Quest) in partnership with Williamson County Schools (WCS) and Junior Achievement (JA). This was the second year the event took place on a virtual platform (due to the pandemic). Leading up to the event, each eighth-grade student completed the self-guided JA Inspire career exploration curriculum. Students were also guided through the YouScience Career Interest Inventory to gauge their interests and aptitude, taking into account a wide range of career choices. Special emphasis was placed on the critical role a strong educational foundation plays as students begin to contemplate potential career paths. In preparation for Career Quest, students were given career interest inventories using the YouScience Career Assessments. School counselors reviewed career assessment results, guiding students as they chose corresponding exhibitors representing a wide range of career clusters. (1C, 2F, 4A)
11. In February 2022, all FSSD eighth-grade students visited their zoned high school to attend College, Career and Technical Education Universal Day to preview all of the CTE classes and programs offered at Centennial and Franklin High Schools. (3C, 4B)
12. FSSD eighth-grade students were invited to participate in tours of their zoned high school (Centennial or Franklin) in February. In previous years, nights for rising freshmen and their parents were held to provide essential information regarding the transition to high school. WCS school counselors provided a general overview of the high school credit system leading to graduation, and outlined the upcoming registration process. FSSD and WCS counselors collaborated to determine registration dates and distribute 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)
13. Centennial and Franklin High School counselors typically visit Poplar Grove Middle and Freedom Middle in February to provide eighth-grade students an overview of the high school curriculum. The appointments outline the process of obtaining teacher recommendations for high school classes, including honors and advanced placement offerings. Teachers of eighth-grade students completed class recommendation forms for each student, which were given to the high school counselor prior to registration day. Registration materials were distributed to each student, completed with parents, and returned for registration day. (4B)
14. In early March, the high school counselors held virtual conferences to register all eighth-grade students. Parents/guardians were required to participate in this conference between counselor and student, teacher recommendations were reviewed, necessary registration materials were confirmed, parent questions were answered and a four-year high school curricular plan was completed. (4B)
15. FSSD special education teachers met with the WCS special education high school specialist in November 2021 to discuss the transition of FSSD eighth-grade students with disabilities to WCS schools. Questions regarding accommodations for students with disabilities prior to enrolling in specific high school courses were discussed. A second meeting was held in January 2022 with FSSD lead special education teachers, middle school administrators and WCS ninth grade teachers to address these questions and concerns. (1B, 2D)
16. Freedom Middle School offered the PSAT, a junior-level college entry practice test, to its eighth-grade students in April 2022. The PSAT provides motivated students with important data as they plan and prepare for high school and college. About 20% of the eighth grade class opted to take the challenging test, and 30% of those scored an 1150+ (24+ ACT). Additionally, 4 students scored 1300+ (29+ ACT); ~50% scored higher than the Tennessee average of 1001; and ~96% scored higher than the national average of 827. (1B, 4B)
17. In early March 2022, FSSD eighth-grade students visited the Columbia State Community College Williamson County campus in small groups. During the tour, students heard about the classes and career paths offered at the college, and explored the campus buildings and classrooms. This visit was related to the section of the district's strategic plan that includes 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. Numerous FSSD school and district administrators and staff chaperoned this memorable learning event. Due to the pandemic, the tour did not occur in 2021 but was thankfully reinstated in 2022. (1C)

### ***School Improvement Plans***

18. The district improvement plan has 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 ELs (English learners) and SWDs (students with disabilities) subgroups, and educator professional learning. Multiple district personnel developed the district improvement plan and are responsible for monitoring these goals. Parent input was provided on the plan through a diverse group of parents representing every FSSD school that gave feedback through a Google Form. Parents were sent a video presentation in English and Spanish that covered the plan's goals, strategies, and action steps. Schools were also required to complete a school improvement plan during the 2021-2022 school year. These plans were developed in collaboration with their school advisory councils and with support from the Teaching and Learning team. All plans were submitted to the district by the end of August of 2021. A district committee reviewed the school improvement plans and gave feedback, including items to edit or add. All school improvement plans were fully approved by the district by the end of September of 2021. The district improvement plan and all school improvement plans were submitted in InformTN, a state planning platform connected to ePlan, the Tennessee Department of Education (TDOE) website for Electronic Planning and Grants Management. (1B, 1C, 2E, 3B, 4A, 4B)

### ***Character Education***

19. Character Under Construction continued to serve as the district-wide vehicle for teaching nine core values, with one value designated for each month of the school year. The values are the pillars of Respect, Responsibility, Perseverance, Citizenship, Cooperation, Fairness, Caring, Courage, and Trustworthiness. Each school counselor, administrative team, faculty, and staff member placed concentrated attention on these monthly character traits and core values. Students were recognized each month for exemplary exhibition of these core values while they served as positive peer role models. (1C, 4B)
20. The FSSD continued to participate alongside WCS in its Be Nice initiative during the 2021-2022 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 to participate in the Veterans Day Parade, and the board passed a proclamation declaring November 8-12 as Be Nice Week. Schools continued to emphasize the Be Nice philosophy throughout the year with various events and special assemblies. (1C, 4A, 4B)
21. 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)
22. Many schools have added extra-curricular clubs that encourage service learning and character development. Some examples include the National Junior Beta Club (grades five-eight), Best Buddies, Green Teams, and Student Councils. (1C, 4B)

### ***Related Arts***

23. Students continued to expand and demonstrate their artistic talents in the multitude of outstanding related arts programs offered by the district. Special programs in related arts included Jump Rope for Heart/Hoops for Heart, Stimulating Maturity Through Accelerated Readiness Training (S.M.A.R.T.), Fitnessgram assessments, Moore Elementary School's Annual Fourth Grade Walk to Wellness on the Natchez Trace, and the Orff-Schulwerk, Kodaly and Gordon music instructional approaches. (1D, 4A, 4B)

24. The FSSD was excited to continue the tradition of offering the Young Scholars Institute (YSI) during the summer of 2022. Approximately 573 students participated in YSI. The summer of 2022 was the 38th year that this enrichment and talent development program has served students in the local area. Whenever possible, this self-supporting program gives financial awards to the schools that host YSI. A total of 40 scholarships were granted to students who would otherwise be unable to participate. (4A, 4B)
25. The FSSD was excited to continue to participate in a student art exhibit at the Frist Center for the Visual Arts in 2022. In an effort to provide the opportunity in a safe and responsible manner, the Frist hung the FSSD student artwork, but did not hold the typical reception. Instead, the museum generously provided vouchers for each family to attend during the date of the show so they could celebrate their child and see their artwork on display. The FSSD Art Exhibit was held January 22 - February 6, 2022. (1B, 1C, 4B)
26. 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)
27. The FSSD School Board recognized students for various achievements at each in-person board meeting in support of the whole child teaching philosophy. In addition, each month a student artist was recognized at the board meeting for extraordinary work as selected by his/her art teacher. The work was also featured on the front of employee birthday cards. (4B)
28. 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, and art exhibitions during the 2021-2022 school year. Students also participated in special events hosted by the city of Franklin such as the Christmas tree lighting and the Veterans Day Parade, held at The Park at Harlinsdale Farm. (1D)
29. FSSD elementary school students were provided with a true "whole-child" education, with related arts courses including physical education, art, music, computer, S.M.A.R.T./ReadyK for kindergarten students, and Quaver Music for students in grades K-8. (1D)
30. The artwork of three Liberty Elementary students was chosen to be displayed at the Tennessee State Museum throughout the spring of 2022 as part of the Tennessee Art Education Association and Tennessee Department of Education's first inaugural STARS Elementary Art Exhibition. (1B, 4B)
31. In January 2022, 28 Freedom Intermediate School students were selected to perform as part of the Middle Tennessee Vocal Association (MTVA) Elementary Honor Choir, which represents grades 4-6. Approximately 600 students from all over Middle Tennessee auditioned for the honors choir with only 130 students selected to perform. For the fifth year in a row, Freedom Intermediate had more students selected for the choir than any other school in the region. (1B, 4B)
32. FSSD students performed in the Williamson County Honor Band and Honor Orchestra. These groups performed in January 2022 with other top musicians in Williamson County Schools. (1B, 4B)
33. Freedom Middle band teacher Mark Garey was presented with the Tennessee Bandmasters Sweepstakes Award at the Tennessee Music Educators Convention in April 2022. The Tennessee Bandmasters Association presents the Sweepstakes Award to TBA members whose middle school bands have received a Superior rating in concert and sight-reading at sponsored events. Additionally, 50% of the band's enrollment must participate in the regional solo and ensemble performance assessment, with 50% of those participating receiving a superior rating. This is Mr. Garey's 13th such award. (1B, 4B)



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

34. A document titled *District Required RtI<sup>2</sup> Assessments* was distributed to all administrators and teachers as a means of providing consistency and accurate communication regarding universal screening measures and progress monitoring across the district. (1B)
35. 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)
36. 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)
37. 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, the Teaching and Learning team identified and provided professional learning experiences to support student learning. Professional learning during the 2021-2022 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) continued to evolve to effectively guide school teams in better meeting the needs of all learners. Teachers reviewed data, created and/or revised common assessments, and planned for instruction. In 2021-2022, these PLCs continued to focus discussions on the instructional refinements related to the Tennessee Academic Standards in math, ELA/literacy, social studies, and science. In addition, teachers discussed effective strategies that were used with students in need of intervention support. Art, music, accelerated learning, world language, EL, computer lab, library media, and physical education teachers met in content specific, district-wide collaborations in order to deepen content knowledge and to develop strategies in their areas. (1B, 2D)
2. Teachers of students with disabilities attended a variety of sessions focused on autism, effective behavior strategies for disruptive students, mental health issues, Certified Restraint Training, occupational and physical therapy strategies, positive behavior support, Imagine Learning, SPIRE, Lindamood-Bell, Wilson Reading, Neuro-Science in Education, compliance monitoring, facilitated IEP training and legal issues. In addition, special education (SPED) teachers met in school as well as grade-level district teams to plan for successful student transitions to the next grades within our district. The district continued a monthly district-wide collaboration with SPED representatives from each school to share specific special education concerns and issues. (1C, 2E)
3. The FSSD Enhancing the Quality of our Introductory Professionals (EQuIP) program, 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, training over district-adopted curriculum, and introductions to district supervisors are incorporated during EQuIP each year. (1B, 2C, 2D, 3D)
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 professional learning at the state and regional levels, learning effective practices to use in instruction. The district contracted with Teacher Created Materials (TCM) to bring EL Consultant Lisa Callahan, Instructional Development Inc., to four of our eight schools. Ms. Callahan provided English Learner professional learning specifically for general education teachers. The remaining four schools will receive professional learning during the 2022-2023 school year. (1C, 2E)
5. On August 2, FSSD's Opening Day, a welcome event for all FSSD educators and staff was held. Due to the pandemic, our keynote speaker's presentation was live streamed to each campus to allow for social distancing. The keynote speaker was Dr. John W. Hodge. Dr. Hodge is president and co-founder of Urban Learning and Leadership Center, an organization focused on student achievement and reduction of the achievement gap. He has served as a reading teacher, English teacher, AVID teacher, assistant principal and associate director of AVID Center Eastern Division. He served as director of An Achievable Dream Academy, an inner city school that piloted many of the interventions used by Urban Learning and Leadership Center. Dr. Hodge received his Bachelor of Science degree from North Carolina A&T State University and his Master of Arts degree from Chapman University. He completed his academic and professional preparation by earning a Doctor of Education degree from Virginia Tech where he conducted extensive research on factors that contribute to the academic success and/or failure of impoverished children. What sets Dr. John W. Hodge apart in the field of education is his well-documented ability to put research and theory into everyday practice in rural, urban, and

suburban schools. Dr. Hodge has helped educators in elementary, middle, and high schools make the necessary changes to help all children meet and exceed rigorous academic standards. On August 2, teachers and paraprofessionals next took part in grad-level and/or content-area specific collaboration sessions district-wide and with their campus professional learning communities. (1B, 2D, 3E)

6. Once each quarter, the associate director of schools for Teaching and Learning and the curriculum and professional learning supervisor met with a team of teachers, paraprofessionals, and administrators at every school to discuss data and request input regarding professional learning and other issues and needs during “Lunch & Learns/Discuss & Designs.” The goal of the Lunch & Learns was to have a truly open and collaborative process to tailor professional learning to the needs of FSSD students and teachers, with optimal student learning as the result. Beginning in the 2016-2017 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 2017-2018 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 2019-2020 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. Due to the pandemic and the resulting need to socially distance, several Lunch & Learns/Discuss & Designs in the 2020-2021 and 2021-2022 school year were held via Zoom. (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 ELs 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 in their preferred location. (1B, 2D, 3C, 3E)
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 i-Ready Math to determine student progress and effectiveness of instruction and intervention. (1B, 1C, 1E, 2E)
9. The math and ELA instructional coaches continued to meet with teachers to provide professional learning based on student data and centered on best practices in instruction. (1C, 1E, 2E)
10. Learning opportunities were provided for teachers of high-achieving students. Teachers participated in a session facilitated by Dr. Emily Mofield, Assistant Clinical Professor of Education, Lipscomb University. She provided two sessions titled *Addressing the Social-Emotional Needs of Gifted Students: From Underachievement to Perfectionism and the In-Between* and *Infusing Critical and Creative Thinking to Challenge Advanced Students*. (1B, 1C, 2E)
11. Grades K-5 teachers received professional learning to support STEM (science, technology, engineering and math) education from their district-adopted resources STEMscopes. 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>. The *A World in Motion* STEM curriculum was also used for our after-school STREAM camp at all campuses. (1B, 2D)
12. The district continued to provide ongoing support for the National Board-Certified Teacher (NBCT) candidates. Eight teachers began the National Board pursuit during the 2021-2022 year, and two other teachers continued working on National Board Certification. In 2021-2022, FSSD had a total of 45 employees receive a supplement based on their National Board Certification. A total of 23 teachers, 3 school counselors, 4 speech language pathologists, 4 school psychologists, 1 interpreter, and 1 occupational therapist received the full, board-approved \$4,000 per year supplement. One teacher, 3 behavioral specialists, 4 speech language pathologists, and 1 school psychologist received a prorated supplement during the 2021-2022 school year based

on their work calendar and/or their certification dates. 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. (1D, 2C, 2E)
14. Music and art teachers participated in state and national learning opportunities. Teachers attended the Tennessee Arts Academy and the Tennessee Music Educators Conference to stay informed about national trends and best practices in the arts. In addition, these teachers participated in ongoing PLCs and targeted professional learning opportunities that focused on enriching content and pedagogical knowledge. (2D)
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 took part in targeted professional learning sessions on topics such as Fitnessgram (the official assessment of the Presidential Youth Fitness Program) and the Progressive Aerobic Cardiovascular Endurance Run (PACER). (2D)
16. All school-level administrators have been trained in the Tennessee Educator Acceleration Model (TEAM) and certified to evaluate educators. Additionally, eight district-level teaching and learning members have been trained in TEAM and certified to evaluate educators. The director of schools and the associate director of schools for teaching and learning have been trained and certified to evaluate school-level administrators. (1C, 2E)
17. Four school psychologists and the supervisor of special populations attended the TAASE (Tennessee Association of Administrators of Special Education) Legal Conference from December 6-8, 2021. This annual conference focused on current legislation impacting special education. The psychologists attending this conference shared the information with administration, academic behavior support teams, and special education teachers 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 the commonly used Teaching Strategies Creative Curriculum. (1C, 2E)
19. 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* (RTI<sup>2</sup>-B). Freedom Intermediate School and Freedom Middle School earned *Bronze Level Models of Demonstration Schools for Response to Instruction and Intervention for Behavior* (RTI<sup>2</sup>-B). The purpose of this identification is to promote model schools to share their practices, examples, and celebrate the schools' efforts 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)
20. FSSD's speech/language pathologists, special education teachers, occupational therapists, and special education supervisor attended the 16<sup>th</sup> annual Tennessee Association of Assistive Technology (TAAT) Virtual Conference from December 2-3, 2021. 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, voice activated computers, or GoTalk devices. (1C)

21. Through EQuIP, 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 EQuIP in July 2021. (2D, 2E, 2F)
22. Teachers were provided professional learning on multiple occasions to support their understanding of the Tennessee Academic Standards in math, English language arts, science, social studies, world languages, computer science, and fine arts. (1B, 2D)
23. FSSD professional learning opportunities included the following:
  - a) Instructional technology courses:
    - Throughout the school year, instructional technology specialists supported educators and provided additional professional learning to teachers utilizing digital programs such as Imagine Learning, Achieve 3000, and i-Ready. These sessions took place in conjunction with virtual trainings provided by vendors. (1B, 2D)
    - Each year the instructional technology specialists (ITS) lead training for all new teachers during EQuIP. This day-long training focuses on the many aspects of the district's technology offerings. The morning is spent covering topics from how to request support for troubleshooting to the vast resources provided by the district. This valuable time also ensures teachers are able to sign in to their varying accounts. In the afternoon, the ITS team walked all teachers through the use of Google Classroom, which is the district's learning management system. This ensures all teachers are prepared to provide assignments virtually, as we know this is imperative in today's world. In addition, the ITS team reviewed the district's use of Zoom and Screencastify, both of which have been heavily utilized by teachers over the past few years. (2C, 2D)
    - The third year of the building instructional technology leaders program proved to be valuable during this unique year of instruction. These educators provided immediate support for their peers throughout the year and ensured their schools fulfilled the requirements for the Common Sense Schools certifications. Two of these leaders shared with the FSSD Board of Education about their experiences in this leadership role. (1B, 2D)
    - Promethean training was provided throughout the year as new ActivPanels were installed in buildings. In addition, Jenny Schnell, Promethean Trainer, led two sessions during the district professional learning day on January 3rd. Teachers were quick to sign up for these sessions. (1B, 2D)
    - GoGuardian is a digital safety and efficiency resource that was adopted by the FSSD in the fall of 2020. Since then, continued work with teachers on integrating this resource into their daily routines has been provided by the instructional technology specialists. A more advanced training was offered in July of 2021. During this session, teachers participated in a brief review of the basics and then took a closer look at the more advanced features such as the reporting options, the creation of scenes, and scheduling sessions. (1B, 2D)
  - b) K-8 ELA teachers received continued support around the ELA district-adopted resources on district professional learning days and on various other dates throughout the school year, including during campus PLCs as needed. Teachers in grades K-4 participated in Wonders training, fifth grade participated in Open Up training, sixth grade took part in Savvas training, and grades seven and eight participated in StudySync training. All of these sessions provided support for the newly-adopted ELA resources and accompanying digital platforms to prepare teachers to effectively use these new resources with their students. (1B, 2D, 3B)
  - c) In June 2022, 26 FSSD teachers participated in the Read360 Early Literacy and Secondary Literacy Training through the Tennessee Department of Education. This two-week training opportunity was designed to ensure that Tennessee educators have access to the latest research, its implications for instruction of foundational literacy skills, and practical tools that will show them how to apply new learning in their own contexts. (1B, 2D)
  - d) Various professional learning opportunities around social-emotional learning (SEL) were provided to our staff throughout the year. In January 2022, Dr. Joelle Hood provided a training for staff titled *Taking Time to B.R.E.A.T.H.E: Strategies for Strengthening Personal and Professional Resilience*. A consultant from ASCD also provided a SEL and equity training titled *The Sum of Us: Building a Culture of Belonging* in January. (1B, 2D, 3C, 3E)

24. 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 (RtI<sup>2</sup>-B). This support may include helping schools identify students who are unresponsive to Tier 1 or Tier 2 prevention efforts, providing recommendations on the school leadership team practices, and providing support and guidance on critical features within each tier. The district RtI<sup>2</sup>-B leadership team met quarterly, and the school teams met monthly. The purpose of these meetings was to ensure that (a) RtI<sup>2</sup>-B is aligned with other district initiatives, and (b) resources and time are allocated to RtI<sup>2</sup>-B preparation and implementation in schools. The district 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)
25. FSSD behavior consultants, the FSSD autism consultant and four special education teachers attended the 12th Annual Chattanooga Autism Conference March 7, 2022. The conference provided information and resources to enhance the understanding of autistic students in the classroom setting and the supports needed to ensure success of students with autism. (1C, 2E)
26. During the 2021-2022 school year, the FSSD Special Education Department continued revisions and updates to the *FSSD 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)
27. 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 in an emergency situation. During the 2021-2022 school year, FSSD provided training through the Certified Restraint Training program to our personnel in both verbal and non-verbal de-escalation, as well as physical restraint. The district trained approximately 50 individuals in June, and continued to offer additional trainings throughout the 2021-2022 school year. The company, CRT, certified two of our district-wide consultants to continue this training throughout the year as needed. This training equips administrators, teachers (general education and special education), paraprofessionals, and other staff members to provide skills, confidence, and the effective framework needed to safely manage and prevent difficult behaviors. (1C, 2E)
28. Five of the FSSD speech-language pathologists (SLPs) participated in a two-day virtual training in August 2021 through the Vanderbilt Bill Wilkerson Center. This event was a statewide conference for SLPs to train and to network on current practices in the area of speech and language concerns for students with disabilities. (1C, 2E)
29. The FSSD deaf educator and four American Sign Language (ASL) interpreters participated in the Language First course focused on Reading Intervention for Deaf Children. This course helped 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)
30. Throughout the 2021-22 school year, five special education paraprofessionals participated in a webinar series titled “Effective Behavior Strategies for Disruptive Students.” This webinar series focused on reinforcement, executive functioning skills, increasing motivation, planned ignoring, behavior mapping, language mapping, visual supports, data collection, and the paraprofessional role in the classroom. (1C, 2E)
31. In May 2021, Poplar Grove Middle School was selected as one of 176 schools from across the state to be included in the second training cohort to become a trauma-informed school. Poplar Grove Middle joined Liberty Elementary in becoming a trauma-informed school. Liberty was a member in the first cohort in 2018-2019 and has been using the training to help students receive the support they need to be successful in school. (2D, 3E, 3F)
32. In July 2021, FSSD counselors were provided with professional learning focused on equity, diversity, and

inclusion, and the intersection of school counselor lessons with principles of the Tennessee Behavior Supports Project (TBSP). (2C, 2D, 3E)

33. School librarians visited the new Tennessee State Library and Archives for professional learning in August 2021. This experience enabled them to discover the resources available to schools and families for genealogy and state history. (1B, 3E, 4B)
34. Through EQuIP, new and recently hired special education teachers received training on writing compliant/effective IEPs, an overview of the facilitated IEP process, information on learning anxiety and collaboration, a review of the FSSD Special Education Procedures Manual and training on EdPlan. (2C, 2D)

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

35. FSSD administrators continued to participate in focused professional learning activities and attended, presented sessions for, and/or won awards at numerous professional learning conferences, including but not limited to: the Tech & Learning Regional Leadership Summit (Dallas), the Tennessee i-Ready Educator Summit, the virtual Learning Forward Annual Conference 2021, the Partners in Education (PIE) Conference, the Tennessee Association for Administrators in Special Education (TAASE) Conference, the Association for Middle Level Education (AMLE) Conference, Results Coaching Global, the Tennessee Principal Association Conference, the Tennessee Association of School Librarians Conference, and the Teaching Learning Coaching Conference. Professional learning sessions on the following topics were the main focus for the 2021-2022 year: trauma-informed strategies, the research on retention/strategies to avoid retention, John Hattie's visible learning and effect size, ensuring a sense of belonging for *all* students and staff in the district, and continuing the work around high-quality instructional materials and their crucial link to student achievement and equity. (1C, 2E)
36. The director of schools and the associate director of schools for Teaching and Learning were certified as Tennessee Educator Acceleration Model (TEAM) Administrator Evaluation Observers through the Tennessee Department of Education, and continued to utilize the TEAM model to evaluate principals and assistant principals. (2E)
37. Administrators continued to utilize TEAM to evaluate all licensed educators. 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)
38. TNCompass, the teacher evaluation documentation system, continued to offer various reports and information to administrators, teachers, and district personnel. School and district-level administrators reviewed data throughout the 2021-2022 TEAM evaluation process to determine trends in reinforcements (strengths) and refinements (areas to strengthen). By evaluating these data, the district was able to differentiate professional learning to meet more teachers' needs. (1C, 2E)
39. District administrators received routine support, training, and updates regarding Response to Instruction and Intervention (RtI<sup>2</sup>) and dyslexia during leadership retreat, leadership meetings, and staff meetings. The district RtI<sup>2</sup> team met to evaluate RtI<sup>2</sup> components, behavior additions, expectations and progress. (1B)
40. In September 2021, the FSSD special populations supervisor attended the State Special Education Supervisor's Virtual Institute, a one-day workshop for special education supervisors. The event was sponsored by the TDOE. (2D)
41. The supervisor of special populations is a member of the Middle Tennessee 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. (1C, 2E)

42. Freedom Intermediate School Principal Dr. Joel Hoag was selected as a member of the American Association of School Librarians Administrator Collaborative. He is one of seven administrators nationwide who serves in this group, and he continues to meet on a quarterly basis with the collaborative to discuss how libraries play a role in the school setting. (1B, 2D, 2E)
43. Professional learning around diversity, equity, and inclusion has been a constant in the FSSD for ten years. The recruitment of educators and staff of color is a priority, as well. In January 2021, Derek Young, motivational speaker and culture/career strategist, facilitated a session for the FSSD Board of Education and the Leadership Team designed to explore how we can ensure that students and staff of color feel welcome and supported in our district. In the months since, breakout teams from the leadership group met via Zoom to discuss the following questions:
- What should we keep doing?
  - Is there anything we should stop doing?
  - What should we start doing?
- From these conversations have come several ideas/suggestions that were put into practice. During the June 2021 Leadership Retreat, longtime FSSD professional learning partner Dr. Joelle Hood (ThrivingYOUiversity) facilitated sessions - one for teachers and one for the Leadership Team - centered on best practices in social emotional support for all students and staff. Leadership Team members continue to have discussions with educators and staff about the three questions, and they make adjustments to procedures and actions accordingly. In January 2022, Derek Young again joined the FSSD Board of Education Retreat to guide the continued planning for ways to implement and validate actions that maintain a system-wide culture of belonging for students and staff of color. Further, the breakout teams from the leadership group continue to meet and determine next steps, such as the FSSD Student DEI Panel, which was first held in July 2021 to garner feedback from rising ninth-grade students (recently graduated from the FSSD) with regard to the bulleted questions listed above. (3B, 3D, 3E)
44. The newly formed FSSD Assistant Principals' (AP) Cohort met throughout the 2021-2022 year for focused learning and collaboration. Led by Dr. Decker, assistant principals new to their roles engaged in a book study and participated in focused conversations with district administrators in order to enhance their leadership skills and further familiarize themselves with the district's policies and procedures. Topics covered in the AP cohort meetings included digital resources, special education laws, best practices for English Learners, homebound instruction, homeschooling, and safety and attendance protocols. (1B, 1C, 2E)
45. Several members of the Teaching and Learning team participated in three two-hour Zooms and offline asynchronous work with Laura Lipton to complete a course titled "Leading Groups: Creating High Engagement Presentations & Work Sessions." Ms. Lipton is an international consultant whose writing, research, keynotes, and seminars focus on effective and innovative instructional practices and on building professional and organizational capacities for enhanced learning. Laura engages with school districts, public and independent schools, departments of education and international agencies designing and conducting workshops on organizational and group development, learning-focused instruction, literacy development, and growth oriented supervisory and mentoring practices. She applies her extensive experience with professional learning to workshops and seminars conducted globally on topics including learning-focused relationships, data-driven dialogue, teacher leadership, building professional community, developing high-performing teams, action research, and learning-focused mentoring. During these sessions, the FSSD group engaged in the learning with a team from Rocklin Academy Family of Schools in Rocklin, California. Immediately, the strategies and skills acquired were implemented in professional learning sessions developed for FSSD school and district administrators and teachers. (2C, 2D, 3E)
46. Franklin Special School District Associate Director for Teaching and Learning Dr. Mary Decker was asked in fall of 2021 to serve as the chairperson of the 2022 Learning Forward Annual Conference Host Committee. The conference will be held in Nashville at the Gaylord Opryland in early December 2022. Learning Forward is the only professional association devoted exclusively to those who work in educator professional learning with



the goal of helping its members leverage the power of professional learning to effect positive and lasting change. (2C, 2D, 3E)

47. In July 2021, school administrators attended the annual summer safety administrator training, facilitated by Safety Supervisor Celby Glass. The agenda included topics such as the use of two-way radios, the threat assessment procedure, and documentation of safety incidents. Scenarios based on a severe weather event, off-campus reunification of parents and students following a school evacuation, and a lockdown situation were examined. (2D)

## 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. Schools in the district continued administration of the assessment titled “Fitnessgram” to benchmark and progress monitor K-8 students in order 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 assessed 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, 2B)
2. The district continued tutoring for 109 third-grade students who were non-proficient in reading as measured by STAR Enterprise or report card data. With the support of the United Way Raise Your Hand program, each elementary school provided after-school tutoring for third grade non-proficient students. (1B)
3. The district utilized universal screening and progress monitoring assessment software (AIMSweb, STAR Reading, i-Ready Math, and i-Ready Reading (3rd-4th)) for students in grades K-8 that reflect the 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)
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 afford 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. (1B, 2D, 3B)
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 Workspace 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. (1A, 1B, 1C, 4B)
7. The FSSD continued to maintain a Google domain and provided continuous teacher training for integration of Google Workspace 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. (1B, 1C, 2D)
8. The FSSD’s highly successful 2022 Summer Learning Camp (SLC) was actually comprised of three summer learning programs (summer learning camp, learning loss bridge camp, and an after-school learning mini-camp that focused on Science, Technology, Reading, Engineering, Arts, and Math (STREAM)). (Previously, the FSSD received a waiver to offer these STREAM learning opportunities after school during the 2021-22 school year.) Each component of this summer programming was required by the January 22, 2021, Tennessee Learning Loss and Remediation and Student Acceleration Act. Per this legislation, districts are required to first enroll priority students in the camps before opening enrollment to all students.

As stipulated by the Learning Loss legislation, the following students are considered priority:

- o Scored below proficient in math or ELA on the most recent TCAP
- o Scored below proficient in math or ELA on a winter 2022 district universal screener
- o Eligible for Temporary Assistance for Needy Families (TANF) [for the purposes of the Summer Learning Camp program, students who are Economically Disadvantaged (ED)]

Camp attendance was not required, but was highly encouraged. Though the FSSD has traditionally offered middle school summer school for students recommended by teachers, for now, the middle school summer school program has been incorporated into Summer Learning Camp.

Preparation and ongoing support for the SLC were most definitely team efforts by various FSSD district administrators and staff. Members of Teaching and Learning (T&L) secured and organized curricular resources, both digital and in hard copy form, and updated pacing guides at all grade levels in both reading and math. These materials focused the four weeks of the camp on the essential standards to be covered. Teachers implemented our district-adopted resources along with several additional supplemental pieces. The STREAM Camp resources from SAE International titled *A World in Motion* consisted of STREAM challenges geared for specific grade levels. The instructional resources for classroom and intervention instruction are detailed below:

Rising 1st – Rising 5th Graders

- o ELA 95% Core Phonics (Rising 1st – 3rd)
- o Wonders ELA (Rising 4th – Rising 5th)
- o Moving with Math Extensions (Rising 1st – Rising 5th)
- o i-Ready Math and Teacher Toolbox (Rising 1st – Rising 5th)
- o Imagine Learning digital resource (Rising 1st – Rising 3rd)
- o i-Ready Reading digital resource (Rising 4th – Rising 5th)
- o WonderWorks ELA Intervention (Rising 4th – Rising 5th)
- o Read Aloud Library: Vocabulary & Listening Comprehension (Rising 1st – Rising 2nd)
- o Vocabulary Workshop (Rising 3rd – Rising 5th)

Rising 6th – Rising 9th Graders

- o Open Up ELA (Rising 6th)
- o Savvas myPerspectives ELA (Rising 7th)
- o StudySync ELA (Rising 8th-Rising 9th)
- o i-Ready Math and Teacher Toolbox (Rising 6th – Rising 9th)
- o Moving with Math Extensions (Rising 6th – Rising 9th)
- o Achieve3000 digital ELA resource (Rising 6th – Rising 9th)
- o Vocabulary Workshop ((Rising 6th – Rising 9th)
- o Rewards ELA Intervention (Rising 6th – Rising 9th)

T&L also provided tools, guidance, and knowledge related to SLC registration and student information procedures, safety (including three drills), social emotional learning, behavior supports, technology (including WiFi access and devices), state-required pre- and post-assessments administration and analysis, parent/guardian communications, social media, accommodations for students with disabilities, and more. The always-helpful Finance and Administration team contributed in multiple, indispensable ways as well, including with bus transportation, maintenance/custodial services, hiring, and payroll. Many FSSD Central Office/Central Office Annex personnel were an integral part of these efforts.

We are proud that SLC served 426 students during full days from May 31 – June 23 with the ultimate goal of maximizing achievement in math and reading, but also that these young people attended physical education and music classes, had time for social interactions with both familiar and new friends and educators, and learned with the cheerful and kind therapy dogs Starr (from Liberty Elementary), Alma and Bella (from Poplar Grove Elementary and Middle), and Maddie (from Johnson Elementary) by their sides. Further, two SLC administrators, 52 teachers, 17 paraprofessionals, three parent liaisons, three nurses, a receptionist, and a school counselor devoted their considerable expertise and compassion to ensuring SLC was an effective and memorable experience for everyone involved. (1B, 1C)

9. School-based programs, materials, and resources for gifted students continued to support the academic and social-emotional growth of our students with intellectual giftedness. In addition to their responsibilities for accelerated learners, an accelerated learning specialist in each building supported 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. School-level reading and math coaches, as well as the district reading and RtI<sup>2</sup> coordinator, were employed to better support academic programs and curriculum. (1B, 3B)
11. Each school utilized their Academic and Behavior Support Team (ABST) to support teachers and students. The ABSTs met on a scheduled basis to discuss students with academic or behavioral concerns. These multi-disciplinary teams 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, 3C)
12. The FSSD Honors Program continued to be successful in grades 5-8 in 2021-22. Rising fifth through eighth graders who met established academic guidelines set by the Honors Committee were eligible to participate. The district hosted two Honors Program information meetings over Zoom in January of 2022 - one for parents of rising fifth and sixth graders and one for parents of rising seventh and eighth 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 and the honors program coordinator also hosted a separate meeting over Zoom for Spanish speaking families in early February of 2022. One change that was added to increase opportunities for a diverse group of students was that students could qualify for honors classes in two ways, through TCAP scores from the previous spring or through reading and math benchmark percentiles from the current year’s winter benchmark tests. In late March of 2022, all rising fourth through eighth grade families received letters with their students’ qualifying scores for the Honors Program, along with the updated Honors Reconsideration Form. Soon after receiving letters, the school-level Honors Program meetings occurred in April and May of 2022, and these were also hosted both on Zoom and in person. Regardless of the format, the presented information about the Honors Program was shared with all 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 the 2021-2022 school year by providing remediation, enrichment, recreation and music instruction in a fun camp setting. Located at JES and FIS, the Gentry programs that benefited students most in need included:
  - a) Tutoring in reading and math (morning and afternoon) for students at FIS and JES at the time of their choosing (usually afternoons)
  - b) Beginner and Advanced Sewing Club (FIS)
  - c) PE Enrichment (JES)
  - d) School year and summer book clubs (FIS/JES)
  - e) Music lessons (JES)
  - f) Choir (JES)
  - g) Family counseling for families in FSSD
  - h) Provided FSSD families with holiday assistance (food/gifts)
  - i) Parent Workshops for the Deaf and Hard of Hearing Community (JES/FIS)
  - j) STEM Enrichment (FIS/JES)
  - k) Fine Arts Summer Camp (JES)
  - l) Academic Summer Camp (JES) (1B, 4B)
14. Due to COVID concerns, schools participated in a modified Williamson Recycles and Keep Williamson Beautiful Merit Program in which 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. Keep Williamson Beautiful divided the money evenly for the 2021-2022 school year Merit Program. Each FSSD school received \$810 as a result. (4B)

15. The FSSD administered kindergarten readiness screening measures to two students whose parent(s) requested this testing based on the child's birthday falling between August 16 and September 30. Parents submitted the necessary documents to pursue this screening, which included a letter to the director of schools requesting the assessment, the child's official birth certificate, and proof of residency. Each child whose parents requested this assessment and met the criteria took an assessment prior to the start of the 2021-2022 school year. Parents were contacted after the screening with the assessment results. Neither of the students met the required criteria to enroll early in kindergarten, and information was shared with parents about the possibility of enrolling their child in the district pre-K programs. (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, Learning.com, and Applied Digital Skills. (1B)
17. Due to the national academic competitions competing only in a virtual format, the FACT (Freedom Academic Competition Team) Club, an academic club at FMS, did not participate in 2021-2022. They look forward to competing in the coming year. (1B, 4B)
18. 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 or Harpeth Valley Athletic Conference. In spring of 2022, the Poplar Grove Middle School softball team won the HVAC championship, a PGMS student won the HVAC-Division 1A Cross Country Championship, and the Poplar Grove Competition Cheerleading team won a regional championship. (3C, 4B)
19. Due to the pandemic restrictions, the schools that typically compete in Destination Imagination (DI) postponed participation for the 2021-2022 school year. They hope to be able to resume tournament competition in 2022-2023. (1B, 4B)
20. The district partnered with GoGuardian to closely monitor student online behavior. This resource highlighted inappropriate activities, and its Beacon 24/7 feature provided immediate alerts, through emails and phone calls when appropriate, if a student was exhibiting self-harm behaviors. (2D, 2E)
21. Students in the Poplar Grove Middle STEM class partnered with Vanderbilt University professors and doctoral students in a study of heredity and biological change. In addition, students used GEM (Generalized Embodied Modeling) STEP technology, a mixed reality environment that leverages play and embodiment as a resource for integrating computational modeling. Through these embodied, play-as-modeling activities, students reinforced scientific standards of heredity and biological change. (1B)
22. FMS continued offering high school credit for the Computer Science Foundations class. In February of 2022, computer lab teachers from FIS and FMS met to review and revise a pacing guide for coding which ensures students are prepared to take this class when they enter eighth grade, if desired. (1B)
23. The district provided technology devices for students and teachers during the 2021-2022 school year. Chrome devices (Chromebook or Tablet) were provided to all K-8 students. This afforded students the opportunity to enhance their learning and supported students and families in learning from home when there was a need. (1B, 2D)
24. 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. All of the district's schools earned this certification, which qualified the district to apply for, and ultimately receive, the Common Sense District certification. (2E)
25. To address potential virtual learning needs in response to the COVID-19 pandemic, the FSSD continued maintaining 75 hotspots to provide internet access for students in need when learning from home. (1,C 2D)

26. All FSSD students participated in annual digital safety/citizenship lessons utilizing district resources such as Learning.com and Common Sense Media. The digital safety/citizenship resources provide students with direct instructions for developing skills and habits to engage safely and appropriately in a digital environment. These lessons meet the federal requirements for accepting E-Rate funding for technological expenditures. (2E, 3B)
27. The district continued its tradition of hosting a Be Nice Week from November 8-12, 2021. This is an annual 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 custom Be Nice water bottle), and school-specific celebrations all week. (3C, 4A, 4B)
28. Freedom Middle School offered the PSAT, a junior-level college entry practice test, to its eighth-grade students in April 2022. The PSAT provides motivated students with important data as they plan and prepare for high school and college. About 20% of the 8<sup>th</sup> grade class opted to take the challenging test, and 30% of those scored an 1150+ (24+ ACT). Additionally, 4 students scored 1300+ (29+ ACT); ~50% scored higher than the Tennessee average of 1001; and ~96% scored higher than the national average of 827. (1B, 4B)
29. Through a special partnership between the Tennessee Department of Education and the Governor's Early Literacy Foundation (GELF), the Franklin Special School District offered 2,484 pre-K through third grade family members access to Ready4K, a research-based text messaging program that is designed to help parents continue children's learning at home. In addition, the FSSD participated in the GELF Summer Reading pilot, which provided rising first through third grade students with six books, piloting a Summer Collection from Dolly Parton's Imagination Library, at no cost to families or school districts. (1B, 2A, 3B, 3C, 4B)

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

30. Schools used Blackboard Connect to communicate student absences to parents and to request appropriate documentation for those absences in order to bolster attendance, which gives students the best opportunity to be successful learners. Once a student was documented as having unexcused absences for five days, a letter was sent to the parents in addition to a telephone call and email notification. Additional letters, phone calls, family meetings, and emails followed if absences continued. (4A, 4B)
31. 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)
32. For the 2021-2022 school year, FSSD partnered with the Williamson County Health Department to offer students and staff members the flu vaccine at school; 322 students and 145 staff members received the vaccine. (4B)
33. 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 2021-2022 academic year. This collaborative effort afforded the opportunity to work intensively after school with FSSD students needing additional time and support in reading and/or math, allowing for an extended school day up to 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, 96% of students increased their reading skills and 100% of students increased their math skills. (1B)
34. Tennessee Code Annotated §49-6-7004 encourages local education agencies (LEAs) to develop and implement parental involvement contracts with the parents/guardians of students, and these are required for Title I schools. FSSD school leaders prepared school-parent compacts with the participation of teachers and parent representatives for the 2021-2022 school year. These compacts were voluntary for schools not designated as Title I and were designed to encourage and facilitate parent/guardian involvement with the student's education.

The school-parent compacts were distributed by schools to families through print copies sent home, email, and/or Blackboard Connect messages. There was a high response rate for these compacts among schools across the district. (1B, 4B)

35. Working with our nonprofit partner Graceworks Ministries, FSSD helped feed hundreds of students on the free and reduced lunch program who were at risk of food insecurity on the weekends. 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. A total of 12,372 fuel bags were sent home with FSSD students during the 2021-22 school year. (2A, 4B)
36. In January 2017, the FSSD Child Nutrition Program joined the Tennessee Department of Human Services At Risk Supper Program. During the 2021-2022 school year, the program provided 22,683 boxed suppers to students at JES, FIS, and PGES through the MAC program, 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)
37. Throughout the course of the 2021-22 school year, 101 FSSD students were identified as *homeless* under the McKinney-Vento Homeless Education Act. This number was up from the previous school year, in which 79 students qualified under McKinney-Vento. The district's McKinney-Vento coordinator and the two social workers collaborated to properly identify eligible students, and this combined effort was at least partially responsible for the identification of more students. Services offered to these students and their families included the following: 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. The FSSD was also awarded an additional grant in 2021-22 (ARP Homeless 2.0 grant under the American Rescue Plan) that supplemented Title I funds for supporting eligible students. (4A, 4B)
38. 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)
39. Effective July 1, 2018, Tennessee Code requires all schools in Tennessee to follow a progressive 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 completed prior to the filing of a truancy petition. However, if a family is not willing to participate in the truancy tiers, a truancy petition can be filed sooner. (2F, 4A, 4B)
40. Bleeding control kits were purchased with a portion of the 2020-2021 school year safety grant funding. The next phase of this project will entail determining the best locations in which to place these kits throughout the campuses and on school buses, and how to best train staff to use the kits in the event of an emergency. (2F)
41. Amy Fisher, FSSD Nursing Supervisor, was selected as the 2022 FSSD Supervisor of the Year. She went on to represent the FSSD as a finalist in the regional competition. (2C, 3C, 4B)
42. District social workers began an appreciation program in spring of 2022, in which they provided donors with gratitude baskets and a personal thank-you note from Dr. Snowden. This simple gesture provides the donating agency/business with a tangible result of their benevolence. It also offers the social workers an opportunity to publicly thank the donors for their generosity as they post the baskets and words of thanks on the FSSD social work social media accounts. (3C, 4A, 4B)

## Communication and Community Relations

1. The FSSD School Board is in its first year of its eighth TSBA “Board of Distinction” designation. This two-year distinction runs from 2021 to 2023 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. In its second year, the FSSD’s new website provides more usability and is Americans with Disabilities Act (ADA) compliant. The website continues to be an incredibly rich source of information with a very healthy amount of traffic. New site components include a better master calendar, social media sharing opportunities, more video capabilities, along with a fresh, modern and consistent look across all schools. (4A, 4B)
3. The FSSD SharePoint website continues to be a productive tool for administrators and staff. Administrators had access to the leadership site, which allows for information to be posted and retrieved from a common location. This helps keep up-to-date information available to administrators from any computer with access to the internet. In addition, there are sites available to teachers for translated documents, curriculum information, pacing guides, report cards, human resources information and instructional technology resources. (2E, 4B)
4. The Blackboard Connect program allows the district to effectively communicate with all staff and parents using email, text, and phone-based messaging. We communicate in English and Spanish. The district uses this tool to enhance communication, while school administrators use the program for attendance, updates, urgent messages, bus delays, and surveys. Schools also use the automated attendance calling feature to report student absences. (1B, 4B)
5. The FSSD and the FSSDEA planned, but then canceled due to COVID-19, the annual “Retirees Holiday Brunch.” This brunch is typically held in December, complete with student entertainment. (4A)
6. FSSD recognized the school and district teachers of the year (TOY) with a reception and 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 and the associate directors 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. News releases are also posted to the website and linked to district social media accounts. (4A, 4B)
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](http://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, suicide prevention, drug free workplace, asthma basics, 403A, etc.) (2E)



10. The director of schools provided the FSSD Board of Education with timely updates regarding pertinent issues via phone or email. (4A)
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 2022. State legislators attended to discuss education-related issues with the board and FSSD leaders. (3A, 4A)
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)
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)
14. Communication from the professional and classified staff continued to be provided through the Director of Schools Advisory Council. (4A)
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)
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)
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 view their child's 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. (1A, 4B)
20. The FSSD valued its partnership and supported the county mayor, sheriff, and county commission in funding school resource officers in the schools. The SROs and Williamson County Sheriff's Department officials responsible were recognized at the October 2021 school board meeting for their work in our district. (2E, 4B)
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. (3B)
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. During the 2021-2022 year, due to COVID-19 safety protocols, several breakfasts were not held in person. Instead, treats and snacks were delivered directly to offices and buildings. (3B)
23. The FSSD continued its partnership with several community organizations to assist students in need to receive back-to-school supplies. Graceworks teamed up with the Greater Nashville United Way to contribute to the

“Stuff the Bus” Campaign. This school supply drive served over 10,000 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, YouTube) to provide timely notification of events and happenings across the school district. (4A, 4B)
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)
26. School-level social media accounts engaged parents to make announcements, 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)
27. The FSSD uses online enrollment each year, offering parents/guardians the option to upload required registration documents (birth certificate, immunization certificate, proof of residency). Computers and language assistance 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 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. (2D)
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 showcase updates and resources for working with students with disabilities. (1C, 2E)
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)
31. Students in grades 5-8 utilized Google’s email feature (Gmail) as an avenue of communication with their teachers. 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 emails 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 could be flagged by GoGuardian’s monitoring and were recoverable in case questions arose about the content within the email. (1C, 2E)
32. In early March 2022, FSSD-eighth grade students visited the Columbia State Community College Williamson County campus in small groups. During the tour, students heard about the classes and career paths offered at the college, and explored the campus buildings and classrooms. This visit was related to the section of the district’s strategic plan that includes 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. Numerous FSSD school and district administrators and staff chaperoned this memorable learning event. Due to the pandemic, the tour did not occur in 2021 but was thankfully reinstated in 2022. (1C)

33. Freedom Intermediate School's Honors Choir participated as a featured choir in the city of Franklin's Christmas tree lighting ceremony in December 2021. The students performed, along with local group The Shindellas, continuing the tradition of entertaining thousands with Christmas melodies before the official tree lighting. (4B)
34. FSSD recognized the school and district classified employees of the year (CEOY) at a reception and public recognition at a Board of Education meeting with certificates and monetary awards donated by a local bank. One district winner was selected, representing all schools and departments. The director of schools and the two associate directors made a surprise visit to the FSSD district classified employee of the year to personally congratulate the recipient. The name of each district CEOY recipient is prominently displayed on a plaque at the Central Office. A partner bank provided the monetary awards. (4A, 4B)
35. FSSD partnered with the Williamson County Health Department (WCHD) to assist in contact tracing during the COVID-19 pandemic by providing to the WCHD information about identified close contacts in the school setting. (2E)
36. FSSD partnered with the WCHD to develop illness guidelines for our schools during the COVID-19 pandemic. (2E)
37. The FSSD Legacy Gallery, located inside the Performing Arts Center, was finalized and opened in May 2022. The Legacy Gallery provides a visual and audio history of the district, celebrating its creation in 1906 through the present day. (2C, 2F, 3C, 4B)
38. Liberty Elementary School was among 325 schools across the nation, and one of only six in Tennessee, to be named a U.S. Department of Education 2021 National Blue Ribbon School! There are two ways in which a school can be awarded Blue Ribbon status - by overall academic performance or by progress in closing achievement gaps among student subgroups. Liberty's designation is based on its overall academic performance. (1B, 2C, 2D, 3B)
39. A clearinghouse for all COVID related communications was added to the FSSD website to facilitate communication between the schools and families/community. This page, called FSSD Together 2021, replaced the former Return to Learn page, and was easily accessed at the top of the district site. The FSSD Together page included messages from Dr. Snowden, FSSD Health Guidelines, a dashboard of weekly updates regarding COVID cases and exposures, FAQs, links to resources and technology-related troubleshooting guidance for devices at home. (1C, 2D, 4B)
40. Parents participated in a few surveys that were initiated by the federal programs and student performance supervisor. First, a survey was sent that gathered feedback from parents of students in the FSSD Honors Program, and it included perceptions of how well the program was working and solicited open-ended responses for any concerns or suggestions. The Administrative Honors Committee reviewed this feedback and used it for considering any programmatic changes; however, overall, the feedback from parents about the honors program was very positive. Secondly, another survey was sent to all FSSD families at the beginning of the 2021-22 school year that solicited parents' perspectives on how the district should prioritize our ESSER 3.0 federal relief funding. The survey results confirmed many of the district's priorities for relief spending and gave all stakeholders a voice in planning how to use these funds. Lastly, during the development of the annual District Improvement Plan, a video recording of the proposed plan was sent to families via Blackboard Connect, along with a Google Form for parents to submit any feedback or suggestions on the plan. Several parents offered meaningful suggestions related to this annual plan, and two items were then added to District Improvement Plan. (4A, 4B)
41. The supervisor of special populations established a Special Education Parent Advisory that met periodically during the 2021-22 school year. The purpose of the Special Education Parent Advisory was to provide parents with updates regarding special education, information about things specific to FSSD, and an opportunity to

alert the special populations supervisor to any concerns regarding special education services, programs, etc. (4A, 4B)

42. The Franklin Special School District Performing Arts Center (PAC) celebrated its Grand Opening on May 20, 2022. Soon after, it hosted the eighth-grade celebration for Poplar Grove Middle School. The PAC will provide students with a first-rate facility in which to perform all types of concerts and performances, and provide the community with a much-needed rental space. The PAC is located at the north end of Poplar Grove Middle School and includes a 487-seat auditorium with a multipurpose stage, fly loft, and performance support spaces. Additionally, there are performance areas including dressing rooms, a scene shop, and prop, scenic, and costume storage. The accompanying Connector Gallery will provide the district with an ideal space for meetings, receptions, training sessions, etc. (2C, 2F, 3C, 4B)

### ***Student and Family Support***

43. The district continued to maintain the board's 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 percentage of free/reduced lunch as a district in 2021-2022 was 36%, which was down about 10 percentage points from pre-pandemic levels. The drop was due to the USDA's COVID relief program which did not require an application to receive a free meal in 2020-2021 or 2021-2022. The percentages per school (*based on November 2021 data*) were:
- a. Franklin Elementary (K-4) – 25%
  - b. Johnson Elementary (K-4) – 46%
  - c. Liberty Elementary (K-4) – 38%
  - d. Moore Elementary (K-4) – 22%
  - e. Poplar Grove Elementary (K-4) – 46%
  - f. Freedom Intermediate (5-6) – 36%
  - g. Freedom Middle (7-8) – 37%
  - h. Poplar Grove Middle (5-8) – 42%

(2A, 3B, 4B)

44. 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, honors parent 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)
45. In the spring of 2022, the registration section of the FSSD website was expanded with comprehensive information about the state's new law stipulating how school districts must consider zone exemption requests beginning with the 2022-2023 school year. Tennessee Code Annotated (T.C.A.) Section 49-2-128 requires that school districts identify available space in each school that may be used to serve additional students out of zone. Comprehensive information, forms, and answers to frequently asked questions (FAQs) were included.

(4A, 4B)

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

46. The director of schools currently serves as past chair of the Superintendents Executive Study Council. The executive committee meets monthly with the commissioner of education and superintendents representing each region to discuss issues related to public education in Tennessee. (2A)
47. The FSSD Board of Education and the director continued to participate in learning opportunities with the Tennessee School Boards Association (TSBA), the National School Boards Association (NSBA) and the National Alliance of Black School Educators (NABSE), attending legislative updates and conference sessions as they were available. These professional learning sessions strengthen and enrich district leadership and awareness of local and national issues in education. (2A)

48. The director was a member of the Tennessee Organization of School Superintendents (TOSS), served on the board of the Association of Independent and Municipal Schools (AIMS), was a member of the Association for Supervision and Curriculum Development (ASCD) and the American Association of School Administrators (AASA). These professional memberships helped to foster his educational leadership growth. (2A, 4B)
49. The director served on a panel to discuss local educational issues with Leadership Franklin participants, and also made a presentation to the Williamson County Association of Realtors. (4A, 4B)
50. The director was a member of Franklin Noon Rotary. (4A, 4B)
51. The director contacted local legislators to discuss educational issues that would appear in front of the state legislature. (2A, 4A, 4B)
52. With input from parents, community members, employees, administrators and the board, the district continued to use the Five 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)
53. The director met periodically with the WCS superintendent to discuss legislation and collaborate on issues that affected both districts. (2A, 4A)
54. The FSSD partnered with the United Way of Greater Nashville in its fundraising campaign. For the second year in a row, the 2021-2022 campaign was completely online. The FSSD raised \$16,876, which represented a 17% increase in giving. Top Awards went to Poplar Grove Elementary (raised the highest amount out of the elementary schools), Freedom Intermediate (raised the highest amount out of the middle schools) and Moore Elementary (Highest Participation). Many of the United Way programs supported by this campaign directly impact our families and employees. (3C, 4B)
55. Freedom Intermediate School partnered with Blood Assurance to host a blood drive in December 2021. (4B)
56. Williamson Medical Center physician Dr. Andy Russell partnered with the district by providing the prescription and oversight for our AEDs (automatic external defibrillators). (2F)
57. An additional partnership with Williamson Medical Center physician Dr. Andy Russell provided the district with a written protocol and prescriptions for the stock epinephrine program, which enabled all FSSD clinics to have emergency EpiPens available. (2E, 2F)
58. During the 2021-2022 school year, the Student Health Council remained suspended due to COVID. The Coordinated School Health Office continued its televised public service announcements during morning announcements. Information and updates were submitted to the school newsletters for students and families. (2E, 2F)
59. 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. These meetings were conducted in person and via Zoom during 2021-2022. (4A, 4B)
60. 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 canceled 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 one-mile Fun Run. (2F, 4A)

61. Coordinated School Health provided the opportunity for FSSD physical education programs to apply for a grant up to \$1200. FES, JES, LES, MES and PGES each received mini grants in the amount of \$1200 for PE equipment to enhance their curriculum. FSSD Morning and Afternoon Care (MAC) applied for and received a mini grant for \$1000 to increase student physical activity choices and opportunities for participation. (2F, 4A)
62. FSSD maintained memorandums of understanding (MOUs) with Mercy Community Healthcare Center as part of the overall FSSD safety plan. This community resource is extremely valuable and the collaboration enables district leaders to reach out in times of crisis, should the need for resources arise. (2F)
63. Several schools partnered with the Williamson County Public Library (WCPL) to increase membership and attendance by promoting the library as a valuable resource. Library card drives were held at several schools by sending applications home and WCPL delivered the library cards to the school. The goal was to provide more reading opportunities and resources outside of school for FSSD families. Additionally, *Battle of the Books*, a grades 5-8 team reading competition, was hosted at the Williamson County Library in spring 2022. Poplar Grove Middle Library continued its *Battle of the Books* competition by participating in the first annual State Battle of the Books via Zoom. (1B, 4B)
64. 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 WCS' LMSs and the WCPL to celebrate Williamson Loves Libraries month at the public library. FSSD LMSs continued the 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 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. (1B, 4B)
65. 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 2021 meeting, held at The Ag Expo Center in Franklin. Additionally, the student support 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)
66. FSSD Coordinated School Health and the Freedom Middle School guidance counselor collaborated with the Williamson County Health Department Volunteer Behavioral Health to provide a vaping presentation to health classes. FSSD Safety and Attendance provided anti vaping, tobacco and smoking cessation presentations at Freedom Intermediate School. (4B)
67. The annual walk/run-themed fundraisers for some of our elementary schools resumed in 2021-2022. (4B)
68. All schools participated in various food and/or clothing drives for agencies such as GraceWorks, One Gen Away, and the NOOK. In the Darrell Waltrip Middle School Hunger Challenge, Freedom Middle School won with not only the most pounds of any middle school but the highest weight in all 42 participating schools with a massive 34,514 pounds. Freedom Intermediate won in the most pounds per student category with 17.5 pounds per student. (2E, 4B)
69. The FSSD and WCS 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)
70. 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 continues to contract 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)

71. In 2021-2022 the Coordinated School Health Office and school nurses at LES, JES, PGMS, MES, and FES facilitated Sudden Cardiac Arrest drills to earn the school's certification as a "Heart Safe School" 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)
72. Through a mutual partnership with the United Way, all eight schools received gift cards from Publix to be used to purchase school supplies. Shoppers at Publix donated the funds to make these gift cards possible. (3D, 4B)
73. Kroger volunteered to be a host site at three Franklin locations for the Story Bus Plus summer outreach program, enabling children to enjoy supervised reading time and a snack while their parents shopped for groceries. (3D, 4B)
74. For thirteen consecutive years, the FSSD has partnered with the U.S. Department of Agriculture (USDA) to offer a Seamless Summer Food Service program (SSFS) to bridge the summer hunger gap by providing free breakfast and/or lunch to children 18 and under at community sites during the months of June and July. The FSSD hosted two drive-through distribution sites (Poplar Grove and Liberty Elementary) throughout the summer and meals were also delivered to publicized bus stops Mondays – Fridays. (3D, 4B)
75. A bus GPS system, called Parent Portal Lite, was fully implemented to the communications services we provide parents. This app-based software program allows parents to follow their child's bus throughout the day. Features include notifications when a bus enters a predetermined geographical area, like the neighborhood entrance, as well as real-time bus movement on a map in the app. (2F, 4B)
76. Moore Elementary art teacher David Reynolds was selected to serve for a second year as the Franklin Special School District representative on the Franklin Public Arts Commission. The commission is composed of nine citizens who provide guidance and oversight for art projects which are for public display in the city of Franklin. The commission reviews and makes recommendations concerning all aspects of public art, including policy, projects, acquisition, siting, education and outreach to the Board of Mayor and Aldermen. (2E, 3D, 4A)
77. Coordinated School Health sponsored a Fitness Friday for staff members. Fruit smoothies were prepared by school health staff and were provided as a healthy breakfast choice for employees. (2E)
78. Coordinated School Health provided an afternoon healthy snack cart for all Franklin Elementary employees. (2E)
79. Coordinated School Health sponsored a February Self Care Challenge for all FSSD staff. Participants' names were entered into a drawing for four personal fitness devices at the end of the month. A mobile employee relaxation zone was created in the spring of 2022. Liberty Elementary and Franklin Elementary School each had the opportunity to have this room in their buildings for two weeks. (2E)
80. The director of schools was elected to represent the Mid-Cumberland Region on the Tennessee Organization of School Superintendents (TOSS) for the 2021-2022 school year. (2D)
81. The director and the board chair, comprising the FSSD Executive Committee, met regularly to discuss business at hand. (2A, 2B, 2C, 2F, 3A)
82. The director of schools continued his support of the acquisition of therapy dogs for each school by coordinating with Retrieving Independence and the Williamson County Animal Shelter, and personally financed trained dogs for two of our schools. Each school had either a trained therapy dog or a therapy dog in training for all or a portion of the 2021-2022 school year. (2B, 2E, 2F, 3B, 3D)

83. The FSSD safety supervisor participated in weekly Zoom calls with local mayors and city administrators, as well as the Williamson Medical Center, Williamson County Health Department, and Williamson County Emergency Management. During this regular Zoom meeting, COVID updates and statistics were provided and agencies shared any new information for the group to know. (2D, 4B)
84. In November 2021, the FSSD MAC supervisor partnered with Feed America First, Bethlehem United Methodist Church, and Centennial High School athletes to provide 125 large food boxes (including Thanksgiving turkeys) to families in need. (4B)
85. FSSD Health Services partnered with Columbia State Community College (CSCC) to provide an opportunity for their student nurses to complete a clinical rotation by shadowing a school nurse. CSCC also sends teams of their students to assist our school nurses in completing our mass health screenings. (2D, 4B)



## 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. In the 2021 Session of the Tennessee General Assembly, the FSSD was authorized to issue an aggregate principal amount not to exceed \$45,000,000 of additional interest-bearing bonds to finance current and future construction projects. In May of 2021, the district received the issuance of \$23,067,923.40 of the previously authorized \$45,000,000 Limited Tax School Improvement Bonds. Current and future capital projects will require the sale of the remaining previously authorized Limited Tax School Improvement Bonds which is approximately \$27,000,000. This issuance was scheduled to take place in December 2022. Additionally, the FSSD is planning to request authorization from the 2023 Tennessee General Assembly to issue an aggregate principal amount not to exceed \$20,000,000 of additional interest-bearing bonds to finance future capital projects. The sale of these additional bonds is not expected to take place until FY 2024-2025. In preparation for the 2022-2023 budget, 0.60 cents were moved from the property tax rate for debt service to the general purpose budget to meet the slightly reduced debt service requirements due to the full repayment of Series 2012 bond issue. Debt service requirements for FY 2023-2024 are expected to increase by approximately 1.51 cents due to the issuance of the rest of the previously authorized \$45,000,000 Limited Tax School Improvement Bonds which will be approximately \$27,000,000. The FSSD board chose to include a 4% COLA beyond step increases for the 2022-2023 general purpose budget.

1. The FSSD continued to seek and employ outstanding teachers and administrators. During the 2021-2022 year, the FSSD maintained 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. 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. (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 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 the 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 or additional assignments. That plan was updated in FY 2017-18 and approved by the state for FY 2021-2022. (2D)
5. During the 2021-22 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. These steps are components of 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 must be renewed 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 have contracted with Frontline to add their Frontline Central platform. This platform has provided us the opportunity to create electronic personnel files and transition to a predominately paperless process in human resources. (2E)
9. Beginning July 1, 2019, the district partneeds with StaffEZ for the staffing of our substitute positions. StaffEZ continued to manage our substitute teachers' pay, scheduling, recruiting and hiring. Additionally, they worked 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. 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. In spring 2022, the board approved adding grandchildren to this benefit. (2D)
12. The district's online application program, Frontline, continued to provide applicants and administrators with an easy and efficient application and interview process. The addition of Frontline Central allows for seamless creation and maintenance of personnel records. (2D)
13. The district placed a continuous focus on providing a competitive salary and benefit package. The average salary of instructional personnel in the FSSD is consistently in the top ten in the state in most salary lanes. In 2022, the FSSD was #2 in the state for average bachelor's salary and #5 in the state for average master's salary. (2D, 3E)
14. The director reviewed school enrollment data monthly to ensure low pupil-teacher ratios. (2D, 3B)
15. The district hosted a district job fair on March 26, 2022, with approximately 75 job-seekers attending both in-person and virtually. Human resources personnel attended job fairs at Belmont University, Middle Tennessee State University, Tennessee Tech University, Kennesaw State University, and University of Tennessee - Knoxville. Human resources personnel also participated in mock interviews with candidates from Vanderbilt University. Additionally, the human resources supervisor attended data meetings and other informational meetings at universities to maintain and active and engaged relationship with all local universities (2D, 3E)
16. Monthly meetings with school principals provided a forum for discussion and collaboration on administrative issues. The meeting locations rotated among the eight schools. During the 2021-2022 year, a few of these meetings took place via Zoom in observance of COVID-19 safety protocols. (2E)
17. The district provided and expanded the use of secure online access to many forms and documents, including the FSSD Employee Handbook and Personnel Directory, to each employee through the FSSD website, Employee Navigator, and Frontline Central reducing paper and copier costs. (4A)

18. 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. The Lottery for Educational After School Programs (LEAPs) grant provided 61 students with scholarship rates to attend MAC; these students also received homework support and small group tutoring assistance. (1C, 4B)
19. 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 62 students; 12 of those students graduated from the pre-K program, all kindergarten ready. (2D, 2E)
20. The FSSD Technology Department continued to run new fiber and data cable to improve our network infrastructure. (2B)
21. The FSSD Technology Department added more enterprise wireless devices and purchased new laptops for teachers in line for rotation replacements. (1C, 2B)
22. 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 (\$5,097,799) over expected energy costs. (2F)
23. 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)
24. 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. 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. These lockdown guidelines were strongly encouraged by the federal government and our first responders support these tactics as well. (2E, 2F)
25. 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 and give the schools the option to print out visitor logs electronically. (2E, 2F)
26. 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)
27. The safety supervisor continued to meet regularly with first responders and the WCS safety and security director as the safety manual was refined to ensure that the plans were streamlined for the county and all schools. (2E, 2F)

28. 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)
29. 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 \$340,000 in Medicaid reimbursements. (2A)
30. Multiple two-way radios were purchased for the schools and were and will continue to be programmed by the Williamson County Schools Assistant Safety and Security Director. Radio communication is very effective for day-to-day usage as well as during an emergency situation. (2F)
31. School Safety Grant money was allocated to all Tennessee public school systems by Governor Lee, but in order to apply for the funds, the district had to meet multiple requirements 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. The safety grant funds that were allotted to the FSSD were used for initiatives that will be implemented in phases and include the visitor management kiosks and the security laminate that is being installed on windows and doors on all buildings/schools. (2A, 2F)
32. The MAC program received an \$80,231 Lottery for Education: Afterschool Programs (LEAPs) grant for 2021-2022. The money came 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 continue to receive funds for three years, enabling at-risk children to attend MAC on a sliding scale. 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)
34. In 2021-2022, 72.7% of the district's faculty held a master's degree or higher, while 27.3% held a bachelor's degree. During the 2021-2022 school year, FSSD had 12 educators participate in the tuition reimbursement program to earn an advanced degree. Additionally, 45 educators in the district earned the annual stipend for National Board Certification. (2D)
35. During the 2021-2022 school year, the Franklin Special School District offered free breakfast and lunch to *all* students based on federal guidelines announced August 31, 2020, by the U.S. Department of Agriculture. By temporarily discontinuing federal eligibility guidelines that only allowed qualified low-income students to receive free meals, the USDA and FSSD's partnership removed all barriers for children to receive much-needed food assistance, regardless of income. (2F, 3D, 4A, 4B)
36. During the 2021-22 school year, the FSSD had additional funds from the three federal ESSER (Elementary and Secondary Schools Emergency Relief) grants. The original ESSER 1.0 grant allocation from the spring of 2020 was \$388,870.40, and \$16,639.88 was the remaining fund balance for 2021-22. These remaining funds were used for supplemental instructional supplies and fine arts equipment, and the grant was fully expended by the end of the fiscal year. The original ESSER 2.0 grant allocation from the spring of 2021 was \$1,324,348.13, and \$487,014.06 was the remaining fund balance for 2021-22. These remaining funds were used for supplemental instructional materials, additional teachers' editions of ELA textbooks, software, hotspots for home internet, and more. The ESSER 2.0 grant expires in June of 2023, but there was only a fund balance of \$66,527.44 to

spend in 2022-23. Finally, the ESSER 3.0 grant provided an even larger amount of relief funding with an allocation of \$2,974,297.76 from the summer of 2021, and during the 2021-22 school year, the FSSD expended \$1,606,162.25 for items such as four additional buses, seven paraprofessionals for targeted student support, a security camera system at Moore Elementary, tutorials, supplemental instructional materials, and more. A requirement of ESSER 3.0 is that 20% of the funding is used to address learning loss, and input from a wide variety of stakeholders was solicited in developing an effective funding plan. The remaining fund balance will be used until the grant expires in June of 2024. (1B, 2A, 2B, 2C, 2E, 3E, 4B)

37. The FSSD's new ballfield complex is the result of an inter-local agreement between the FSSD and the City of Franklin for school and community use, with the district receiving priority use. At its inception, the project is estimated at \$6,661,200, split 50/50 between the city and the school district and was completed in the fall of 2022. Some of the amenities in this beautiful baseball/softball complex include:
- a 355-foot (to centerfield fence) baseball field with a dirt warning track and turf on-deck circle and backstop
  - a 200-foot (to centerfield fence) softball field with a dirt warning track and turf on-deck circle and backstop
  - irrigation for the complex
  - a concession area with covered tables and seating
  - a building containing individual and family restrooms and storage areas
  - a turf bullpen for each field
  - multiple netted batting cages for each field
  - electronic scoreboards
  - padded backstop areas
  - covered seating for home and spectators
  - an equipment shed
  - a new section that connects to the school's walking track
  - lighting for both fields to allow for night practices/games
  - decorative brick enclosure walls

When the school district is not using the fields, the Franklin Parks Department will have access to the fields for spring/summer tournaments, increasing their usage.

38. Liberty Elementary School, built in 1986, received renovations that included the following:
- New state-of-the-art VRF HVAC system, improving IAQ, climate and humidity control, central network control, while operating at the highest efficiency with current technology
  - New LVT flooring throughout as FSSD's current specification for durability and lifecycle
  - New paint/finishes
  - New casework for all classrooms
  - New technology network cabling, security cameras, and classroom equipment
  - Totally renovated kitchen with all new equipment
  - New fire alarm system
  - New acoustical ceilings throughout
39. Poplar Grove School received a new gymnasium of 22,900 square foot that includes:
- New full-size basketball court with practice goals, volleyball and other game lines marked on a new TSSAA approved composite floor system
  - New automatic bleacher system
  - Home and away team locker rooms
  - Concession facility

40. FSSD's new Performing Arts Center was also constructed on the Poplar Grove Campus, adjacent to Freedom Middle School. The 34,000 square foot space includes:
- 487 seat theater with stage
  - Pre-rehearsal room, dressing rooms
  - Scene shop with stage prop storage area
  - Concessions
  - The hallmark Legacy Gallery
  - The "connector" for district-scheduled meeting space (leadership and various professional learning opportunities)
41. Both the new gymnasium and Performing Arts Center incorporate "storm shelter" space which required the installation of an emergency generator. In the event we lose power in the designated areas, or the spaces are utilized for local community shelters, we can provide necessary power for lighting and HVAC for extended periods.

## Future Challenges

1. As innovative approaches to professional learning (such as micro-credentials, competency-based offerings, and digital opportunities) evolve, we will need to continue 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, and state legislation around curricula is enacted, 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. Our professional learning efforts going forward will continue to address this novel learning landscape.
2. 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 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 which is now in the planning and design phase. Matching priority with funding will continue to present a challenge.
3. Campus security is a challenge and a focus for the district. Currently, several of our campuses are equipped with Avigilon security cameras. By the end of FY 22-23, all campuses will be updated with the latest Avigilon cameras. 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 their efficient use at every campus.
4. Franklin Special School District will face hiring challenges in hard-to-staff teaching areas such as upper-level math, special education, and world language. The district also maintains a focus on the challenge of recruiting teachers of color. The district will concentrate on recruiting from multiple sources (current employee recommendations, relationships with local universities and expanding our attendance to virtual and in-person job fairs throughout the spring), as well as continue to refine retention practices for teachers by providing support throughout a teacher's career with the FSSD.
5. In addition to the challenge of hiring teachers, the district will face hurdles in hiring and retaining paraprofessionals. As we consider our budget for this year, a pay increase for these employees may be appropriate. Similarly, our recruitment efforts, in partnership with StaffEZ, for our substitutes present a challenge. An increase in pay for these positions may be fitting as well. The district currently must pull other staff to cover substitute shortages. As we increase our fill rate, the district will minimize disruptions in the day-to-day operations of the schools.
6. Rekeying critical entrances in all schools is a project that the safety and attendance supervisor would like to explore. Teachers/staff would have key fobs that would allow them to gain access to their school campus as opposed to keypads and physical door keys for each building. This would make it possible to deactivate a fob if a staff person were no longer employed at the FSSD. Additionally, it would eliminate the collection of keys and the need to change a keypad code.

## Summary

The Franklin Special School District's 2021-2022 school year was a microcosm of what was happening in school districts across the country. A pandemic-weary nation was unable to muster much support for the work that was happening in schools, which was a seismic shift from the support offered the year before. The FSSD weathered this difficult year by leveraging the ESSER funding to provide targeted support for students, as well as by supporting the teachers and support staff in all of our schools in every way possible. This meant lightening employees' burden with fewer in-person meetings, less required paperwork, more in-person support from the Leadership Team and professional learning partners, and a constant outward display and testimonials describing our appreciation for our FSSD employees.

Bolstering employee morale and ensuring student success were district priorities in 2021-2022. As many in Tennessee and across the nation reviewed student data and began planning for ways to retrieve the learning loss experienced by students who spent so many months out of school, the FSSD did not have that experience. While there was some learning loss due to the disruptions of the pandemic and its associated stressors, FSSD teachers and students continued the work of teaching and learning in person for the entirety of the 2021-2022 school year, and our district benchmark and state testing data show the powerful positive impact of that decision. A large contributor to this success was the resilience of our administrators, faculty, and staff during the tremendously difficult staffing shortages that resulted from the pandemic. With creativity and a large amount of morale boosting, school leaders were able to keep the doors open and learning in progress.

With the understanding that each year brings new challenges, we are already looking down the road at the new legislative policies that we will be required to enact and enforce. There are now laws regarding student retention, libraries (school and classroom), and reconsideration of instructional materials, as well as instructional content, that are now considered prohibited, to name a few. Always operating under the FSSD vision statement of "Excellence in Teaching and Learning for All," the district will continue to innovate and prioritize student learning regardless of the political landscape. We appreciate the school board's direction and courage when it comes to providing critical feedback to state leaders. The strong leadership and support that the board provides to the administration, faculty, and staff ensures a safe and healthy climate in which to teach our students. Challenges aside, we look forward to the 2022-2023 school year and stand strong with our work force and the students and families that we are privileged to serve each day.



## 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 students.

**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 EL 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.

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

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

**ALS** - Accelerated learning specialists are teachers in each school who work with students and/or consult with other teachers to differentiate instruction for advanced learners.

**Avigilon**- The security camera system that is being installed district-wide.

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

**Bleeding Control Kits** – Life-saving kits containing items such as tourniquets, pressure dressings and gauze bandages for the purpose of helping to control bleeding and potentially save lives.

**BOLDplanning** - BOLDplanning manages the Emergency Operations Planning process through data collection and analysis, plan writing and overall EOP strategy development. Our online safety tool is titled WCSready.

**Cenergistic** – A 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.

**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 EL 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.

**ESSER** - Elementary and Secondary Schools Emergency Relief (ESSER) is the name for the federal relief grants that have provided funds for public school districts to address the adverse impacts of the COVID-19 pandemic on schools and students. Three ESSER grants have been approved by the U.S. Congress as of 2022: ESSER 1.0, ESSER 2.0, and ESSER 3.0.

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

**Frontline** – This is an online management tool that encompasses four programs:

- employment application that provides applicants and administrators with an easier, more efficient application and interview process (*formerly Applitrack*).
- personnel documents and credential tracking to allow for creation of electronic personnel files and employees to complete forms electronically (Frontline Central).
- 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 devices and better understand students so as to keep them safer online.

**Google Workspace for Education** – A free, secure warehouse of tools (calendar, documents, sheets, slides, classroom, drive, etc.) that facilitates communication and collaboration 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, science, and computer 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 grades 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 the results. i-Ready provides in-depth reports for teachers detailing every student's area(s) 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 resource provided to all K-8 students to enhance their digital literacy skills, digital citizenship, digital safety, and computer coding. 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.

**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.

**Promethean ActivPanel** – Interactive board used to engage students and enhance instruction.

**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 (RtI<sup>2</sup>)** – A tiered approach to instruction in which increasing levels of intense instruction are provided to students not making progress in the first tier. All learners receive Tier 1 instruction at grade level. As formative assessment data is compiled, students move into other tiers as necessary.

**Response to Intervention and Instruction - Behavior (RtI<sup>2</sup>-B)** – A tiered approach to positive behavior support and behavior management in which increasing levels of intense interventions are provided to students as needed. All students receive positive behavior support through Tier 1. As formative behavioral data is compiled, students move into other tiers as necessary. Each school has an RtI<sup>2</sup>-B team to facilitate and implement positive behavior support.

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

**Scratch** – A free programming language and online community that allows users to create their own interactive stories, games and animations.

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

- **S.P.I.R.E.®**: a comprehensive and multisensory reading intervention program designed to prevent reading failure and to build reading success through an intensive, structured and spiraling curriculum. It integrates phonological awareness, phonics, handwriting, fluency, vocabulary, spelling and comprehension in a 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.
- **Teachtown**: A research-based social skills program for elementary and middle school students. This program combines television-quality animations with teacher-driven lessons, activities, and assessment tools.

**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 students new to the district. Covering all facets of the district’s payroll, purchasing, food service and finance systems, Skyward provides greater efficiencies for all users.

**STAR Enterprise** – A computer adaptive, universal screening, progress monitoring and data management system that supports Response to Instruction and Intervention (RtI<sup>2</sup>) in reading. In the FSSD, students in grades 5 – 8 utilize the universal screening option. Students in grades 5 – 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.

**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)** also known as the Tennessee Tiered Supports Center (TSC) – A grant through Vanderbilt University to provide continued support equipping school teams and districts to become familiar with strategies for better serving students with and at-risk for behavior difficulties through Response to Instruction and Intervention – Behavior (RtI<sup>2</sup>-B).

**Tennessee Curriculum Assessment Program (TCAP)** – Federal and state mandated annual assessments including TNReady for grades 3-8, End of Course (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 school administrators.

**Tennessee Organization for School Superintendents (TOSS)** – TOSS is composed 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. These data also provide teachers with a way to analyze their impact on student academic growth.

**Truancy-** Truancy includes only unexcused absences; though not defined in law, a student is truant in Tennessee when he or she accrues five unexcused absences, and may be subject to legal intervention.

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

**YouScience** - The YouScience platform is used by the FSSD to develop performance measures of aptitudes to uncover students' natural talents, match them to careers, and give them personalized feedback on how their abilities can be utilized in school, work, and in their daily lives.

**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.