

Fulton County School's 2022-2023 Comprehensive District Improvement Plan (CDIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.

- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Objective	Strategy	Activities	Measure of Success	Progress Monit
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1: Proficiency Goal

Goal 1: By 2024, Fulton County School District will increase the combined (reading and mathematics) % of proficient /distinguished students from 39.8% to 47%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<p>Objective 1 Fulton County Schools</p> <p>Will collaborate to increase the overall district combined reading and math proficiency score on the 2023 KAS of 30% to 35.4% for elementary, from 31.5% to 42% for the middle school and maintain the present score of 47 % or higher for the high school.</p>	<p>KCWP 5: Design, Align and Deliver Support</p> <p>Monitor and support schools through the instructional process:</p> <ul style="list-style-type: none"> ● Standards/ Curriculum ● Assessment ● Lesson Planning / Instructional Practices ● Data Analysis ● Intervention / Enrichment 	<p><u>DISTRICT LEADERSHIP INITIATIVES</u></p> <p>1.1a.Shipley Systems Training: (IP 1.3/1.11) Members of the district leadership team will attend Shipley’s systems training.</p> <p>1.1b. District/Principal PPT (Patrice’s Power Team) Monthly Meetings: (IP 1.3/1.11) District Admin Team: Monthly meetings led by Supt. - (organizational operations)</p> <p>Curriculum meetings led by Asst. Superintendent (Support and monitor data reporting, curriculum development, and walkthroughs by principals, and focus on next steps)</p>	<p>Create, monitor and evaluate district and school systems</p> <p>District and school teams engage in data-driven decision-making to support increased, consistent student achievement</p>	<p>Mid-year and end-of-year monitoring, evaluation, and revision.</p> <p>Principal PPT Monthly Meetings (Instructional Calendar Review) June - discuss upcoming PPT July - discuss upcoming plan of action with SIF/Title/GEER/ESSR Full August - discuss Assessment and iReady and learning checks Sept. - discuss 1st iReady scores and action Oct. - discuss 1st learning checks and plan of action-science, ODW Nov. - discuss 1st nine weeks walkthrough data – trends/PLC work – Assessment & Data Protocols Dec. - discuss 2nd iReady scores and action and 4th/7th grade TC tasks Jan. - discuss 2nd learning checks and plan of action for ODW, reading math Feb. - discuss 2nd nine weeks walkthrough data – trends/PLC work – Assessment & Data Protocols March - discuss 3rd learning checks – plan of action</p>

				<p>April - discuss 3rd iReady score action & discuss 3rd nine week walkthrough data – trends/ PLC work – Assessment & D Protocols</p> <p>May --discuss grade level po standards mastery percenta level KSA predictions, PD ne assessment and 4th/7th gra science tasks, reading plan, and math plan</p>
		<p>1.1c. District Leadership Retreat: (IP 1.11)</p> <p>District Leaders and Principals participate in an annual district retreat prior to the start of the school year to establish district priorities for the year.</p> <ul style="list-style-type: none"> ● Revisit Vision, Mission, Motto ● Rally district leadership team ● Work on the 5-year strategic plan ● Have intentional and uninterrupted crucial conversations ● Participate in team building activities ● Create, review and revise systems and protocols that exist. What is working? What needs work? ● Review District PLC protocol based on input from the principals ● Discuss summer PD work, share feedback from teachers and how principals will 	<p>Implementation of support strategies and monitoring of protocols throughout the upcoming school year</p>	<p>Collaborate with district's team to monitor and upd and yearly plans as needed</p> <p>August—Processes and P Curriculum Maps reviewe</p> <p>Revise 5 Year Strategic Pla Review Processes and Pla</p>

		<p>monitor effectiveness at the classroom level.</p> <ul style="list-style-type: none"> ● Set high academic (grade-level) expectations for all students ● Determine TASSEL walkthrough schedule ● Revisit post field trip expectations to demonstrate learning. (ie, writing workshop, challenger center, GEAR UP) ● Process in place for transition readiness- CTE recruitment, what new programs, etc. ● Review and revise NTI plan. ● Provide a digital learning coach to give academic support to students and teachers implementing new curriculum with on-line resources. 		
		<p>1.1d. New Teacher Academy (IP 2.11) District will continue a New Teacher Academy and continue a yearlong action plan to provide necessary professional learning for new teachers.</p>	<p>Attendance and participation of new teachers in New Teacher Academy PD</p> <p>Walk through growth with the instructional process</p>	<p>District administration and schools will monitor and attend New Teacher Academy PDs.</p> <p>District will have new teachers complete plus/delta New Teacher Academy PD and the effective in-house mentors in December to May. Any deltas will be addressed by district administrator and solutions will be created and implemented immediately.</p>
		<p>1.1e. District Evaluations of Program Effectiveness: (IP 1.3/1.11)</p>	<p>District and schools will demonstrate implementation of</p>	<p>PDSA process for program</p>

		<p>Monitor and support of program effectiveness.</p>	<p>effective programs by evaluating and revising programs periodically throughout the school year</p>	<p>Walkthrough data observ implementation of school programs. Principal and teacher feed Tassel Evaluate</p>
<p>KCWP 1: Design and Deploy Standards</p> <p>Continue to refine our system as a district to monitor and support the schools as they assess, review and revise school curricula to ensure that all students have equitable access to a guaranteed and viable curriculum aligned to Kentucky Academic Standards.</p>	<p style="text-align: center;"><u>SCHOOL INITIATIVES</u></p> <p style="text-align: center;"><u>Instructional Process</u></p> <p>1.2. Standards</p> <p>1.2a. K-12 Curriculum Alignment: (IP 1.3) District administrators will become proficient with Kentucky Academic Standards (through webinars, <i>Clarity for Learning</i> work, PLCs, and other KDE training) in order to support the school leadership in monitoring curriculum maps and pacing guides aligned to KAS.</p> <p>District will provide summer PD days and stipends for teachers to review and revise reading and math curriculum maps/pacing guides and align them to new evidenced based</p>	<p>1.1f. District PD Needs Assessment: (IP1.3/1.11/2.11) Monitor and support professional development needs and follow through. Review feedback data from PD needs surveys PD needs include team building, de-escalation techniques for behavior, new curriculum training.</p> <p style="text-align: center;"><u>SCHOOL INITIATIVES</u></p> <p style="text-align: center;"><u>Instructional Process</u></p> <p>1.2. Standards</p> <p>1.2a. K-12 Curriculum Alignment: (IP 1.3) District administrators will become proficient with Kentucky Academic Standards (through webinars, <i>Clarity for Learning</i> work, PLCs, and other KDE training) in order to support the school leadership in monitoring curriculum maps and pacing guides aligned to KAS.</p> <p>District will provide summer PD days and stipends for teachers to review and revise reading and math curriculum maps/pacing guides and align them to new evidenced based</p>	<p>Successful classroom implementation after PD as measured through walk through data. Needs assessment through eProve process with team.</p> <p>100% of Lesson Plans will have the standard(s) number and standard(s) written out and available for review.</p> <p>All K-12 Reading/Math curriculum maps available for district review on Google drive by the beginning of 2022-2023 school year.</p> <p>Increased scores on ongoing formative/summative assessments: iReady, learning checks, and</p>	<p>Principals will provide tea feedback on PD and walkt demonstrating classroom implementation.</p> <p>District administration an and unannounced walkth will ensure lesson plan’s s are congruent to the class activity observed and are posted and available for r</p> <p>DLT notes and agendas</p> <p>District monitors updated maps initially at the begin school year, midyear and end of the year.</p> <p>District will provide time to work on curriculum ma pacing guides throughout year.</p> <p>District administrative wil reading and math curricul meetings and SBDM meet</p>

		<p>curriculum in reading, math, and science for the 22/23 school year.</p>	<p>by 10% each year on combined math/reading P/D scores on KSA by 2024.</p> <p>Close the P/D gap between targeted groups.</p> <p>Decrease in Tier II & III percentage of students</p>	<p>at data relevant to new evidence-based curriculum being implemented into the three schools.</p> <p>Teachers will be sent to Waco and social studies network for learning and LETRS training on evidenced based practices for teaching and learning to increase number of students scoring proficient and close the TCI gaps in two schools.</p>
		<p>1.2b. K-12 Content Area Vertical Alignment: (IP 1.3) The district will support K-12 vertical and horizontal alignment to ensure no gaps in district wide curriculum. The district will review and discuss K-12 curriculum documents to ensure there are no gaps in district wide curriculum.</p>	<p>Professional conversations among teachers in like-content areas to locate and close gaps in curriculum and instruction. District/School administrator conversations and data analysis to identify gaps.</p>	<ul style="list-style-type: none"> ● District will provide resources and coordinate vertical alignment meetings ● Sign in sheets ● Agendas ● District will provide guidelines for adoption of evidenced based curriculum materials
		<p>1.2c. K-8 Grades Power Standards: (IP 1.3/2.11) District will support the review and revision of K-8 Power standards and Learning Intentions for Reading and Math through vertical Alignment PD. Teachers will revise both reading and mathematics power standards and develop learning intentions aligned with KAS for each grade level and share vertically with colleagues,</p>	<p>Professional conversations from consecutive grade-level teachers during horizontal alignment sessions will determine the power standards required for students to be successful at the next grade level. This will</p>	<p>Teachers and principals met for 9-weeks as evidenced by meeting notebooks at the elementary and longitudinal data spread across the middle school level. Principals will report quarterly reading and math power standards progress (percentages) to</p>

		principals, district admin. and parents.	result in usable, critical-need power standards for each grade level.	
		<p>1.2d. K-12 Grades <i>Clarity for Learning Book Work: (IP 1.3/2.11)</i> District will monitor learning targets at district wide to ensure learning intentions and success criteria are noted within each standard. District and school level will ensure congruence is present between standards, learning targets, and assessment measures through professional learning and support.</p> <p>The book study of <i>Clarity for Learning</i> will be continued within the New Teacher Academy to ensure that all teachers are trained system wide and congruence continues.</p>	<p>Book study take-a-ways/minutes</p> <p>Lesson plans will include learning intentions and success criteria aligned and congruent to KAS.</p> <p>Students and teachers work together to establish success criteria for the learning.</p> <p>New Teacher Academy training will reflect success criteria for learning, learning targets and learning intentions.</p>	<p>Formal and informal observations</p> <p>Sign in sheets for book study</p> <p>Agendas for book study sessions</p> <p>Said learning intentions and success criteria will be posted and used in instruction, learning, and assessment when observed</p> <p>walkthroughs and as evidence</p> <p>walkthrough data during the 2023 school year.</p>
	<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>Refine our system to provide principals time to share data they have previously analyzed, disaggregated, and</p>	<p>1.3. Assessments:</p> <p>1.3a. K-12 Grades PLC FA/SA: (IP 2.11) District will attend PLCs in order to support the work in those areas.</p> <p>Faculty will be encouraged to lead PLCs especially when they attend PDs</p>	<p>Principals, teachers, and district will observe growth and areas of celebration via the use of data analysis protocols.</p> <p>Principals and district will observe</p>	<p>Teachers will share assessment protocols and data analysis monthly during PLCs with principals and district administration</p> <p>direct focus on actionable</p>

	<p>organized in order to identify priorities and implement actionable steps that impact instruction/student learning</p>	<p>to share knowledge with other faculty members for continued and systemic professional growth.</p>	<p>professional conversations by teachers during PLCs concerning data analysis and actionable steps in the classroom to address the data.</p>	
		<p>1.3b. K-12 Grades Learning Checks: (IP 1.3/2.11) Assessment Plan:</p> <ul style="list-style-type: none"> ● District will support principals in the review and revision of learning checks for reading and math. ● District will support schools in the administration of learning checks for reading and math according to the district/school assessment calendar. ● District will monitor data results from the learning checks for reading and math and provide additional support and resources. 	<p>Continued growth, positive movement through the proficiency levels, on learning check data.</p> <p>Increased opportunities for celebrations based on learning check data.</p>	<p>Principals will share learn data and actionable next two weeks of the adminis learning checks with distr administrators and FCBOE</p> <ul style="list-style-type: none"> ● K-2: 2X/year ● Grades 3 - 8: 3X/y ● Grades 9-12: 2X/y
		<p>1.3c. K-12 Grades Short Answer/Extended Responses: (IP 2.11) District will assist schools with scoring short answer/extended responses on learning checks when extra support is needed. Additional support in writing will be provided for ODW to new ELA teachers in the elementary, middle, and high school.</p>	<p>The turnaround time will be decreased so that specific and timely feedback can be provided to students, data analysis can begin sooner, and increased targeted interventions can be</p>	<p>Principals will provide dat actionable next steps to s the DLT within two weeks administration of the lear</p> <p>Principals will work with administrators to ensure writing plan is implement fidelity across the district.</p>

		<p>Writing Plans will be updated and PLC on writing plans will be conducted for district wide continuity of writing plan.</p>	<p>provided prior to the next learning check.</p>	<p>PLCs will be used to align pieces with state writing r each grade level.</p>
		<p>1.3d. K-12 iReady Benchmark Assessments: (IP 1.3/2.11) District will support schools in the administration of iReady Reading and Math Benchmark Assessments according to the district/school assessment calendar.</p> <p>District will monitor data results from the iReady Reading and Math Benchmark Assessments and provide all schools with another year of additional support and resources. This includes another purchased year of the iReady diagnostic and intervention program which addresses learning gaps either during in-person instruction, hybrid instruction, or during distance/virtual learning opportunities. The continued use of iReady as an intervention tool will allow smaller groups of students, or individual students, the necessary time to work with teachers on specific skills during the Rtl period (WIN for FCES, FOCUS for FCMS and Anchor Strong for FCHS), as well as to receive feedback for improvement when learning remotely/digitally. Schools now have a 1:1 ratio of Chrome Books.</p>	<p>Continued growth, positive movement through the proficiency levels, on iReady data.</p> <p>Increased opportunities for celebrations based on iReady data.</p>	<p>Principals will share iRead actionable next steps 3X/ two weeks of the administr IReady Reading and Math Assessments with district administrators and FCBOE</p>

		<p>1.3e. HS ACT / MS PreACT Assessment: (IP 2.11) District will support the high school in the administration of two practice ACTs (Mastery Prep and John Baylor) for English, Math, Reading and Science and will support the middle school in the administration of the PreACT Assessment one time per year according to the district/school assessment calendar.</p> <p>District will monitor data results with support from ER Staff from the practice ACTs for English, Math, Reading and Science at the high school level and data results from the PreACT Assessment at the middle school level and provide additional support and resources.</p>	<p>Continued growth, on ACT data.</p> <p>Increased opportunities for celebrations based on ACT and ASPIRE data.</p>	<p>HS principal will share AC actionable next steps 2X/ two weeks of the administration of the ACT preparation tests with administrators and FCBOE. HS principal will share state ACT score receipt of state scores.</p> <p>MS principal will share AC data within two weeks of administration of Aspire with administrators, high school and FCBOE.</p>
	<p>KCWP 2: Design and Deliver Instruction</p> <p>Refine, monitor, and support our system to ensure the instructional process is intentional, aligned and congruent to the KAS while providing students a relevant and engaging education with multiple opportunities to respond as demonstrated in PLCs and walkthrough data.</p>	<p>1.4. Lesson Planning and Instructional Practices:</p> <p>1.4a. K-12 Grades Total Participation Techniques Book Study: (IP 1.3/1.11) District participated in professional development/book study--Total Participation Techniques.</p> <p>District will monitor and support use of best practices /instructional strategies (TPTs) within the classroom.</p> <p>District admin. will monitor HS principal and teacher leaders TPT use in classrooms.</p>	<p>Teacher Effectiveness will be increased as demonstrated in walkthrough data and increased student achievement as well as a decreased number of behavior referrals.</p> <p>Lesson plans will demonstrate intentional, aligned, and congruent instruction, providing relevance to students' lives and</p>	<p>Principals will share monthly and end-of-year trends of instructional practices. Evaluate with District Admin.</p> <p>District will continue Tass Walkthroughs and provide support for individual teachers based on professional needs.</p>

			engaging classroom activities with multiple opportunities to respond.	
<p>KCWP 4: Review, Analyze and Apply Data</p> <p>Monitor to ensure that schools have an established system for examining and interpreting all data (e.g., formative and summative) in order to determine priorities for individual and all student success</p>	<p>1.5. Data Analysis:</p> <p>1.5a.K-4 Data Boards/K-12 Longitudinal Data Spreadsheets: (IP 1.3/2.11)</p> <p>District will monitor K-8 electronic data boards and K-12 longitudinal data spreadsheets and will have intentional conversations with principals about student performance and actionable next steps based on the data.</p>	<p>Continued growth on formative and summative data.</p> <p>Increased opportunities for celebrations based on formative and summative data.</p>	<p>Principals will share all formative and summative assessment data with principals to determine actionable next steps within 2-3 weeks of the administrative meeting. Principals will share assessment with district administrators and the FCPS Board of Education noted on the instructional plan.</p>	
		<p>1.6. Interventions/Enrichment:</p> <p>1.6a.Rtl Plan: (IP 1.3/1.11)</p> <p>District will monitor adherence to the district wide Rtl plan to ensure that all students receive the necessary interventions and enrichments to demonstrate growth and proficiency.</p>	<p>Increased growth and proficiency scores on ongoing formative/summative assessments</p> <p>Increase in Tier 1 percentage of students</p> <p>Decrease in Tier II & III percentage of students</p>	<p>Principals will share all formative and summative assessment data with principals to determine actionable next steps within 2-3 weeks of the administrative meeting.</p>

2: Separate Academic Indicator

Goal 2: Fulton County Schools will increase the Separate Academic Indicator proficiency rate from 39.8% to 40% overall in separate academic indicators b

Objective	Strategy	Activities	Measure of Success	Progress Monitor
<p>Objective 1 By 2023, increase the Separate Academic Indicator from at EL from 18% to 26.2%, from 26% to 28.2% at the MS, and from 33 to 52% at the HS.</p>	<p>KCWP 1 Design and Deploy Standards</p> <p>Continue to refine our system as a district to monitor and support the schools as they assess, review and revise school curricula to ensure that all students have access to a guaranteed and viable curriculum aligned to Kentucky Academic Standards.</p>	<p><u>SCHOOL INITIATIVES</u></p> <p><u>Instructional Process</u></p> <p>2.1 Standards</p> <p>2.1a Science Curriculum (IP 1.3) District administration will coordinate Amplify Science PD during the 22/23 school year and will continue to support teachers with the new curriculum and provide other supplemental resources that are aligned to the NGSS.</p> <p>District admin will view KAS webinars and explore KDE science modules and resources on the kystandards.org website to provide additional support and resources to improve student achievement.</p> <p>District administrators will provide additional Amplify Science resources for 3rd-6th grades.</p> <p>District will provide summer PD days and stipends for teachers to review and revise science curriculum maps/pacing guides for the 22/23 school year.</p> <p>WKEC consultants provide support to new middle school science teachers in curriculum alignment, mapping and pacing.</p>	<p>Updates to units and lesson plans so students will receive guaranteed & viable curriculum aligned and congruent to NGSS.</p> <p>PD documentation of completed training.</p> <p>All K-12 science curriculum maps available for district review on Google drive by the beginning of 2022-2023 school year.</p>	<p>District admin and principals walkthroughs and informal observations to ensure Amplify Science curriculum is taught with fidelity with high expectations. Support coaching and mentoring through the use of the eight science practices during the writing process of curriculum claims/evidence/reasoning.</p> <p>District administrators will ensure science curriculum mapping are uploaded in the district google drive.</p>

		<p>2.1b Social Studies Curriculum (IP 1.3) District administrators purchased TCM Exploring Social Studies curriculum for ES as a supplement to meet the needs of KAS. District will continue to support teachers with the new curriculum and will provide other supplemental resources that are aligned to the new KAS.</p> <p>District admin will view KAS webinars and explore KDE social studies modules and resources on the kystandards.org website to provide additional support and resources to improve student achievement.</p> <p>District will provide summer PD days and stipends for teachers to review and revise social studies curriculum maps/pacing guides for the 2023-2024 school year.</p> <p>Social studies teachers will attend a regional WKEC social studies cohort training on new standards and implementing them into the classrooms.</p>	<p>Updates to units and lesson plans so students will receive guaranteed & viable curriculum aligned and congruent to new social studies KAS.</p> <p>All K-12 social studies curriculum maps will be available for district review on Google drive by the beginning of 2023-2024 school year.</p> <p>Curriculum maps and unit lessons will be aligned to new social studies KAS.</p>	<p>District admin and principals will conduct walkthroughs and informal observations to ensure the Exploring Social Studies (ES) supplemental social studies curriculums are taught with fidelity and with high expectations. Specifically coaching and modeling the classroom use of the focus practices (questioning, investigating using evidence and communicating conclusions).</p> <p>District administrators will review social studies curriculum maps and ensure K-12 SS curriculum are uploaded in the district google drive.</p> <p>District administrators will support principals to do walkthroughs to ensure alignment of instruction to KAS.</p>
		<p>2.1c K-12 Grades Power Standards: (IP 1.3/2.11) District will support the review and revision of K-12 Power standards vertical Alignment PD. Teachers will revise writing power standards for each grade level and share vertically with colleagues, principals, district administrators and parents.</p>	<p>Professional conversations from consecutive grade-level teachers during horizontal alignment sessions will determine the power standards required for</p>	<p>Teachers and principals monitor progress over 9-weeks as evidenced by district notebooks at the elementary and middle school level. Longitudinal data spreadsheet will be used to track middle school level. Principals will report quarterly power standards progress (percentages) to the district.</p>

			<p>students to be successful at the next grade level and/or content area. This will result in usable, critical-need power standards for each grade level.</p>	
	<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>Refine our system to provide principals time to share data they have previously analyzed, disaggregated, and organized in order to identify priorities and implement actionable steps that impact instruction/student learning</p>	<p>2.2 Assessments</p> <p>2.2a Science and Social Studies Learning Checks (IP 1.3 & 2.11)</p> <p>Assessment Plan:</p> <ul style="list-style-type: none"> ● District will support principals in the review and revision of learning checks for Science and Social Studies. ● District will support schools in the administration of learning checks for Science and Social Studies according to the district/school assessment calendar. ● District will monitor data results from the learning checks for Science and Social Studies and provide additional support and resources. 	<p>Continued growth, positive movement through the proficiency levels, on learning check data.</p> <p>Increased opportunities for celebrations based on learning check data.</p>	<p>Principals will share learning data and actionable next steps two weeks of the administration of learning checks with district administrators and FCBOE.</p> <ul style="list-style-type: none"> ● Grades 4 - 8: 2X/year ● Grades 9-12: 1X/year
		<p>2.2b On-Demand Writing Scrimmage (IP 1.3 & 2.11)</p> <p>The district Academic Leader will create On-Demand writing prompts for grades 5, 8 and 11 and will include KDE rubrics and writing answer sheets to ensure alignment to KSA. On Demand scrimmages will be held in December and March.</p>	<p>Writing Scores on scrimmage and KSA will demonstrate increased growth.</p>	<p>On Demand Scrimmage will be held in December and March. Principals, District Academic Leader, teachers, and district administrators will participate in on-demand writing prompts. Data will be collected and presented to the district administration one week of scrimmage.</p>

		<p>District will provide time for training and scoring for MS/HS teachers and principals.</p> <p>Also, district will provide On-Demand writing training for 3rd-11th grade teachers and new MS principal in order to build the foundation; however, no scrimmage with these grade levels will take place.</p>		
	<p>KCWP 2: Design and Deliver Instruction</p> <p>Refine, monitor, and support our system to ensure the writing instructional process is intentional, aligned and congruent to the KAS while providing students a relevant and engaging education with multiple opportunities to respond as demonstrated in PLCs and walkthrough data.</p>	<p>2.3 Instructional Practices:</p> <p>2.3a. Writing Support for New Teachers (IP 1.3 1.11) District Academic Leader will support new teachers and struggling teachers with the writing process.</p>	<p>Increased capacity in supporting new and struggling teachers in the writing process as demonstrated by observations, PLC conversations, coaching conversations, and student work.</p>	<p>Observations PLC conversations Coaching conversations Student work Coaching process will be supported through the PDSA process at mid-year and end-of-year by district academic leader and principals. (Instructional Calendar)</p>
		<p>2.3b Science TCTs (IP 1.3 & 2.11) District administrators and principals will support science department teachers as some are new science teachers to utilize science TCTs from KDE's website within their instruction and will provide support with the NGSS aligned tasks.</p>	<p>Progressively better science formative data throughout the course of the year.</p> <p>Improved science KSA scores.</p>	<p>TCTs and TCT data will be reviewed to ensure teacher and student learning. (Inst. Calendar)</p>
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>Provide, monitor and support professional development.</p>	<p>2.4 Professional Development</p> <p>2.4a Social Studies PD Training (IP 1.3 & 1.11) District will provide support for social studies teachers to attend WKEC PD on the new Kentucky Social Studies Standards.</p>	<p>Continue to support curriculum maps, pacing guides, lesson plans, and unit plans being more closely aligned to Kentucky Social Studies Standards.</p>	<p>District/school administrators will monitor effectiveness of PLCs, teacher feedback, walkthroughs, informal observations. Specific coaching and mentoring through use of the four inquiry practices (questioning, investigating, providing evidence and communicating conclusions).</p>

		<p>2.4b Science PD Training (IP 1.3 & 1.11) District will provide support for science teachers to attend WKEC science training for supplemental professional learning.</p>	Continue to support curriculum maps, pacing guides, lesson plans, and unit plans being more closely aligned to NGSS.	District/school administrators monitor effectiveness of PD, teacher feedback, walkthroughs, informal observations. Specific coaching and mentoring through use of the eight science practices, the writing process of claims/evidence/reasoning
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3: Growth

Goal 3: By 2024, 60% of the students will demonstrate growth in combined ready and math scores and there will be a 15% reduction in students scoring near or below ready.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<p>Objective 1 FCES will increase the percentage of students scoring growth points (50 or higher) in combined reading and mathematics scores by May 2023 as measured by the state assessment from 30% to 50%. Fulton County Middle school will increase the percentage of students scoring (50 or higher) in combined reading and math scores by May 2023 as measured by the state assessment from 31.5% to 50.4%.</p>	<p>KCWP 1 Design and Deploy Standards Continue to refine our system as a district to monitor and support the schools as they assess, review and revise school curricula to ensure that all students have access to a guaranteed and viable curriculum aligned to Kentucky Academic Standards.</p>	<p><u>SCHOOL INITIATIVES</u> 3.1 System for Growth: (IP 1.3 & 1.11) The following processes, some of which have been addressed above, others will be addressed below, are the processes that will increase student achievement levels on both formative and summative assessments, thus increasing Growth.</p> <ul style="list-style-type: none"> ● Students receiving grade level content ● High expectations ● Cognitively engaging instruction w multiple opportunities to respond ● RtI w fidelity ● SPED w fidelity ● Consistent data collection, analysis, and actionable 	Increased student growth scores on all formative and summative data (KSA).	<p>Data presented by principal, district admin and FCBOE. Using the PDSA process to refine instructional processes for effectiveness with revision necessary. (At least twice a year)</p>

		steps taken for improvement		
	<p>KCWP 2: Design and Deliver Instruction</p> <p>Leadership will ensure teachers implement and utilize effective high yield engaging strategies aligned and congruent to the KAS.</p>	<p><u>SCHOOL/DISTRICT INITIATIVES</u></p> <p>3.2 Walk Throughs/Observations: (IP 1.3 & 1.11)</p> <p>District and school leadership will conduct daily, weekly, and monthly walkthroughs to ensure all classrooms offer cognitively engaging activities to all students at grade level, aligned and congruent to KAS.</p> <p>After school tutoring will target students who need growth in math and reading.</p> <p>Winslow Sunday System will be used as an intervention strategy to address students who are two or more grade levels below in reading.</p>	<p>Continuously improving walkthrough data on instruction provided. Positive, productive coaching conversations provided between admin and teachers as a result of walkthrough feedback.</p> <p>Teachers will use a variety of instructional strategies and resources to address learning loss with students during after school tutoring.</p> <p>Interventions will be given in small group and individually to address reading needs.</p>	<p>Principals will present walk data monthly to district administrators.</p> <p>Interventionists will discuss of students through iRead Winslow data with principal supervisor of instruction.</p>

4: Achievement Gap

Goal 4: Fulton County Schools will increase the average combined reading and math proficiency rates for students in the identified gap group from 19.67% to 31.85% and HS from 36% to 46% by 2024.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 The average combined reading and math proficiency rates for	KCWP 5: Design, Align and Deliver Support	4.1 Rtl Initiatives	Master schedule for each school within the	District will monitor the current master schedules for each

<p>identified students in the TCI Student GAP Group will increase from:</p> <ul style="list-style-type: none"> ● ES – 19.67% to 30.5% ● MS – 11.85 to 31.85% by May 2023. <p>Objective 2 The average combined reading and math proficiency rate for identified students in the gap group will increase by 10% to go from 36% to 46% by May 2023.</p>	<p>A system will be designed, implemented, monitored, reviewed, and revised to ensure Tiers 1, 2 and 3 instructional needs are identified and next steps for improvement are implemented.</p>	<p>4.1a. K-12 RtI Master schedule: (IP 1.3 & 1.11) District will ensure each school has created daily protected RtI time within their master schedule.</p>	<p>district reflects RtI protected time.</p>	<p>protected RtI time as well to be implemented.</p>
		<p>4.1b. K-12 RtI Groups (WIN/FOCUS/Anchor Strong): (IP 1.3, 1.11 & 2.11) District will ensure the revision and implementation of the district RtI plan. The district will support and monitor the implementation of the aligned school/district RtI plan.</p> <p>Schools create small groups based on needed skills as determined by each iReady, learning check and ACT assessments. Principals will share school-wide RtI plans with district administrators for approval.</p> <p>Winsor Sunday System will be used to assist students who are two or more grades behind in reading as determined by iReady.</p> <p>Additional math interventions will be given to students who are two or more grades behind in math as determined by iReady.</p> <p>(Anchor Strong -HS) District will monitor Transition Readiness at the high school level to ensure all</p>	<p>Increase in Tier 1 percentage of students</p> <p>Decrease in Tier II & III percentage of students</p> <p>Close the gap between all students and targeted TSI group.</p> <p>Increased transition readiness at the HS level. (Anchor Strong)</p> <p>Close the gap in reading and math for the targeted TSI group in the elementary and middle school.</p>	<p>Regular and consistent monitoring of all schools' RtI plans via the monitoring of iReady, learning practice ACT, and transition data.</p>

		<p>students are college and/or career ready.</p>		
		<p>4.1c. K-12 RtI PLCs (Flexible Grouping): (IP 1.3, 1.11 & 2.11) District will attend and monitor PLCs after iReady, learning check and ACT assessments to ensure flexible grouping within RtI groups is taking place and individual skill needs are being met with validity. Also, district will attend the PLCs in which teachers/principals evaluate the effectiveness of their RtI interventions to ensure desired school improvement.</p>	<p>Improvement in reading and math scores Frequent collaborative conversations and dialogue about student achievement Plus/Delta providing teacher feedback concerning interventions. Plus/Data providing student feedback concerning interventions.</p>	<p>Data from formative assessments be shared with district leadership noted on the instructional calendar depending on the format of the assessment used. District will monitor and support the process of new groupings based on formative data and the instructional calendar on formative assessment</p>
		<p>4.1d. Supplemental RtI Resources - Coach Books/Tutoring Services: District administrator will provide additional resources and supplemental materials for teachers to utilize during RtI time. Barron Coach books (K-2 grades) and Triumph Coach books (3-8 grades) will be purchased as additional supplemental resources for reading and math tutoring services (after school) and for intervention time (during school). District admin. will provide after school RtI/tutoring/intervention sessions to address learning gaps in all FCES and FCMS students, All students in Grades K-8 will be invited</p>	<p>Increase in Tier 1 percentage of students Decrease in Tier II & III percentage of students Increase in proficiency with iReady, reading and math LCs and on KSA. Close gap in TSI group.</p>	<p>Regular and consistent monitoring of all schools' RtI plans via the monitoring of iReady, learning and KSA data. Plus/delta each month the tutoring program and follow-up with action plans of deltas program success.</p>

		<p>to attend depending on need (according to formative, summative, diagnostic, and benchmark assessment data, as well as teacher/principal referral). Tier III students will be a top priority to participate. Teachers will be paid stipends to facilitate and lead these sessions.</p>		
	<p>KCWP 5:Design, Align and Deliver Support</p> <p>A system will be monitored, reviewed, and revised to ensure all students have access to grade level content (standards).</p>	<p>4.2 Special Education Initiatives</p> <p>4.2a. K-12 Revisit IEPs: (IP 1.3 & 1.11)</p> <p>District will ensure the review and revision of all student IEPs to meet legal requirements led by the DoSE and principals to ensure all students have access to their grade level standards.</p>	<p>All IEPs revisited and revised when necessary to meet all legal requirements while providing the least restrictive environment for students with IEPs to receive their grade-level content.</p>	<p>District will monitor and s reviewing and revision of education teachers will ha paperwork (IEPs, Conferen Summaries, etc.) complet ready for review by distric prior to the ARC.</p>
		<p>4.2b. K-12 Special Education Master Schedule: (IP 1.3, 1.11 & 2.11)</p> <p>District will ensure each school schedules first as a priority their special education students with assistance from the DoSE.</p>	<p>Special education students are figured in the master schedule first so they can receive their grade level content instruction.</p>	<p>District will monitor the m of the master schedule th the school year on behalf with IEPs.</p>
		<p>4.2c. Co-Teaching Professional Development: (IP 1.3 & 1.11)</p> <p>District will provide support for co-teachers (regular ed. and special ed. co-teaching partners) and the DoSE to attend Co-Teaching Models PD at WKEC and will provide support for all staff to attend the virtual KDE Co-teaching PD provided by School Improvement Coaches. (Emphasis on 3 models - station teaching,</p>	<p>Use of co-teaching approaches will be observed in classes containing students with IEPs.</p> <p>Professional conversations in PLCs will reflect planning and support for co-teaching approaches.</p>	<p>District will monitor walk data as presented by princ increase in number and in improvement of co-teachi approaches used in classro containing students with I</p>

		parallel teaching and team teaching)	Training will be provided for teachers on how to modify formative and summative assessments.	
		<p>4.2d. Expectations for Special Ed. Teachers: (IP 1.3 & 1.11) District will provide all teachers with expectations for all systems and processes concerning SPED. Expectations will encompass principals, SPED teachers, and regular education teachers.</p>	SPED students will receive their grade-level core instruction in the least restrictive environment as noted in their IEPs with the supports needed by both the regular education teacher and the SPED teacher.	District will monitor the a the expectations set conce education of students with
	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>Continue to refine our system to ensure that all students have access to a guaranteed and viable curriculum aligned to KAS and barriers to learning have been removed.</p>	<p>4.3 Other Initiatives:</p> <p>4.3a. Removing Barriers: (IP 1.3 & 1.11) District will continue to provide resources and support to address barriers to learning, including, but not limited to, transience, healthcare, and counseling in collaboration with stakeholders.</p> <p>Additional Teachers and instructional assistants will be hired to lower the teacher/student ratio to allow for more individualized instruction and gap closure.</p>	<p>Increased access to support structures such as FRYSC, guidance counselor, mentoring groups (high school), and Mountain Comprehensive Care.</p> <p>Decrease in truancy numbers due to partnerships with County attorney, Judge, CDW and Fair team</p>	<p>District will continue to m Persistence to Graduation Warning tools with princip to meet individual studen (behavior, academics and attendance)and remove b District will continue to pa the 4 Rivers Foundation o that will address needs of that can possibly inhibit le district is in regular contac county attorney and asst. attorney to reduce the am major discipline referrals a barriers that impede learn</p> <p>Tassel ILP completed by st be reviewed by a counselo</p>

		<p>Americorp assistants will be hired to provide additional help in the classroom for all students</p> <p>SEL program will be implemented district wide to address social, emotional and behavioral needs. Mentoring program will continue to be implemented district wide.</p>	<p>Decreased behavior referrals</p> <p>Increased student achievement</p> <p>Increased use of Tassel ILP which has a social/emotional component</p>	<p>principal or mentoring teacher screen for social/emotional students.</p>
		<p>4.3b. Recruitment and Retention of high quality faculty</p> <p>District will continue to attend job fairs, advertise through various media sockets and adjust salary schedules when funds are available to be competitive with other districts to improve teacher quality and classroom instruction. District will provide opportunities for teachers to earn leadership roles to retain highly qualified staff. Veteran teachers will mentor and coach new teachers in a variety of ways throughout the year.</p>	<p>Improve recruitment of highly skilled educators</p> <p>Retain highly qualified educators</p> <p>Decreased teacher turnover from year to year</p>	<p>District will provide an “exit survey” to find out why an administrator is leaving the district. They will then use that data to improve recruitment and retention systems.</p> <p>District will keep a record of leadership opportunities and track of professional development through TASSEL/Google.</p> <p>District will keep a record of and mentoring through TASSEL/Google.</p>

5: Postsecondary Readiness

Goal 5: Fulton County Schools will increase the percentage of students who are postsecondary from 74.3% to 90% by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
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<p>Objective 1 By May 2023, Transition Readiness for 12th grade from 74.3% to 85.3%</p>	<p>KCWP 5: Design, Align and Deliver Support A system will be designed, implemented, monitored, reviewed, and revised to ensure ACT, Industry Certification, instructional needs are identified and next steps for improvement are implemented.</p> <ul style="list-style-type: none"> ● ACT Benchmarks in English, Math, and/or Reading. ● Successfully complete (A - C) in 6 hours of dual credit. ● Successfully complete 15 hours/weekly work-based learning logged. ● Pass the industry certification exam ● Become college and career ready. ● Increase by 15% the number of African Americans who are postsecondary ready. 	<p>5.1 College Initiatives:</p> <p>5.1 a Tutoring/ACT Prep/Academic Components.: District will support tutoring being offered to assist students in becoming college ready.</p> <p>District will support ACT Preparation through partnerships with the Four River Foundation and the GEAR UP grant which provides funding for ACT Preparation tests and tutoring programs. The high school will use ESSR funding to use John Baylor ACT preparation during Anchor Strong intervention groups to improve reading, math, science, and English/Mechanic skills.</p> <p>District will provide a digital learning coach to assist in preparation for KYOTE, ACT, Tassel Pathway, Edgenuity and other on-line assessments and preparatory programs to ensure graduation, college and/or career obtainment.</p>	<p>The overall ACT score for accountability will increase to an average of 18.</p> <p>Increased math, reading, English, and science scores on the ACT</p> <p>The overall number of students who are postsecondary ready will increase by 11%.</p> <p>There will be an increase in individual counseling of students towards completing college readiness.</p> <p>KYOTE preparation sessions will be held to prepare students for testing.</p>	<p>The principal will share ACT accountability scores with the team within one week of receiving them and will share results with the district and state ACT tests two weeks of receiving the scores throughout the year's ACT cycles.</p> <p>The principal will share KYOTE results with the district team and students take them per semester.</p> <p>The district team will attend to observe the high school principal and faculty analyzing data to ensure standards are being met and students are prepared for the ACT.</p>
	<p>5.2 Career Initiatives:</p> <p>5.2a. CTE Pathways Exploration: District will support 7-12 grade pathway explorations that are responsive to workforce needs through sustaining Tassel ILP.</p>	<p>Increased student enrollment in pathways Increased number of pathways being maintained</p>	<p>Four Rivers Principal, HS principal, MS principal will share data on the number of pathways completed, the number of students in each pathway in May/August/January, and explain next steps.</p>	

			Increased number of pathways being created	Tassel ILP reports will be sent to the HS principal and the M... to indicate student interests and pathways.
		<p>5.2b. Career Pathways: District will continue to support and monitor the 4 Rivers Career Academy offerings through the completion of the New Skills for Youth grant.</p> <p>District will support increased opportunities to access career pathways by evaluating CTE pathways in both high school and the 4 Rivers Academy to ensure that pathways align to student interests and industry needs.</p> <p>A survey of 8th and 9th grade students will be given to ensure that present and proposed pathways align to student interests and industry needs.</p> <p>District will support the Four Rivers Foundation's financial support of industry certification testing to have an increased number of career ready students.</p>	<p>Increased number of pathways for 8th graders to explore</p> <p>Expansion or increased number of pathways to meet interest and needs of students</p> <p>Increased Work Based Learning completers</p> <p>Survey given at the end of 8th and 9th grade years.</p> <p>Increased number of industry certification in all pathways offered at the 4RCA</p>	<p>Four Rivers Principal, HS/M... principals, pathway teachers... district will evaluate student enrollment numbers of pathways effectiveness of pathways data and certifications. Conversations will take place to increase effectiveness of pathways and to increase readiness numbers.</p> <p>Four Rivers Principal and M... will update the district on... of pathways and number... needed to count for credits... April/May.</p> <p>Four Rivers Principal and H... will update the district and... vested stakeholders on the... the programs and celebrate... successes and also share... may be keeping students... completers in the fall and... semester.</p> <p>Four Rivers Principal, path... teachers, and HS Principal... the district on the number... who earn their industry ce... and dual credit hours and... ready.</p>

		<p>5.2c. Work Based Learning District will support the BEST DAY EVER Job Shadowing for 9-12 graders in the field of their choice. District and HS principal will create a feedback survey to determine effectiveness of job shadowing experience from students as well as businesses.</p> <p>District will support an increase in work based learning opportunities</p> <p>District will have an educational session with students and parents to inform them about requirements to become transition-ready. (Career Fair)</p>	<p>Increased number of businesses to participate in job shadowing day.</p> <p>Positive feedback surveys from students and businesses.</p> <p>Increased number of work based opportunities including job shadowing, cooperative learning, internships, service learning, and apprenticeships</p>	<p>District and HS principal will use feedback survey data from students and businesses that participated in the job shadowing event. Effectiveness and next steps will be determined.</p> <p>District will invite the principal to do a sampling of students to share their experiences with the BOE</p> <p>4RCA Principal and HS Principal will work together with DPP to create work based learning opportunities for students during the school year that align with career pathways and transition readiness and high school credit. The Four Rivers Foundation will work with the principals to identify barriers such as transportation</p>
		<p>5.2d. 8th Grade Transition: District supports 8th grade transition activities in the spring to provide guidance to students to identify their career interests and begin freshman scheduling early.</p>	<p>Increased pathway completers</p> <p>Increased industry end of program (EOP) assessment</p>	<p>District, CTE Pathway teachers and principals will plus/delta 8th grade transition activities and determine effectiveness and next steps. Principals will be able to use data from the district on enrollment numbers for each class to make sure courses are met to keep certain pathways available.</p>
		<p>5.3 College & Career Initiatives:</p> <p>5.3a. 8th-12th grade College and Career Fair: District will support and invite different businesses and colleges to come to FCHS for the College and Career fair. The purpose behind this event is to emphasize the</p>	<p>Increased participation numbers of businesses and colleges</p> <p>Increased student engagement and participation</p>	<p>MS/HS principals and teachers will plus/delta the event College and Career Fair. Next, principals will provide feedback with the district to determine effectiveness and next steps for the event College and Career Fair.</p>

		importance of college and/or career opportunities.		
		5.3b. Gear Up College & Career Counseling: District supports the use of the Gear Up counselor to assist with college/career counseling and ACT ASPIRE preparation.	Improved student graduation rates Increased Postsecondary Readiness numbers Increased number of Industry certifications and EOP assessments	The Gear Up counselor & DLT will share ASPIRE data with the HS principal and develop next steps. Gear Up Counselor will provide support to the district with a quarterly report on his/her current work in each school and future work.
		5.3c. Operation/ Preparation Event: (IP 1.3) District will attend and monitor Operation/Preparation for 8 th and 10 th graders. OP promotes awareness of the requirements of being college and/or career ready. Upon the principal's request, the DLT will also chaperone the students.	Improved student graduation rates Increased number of students who are Ready Postsecondary Ready.	District, students, and MS principals will plus/delta Operation/Preparation and monitor effectiveness and next steps. District will have the principal sample and share the experience with students.

6: Graduation Rate

Goal 6: Fulton County Schools will increase Graduation Rate from 98.9% to 100% by 2024, as measured by the average of the 4 and 5 year Cohorts.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 Fulton County High School will increase the Graduation rate from 98.9% to 100% by May 2023.	KCWP 5: Design, Align and Deliver Support A system will be designed, implemented, monitored, reviewed, and revised to ensure graduation for all seniors. A thorough review of academic and nonacademic data will be used to	6.1 Graduation Initiatives: 6.1a. Progress Monitoring for On-Target Graduation: District will train HS principal and designees on tools such as the Persistence to Graduation Report / Early Warning Tool, Individual Learning Plan, transcripts and	Principal will gain greater awareness of tools available and share with her staff for increased usability. More students will be enrolled in courses leading toward a	HS principal will share data with DLT in December on who is on track to graduate and the action plan. HS principal will work with the director and the DLT to eliminate barriers to coming to school to promote graduation increase.

	determine what it takes to ensure seniors are not at-risk and are on time to graduate.	career pathways to get an in-depth understanding of how the tools can be utilized to monitor student’s interests and at-risk factors. District will train HS principal and designees in applying these strategies and resources to use for providing services and programs aligned to students' identified needs and interests.	completed career pathway and fewer students will drop-out of school. Gear Up college and career coach will work with students to assist them in goal setting.	based learning for seniors work.
	6.1b. Transcript Audit: District attendance clerk and HS principal will conduct a transcript audit yearly to ensure students are following a career pathway and on-track to graduate on time.		No student is missing required graduation courses.	In December, the principal will meet with the District who is not on track to graduate and shares next steps. Counselor and principal will review reports in Tassel ILP that track progress towards graduation.
	6.1c. College/Workforce Visits: District will partner with different universities and businesses so that seniors will continue to have opportunities to visit college campuses and the workforce in order to receive information about scholarships, housing and the job demand.		No student is missing required graduation courses. On time Graduates Increase in the number of scholarships granted Gainful employment right after HS	The HS & 4RCA principals will meet with the district regularly on the number of type of Industry certification EOPs passed, and amount of scholarships granted. The Gear UP counselor will meet with the principal and part time career coach to meet with students to counsel and guide them on scholarships, college “fit”, and guidance.
	6.1d. Communication: District will ensure communication regarding graduation requirements will take place through a variety of means including, but not limited to: board policy, parent meetings,		Increased public awareness of FC graduation requirements	District and HS principal will review FC’s graduation requirements and address updates. In July, the district will send a letter or brochure to Freshman parent stating w

		newsletters, conferences, public meetings, district and school websites, registration and scheduling information, and social media.		graduation requirements a share a copy with the BOE Parents will receive a copy graduation requirements a Freshman Orientation Night first Parent/Teacher Confe
		6.1e. 9-12 Advisory/Mentor Time: District supports the high school advisory time within the master schedule so that school/district leadership members, faculty and staff have the opportunity to mentor students and address academic and nonacademic concerns to improve culture and student achievement. Students will receive SEL lessons as part of their mentoring time and digital literacy through Neptune Navigate.	Increased number of students remain on track in courses Decreased behavior referrals Reduced truancy	Principal and DPP will com weekly on issues of truancy nonacademic concerns and will share next steps. Parents will receive a news alerts about digital literacy Parents will receive inform how they can help their ch SEL learning and helping th coping skills and identify st crises.

Special Considerations for Districts with Targeted Support and Improvement (TSI) Schools

Districts with a school identified for Targeted Support and Improvement (TSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)) .

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI. Include in your response for local board review and approval.

Response:

Two of our schools, the elementary and middle schools, have come out of being CSI schools after a great deal of hard work during a worldwide pandemic designated TSI schools due to the gap in proficiency for one target group. The district is providing support to the principals and their staff through the following:

- A. District administrators attended the TSI webinar.
- B. District administrators and principals attended the KDE Assistance Training
- C. District administrators and principals attend KASA summer conference.
- D. The ESSR Plan has been revised to include additional certified staff to decrease the student/teacher ratio.
- E. Counselors have been placed in both TSI schools.
- F. The district has funded district wide use of iReady as a universal screener and purchased evidenced based textbooks particularly in the math, science, and social studies under guidance of KDE ERs.
- G. District has reinstated district/school administrator walk throughs
- H. District has used ESSR funding and ESS funding to continue after school, before school, and summer school to provide additional interventions for students who demonstrated gaps in learning on the KSA.
- I. PDSA Cycle and Data Analysis during weekly PLCs.
- J. District supports and leads New Teacher Training
- K. District supports both schools SEL programs for their students.
- L. District wrote a GEER II FYRSC grant to provide additional staff and support for a SEL district wide program.
- M. District supports PBIS in both schools.