

ANNUAL REPORT

State of the FSD

TO THE FSD BOARD OF EDUCATION
(Report based upon 2023-2024 School Year)

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

THE MISSION of the Franklin Special School District and the Board of Education:
Committed to Excellence through

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

In order to fulfill our mission and transform our vision to reality, the Board of Education of the Franklin Special School District establishes the following goals and objectives for its Director of Schools for school/fiscal year 2023-2024.

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.

II. Effective Management of District Resources:

- A. Work with the Board of Education to ensure a safe, secure environment for teaching and learning.
- B. 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.
- C. Work with the Board of Education to prioritize the list of capital improvements to be completed.
- D. Provide effective personnel recruitment and assimilation, as well as professional and leadership development programs that attract, retain and support the best personnel with a focus on building bench strength.
- E. Provide effective training, support and communications for teachers and administrators to ensure their continued success for in-person and remote learners.
- F. Work with the Board and construction management firm to complete construction projects within the GMP.
- G. Provide maximum effort in recruiting and retaining students.

III. Execute on the District's 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 2023-2024, 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 federal accountability 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 2023-2024 school year, the FSSD once again had a participation rate of over 99%. For the 2023-24 school year, the FSSD received the formal accountability designation of *Advancing*. This designation came from the federal accountability results, based on the overall results from the four areas. The FSSD received a 2.9 overall score on the 4-point federal accountability scale, which was just below the 3.1 needed for reaching *Exemplary* status, as we did in the 2022-23 school year. (1A, 1B, 3B, 4A, 4B)
2. The FSSD received TVAAS (Tennessee Value-Added Assessment System) scores for overall student growth from prior years of TCAP testing. 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 (with 5 being the highest growth score). By contrast, the district was a 2 in literacy in the 2022-23 school year. For numeracy, the district received a 1 for TVAAS in 2023-24, which was down from the score of 4 in 2022-23. The district's overall TVAAS score for the 2023-24 school year was a 1 for student growth, based on the combined literacy and numeracy growth index averages. This was a decrease from the 2022-23 school year, during which time we received a 3 for our combined literacy and numeracy TVAAS result. The combined literacy and numeracy TVAAS score is the one that the state uses for district accountability. Science and social studies both also received TVAAS results for the 2023-24 school year, and they were a 5 (science) and 3 (social studies), respectively. When factoring all subjects, the district's TVAAS composite score was a 3 for the 2023-24 school year; 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. (1A, 1B, 4A, 4B)
3. The FSSD was once again 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 10% of districts, based on overall student achievement performance. The FSSD ranked in the top 25 of districts for success rates in all our tested subject areas, including being ranked in the top 10 for ELA and science. District-by-district TCAP results can be accessed on the Tennessee Department of Education (TDOE) State Report Card website. District rankings are based on the success rates (overall proficiency percentages) as compared to other districts. (1A, 1B, 4A, 4B)
4. The FSSD continued its longstanding tradition of greatly exceeding 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 well above the state's proficiency percentage - by double digits in every subject area. Specifically, in ELA, 55.9% of FSSD students in grades 3-8 scored proficient, which was 16.9% higher than the state average. Over the past three years, the FSSD has increased its ELA success rate by nearly 10%. In math, 55.7% of FSSD students scored proficient, 15.7% higher than the

state average. This was slightly down from the previous year but still an overall improvement from two years ago. In science, an amazing 63.9% of FSSD students in grades 3-8 scored proficient, nearly 20% higher than the state average and a slight improvement over last year. In social studies, a fantastic 58.5% of FSSD students scored proficient, 13.5% higher than the state average. Social studies, along with math, were the only tested subjects that experienced a small decrease in proficiency from the prior year. (1A, 1B, 4A, 4B)

5. For the 2023-24 school year, the FSSD had 81 students in grades seven and eight who took Algebra I, a high school credit-bearing class, in middle school. There were also 13 eighth grade students who took geometry this past year. The enrollment in Algebra I represents approximately a 25% decrease from the prior year, mostly due to the updated WCS policy of EOC course grades counting toward students' high school GPA. The TCAP end-of-course (EOC) tests were administered to these students via the online Pearson testing platform for a third consecutive year. Although the number of students taking Algebra I in seventh grade was small (10 students), 100% scored at the proficient levels of *Met Expectations* or *Exceeded Expectations*. Of the 71 eighth grade students taking Algebra I, 87.7% scored at the proficient levels, an improvement of over 5% from the spring of 2023. Geometry scores remained stellar with 100% of our students demonstrating proficiency. As our students are taking these courses in middle school in lieu of grade-level math courses, the success rate percentages do count as part of our math accountability results. (1A, 1B, 4A, 4B)
6. FSSD students with significant cognitive disabilities participated in the TCAP Alternate Assessment for science and social studies and the online DLM (Dynamic Learning Maps) for English and math in the spring of 2024. The DLM ELA and math tests replaced the previous MSAA alternate assessments, and DLM includes a fall assessment for determining students' baseline proficiencies prior to spring summative testing. Students' final scores ranged from Level 1 (*Below*) to Level 4 (*Mastered*) in all subject areas. Levels 3 and 4 are considered proficient on the summative tests. Nineteen students participated in these alternate assessments, and the students' results by subject area were as follows: ELA = 40.9% proficient; math = 13.6% proficient; science = 77.3%; social studies (grades 6-8 only) = 90% proficient. Science and social studies saw increases from the prior year on the TCAP-Alt tests; however, at least partially due to the shift from MSAA to DLM, there were decreases in the ELA and math proficiency from the prior year. Since these tests are state-mandated alternate assessments for eligible students with a disability, the scores do count as part of the FSSD accountability data for each tested subject area. (1A, 1B, 1C, 4A, 4B)
7. Results from the 2023-24 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, 13.6% of our students exited the direct service portion of English learner (EL) programming and became Transition 1 (T1) students in the 2023-24 school year. In 2021-22, only 12.6% of students exited the EL program based on their WIDA scores, and in 2022-23, 15.9% of students exited EL services, the highest number in several years. Throughout the school year, transition (T1) 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 2023-2024, the FSSD just missed meeting the AMO (Annual Measurable Objective) for ELPA growth because 58.9% of FSSD EL students met the criteria for demonstrating adequate annual growth on WIDA ACCESS, on par with the 59.1% in 2022-23. For the sake of comparison, 49.1% of FSSD EL students demonstrated adequate growth in 2021-22, which shows that the FSSD has been trending upward in recent years in ELPA growth. ELPA counts for 10% of school and district federal accountability calculations, and a 58.9% growth rate is just shy of an A in this regard. (1A, 1B, 1C, 3B, 4A, 4B)
8. Forty percent of federal 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 scored at the proficiency levels of *Met* or *Exceeded Expectations* in tested subject areas: BHN: 34.4% in 22-23 & 32.0% in 23-24 // ED: 25.4% in 22-23 & 23.3% in 23-24 // EL: 31.6% in 22-23 & 23.7% in 23-24 // SWD: 15.6% in 22-23 & 14.0% in 23-24. While the state's official district accountability metrics for subgroups has not been released yet, the FSSD dipped slightly from the previous year in the success rate for each of the four subgroups that are categorized as historically underserved subgroups. For most tested subjects and grade levels though, these results did outperform the overall state subgroup results for 2023-24 assessments, which highlights the FSSD's commitment to excellence in teaching and learning for all. (1A, 1B, 4A, 4B)

9. As part of the Tennessee Accountability Plan under ESSA, the state also monitors a measure of the percent of students who are Chronically Out of School (COS). This is defined as students who miss at least 10% of the school year (approximately 18 absences in a school year). During the 2023-24 school year, 5.2% of FSSD students were COS, which revealed a very positive decrease in chronic absenteeism. This result was far below the district's AMO (Annual Measurable Objective) goal, and we even surpassed the double AMO goal of only 6.0% of students as COS. By contrast, for the 2022-23 school year, the COS rate in FSSD was at 6.8%, slightly up from the 6.3% in the 2021-22 school year. The shift from 6.8% to 5.2% students marked as COS underscores the ongoing efforts of schools and the district in working with families to ensure that students are present for school. (1B, 4A, 4B)

High School Transition/Career Education

10. FSSD eighth-grade students participated in the Junior Achievement Finance Park to address goals related to career exploration and financial literacy. Thirteen lessons were taught on campus leading up to a culminating simulation that took place at JA Finance Park. Students were also guided through the YouScience Career Interest Inventory to gauge their interests and aptitude, considering a wide range of career choices. Special emphasis was placed on the critical role a strong educational foundation plays as students contemplate potential career paths. School counselors reviewed career assessment results, guiding students as they chose corresponding exhibitors representing a wide range of career clusters. (1B, 3C, 4B)
11. 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. Also in February, all FSSD eighth-grade students visited their zoned high school to attend College, Career and Technical Education Universal Day to preview all the CCTE classes and programs offered at Centennial and Franklin High Schools. (1B, 4A, 4B)
12. 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)
13. 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)

14. In early March 2024, FSSD eighth-grade students visited the newly expanded 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, community college life and resources, and explored the campus buildings and classrooms, including the recently built auditorium. In the health sciences classroom, students had the opportunity to practice intubating a “patient.” This visit was related to the section of the district’s REACH 2024 strategic plan that included strategies to provide middle school students with college campus, technical school or post-secondary experiences to strengthen student preparation for high school transition, community college, four-year university and/or career. Numerous FSSD school and district administrators and staff chaperoned this impactful learning event. (1B, 3C, 4B)

District and School Improvement Plans

15. 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 and SWDs subgroups, and improving academic achievement and growth in math, which has been more negatively impacted by the pandemic than other subject areas, both nationally and in the FSSD. 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 in the previous school year. We also solicited and received valuable feedback on district priorities through the strategic planning process in the 2023-24 school year, which further informed our ongoing goals. Schools were also required to complete a school improvement plan during the 2023-2024 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 2023. A district committee reviewed the school improvement plans and gave feedback, including items to revise or add. All school improvement plans were fully approved by the district by the end of September of 2023. The district improvement plan and all school improvement plans were submitted in InformTN, a state planning platform connected to ePlan, the TDOE website for Electronic Planning and Grants Management. (1B, 2E, 3B, 4A, 4B)

Character Education

16. 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. (1B, 4B)
17. The FSSD continued to participate alongside WCS in its Be Nice initiative during the 2023-2024 school year. Be Nice 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 6-10 as Be Nice Week. Schools continued to emphasize the Be Nice philosophy throughout the year with various events and special assemblies. (1B, 4A, 4B)
18. Throughout the year, FSSD middle schools provided many opportunities for students to participate in service learning, a form of project-based learning in which academic goals 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. (1B, 4B)

19. Many schools have 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

20. 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, Moore Elementary School's Annual Fourth Grade Walk to Wellness on the Natchez Trace, and the Orff-Schulwerk, Kodaly and Gordon music instructional approaches. (4A, 4B)
21. The FSSD was excited to continue the tradition of offering the Young Scholars Institute (YSI) during the summer of 2024. Approximately 544 students participated in YSI. The summer of 2024 was the 40th year that this enrichment and talent development program has served students in the local area. Whenever possible, this self-supporting institute gives financial awards to the schools that host YSI. A total of 12 scholarships were granted to students who would otherwise be unable to participate. (4A, 4B)
22. The FSSD was thrilled to continue to participate in a student art exhibit at the Frist Center for the Visual Arts in 2024. The Frist Art Museum generously provides vouchers for each family to attend during the date of the show so they can celebrate their student and see their artwork on display. The FSSD Art Exhibit was held January 13 – February 4, 2024. (4A, 4B)
23. The 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)
24. 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)
25. 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 2023-2024 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. The FMS orchestra had seven students selected for the Williamson County Honor Orchestra, and five selected to participate in MidState Honor Orchestra. (3C, 4A, 4B)
26. FSSD elementary school students were provided with a true "whole-child" education, with related arts courses including physical education, art, music, computer, and QuaverMusic for students in grades K-8. (4A, 4B)
27. The artwork of 10 students was selected to represent Moore Elementary School at the Frist Art Museum at its annual District Art Show. Additionally, for the 9th annual Fine Arts Night, all MES students had the opportunity to showcase their artwork to members of the school and local communities as well as to family members. The owner of Artome Art Shows, based in Georgia, even came to observe MES Fine Arts Night to gain insights on the success of this annual event. Four Moore Elementary students showcased artworks at the Williamson County Fair, including two ribbon recipients. (4B)
28. In February 2024, 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 seventh year in a row, Freedom Intermediate had more students selected for the choir than any other school in the region. (3C, 4B)

29. Two Freedom Middle students earned highly acclaimed spots in the Middle Tennessee School Band and Orchestra Association (MTSBOA) MidState Honor Band. Five students from Freedom Middle and Poplar Grove Middle also performed in the Williamson County Middle School Honor Band. These groups performed in February 2024 at the FSSD PAC with other top musicians in Williamson County Schools. (4B)
30. Nine Freedom Middle School students were selected to perform as part of the Williamson County Middle School Honor Choir in October 2023. Additionally, five students from both FSSD middle schools performed as part of the Middle Tennessee Vocal Association Middle School Honor Choir. The performance event was held in Murfreesboro in February 2024. (4B)

Universal Screening and Tests for Progress Monitoring

31. A document titled *District Required RtI² 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. (1A, 1B)
32. STAR Reading Enterprise was used as a universal screening measure in grades 6-8, as well as to progress monitor students receiving Tier 2A intervention in grades 5-8. (1A, 1B)
33. aimswebPlus was used as a universal screening measure in grades K-1, as well as to progress monitor students receiving all levels of intervention in grades K-8 and Tiers 2B and 3 interventions in grades 3-8 (*as appropriate*). aimsweb was used to progress monitor math in grades 2-8. (1A, 1B)
34. i-Ready was used as a universal screening measure for math in grades 2-8 and for reading in grades 2-5. (1A, 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 2023-2024 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) and Professional Learning Teams (PLTs) 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 2023-2024, these PLCs/PLTs 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 to deepen content knowledge and to develop strategies in their areas. (1B, 2E)
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, TN Pulse, occupational and physical therapy strategies, positive behavior support, Imagine Learning, SPIRE, Lindamood-Bell, Wilson Reading, compliance monitoring, 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. (1B, 2E)
3. The FSSD Enhancing the Quality of our Introductory Professionals (EQuIP) program, which spans three 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, 2D, 2E, 3D)
4. Teachers of ELs were members of a district EL collaborative team that worked 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. (1B, 2E, 3E)
5. On August 1, FSSD's Opening Day, a welcome event for all FSSD educators and staff was held for the first year in the new FSSD Performing Arts Center. The keynote speaker was Dr. Marcia Tate. Dr. Tate is the former executive director of professional development for the DeKalb County Schools and is a former teacher, reading specialist, language arts coordinator, and staff development director. As an educational consultant, she has taught over 500,000 administrators, teachers, parents, and community leaders throughout the world and has authored eleven books, eight of which are included in the best-selling Worksheets Don't Grow Dendrites series. Dr. Tate received her bachelor's degree at Spelman College, a master's at the University of Michigan, a specialist degree in educational leadership at Georgia State University, and a doctorate in education at Clark Atlanta University. The focus for the remainder of the day of professional learning centered around new curricular resources, district collaborative planning time, and campus professional learning community time. Teachers, paraprofessionals, and other staff engaged in the various professional learning opportunities to equip them for the upcoming school year. (1B, 2E, 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, other educators and support staff, and administrators at every school to discuss data and request input regarding professional learning and other issues and needs during “Discuss & Designs” (formerly “Lunch & Learns”). The goal of the Discuss & Designs is to have a truly open and collaborative process to tailor professional learning to the needs of students and teachers, with optimal student learning as the result. Beginning in the 2016-2017 academic year, school administrators could schedule these meetings later in the day. During the 2017-2018 year, the format of the Discuss & Designs was expanded to focus on curricular supports in the second quarter. Discuss & Designs 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 collaborations 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 Discuss & Designs in the 2020-2021 and 2021-2022 school years were held via Zoom. The 2022-2023 school year brought a return to all Discuss & Designs being held in person, at the school sites. During the 2023-2024 school year, the choice to forgo an in-person Discuss & Design for the second quarter round of meetings and instead provide input via a Google Form was instituted. Several schools exercised this new option. (2E, 3E)
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, 2E, 3C, 3E)
8. Universal screening and progress monitoring assessments were used to identify students’ learning needs. Teachers were provided support from coaches, and PL when needed, in using assessments such as aimswebPlus, STAR Reading Enterprise, i-Ready Math, and i-Ready Reading to determine student progress and effectiveness of instruction and intervention. (1B, 2E, 3E)
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. (1B, 2E, 3E)
10. Learning opportunities were provided for teachers of high-achieving students. Six accelerated learning teachers participated in the Tennessee Association for Gifted Conference at Columbia State Community College. (1B, 2E, 3E)
11. Grades K-5 teachers received professional learning to support STEM (science, technology, engineering, and math) education from their district-adopted resources. Additionally, teachers received professional learning titled STEAM Challenges for the Inquiring Minds to support their STEM efforts. (1B, 2E)
12. The district continued to provide ongoing support for the National Board-Certified Teacher (NBCT) candidates. No teachers began the National Board pursuit during the 2023-2024 year; however, five teachers continued working on National Board Certification. In 2023-2024, FSSD had a total of 50 employees receive a supplement based on their National Board Certification. A total of 25 teachers, three school counselors, four speech language pathologists, three school psychologists, three behavioral specialists, one interpreter, and one occupational therapist received the full, board-approved \$4,000 per year supplement. Six teachers, four speech language pathologists, and two school psychologists received a prorated supplement during the 2023-2024 school year based on their work calendar and/or their certification dates. These supplements were one element of the FSSD Differentiated Pay Plan. (1B, 2D, 2E, 3E)
13. Individual schools coordinated site-based professional learning initiatives. School administrators and teachers frequently led professional learning activities based on needs identified through school achievement and growth

data. This occurred during the summer, on school professional learning days, in the afternoon on the early dismissal days, and during faculty meetings. (1B, 2E, 3E)

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 PLTs and targeted professional learning opportunities that focused on enriching content and pedagogical knowledge. (2E)
15. Physical educators participated in state and local learning opportunities. These teachers participated in sessions provided by the Tennessee Association for Health, Physical Education, Recreation, and Dance (TAHPERD) and the American Council of Sports Medicine. Teachers also worked together in vertical teams to focus on implementation of the physical education curriculum in the district. Additionally, these teachers took part in targeted professional learning sessions on topics such as Fitnessgram, NFL PLAY 60, and the Progressive Aerobic Cardiovascular Endurance Run (PACER). (2D, 2E)
16. All school-level administrators have been trained in the Tennessee Educator Acceleration Model (TEAM) and certified to evaluate educators. Additionally, seven 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. (1B, 2E, 3E)
17. The supervisor of special populations, five school psychologists and several district administrators attended the TAAASE (Tennessee Association of Administrators of Special Education) Legal Conference from December 4-6, 2023. This annual conference focused on current legislation impacting special education. The administrators attending this conference shared the information with other administration, the site-based academic behavior support team (ABST), and special education teachers at their school sites. (2E)
18. The early childhood education collaborative team met 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. FSSD's speech/language pathologists, special education teachers, occupational therapists, and special education supervisor attended the 17th annual Tennessee Association of Assistive Technology (TAAT) Conference from November 30 through December 1 at the Marriott Cool Springs in Franklin, TN. 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, 2E)
20. 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 2023. (1B, 2D, 2E, 2F, 3D, 3E)
21. 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, 2E)

22. 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 Google Workspace for Education, Newsela, and i-Ready. These sessions took place in conjunction with virtual trainings provided by vendors. (1B, 2D, 2E)
 - 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 time 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 can sign into their varying accounts and are comfortable with the district-provided digital resources. (1B, 2D, 2E)
 - The building-level instructional technology leaders program continued to serve a valuable purpose to individual schools. These educators provided immediate support in instructional technology for their peers throughout the year and ensured their schools fulfilled the requirements for the Common Sense Schools certifications. The instructional technology specialists met with the building leaders twice throughout the 23-24 school year, once in the fall and once in the spring, to ensure they are up-to-date and comfortable with all resources and responsibilities. (1B, 2D)
 - Promethean training was provided throughout the year as new ActivPanels were installed in buildings. (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 platform into their daily routines has been provided by the instructional technology specialists. (1B, 2D)
 - With the transition from Microsoft Exchange to Gmail district-wide, the instructional technology specialists provided three professional learning sessions in June for all staff. Participants explored the updates in Google for the 2023-24 school year. This includes Gmail as the replacement for Microsoft Exchange. Time was spent exploring Gmail, Google Calendar, and Google Meet. In addition, participants set up two-step verification for their Google accounts. As a culminating activity, participants received suggestions on organizing their Google Drive, and time was allotted to put these suggestions into practice. (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 PLTs as needed. Additionally, paraprofessionals and new teachers received training in 95 Percent Core Phonics, 5th - 8th grade ELA educators received training in Newsela, and K-5 ELA educators received training in i-Ready Reading. All these sessions provided support for the ELA district-adopted resources and accompanying digital platforms to prepare teachers to effectively use these new resources with their students. (1B, 2D, 2E, 3B, 3E)
- c. Various professional learning opportunities around social-emotional learning (SEL) were provided to our staff throughout the year. In January 2024, Dr. Joelle Hood provided a training for all staff titled *Get Curious, Not Furious: Brain-Based Prevention & Intervention Strategies to Address Challenging Behaviors*. (1B, 2D, 3C, 3E)
- d. K-8 math teachers received support around the newly adopted mathematics district-adopted resources on district professional learning days and on various other dates throughout the school year, including during campus PLTs as needed. K-4 teachers received professional learning in i-Ready Classroom Mathematics, 5th and 6th grade teachers received professional learning in TN Reveal, and the 7th and 8th grade teachers received professional learning in Big Ideas Mathematics. All these sessions provided support for the math district-adopted resources and accompanying digital platforms to prepare teachers to effectively use these new resources with their students. (1B, 2D, 2E, 3B, 3E)

23. The district continued to focus on positive behavior and provided guidance on critical features within each tier. Grades 5-8 utilized Bloomsights to collect information about student wellbeing. Students completed a behavior survey several times per year. Teachers, administrators, and counselors can utilize this information to make decisions for students. (1B, 2E, 2F, 4B)

24. FSSD behavior consultants, the FSSD autism consultant, and one special education teacher attended the Tennessee Association for Behavior Analysis (TABA) Conference November 9-10, 2023. The conference provided information and resources to enhance the understanding of behavior analysis in academic and natural environments and advanced the awareness, development, and access to the practice of behavior analysis. (2E, 2C, 4B)
25. During the 2023-24 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. (2E, 3B, 3C, 3E, 4B)
26. 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 2023-24 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 training throughout the 2023-24 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. (2E, 3B, 3C, 3E, 4B)
27. Five of the FSSD speech-language pathologists (SLPs) participated in a two-day virtual training August 1-2, 2023, through the Vanderbilt Bill Wilkerson Center. This event was a statewide conference for SLPs to train and to network on current practices in speech and language concerns for students with disabilities. (1B, 2D, 2E, 3E, 4B)
28. Two FSSD educational interpreters, one FSSD deaf education teacher, one special education preschool teacher, and one general education teacher participated in the Tennessee School for the Deaf and Partners 2024 Statewide Conference for Families, Professionals, and Community: Building Stronger Connections for Deaf, Deafblind, Hard of Hearing, and Deaf Plus Children and Families in Nashville, TN at the Tennessee School for the Blind, January 19-20, 2024. This conference 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. (1B, 2E, 3E)
29. FSSD counselors were provided with professional learning focusing on equity, diversity, and inclusion, and the intersection of school counselor lessons aligned with the American School Counselor Cultural Adaptations of a Multicomponent Positive Psychology Intervention for Middle School Students, Transforming How Schools Support Students and Families Experiencing Mental Health Disruptions, Sensory Processing, Emotional Regulation, Executive Functioning and Trauma: Brain-based Classroom Strategies, Specific Learning Disability Evaluation and Eligibility Considerations, Introduction to the Tests of Dyslexia, Advocating for School Mental Health and Psychology in Legislation, and Intellectual Disability Evaluations and Considerations. (1B, 2E, 3E)
30. School librarians attended the Tennessee Association of School Librarians conference in Murfreesboro in the fall of 2023. This conference allowed our library media specialists to collaborate and learn with other school librarians across the state of Tennessee. (1B, 2E, 3E)
31. Through EQuIP, newly hired special education teachers received training on writing compliant/effective IEPs, information on important points to keep in mind before, during and after IEP meetings, a review of the FSSD Special Education Procedures Manual, and training on TN Pulse. (2D, 2E)
32. An FSSD educational interpreter participated in an online training “Visual Phonics for Interpreters on October 17, 19 and 24, 2023. The training focused on providing a multi-sensory strategy to assist in teaching reading,

language, and writing skills for deaf and hard-of-hearing students. The training emphasized the importance of the entire educational team - teacher of the deaf, mainstream teacher, speech-language pathologist, educational interpreter, and parents - working together to ensure consistency in delivery of language and communication. Visual Phonics is a tool that will enable effective interpretations of lessons that previously seemed impossible to effectively convey. (1B, 2E, 3E)

33. Five FSSD school psychologists participated in the Tennessee Association of School Psychologists (TASP) fall conference from September 18-19, 2023 in Brentwood, TN. The event focused on Cultural Adaptations of a Multicomponent Positive Psychology Intervention for Middle School Students, Transforming How Schools Support Students and Families Experiencing Mental Health Disruptions, Sensory Processing, Emotional Regulation, Executive Functioning and Trauma: Brain-based Classroom Strategies, Specific Learning Disability Evaluation and Eligibility Considerations, Introduction to the Tests of Dyslexia, Advocating for School Mental Health and Psychology in Legislation, and Intellectual Disability Evaluations and Considerations. (1B, 2E)
34. FSSD special educators participated in an ADHD: How to Get from Affliction to Gift webinar. The webinar focused on a description of ADHD not exclusively as a disorder but as a way of being in the world, with advantages and disadvantages. The elements of diagnosis that schools and testing agencies usually want to see were presented. Participants discussed the various treatments, referred to as methods of identifying and unwrapping the gifts embedded in ADHD, while also addressing the often severely negative symptoms. The emphasis was placed on the positive because a person builds the best life by spending more time and energy developing his/her strengths rather than trying to remediate his/her limitations. (1B, 2E, 3E)
35. FSSD occupational therapists participated in Advancing School-Based Therapy: Evidence-Based Practice for Improving Sensory and Motor Issues, at the Hilton Garden Inn in Franklin, Tennessee. This conference focused on hands-on strategies to immediately improve a student's functional ability within the school environment, improve comfort and confidence in providing sensory strategies and appropriate adaptive equipment, improve communication with school staff and parents, and provide staff training related to therapy and becoming more proficient at writing IEPs and functional achievable goals. (1B, 2E, 3E)
36. FSSD special educators participated in the 3rd Annual Autism Spectrum Virtual Conference on April 20, 2024. The focus of the conference "Together We Can Make a Difference" placed emphasis on high-impact education and vocational training for special needs students, emphasizing ASD. (2E)
37. FSSD special educators participated in Practical Behavior Approach Course through Autism Helper. This course was designed to help successfully reduce problem behaviors and improve cooperation, independence, and engagement of children of all ages. Participants learned how to prevent problem behaviors and respond effectively when negative behaviors occur while building essential positive skills. Participants also discovered how a child's diagnosis, history of trauma, and sensory needs impact behavior and the strategies used. (1B, 2E)
38. FSSD school psychologists participated in the Tennessee Association of School Psychologist Spring Institute on April 13, 2024 at the Metro Nashville Employee Wellness Center in Berry Hill, TN. The focus of the institute was on Trauma Informed De-escalation and Burnout, Compassion Fatigue, Secondary Traumatic Stress, and Vicarious Trauma. (2E)
39. Continuing a district-sponsored leadership development initiative, two teacher leaders spent a full year in the FSSD's aspiring leaders professional learning opportunity. Called the FSD Leadership Internship Program, this year-long opportunity is for qualified individuals who wish to develop their leadership capacity and eventually pursue a career in school leadership. Participants were provided with experiences designed to foster leadership for school improvement, collaboration, and community engagement, and provide a window into the world of school leadership. Many topics are explored throughout the year, such as teacher evaluation, principal/assistant principal evaluation, PLCs, community/parent relations, special education, discipline, safety, attendance, recruiting/hiring, finance, data analysis, and personnel issues. (2E)

Administrative Professional Learning

40. 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 Learning Forward Annual Conference 2023 in Washington, D.C., the Tennessee Association for Administrators in Special Education (TAASE) Conference, Results Coaching Global, the Tennessee Principal Association Conference, the Middle Tennessee Educational Technology (MTETA) Summer Institute, the TDOE Federal Programs Institute, the Middle Tennessee Special Education Supervisors Institute, various Solution Tree PLCs at Work Institutes, the School Counselors and Administrators Institute, the Tennessee Data and Attendance Supervisors Conference, the Arivett Law Legal Education Conference, the National School Public Relations Association Conference, the Tennessee School Boards Association (TSBA) Leadership Conference 2023, the Consortium of State School Boards Association (COSSBA) Annual Conference in Dallas, TX, the Future of Education Technology Conference (FETC) in Orlando, FL, the Tennessee Association of Federal Programs Administrators Conference, the Visible Learning Institute in Lexington, KY, the Aircraft Owners' and Pilots' Association (AOPA) High School STEM Symposium in Dallas, TX, and the Tennessee Educational Technology Association (TETA) -Tennessee Educational Technology Conference (TETC) in Murfreesboro, TN. Professional learning sessions on the following topics were the focus for the 2023-2024 year: Tier I instruction, authentic and consistent implementation of the PLCs at Work approach, data analysis and timely application of resulting strategies, personal and social competencies, and continuing to ensure a sense of belonging for *all* students and staff in the district, (1B, 3E)
41. 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)
42. 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. Using 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)
43. 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 2023-2024 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. (1B, 2E)
44. District administrators received routine support, training, and updates regarding Response to Instruction and Intervention (RtI²) and dyslexia during leadership retreat, leadership meetings, and staff meetings. The district RtI² team met to evaluate RtI² components, behavior additions, expectations, and progress. (1B)
45. From August 22-25, 2023, the FSSD special populations supervisor, special populations administrative assistant, student performance and federal programs supervisor, and Teaching and Learning administrative assistant attended the Federal Programs Institute at Music City Center, Nashville, TN, an institute for special education supervisors and federal program supervisors. The event was sponsored by the TDOE. (2D)
46. 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. (2E)

47. 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) regarding the following questions:
- What should we keep doing?
 - What should we stop doing?
 - What should we start doing?
- convened with a new group of students in July 2023. As has become the custom, Teaching and Learning members and the leadership team reviewed the feedback and incorporated it into their daily school and department practices. For example, because of input from the student panel, schools streamlined and clarified the process for students to meet with school counselors. (1B, 3B, 3E)
48. The FSSD Admin (formerly Assistant Principals' (AP)) Cohort is now part of the district culture, and the group met throughout the 2023-2024 year for focused learning and collaboration. Led by Dr. Decker, school administrators new to their roles engaged in a book study and participated in focused conversations with district administrators and other staff to enhance their leadership skills and further familiarize themselves with the district's policies and procedures. Topics covered in the admin cohort collaborations included best practices in hiring, employee leave, updates from the Food and Culinary Services department, i-Ready information, resources and reports, student searches, schema and rigor in instruction, alternative (alt) text for digital settings, and social media resources for faculty. (1B, 2D, 2E)
49. In July 2023, school administrators attended the annual summer safety administrator training, facilitated by Safety Supervisor Celby Glass. The agenda included topics such as fire and life safety, front office screening, new school safety legislation, presentation from the Williamson County Sheriff's Office Criminal Investigative Division, and safety procedures and projects. (2D)
50. From October 31-November 3, 2023, the special populations supervisor attended the Supervisors of Special Education Conference at Paris Landing State Park. (2D)
51. On July 18, 2023, the special populations supervisor and special populations administrative assistant attended the training on TN Pulse, a free, standardized, web-based platform for school districts that serves as the state's system of record for student learning plans, including Individual Education Programs (IEPs) and 504 plans for students with disabilities, Individual Learning Plans (ILPs) for English learners, and ILP-D plans for students with characteristics of dyslexia. (2E)
52. On September 11-12, 2023, the special populations supervisor attended the Arivett Law Education Conference in Franklin, TN. Topics included special education case law, legislative updates, Child Find obligations, Section 504, ABA behavioral services, school refusal, and evaluations and eligibility determinations. (2D)
53. On April 11, 2024, the special populations supervisor attended the Tennessee Association of Administrators in Special Education (TAASE) Spring Legal Conference in Murfreesboro, TN. Special education supervisors received valuable information from attorneys on disciplining students with disabilities, Tennessee legislative decisions, and top legal cases. (2E)

Academic Programs and Extended Learning Opportunities

Based on the effectiveness of past programs and the implementation of best practices, the district has determined the following programs and/or initiatives to support both district and school academic potential, as well as social, emotional, behavioral, and achievement goals.

Note: *The FSSD continuously evaluates all programs by disaggregating academic and non-academic data and updates its programs and infrastructure to meet needs identified by district goals.*

1. Schools in the district continued administration of the assessment titled “Fitnessgram” to benchmark and progress monitor K-8 students to determine students' fitness levels based on what is optimal for good health. The assessment included a variety of health-related physical fitness tests that measured 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, 2E)
2. The district continued tutoring for third-grade students who were non-proficient in reading as measured by aimswebPlus and i-Ready Reading. 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 (aimswebPlus, STAR Reading, i-Ready Math, and i-Ready Reading (3rd-5th)) 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. (1B, 2E, 3C)
5. The FSSD continued to contract with textbook vendors that offer digital resources for students to access at school or at home. (1B, 2E, 3B)
6. Web-based programs such as Screencastify, Kami, aimswebPlus, Renaissance STAR, i-Ready, Destiny, Accelerated Reading, Tennessee Electronic Library, 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, Destiny, Skyward Business and Skyward Educator (student information system). Routine updates are provided for these instructional programs. (1B, 4B)
7. 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 TNPulse) 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 to have more meaningful parental participation in all IEP meetings. (4A, 4B)
8. The FSSD maintained 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, 2D)

9. The FSSD's highly successful 2024 Summer Learning Camp (SLC) included three summer learning programs (summer learning camp, learning loss bridge camp, and a mini-camp that focused on Science, Technology, Reading, Engineering, Arts, and Math (STREAM)). 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:

- Scored below proficient in math or ELA on the most recent TCAP
- Scored below proficient in math or ELA on a winter 2022 district universal screener
- 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. In 2023, rising kindergarten students were served for the first time in 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 were from Defined Learning. The instructional resources for classroom and intervention instruction are detailed below:

- PK-2 ELA and Math (Rising K - Rising 3rd)
- 95% Phonological Awareness (Rising K)
- 95% Booster Tune Up with handwriting practice (Rising 1st-3rd)
- 95% Summer School Booster Bundle (Rising 1st-3rd)
- Imagine Learning (Rising K only)
- i-Ready Reading (Rising 1st-3rd)
- i-Ready Math (Rising 1st-3rd)
- Read Aloud Library: Vocabulary and Listening Comprehension (Rising K-2nd)
- SRA Vocabulary Workshop (Rising 3rd)
- Moving With Math (Rising K-3rd)
- STREAM – Defined Learning Resources
- 3-4 ELA and Math (Rising 4th - Rising 5th)
- ELA Wonders and Magnetic Reading (Rising 4th-5th)
- SRA Vocabulary Workshop (Rising 4th-5th)
- 95% Core Phonics - 3rd Grade Kit (Rising 4th only)
- Rewards Intermediate (Rising 5th only)
- Moving With Math (Rising 4th - 5th)
- i-Ready Reading (Rising 4th - 5th)
- i-Ready Math including Fluency Flight (Rising 4th-5th)
- STREAM – Defined Learning Resources
- 5-8 ELA and Math (Rising 6th - Rising 9th)
- Each grade level's adopted ELA resource (Rising 6th: Open Up; Rising 7th: myPerspective; Rising 8th-9th: StudySync)
- SRA Vocabulary Workshop (Rising 6th - 9th)
- i-Ready Reading (Rising 6th)
- Newsela (Rising 7th-9th)

- Intervention: Rewards Intermediate (Rising 6th-7th)
- Intervention: Rewards Secondary (Rising 8th-9th)
- Moving With Math (Rising 6th-9th)
- iReady Math (Rising 6th-9th)
- STREAM – Defined Learning Resources

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

We take pride in the fact that SLC served 422 students during full days from June 3-27 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 soulful and sweet therapy dogs Starr (from Liberty Elementary) and Alma (from Poplar Grove Middle) by their sides. Further, two SLC administrators, 58 teachers, 24 paraprofessionals, one parent liaison, one nurse, 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, 3B, 3C, 3E, 4B)

10. 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, accelerated learning teachers in each building supported these students. (1B)
11. FSSD continued to fuel the growth of students and teachers with 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 RtI² coordinator, were employed to better support academic programs and curriculum. (1B, 3B)
12. 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 student meeting, including next steps, were sent to parents. (1B, 3C, 4B)
13. The FSSD Honors Program successfully served approximately 550 students in grades 5-8 throughout the 2023-24 school year. Rising fifth through eighth graders who met established academic guidelines set by the district's administrative honors committee were eligible to participate. The district team created and shared an honors program information presentation in January 2024 for parents of all grade levels to provide a description of the program and details about qualifications for entry, testing requirements, timelines, the reconsideration process, and useful websites. These presentations were available as slideshow documents and recorded virtual presentations by district leaders. The district translator and the honors program coordinator also created and recorded a presentation and video for Spanish-speaking families. As in the previous years, students in rising grades 5-8 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 2024, families for students in the relevant grades received letters with their students' qualifying scores for the honors program in the coming school year, along with a link and QR code to the digital honors reconsideration form. Soon after receiving letters, the school-level honors program meetings occurred in March to May of 2024, and these were hosted by FIS, FMS, and PGMS. Since not all families were able to attend the in-person meetings, the information about the honors program was shared with all families through Blackboard Connect emails from principals. During the summer of 2024, school administrators at FIS, FMS, and PGMS contacted families about any reconsideration requests to determine the student's possible placement in honors

classes. Changes to the honors programs policies and procedures were updated and shared with the school board, for formal updating of the board policy for Enrollment in Advanced Courses. (1B, 4A, 4B)

14. The FSSD provided support to the Gentry Educational Foundation, which served students during the 2023-2024 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 Class (JES)
 - f. Choir (JES)
 - g. Provided FSSD families with holiday assistance (food/gifts)
 - h. Parent workshops for the Deaf and Hard of Hearing Community (JES/FIS)
 - i. STEM enrichment (FIS/JES)
 - j. Parent workshops to support student academics (JES)(1B, 4B)
15. Schools participated in the 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. (4B)
16. The FSSD administered a kindergarten readiness screening assessment to four students whose parent(s) requested this testing based on their 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 2023-2024 school year. Parents were contacted after the screening with the assessment results. None of the four children met the required criteria (80th percentile) to enroll early in kindergarten, and information was shared with parents about the possibility of enrolling their child in other district pre-k programs. In the prior year, two students did meet the criteria for early entrance to kindergarten. Both students completed first grade in the FSSD during the 2023-24 school year in kindergarten at their respective schools, and both students were still above the 80th percentile in reading and math on the end of year benchmark tests. (1B, 4B)
17. 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 CodeHS, Scratch, Raspberry Pi, Code.org, Learning.com, Bee Bots, Ozobots, and Applied Digital Skills. Additionally, MES hosts the Cranium Carnival where students and their parents learn about binary and then create binary bracelets and complete tasks using robotics (Bee-Bot, Blue-Bot, Pro-Bot, Code and Go Robot Mouse, and Botleys). (1B)
18. The FMS Academic Competition Team competed in a regional National Academic Quiz Tournament. The team performed well with one team placing 11th overall and another winning first place in their division. The FMS team also hosted and competed in an International Academic Competition (IAC) in March with several students placing in the top three in geography, history, math and science. (3C, 4B)
19. 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 TSSAA, Williamson Middle Athletic Association or the Harpeth Valley Athletic Conference. In spring of 2023, the Poplar Grove Softball team won the HVAC Division A championship and the Freedom Middle girls bowling team was crowned the WMAA Division Champions. (3C, 4B)

20. Liberty Elementary participated in the Destination Imagination (DI) competition for the 2023-2024 school year. Destination Imagination (DI) is a project-based program that teaches kids to be innovative problem solvers. Using STEAM, teams of students collaborate, think outside the box and create unique solutions to challenges in preparation for a fun, problem-solving competition. (1B, 4B)
21. The district continued their partnership with GoGuardian to closely monitor student online behavior. This resource notified building administrators and select district staff of inappropriate student online behaviors. Its Beacon 24/7 feature provided immediate alerts, through emails and phone calls when appropriate, if a student was exhibiting self-harm behaviors. (2A, 2E)
22. FMS and PGMS continued offering high school credit for the Computer Science Foundations class. (3B)
23. The district provided technology devices for students and teachers during the 2023-2024 school year. Chrome devices were provided to all K-8 students. (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 the district's schools earned this certification, which qualified the district to apply for, and ultimately receive, the Common Sense District certification. (2A)
25. The FSSD continued to provide up to 95 hotspots for students on an as needed basis. (1B, 3B, 4B)
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. (2A)
27. The district continued its tradition of hosting a Be Nice Week. In 2023, it was held from November 13-17. This is an annual opportunity to focus everyone's attention on the SEL component of kindness. Festivities included a board proclamation declaring Be Nice Week, Be Nice student ambassadors selected from each school to represent character traits of kindness and compassion, a Be Nice gift to employees (a small jar of honey with a "Bee" Nice message), and school-specific celebrations all week. (3C, 4A, 4B)
28. In October 2023, Freedom Middle School and Poplar Grove Middle School again offered the PSAT, a junior-level college entry practice test, to its eighth-grade students. The PSAT provides motivated students with important data as they plan and prepare for high school and college. Just under 25% of the eighth-grade class (76 total students between both schools) opted to take this challenging test, with 63 students who participated at FMS and 13 at PGMS. Among those who did participate, 91% scored in the proficient ranges in math, and 82% exceeded proficiency. By contrast, the state's math proficiency rate on the PSAT is 35%, and nationally, it is only 38%. On the reading portion of the PSAT, 92% of FSSD students were proficient, compared to 42% for the state and 48% nationally. In addition, the mean score for FSSD students was a 993, over 200 points above both the state and national averages. This valuable opportunity to take the PSAT enables our students to be better prepared for ACT and SAT testing in high school. (1B, 4B)
29. For the third year, through a special partnership between the Tennessee Department of Education and the Governor's Early Literacy Foundation (GELF), the Franklin Special School District offered 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. (1B, 3B, 3C, 4B)
30. The TDOE, in collaboration with the Tennessee STEM Innovation Network (TSIN), launched the "Reach Them All" initiative to provide Tennessee educators and district-level leadership professional learning that integrates computer science practices into and across academic subjects and content. As part of the initiative, one of the

instructional technology specialists served as the FSSD Delegate for “Reach Them All.” As the delegate, she served as a mentor to two ambassadors for the district (one for elementary and one for middle). The commitment was to attend three virtual meetings, a two-day in-person training in March, and to redeliver the training to teachers as they tested out the resources, kits, and the standards provided. (2E)

31. The district safety supervisor provided training to all school faculty as well as other departments in the district on school safety processes and protocols. This training occurred in the fall. It allowed a time to review safety plans and gave staff the opportunity to ask questions and seek clarification on safety processes. (2F)
32. FMS served 180 students in FSSD and high school through its holiday “Adopt a STAR” program. (4A, 4B)
33. Franklin Special School District students made an indelible impression in the district’s first entry in the Tennessee Invention Convention, held at MTSU in the spring. Students from Freedom Intermediate and Poplar Grove Middle participated. Additionally, Freedom Intermediate won the Traveling Trophy, a school award for the highest number of placing individual inventions. Four projects were selected to be presented at the National Invention Convention in June at the Henry Ford Museum in Michigan. (3C, 4B)
34. In accordance with new state law (Tennessee Code Annotated 49-6-1304), students in grades 6-8 received teen health instruction aligned with the new Family Life curriculum standards. FSSD physical education teachers used information from a Tennessee Department of Education-approved middle school health textbook to develop and present an age-appropriate instructional lesson following Tennessee’s health standards. Per state law, parents and guardians were provided time to review the curriculum and opt their student out of participating in this lesson without penalty. (1B, 2E)

Student Support Programs

35. Schools used Blackboard Connect to communicate student absences to parents and to request appropriate documentation for those absences 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)
36. 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)
37. For the 2023-2024 school year, FSSD partnered with the Williamson County Health Department to offer students and staff members the flu vaccine at school. A total of 423 vaccines were administered. (2A, 4B)
38. 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 2023-2024 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 two days a week. Providing transportation services and snacks, both funded by the United Way, maximized student attendance. (1B, 4A)
39. Tennessee Code Annotated §49-6-7004 encourages local education agencies (LEAs) to develop and implement parental involvement contracts with the parents/guardians of students, and these are required for Title I schools. FSSD school administrators at the six Title I schools (FIS, FMS, JES, LES, PGES, PGMS) updated their existing school-parent compact and parent-family engagement policy with the participation of teachers, staff, and parent representatives at the beginning of the 2023-2024 school year. Both parent engagement documents

are designed to encourage and facilitate parent/guardian involvement in a student's education. The school-parent compacts and engagement policies were distributed by schools to families through print copies sent home, email, and/or Blackboard Connect messages. These items were also translated into Spanish and posted publicly on the schools' websites. The district's parent and family engagement policy solicited feedback through a parent and family engagement input session, hosted at the PAC by district leaders. Parents had an opportunity to walk around and provide feedback on the posted charts with sections of the policy. This feedback was incorporated into the updated version of the district parent and family engagement policy. (1B, 4B)

40. 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. More than 10,000 fuel bags were sent home with FSSD students during the 2023-24 school year. (2A, 4B)
41. In January 2017, the FSSD Child Nutrition Program joined the Tennessee Department of Human Services At Risk Supper Program. During the 2023-2024 school year, the program provided 20,989 boxed suppers to students at JES and PGES through the MAC program, The Gentry Foundation at JES, FIS, and the Boys & Girls Club. This USDA reimbursable program provided a freshly prepared box dinner to any student who stayed after school for an enrichment program. (2A, 4B)
42. Throughout the course of the 2023-24 school year, 112 FSSD students were identified as *homeless* under the McKinney-Vento Homeless Education Act. This number was higher than the previous school years, during which 98 and 101 students were qualified under McKinney-Vento. In the years since the pandemic, these numbers have increased sharply due to several factors, including inflation, higher housing costs, and a lack of affordable housing in Franklin. The district's McKinney-Vento coordinator and the two social workers collaborated to properly identify eligible students, which included referrals from school personnel. 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 also received two additional grants in the 2023-24 school year to support eligible students. Both the ARP Homeless 2.0 grant under the American Rescue Plan and the Title IX/McKinney-Vento Subgrant provided additional funding that supplemented Title I funds for supporting eligible students, with the former closing at the end of the fiscal year. (4A, 4B)
43. Effective July 1, 2018, Tennessee Code Annotated requires all schools in Tennessee to follow a progressive truancy tiered procedure prior to filing a truancy petition with the juvenile court. 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)
44. Bleeding control kits, which were purchased with a portion of the 2020-2021 school year safety grant funding, are in place in each school. Celby Glass and Susannah Gentry worked with the Franklin Fire Department and the city of Franklin to create a 10-minute training video demonstrating how to use the items in the bleeding control kit. The district strongly recommends that all staff view this video annually. (2F)
45. District social workers continued an appreciation program 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 recognition of their benevolence. It also offers the school 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 media accounts. (3C, 4A, 4B)

46. Access control management (ACM) was installed throughout the district. Celby Glass and Drew Bingham worked together on this project. ACM has enabled all staff to have a badge that scans them into the school in which they work. Multiple ACM points were installed at each campus. This eliminates the vulnerability of the use of physical keys and informs the district as to who enters the building, which door s/he entered, and s/he entered.

Communication and Community Relations

1. The FSSD School Board is in the second 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 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. (3A, 4A, 4B)
2. The FSSD’s website continues to be an incredibly rich source of information with heavy traffic. Site components that enhance the district’s communication include the master calendar, social media sharing opportunities, more video capabilities, along with a user-friendly and consistent look across all schools. (2D, 4A, 4B)
3. 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. (2F, 4B)
4. The FSSD and the FSSDEA hosted the annual retirees Valentine’s Day brunch at Moore Elementary School. The brunch was decorated in hearts and “love notes” from students, who also performed songs for our former faculty and staff. (2B, 4A)
5. FSSD hosted a Night of Celebration in May to recognize employee achievements, retirees, and Legacy Award recipients. The following were celebrated:
 - Legacy Award Recipients
 - New National Board-Certified Teachers
 - School Board Member of the Year
 - Superintendent of the Year
 - Supervisor of the Year
 - Principal of the Year
 - School and District Teachers of the Year (TOY)
 - Classified Employees of the Year(2B, 4A, 4B)
6. New this year is the Novice Teacher of the Year program, sponsored by the TDOE. In its first year, six schools selected school-level winners. FSSD director of schools and the associate director made a surprise visit to the FSSD Novice Teacher of the Year to personally congratulate her. The name of each district NTOY recipient is prominently displayed on a plaque at the central office. (2D, 3D, 4A, 4B)
7. The director of schools and the associate directors made a surprise visit to the FSSD District Teacher of the Year classrooms to personally congratulate each recipient. Similarly, they surprised the Classified Employee of the Year. The name of each district TOY/CEOY recipient is prominently displayed on a plaque at the central office. (2D, 3D, 4A-B)
8. The FSSD District Teacher of the Year (K-4) Sondra Wilson-Martin, Franklin Elementary School fourth-grade teacher, was selected as the Middle Tennessee Grand Division winner in the Teacher of the Year contest, sponsored by the Tennessee Department of Education. The announcement was made at the Fisher Center at Belmont University during a special program hosted by the Tennessee Organization of School Superintendents (TOSS) and the state for the nine finalists in each grand division. (2D, 3D, 4A, 4B)
9. Franklin Elementary School music educator Patrick Bourn was chosen as a Country Music Association Foundation Music Teacher of Excellence. He is one of 30 music teachers across the nation to receive this

honor. Music Teachers of Excellence is the CMA Foundation's way of celebrating, honoring and investing in the music teachers who exemplify excellence in the field. Mr. Bourn was honored in September along with his colleagues at the Belmont University Fisher Center for the Performing Arts in Nashville. (2D, 3D, 4A, 4B)

10. Poplar Grove Elementary kindergarten teacher Clare Ashford was notified in November that she was selected by Curriculum Associates as a member of its 2024 class of i-Ready Extraordinary Educators, a program that celebrates and connects teachers from around the country who go above and beyond for their students. (2D, 3D, 4A, 4B)
11. The FSSD continued to foster a positive relationship with local, state, and national media by responding in a timely manner to requests for information. Additionally, the director of schools and/or his staff periodically participated in a local radio show upon invitation. All requests for access to public information by the media and/or community groups were met with a quick and willing response, ensuring the transparency and openness that the public deserves. Press releases regarding local educational issues and public relations opportunities were sent in a timely manner to media outlets. News releases are also posted to the website and linked to district social media accounts. (3D, 4A, 4B)
12. Each employee is provided electronic access to a confidential personnel directory and a staff handbook, accessible on Google Drive by log-in and password through www.fssd.org. (2E)
13. Every employee is provided with a district email address. In addition to providing communication between employees and supervisors, this enables 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 include benefit plan descriptions (coverage options), employee resources (FMLA forms, unpaid leave request forms, etc.), secure email messages and state-required online training courses (blood-borne pathogens, youth suicide prevention, drug free workplace, child abuse reporter, human trafficking, employee ethics, etc.) (2E)
14. The director of schools provided the FSSD Board of Education with timely updates regarding pertinent issues via phone or email. (4A)
15. The director of schools facilitated a combined retreat with Williamson County Schools and the FSSD Board of Education and select members of the district's leadership team in January 2024. State legislators attended to discuss education-related issues with board members from both school districts. (2B, 3A, 4A)
16. 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)
17. Communication from the professional and classified staff continued to be provided through the Director of Schools Advisory Council. (4A)
18. Parents were part of the shared decision-making at the schools through the various building leadership teams. (4B)
19. The district continued to provide the FSSD community with information through many social media accounts, the website, media releases, and speaking engagements. (4A, 4B)
20. Parents were informed of grade-specific and school-related events, as well as important district information, through many avenues, including Blackboard Connect phone calls and emails, 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)

21. The Community Pre-K Advisory Council (CPAC) met once during the fall and spring semesters to review the events taking place in the voluntary pre-k program. The CPAC, consisting of parents, representatives of community education agencies, school personnel and board members, is tasked with determining local VPK admission criteria that extend beyond the requirements set forth by the TDOE. (1B, 4A, 4B)
22. 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 for 5th-8th grade students, giving them an avenue to view grades in order to promote student ownership of learning. (1A, 4B)
23. The FSSD valued its partnership and supported the county mayor, sheriff, and county commission in funding school resource officers in the schools. The SROs, supervising sergeants, and Williamson County Sheriff's Department officials responsible were recognized at the April 2024 school board meeting for their work in our district. (2F, 4B)
24. The FSSD continued to provide children's books to our school media centers and the Story Bus Plus in memory of employees' immediate family members who have passed away. (2D)
25. 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 special breakfast. (2D)
26. The FSSD continued its partnership with several community organizations to assist students in need to receive back-to-school supplies. The Greater Nashville United Way coordinates a "Stuff the Bus" Campaign. This school supply drive served over 10,000 students in six school districts, including FSSD, which hosted the Great Backpack Giveaway at Liberty Elementary. (3B, 4B)
27. In keeping with the goals of the FSSD Strategic Plan, REACH 2024, the district maintained various social media accounts (Twitter, Facebook, Instagram, YouTube) to provide timely notification of events and happenings across the school district. (3D, 4A, 4B)
28. 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. (4B)
29. School-level social media accounts and communication platforms (such as Remind and Class DoJo) 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. (2E, 2G, 3B, 3E, 4A, 4B)
30. The FSSD uses online enrollment procedures each year, offering parents/guardians the option to upload required registration documents (birth certificate, immunization certificate, proof of residency). Online enrollment opened on March 1, 2024, allowing families more time to register as well as ensuring that families of tuition students could be notified of placement before the end of the school year. Computers and language assistance are available at every school for anyone needing assistance or online access; however, online enrollment allows parents the convenience of registering students without having to come to the schools. (2G, 4A, 4B)
31. 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. (2E)

32. The supervisor of special populations provided special education personnel, special education paraprofessionals, the FSSD Leadership Team, and the FSSD School Board with monthly newsletters to showcase updates, training and resources for working with students with disabilities. (1C, 2E)
33. 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 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. (2E)
34. Freedom Intermediate School's Honors Choir participated as a featured choir in the city of Franklin's Christmas tree lighting ceremony in December 2023. The students rehearsed with Grammy nominated singer/songwriter Matthew West at the event. Freedom Intermediate continued a long-standing tradition of entertaining thousands with Christmas melodies before the official tree lighting. (2B, 4B)
35. FSSD continued collaboration with the Williamson County Health Department to update illness guidelines for our schools. (2A, 2E)
36. The FSSD Legacy Gallery, located inside the Performing Arts Center, is open to visitors and provides a visual and audio history of the district, celebrating its creation in 1906 through the present day. (4A, 4B)
37. Parents participated in a survey that was sent to all FSSD families in August of the 2023-24 school year. It solicited parents' perspectives on how the district should prioritize its remaining ESSER 3.0 federal relief funding. The results confirmed many of the district's priorities for relief spending and gave all stakeholders a voice in planning how to use these funds. Feedback on the ESSER 3.0 spending priorities was also solicited from students in grades 5-8 through a Google Form that did not require any personally identifying information from students. Like parents, the students' responses were closely aligned with the district's plans for the use of the remaining grant funds. (4A, 4B)
38. The supervisor of special populations established quarterly FSD Special Education Parent Support Group meetings for parents of students with disabilities. 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)
39. The FSSD Performing Arts Center (PAC) provides students with a first-rate facility in which to perform all types of concerts and performances and furnishes the community with a much-needed rental space. The PAC is located at the north end of Poplar Grove Middle School and includes a 478-seat auditorium with a multipurpose stage, fly loft, and performance support spaces. Additionally, there are production areas including dressing rooms, a scene shop, and prop, scenic, and costume storage. The accompanying connector gallery provides the district with an ideal space for meetings, receptions, training sessions, etc. (3C, 4B, 2E, 4A)
40. A district-wide open house was held at each school in February to bring awareness to our schools and to allow interested families an opportunity to tour a school as they were making educational choices. Banners were placed in school yards and at the central office and social media was used, as well as mailings to local preschools and New Hope Academy families, where school ends after the sixth grade. (2G, 4A, 4B)

41. The district instituted a mass mailing to families of homeschooled children to promote the open house opportunity. The mailing included informational flyers of their zoned schools with an invitation letter from Dr. Snowden to attend the open houses. (2G, 4A, 4B)
42. Employees were provided text to post on their neighborhood message boards inviting families to FSSD open houses. This use of the employee voice is very helpful in spreading the word and provides credibility to the information presented. (2G, 4A, 4B)
43. Throughout the 2023-24 school year, the district developed its new strategic plan, aspire 2029. Valuable feedback from all stakeholders (staff, students, parents, board members, community members) was garnered via digital surveys and in-person focus group sessions. The board approved aspire 2029 at their May 2023 meeting. The plan focuses on tactics and strategies for three overarching goals:
- 1) Academics - By 2029, through intentional strategies, the FSSD will improve literacy and math proficiency by 10% and increase student growth in all grade levels as measured by state assessments and district universal screeners.
 - 2) Belonging/Well-Being: By 2029, through intentional strategies, the FSSD will improve literacy and math proficiency by 10% and increase student growth in all grade levels as measured by state assessments and district universal screeners.
 - 3) Community Presence/Communication - By 2029, the FSSD will expand community presence, family engagement, and marketing strategies to create a clear understanding of the district's purpose, high standards, and exceptional offerings, as evidenced by annual reviews of each strategy.
- Concerted effort will be made to continue to publicize and highlight the plan, through social media, the district website, community events, parent information meetings, etc. and its ongoing progress toward accomplishment of all the goals. (2A, 2G, 3B, 3C, 3E, 4A, 4B)
44. During 2023-24, work continued in earnest to refresh the district's brand. FSSD district administrators collaborated closely with branding/marketing agency BrandMettle to survey stakeholders, analyze the results, and determine how best to communicate to parents and the community at large the essence of the FSSD and what we endeavor to provide each day: "Excellence in Teaching and Learning for All." (2A, 2G, 3B, 3C, 3E, 4A, 4B)

Student and Family Support

45. 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 2023-2024 was 39%. The percentages per school (*based on November 2023 data*) were:
- a. Franklin Elementary (K-4) – 25%
 - b. Johnson Elementary (K-4) – 53%
 - c. Liberty Elementary (K-4) – 36%
 - d. Moore Elementary (K-4) – 29%
 - e. Poplar Grove Elementary (K-4) – 50%
 - f. Freedom Intermediate (5-6) – 36%
 - g. Freedom Middle (7-8) – 40%
 - h. Poplar Grove Middle (5-8) – 50%
- (2A, 3B, 4B)
46. Parent liaisons and translators continued to support the FSSD Spanish-speaking population. These valuable experts 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)

47. In the spring of 2023, the registration section of the FSSD website was expanded with comprehensive information about the state law stipulating how school districts must consider zone exemption requests (which began 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. Also added was an expanded section on tuition, explaining the district's broader tuition policies, including the newly passed policy allowing out of county students. (2G, 3B, 4A, 4B)

Community Involvement/Outreach

48. The FSSD Board of Education and the director continued to participate in learning opportunities with the Tennessee School Boards Association (TSBA), the Consortium of State School Boards Associations (COSSBA), the National School Boards Association Council of Urban Boards of Education (NSBACUBE) 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)
49. The director was a member of the Tennessee Organization of School Superintendents (TOSS) and served as a TOSS board member. He also served on the board of the Association of Independent and Municipal Schools (AIMS) and was president of that association. The director 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, 2D, 4B)
50. The director was selected as 2024 Superintendent of the Year by the Tennessee Organization of School Superintendents (TOSS) and the Association for Supervision and Curriculum Development (ASCD) and the American Association of School Administrators (AASA). This well-deserved designation provides the district with significant credibility and name recognition. (2B, 2D, 4A)
51. The director served on a panel to discuss local educational issues with Leadership Franklin participants and made a presentation to the Williamson County Association of Realtors. Additionally, he was guest speaker for the Williamson County Chamber in the annual State of the Schools address. (4A, 4B)
52. The director was a member of Franklin Noon Rotary. (4A, 4B)
53. The director contacted local legislators to discuss educational issues that would appear in front of the state legislature. (2A-B, 3A, 4A)
54. With input from parents, community members, employees, administrators and the board, the district continued to implement the five-year strategic plan, Reach 2024. The plan has four main goals and objectives to help reach those goals. (1B, 2F, 3A-E, 4A, 4B)
55. The director met periodically with the WCS superintendent to discuss legislation and collaborate on issues that affected both districts. (2A-B, 4A, 4B)
56. The FSSD partnered with the United Way of Greater Nashville in its online fundraising campaign. The FSSD raised \$16,739. Top Awards went to Freedom Middle School raising \$3,690 and Poplar Grove Elementary School raising \$2,896.
57. Many of the United Way programs supported by this campaign directly impact our families and employees. (3C, 4B)

58. Williamson Medical Center physician Dr. Andy Russell partnered with the district by providing the prescription and oversight for our AEDs (automatic external defibrillators). (2A,2E)
59. 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. (2A,2E)
60. During the 2023-2024 school year, the Student Health Council was held at the Franklin Elementary MAC site. In addition, the Student Health Council was added to and held at the Poplar Grove MAC site in the spring semester of 2024. The students participated in lessons and activities with a focus on healthy meal planning, preparing healthy snacks, basic first aid, and human anatomy and organ functions, physical activity and recreation. Public service announcements were presented on the televised morning announcements. Newsletter entries were provided for all school newsletters. (3C)
61. During the 2023-24 school year, FSSD Coordinated School Health produced and distributed quarterly online FSSD employee newsletters. (2D,2E)
62. Employee self-care challenges, giveaways, and drawings for enrichment items for classrooms, and random incentive prize drawings were part of the activities included in a staff wellness focus. (2D,2E)
63. The Coordinated School Health advisory board continued to have representatives from community agencies, including Williamson Prevention Coalition and the Williamson County Health Department, to aid in guidance around community resources available to students and families. (4A, 4B)
64. Coordinated School Health provided the opportunity for FSSD physical education programs to apply for a grant up to \$1,000. Johnson, Moore, Poplar Grove Elementary, and Poplar Grove Middle, Freedom Intermediate and Freedom Middle Schools each submitted applications and budget details and received \$1,000 in the form of a Coordinated School Health mini grant to increase the amount of equipment available to enhance the PE curriculum. (2E, 3C)
65. Coordinated School Health sponsored a February Self-Care Challenge for all FSSD staff. Weekly drawings for fitness and wellness gift bags were held throughout the month of February. Participants' names were entered into a drawing for four personal fitness devices awarded at the end of the challenge month. (4A, 4B)
66. Coordinated School Health collaborated with Project ADAM to provide FSSD student athletes on the middle school football, basketball and soccer teams CPR and AED training. Approximately 41 students and four coaches were trained to properly administer CPR and how to use the (AED) automated external defibrillator. (2A, 4B)
67. In 2023-2024 the Coordinated School Health office and school nurses at LES, JES, PGES, MES, FES, FMS and FIS 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. (2A, 4B)
68. The FSSD maintained memorandums of understanding 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)
69. 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 schools. 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 2024. Poplar Grove Middle Library continued its *Battle of the Books* competition by participating in the State Battle of the Books via Zoom. (1B, 4B)

70. FSSD library media specialists (LMSs) regularly promoted the free monthly events hosted by the Williamson County Public Library (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)
71. 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 2023 meeting, held at The Factory 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)
72. The annual walk/run-themed fundraisers for some of our elementary schools continue to take place, involving local business and families in a fun-filled day supporting the schools. (4B)
73. 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 and Freedom Intermediate Schools were both recognized as winners for donating the most pounds of any middle school. Poplar Grove Middle received an honorable mention. (3C, 4B)
74. The FSSD continues to meet all requirements of the National Weather Service to be certified as a StormReady Supporter. 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, 2028. (2F)
75. Kroger continued to provide a site at three Franklin locations for the Story Bus Plus summer outreach program, enabling children to enjoy supervised reading time and a free book while their parents shopped for groceries. (3D, 4B)
76. For 15 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. (3D, 4B)
77. A mobile employee relaxation zone was created in the spring of 2022. Coordinated School Health continues to add items to improve the relaxation room. During the 2023-24 school year, administration at each school could reserve a three-week rotation block. During the 2023-24 school year, seven FSSD schools - Franklin, Johnson, Moore and Poplar Grove Elementary Schools participated in the rotation, as did Freedom Intermediate, Freedom Middle, and Poplar Grove Middle. (2E)
78. The director and the board chair, comprising the FSSD Executive Committee, met regularly to discuss business at hand. (2A, 2B, 2C, 2F, 3A)
79. The director of schools continued his support of the acquisition of therapy dogs for each school by coordinating with Retrieving Independence and personally financed a trained dog for one of our schools. Each school had either a trained therapy dog or a therapy dog in training for all or a portion of the 2023-2024 school year. (2B, 2E, 2F, 3B, 3D)

80. In November 2023, the FSSD MAC supervisor partnered with Feed America First and Bethlehem United Methodist Church to provide 142 large food boxes (including Thanksgiving turkeys) to families in need. (4B)
81. FSSD Health Services partnered with Columbia State Community College (CSCC) to provide an opportunity for CSCC student nurses to complete a clinical rotation by shadowing a school nurse. Further, CSCC sends teams of their students to assist our school nurses in completing our mass health screenings. (2D, 4B)
82. During the 2023-24 school year, FSSD Health Services partnered with the TN Department of Health Mid-Cumberland Region to provide school-based dental prevention services for students at Johnson Elementary and Liberty Elementary. (4B)
83. During the 2023-24 school year, FSSD partnered with Blood Assurance to conduct community mobile blood drives on the campuses of Moore Elementary and Freedom Intermediate. (4B)

Management of Fiscal and Human Resources

The effective management of fiscal resources continues to be challenging as we strive to maintain exceptional programs and facilities, as well as create new programs, while maintaining competitive salaries for our employees. In December 2022, the FSSD received the remaining issuance of \$27,995,163 of the previously authorized \$45,000,000 Limited Tax School Improvement Bonds. In the 2023 Session of the Tennessee General Assembly, the FSSD was authorized to issue an aggregate principal amount not to exceed \$20,000,000 of additional interest-bearing bonds to finance current and future capital projects. These funds were received in March of 2024. In 2023-2024, the FSSD property tax rate remained at \$.7051 cents per \$100 of assessed value with \$0.5371 cents directed to general purpose and \$0.1680 to debt service. Debt service requirements for FY 2023-2024 increased slightly due to the issuance of the remaining of the previously authorized \$45,000,000 Limited Tax School Improvement Bonds which was \$27,995,163. With the additional \$20,000,000 bond issuance, the property tax rate for debt service will need to increase in 2024-2025 and future years to pay for this additional debt. The FSSD chose to include a 5% COLA beyond step increases for the 2023-2024 general purpose budget.

1. The FSSD continued to seek and employ outstanding teachers and administrators. During the 2023-2024 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 2022-2023. (2D)
5. During the 2023-2024 school year, FSSD continued to implement Safe Havens International audit recommendations in all our schools, building on existing knowledge. We continued to upgrade our video surveillance systems by improving camera quality/resolution and 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 template (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 first responders to view our schools' emergency operations plans online and will help us to work more collaboratively should a true emergency 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. (2F)

7. 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 designation which must be renewed each year. (2F)
8. The district continued to utilize the robust human resources platform 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 utilize 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 partnered 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 recreation center. District retirees were also eligible for this benefit. (2D)
11. The FSSD continued the additional benefit for 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. Additionally, the school board waived tuition for substitutes who work a minimum of 50 days in the previous semester and certain service providers to FSSD. (2D, 2G)
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 2023, the FSSD was #5 in the state for average bachelor's salary and #8 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 23, 2024, with approximately 100 jobseekers attending both in-person and virtually. Human resources and Teaching and Learning personnel attended job fairs at Middle Tennessee State University, Tennessee Tech University, University of Alabama, University of Memphis, 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 an active and engaged relationship with all local universities. (2D, 3D)
16. Monthly meetings with school principals at the PAC Connector Gallery provided a forum for discussion and collaboration on administrative issues. (1B, 2E, 3B, 3C, 3E)
17. The district provided secure online access to many forms and documents to each employee through the FSSD website, Google Suite, Employee Navigator, and Frontline Central reducing paper and copier costs. (2E)

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, STEM, sewing, and dance classes, as well as many other enrichment opportunities. The MAC program received an \$80,231 Lottery for Education: Afterschool Programs (LEAPs) grant for 2022-2023. 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 experience several new enrichment classes funded through the grant. The LEAPs grant provided 58 students with scholarship rates to attend MAC in 2023-2024; these students also received homework support and small group tutoring assistance. (1B, 2A, 2F, 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 59 students; 14 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. Wireless access was upgraded at LES, MES, and JES, with a plan in place to complete the upgrade district-wide next school year. Wired network infrastructure was upgraded at FIS. The new Facilities and Transportation Center was outfitted with network and computer equipment. (2B)
21. The FSSD Technology Department purchased new laptops for teachers and staff in line for rotation replacements. (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 (\$5,352,689) 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. (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 trained FSSD faculty and staff on A.L.i.C.E. lockdown procedures. These sessions provided preparation and a plan for individuals and organizations to more proactively handle the threat of an aggressive intruder or active shooter. 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. (2F)
25. The safety supervisor and the district nurse supervisor collaborated to maintain first responder teams at each school. These teams are trained on a multitude of medical emergencies and will be called to respond as needed. (2F)
26. The safety supervisor continued to meet weekly 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. Additionally, all school investigations were reviewed. (2E, 2F)

27. 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)
28. 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 school therapists must 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 \$375,540.01 in Medicaid reimbursements. (2A)
29. 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. (2F)
30. School Safety Grant money was allocated to all Tennessee public school systems by Governor Lee, but to apply for the funds, the district had to meet multiple requirements. Further, assessments reviewing areas of strength and areas of opportunity were completed at all schools. This work began in summer 2017 and is ongoing. The Williamson County Sheriff's Office helped immensely. The safety grant funds that were allocated to the FSSD were used for initiatives that will be implemented in phases and include security laminate that is being installed on windows and doors on all buildings/schools. (2F)
31. In 2023-2024, 70.6% of the district's faculty held a master's degree or higher, while 29.4% held a bachelor's degree. During the 2023-2024 school year, FSSD had 13 educators participate in the tuition reimbursement program to earn an advanced degree. Additionally, 50 educators in the district earned the annual stipend for National Board Certification. (2D, 3D)
32. During the 2023-24 school year, the FSSD had remaining funds from one of the three federal ESSER (Elementary and Secondary Schools Emergency Relief) grants. The original ESSER 1.0 grant concluded in June of 2022, and the district expended all the funds by that deadline. The original ESSER 2.0 grant allocation from the spring of 2021 was \$1,324,348.13, and it was fully expended by the end of the 2022-23 school year, a few months ahead of the deadline. 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 we were granted an additional \$44,000 toward the end of the 2023-24 school year. In total, we had \$179,613.69 that we allocated and expended during the 2023-24 school year. These remaining ESSER 3.0 funds were allocated and expended for a variety of activities, including supplemental instructional supplies and materials, materials to promote student wellbeing, school technology, more radios for school safety measures, and for offsetting the cost of repairing the roof at Franklin Elementary. The ESSER 3.0 grant requires that 20% of the funding is used to address learning loss, and it also requires input from a wide variety of stakeholders in developing an effective funding plan. At the conclusion of the 2023-24 school year, there were no funds remaining from the original or additional allocation from the ESSER 3.0 grant. (1B, 2A, 2B, 2C, 2E, 3E, 4B)
33. Johnson Elementary School's kitchen was renovated to include all new finishes in the cafeteria, a dedicated HVAC unit for the dining area, and new serving line equipment. The kitchen was redesigned to relocate and replace the cooler and freezer to a new location, maximizing internal space to allow for all new food preparation equipment. A dedicated HVAC unit was installed for the kitchen area as well. (2A)

34. Franklin Elementary School was retrofitted with a new EDPM membrane system on the 2000 addition in 2022-23 fiscal year. It was completed early in the 2023-2024 school year. This was a new project added to the bond fund schedule due to the condition of the roof upon inspection and our architectural firm's advice. (2A)
35. Johnson Elementary School's roof replacement will begin during the 2022-23 fiscal year and substantial completion will go into the 2024-25 fiscal year with the added replacement of the metal portion along the front of the school. This was a new project added to the bond fund schedule due to the need and condition of the roof upon inspection and our architectural firm's advice. (2A)
36. The new FTC (Facilities and Transportation Center) addressed at 127 Reynolds Drive was completed and certified for occupancy in April 2024. We moved the Landscaping, Maintenance, and Transportation divisions in and began using the building as designed early May 2024. Transportation began running bus routes from the facility from mid-May to the end of the school year. (2A)
37. The new Central Office building construction addressed at 205 Eddy Lane is well underway. At the end of the fiscal year (June 30, 2024), building exterior was completed, building dried-in, glass installed, all overhead ceiling work basically completed, data cable installed, lower level drywall, painting, and some flooring completed. The project will be about 75% complete. (2A)
38. For the 2024-25 fiscal year, and calendar year, all exterior finishes will be completed, along with the bus drive for the FTC, all landscaping installed, all interior finishes completed, occupant furnishings installed, with a certificate of occupancy granted late December or early January 2025. At that time all central office staff will move from their current locations to the new central office. (2A)
39. FSSD utilized grant money to purchase two additional automated external defibrillators (AED) units that were placed in the concession areas of the athletic fields at FIS and PGS. (2F)
40. The safety supervisor and the technology supervisor continued their work on the visitor management kiosk system project. The plan is for all schools to eventually have a visitor management system. These kiosks enable schools to better screen visitors and allow visitors to sign in/out electronically and give the schools the option to print visitor logs. (2A, 2F)
41. Perry Weather - A weather station from Perry Weather was purchased in the fall of 2023 and was installed on the roof of the Performing Arts Center. This station is an automated weather alert system with on-site precision. Perry Weather keeps a close watch on weather conditions at each location, delivering mobile and audio/visual alerts tailored to our weather policies - like wet bulb globe temperature (WBGT) and lightning. This allows our schools and the district to make safety decisions based on accurate, real-time data. The weather notifications are sent by email and/or text. The station is fitted with speakers that issue announcements related to safety emergencies. The safety supervisor partnered with the Williamson County Schools to complete this project. (2A)
42. Rekeying critical entrances to access controlled devices has been accomplished district wide. This improves security and provides the ability to change access permissions through network software. (2A, 2F)

Future Challenges

1. The Franklin Special District will continue to face hiring challenges in most teaching areas. The district also maintains a focus on the challenge of recruiting teachers of color. FSSD 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. The district will also continue to provide information to potential teachers regarding licensure pathways and district support available.
2. In addition to the challenge of hiring teachers, the district will face hurdles in hiring and retaining all employees. As we consider our budget for this year, it will behoove us to continue to maximize employee pay and benefits. Concurrently, we will work closely with StaffEZ to improve our substitute coverage across the district. Often, the district 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.
3. From an enrollment of approximately 3,800 students in 2014 to about 3,400 pupils in 2019, to our current 3,100 students, the FSSD has seen a gradual and concerning decrease over the past decade. The underlying reasons have their own nuances and include an expansion in and publicity regarding educational options such as charter schools and private schools, as well as the lack of affordable housing for families within our zone. There is also a greater tendency toward home schooling that began during and has continued following the pandemic. The district is taking concrete steps toward further spreading of the word about the exemplary education provided in the FSSD with the goal of attracting and retaining additional students. Initiatives include continuing the reduced tuition rates for out-of-district students, website enhancements and digital marketing opportunities, promotional materials detailing the outstanding opportunities/characteristics specific to each building, expanded and intentional social media posts, and school open houses for new and prospective families.
4. Closely connected to enrollment considerations are the challenges around the new state funding formula, Tennessee Investment in Student Achievement (TISA). The TISA base formula is calculated on a per-student allocation that includes multipliers based on students' identified learning needs and other characteristics. With the combination of decreased enrollment and an enrollment-based funding formula, there is a heightened need to regain lost enrollment to maintain adequate funding so that we can continue to offer exemplary, student-focused educational programming.
5. An additional future funding challenge is related to the upcoming conclusion of the Innovative School Models Grant (the grant will end in June 2026), state monies that have enabled the FSSD to offer the high school credit Introduction to Aerospace course as an eighth-grade elective. Planning to fund the teacher's salary, benefits, and ongoing professional learning, the maintenance and eventual replacement of the Redbird Jay Velocity Flight Simulators, and other instructional and support resources from the FSSD General Purpose Budget is underway and will need to continue.
6. Addressing mental health, student well-being, and behavior (increasingly, extreme student behaviors) continues to be a district priority that is reflected in the goals and strategies of the new strategic plan, aspire 2029. Societal stressors on family units, schools, and society in general, as well the ramifications of some social media platforms, have been contributors to the exacerbation of challenging student behaviors. Common occurrences of heightened levels of anxiety and sadness, difficulties in appropriate self-expression and self-regulation, and a lack of tools for effectively dealing with conflict have necessitated our expanded partnership with Mercy Community Healthcare and have led to full caseloads for school counselors. The QuaverReady (<https://www.quavered.com/ready/>) digital resource provides support in personal and social competencies at the elementary level, as does the Bloomsights (<https://www.bloomsights.com>) platform for intermediate and middle school students. Further, the FSSD Volunteer Behavioral Health partnership providing school-based

behavioral health liaisons at Freedom Intermediate, Freedom Middle, and Poplar Grove Middle adds crucial student and family resources supporting the holistic health of our students.

7. The integration of artificial intelligence (AI) in schools presents several challenges for the future. These challenges include data privacy, teacher training on how to appropriately identify and use AI for instructional purposes, curriculum integration of AI, and parental concerns to name a few. Navigating these challenges will require collaboration among all stakeholders to create a responsible approach to the use of AI in schools.

Summary

During 2023-2024, the Franklin Special School District embarked on a journey of self-reflection and renewed commitment to share the exceptional educational value the district offers to the community. At the same time, the district closed a significant chapter on its capital projects schedule which propels the FSSD into the future with updates to facilities and equipment that will better accommodate our students, families, and the employees of the Ninth Special District.

The district is proud of its incredible success in meeting the challenges of the Tennessee Learning Loss and Acceleration Act in 2022-2023, with no third-grade students retained as outlined in the law. In 2023-2024, the FSSD shouldered additional legislative requirements that placed TCAP requirements on fourth-grade students. With continued focus on instruction and intervention for third- and fourth-grade students throughout the year, the FSSD again achieved something that very few districts across the state accomplished - every third- and fourth-grade student was promoted to the next grade. With our designation as an 2022-2023 Exemplary District by the Tennessee Department of Education, we see that the work the schools have done in intentionally replicating the instructional strategies that contributed to this success in other grade levels and content areas is working.

While we acknowledge there are areas within our instructional work that we must strengthen, we know that continued and future success depends on the research-based efficacy of the Professional Learning Community (PLC) at Work model. Throughout 2023-2024, the FSSD invested significant time and resources in the collective professional learning for school leaders and their guiding coalitions in the faithful and proper use of the PLC approach within their buildings. Working with Solution Tree, we affirm that the PLC at Work® process is increasingly recognized as the most powerful strategy for sustained, substantive school improvement. The FSSD continues to work earnestly to function as an authentic PLC at Work district because the research bears out the undeniable impact on student learning.

The Board and Dr. Snowden's commitment to equitable facilities and a future-forward mindset for the district are captured in the capital projects plans. Significant strides made in capital projects in 2023-2024 include the completion of the Johnson Elementary kitchen and the Facilities and Transportation Center (FTC). Johnson Elementary's kitchen was renovated to include all new finishes in the cafeteria, dedicated HVAC units for the dining area and kitchen, and new serving line equipment. The kitchen was also redesigned to maximize internal space that allows for all new food preparation equipment. The FTC was completed, certified for occupancy, and, as of May 2024, houses the Landscaping, Maintenance, and Transportation divisions. Transportation began running bus routes from the facility from mid-May to the end of the school year. The new FSSD Central Office building is also well underway with a January 2025 tentative completion date.

Extensive work took place over 2023-2024 in two overlapping areas: strategic planning and rebranding/recruitment. In 2023-2024, the district undertook the strategic planning work of looking ahead to where we aspire to be in 2029, and to set in place transparent and aspirational, yet realistic strategies, to reach these goals. The process to develop the new strategic plan was aptly named aspire 2029 by stakeholders involved in developing its goals, strategies and tactics. Using the ample feedback on a variety of topics from educators, staff, and educational partners that was garnered via the brand strategy work with local marketing firm BrandMettle, we had a good general idea of the areas of growth as well as the strengths we would like to enhance in the upcoming months and years. Further, we surveyed parents/guardians, employees, and intermediate/middle school students in February 2024. The input from these surveys, along with the branding research feedback, set the stage for a focus group session, which included board members, Director of Schools Dr. Snowden, school and district administrators, parents, teachers, staff, students from grades 5-8, and community members. Priorities were identified to be included within each of the strategic plan goal areas: Academics, Well Being/Belonging, and Community Presence/Communication. aspire 2029 was formally approved in May, providing the district with detailed strategies to accomplish each goal within the five-year timeframe, if not sooner.

Speaking of the reflective nature of the rebranding efforts, the FSSD continued building on work undertaken in 2022-2023, making significant strides to bring to fruition a new logo, a new brand promise, and a shortened version of our legal name, the Franklin Special District. While the official rollout would not happen until August 2024, we are extremely proud of the work that went into ensuring that the Franklin Special brand continues to be equated with excellence. Integral to our messaging is our whole-child philosophy for instruction – something that our parents and community supporters have told us they value deeply. Another core component of our branding is overcoming the confusion that our official name presents for those new to the area, those without children in our schools, and those who are considering a move to Middle Tennessee. In early focus groups, our research confirmed that something truly “*special*” is happening at FSD, and it encouraged us to embrace this aspect of our identity. It also highlighted our most significant challenge: educating and informing the community about what makes our district so special.

In the 18 months that followed, what developed is a sharper focus on our responsibility to remind the FSD community of the exceptional education that our eight pre-kindergarten through eighth-grade schools provide, as well as to generate excitement and trust in families who are new to our area and our district. Our goal with this brand refresh is to maintain and expand upon the values that serve our most aspirational interests, while also addressing perceptions that may limit a family’s ability to understand and appreciate the unique value of our school system. We are proud to have created a new brand promise that speaks to our commitment to families in our district: **Students First. Excellence Always. No Exceptions.** Together, we are shaping a future in which the Franklin Special District will continue to symbolize innovative instruction, unlimited opportunity, supportive learning environments, and exemplary education. As we like to say, “**Excellence has its own district.**” And that district is the FSD!

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, English Learner 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.

Access Control Management (ACM) - An electronic system that regulates/assigns access to employees for certain buildings in the district. Staff FSSD badges allow them to scan their badge at specific entry points of their assigned location. The system records the staff that scanned in, the time and date scanned in, and which door they entered. This provides strengthened security to all campuses and eliminates staff using physical keys.

aimsweb Plus – A universal screening, progress monitoring, and data management system that supports Response to Instruction and Intervention (RtI²) in reading and mathematics. aimsweb uses brief, valid, and reliable measures of reading, math, spelling, and written expression performance for grades 1-8. Reading and math measures are used in K. In the FSD, students in grades K-1 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.

Accelerated Learning Teachers (AL Teachers) - 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 is monitored for the percent of students who miss 10% or more school days annually. Each school and district receives a score of 1-4 based on the percent of students or based on their improvement from the previous year in addressing student attendance.

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

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

Discovery Education – An online reservoir of content specific resources that enhances 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.

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 Every Student Succeeds Act (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 secure warehouse of tools (calendar, documents, sheets, slides, classroom, drive, meet, 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 program used in math for grades K-8 and reading for grade K-5. 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 include 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.

Perry Weather - An automated weather alert system with on-site precision. Perry Weather keeps a close watch on weather conditions at a location, delivering mobile and audio/visual alerts tailored to an organization's weather policies—like wet bulb globe temperature (WBGT) and lightning. Perry Weather allows our schools and the district to make safety decisions based on accurate, real-time data.

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.

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

Response to Intervention and Instruction - Behavior (RtI²-B) – A tiered approach to positive behavior support and behavior management in which increasing levels of intense interventions are provided to students as needed.

All students receive positive behavior support through Tier 1. As formative behavioral data is compiled, students move into other tiers as necessary. Each school has an RtI²-B team to facilitate and implement positive behavior support.

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

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

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.
- **Moving With Math (MWM)**: A research-based math intervention program that is used for grades K-8. Teachers may choose to cover all topics in a level for a comprehensive intervention, or focus on specific math topics for targeted intervention. Students use manipulatives in every lesson to develop conceptual understanding and improve achievement. The assessment and curriculum are linked to state standards and provide data to differentiate instruction for all students.
- **Wilson**: The Wilson Reading System® (WRS) teaches the structure of the English language directly, using an integrated and sequential system in 12 Steps (not corresponding to a student's grade level).
- **95 Percent Core Phonics**: A Tier 1 structured literacy solution that supports meaningful and effective literacy progress linked across grades, grounded in the science of reading and supporting the critical K-5 years.

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 (RtI²) 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 Curriculum Assessment Program (TCAP) – Federal and state mandated annual assessments including TCAP ACH 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.

TN Pulse (Easy IEP) - 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.

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 as students who attend a school outside of the district.

Zoom - Web-based video conferencing platform.