

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Districts

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

1. Forty percent (40%) of students in grade 3-8 scored novice in reading on the 2023 KSA and forty-one percent (41%) of students in grades 3-8 scored novice on in mathematics on the KSA. (FCES received designation of TSI in reading and math performance with 55% of the targeted group scoring novice in reading and 61% of the targeted group scoring novice in mathematics.)
2. Eleven percent (11%) of students in grades 4, 7 and 11 taking the 2023 science assessment scored proficient.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

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 equitable access to a guaranteed and viable curriculum aligned to Kentucky Academic Standards

KCWP 2: Design and Deliver Instruction 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

KCWP 3: Design and Deliver Assessment Literacy Refine our system to provide principals time to share data they have previously analyzed, disaggregated, and 1.3. Assessments: 1.3a. K-12 Grades PLC FA/SA: (IP 2.11) District will attend PLCs in order to support the work in those areas. Faculty will be encouraged to lead PLCs especially when they attend PDs Principals, teachers, and district will observe growth and areas of celebration via the use of data analysis protocols. Principals and district will observe Teachers will share assessment protocols and data analysis protocols monthly during PLCs with principals and district administration with a direct focus on actionable steps. Title II funds ESSER Funds organized in order to identify priorities and implement actionable steps that impact instruction/student learning

KCWP 4: Review, Analyze and Apply Data 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

KCWP 5: Design, Align and Deliver Support Monitor and support schools through the instructional process: ● Standards/ Curriculum ● Assessment ● Lesson Planning / Instructional Practices ● Data Analysis ● Intervention / Enrichment

KCWP 6: Establishing Learning Culture and Environment 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.

Indicator

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

[Explanations/Directions](#)

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	Orange/Orange/Green	Increased/Increased/Increased
State Assessment Results in science, social studies and writing	Orange/Orange/Blue	Increased/Maintained/Increased Significantly
English Learner Progress	NA/NA/NA	NA/NA/NA
Quality of School Climate and Safety	Orange/Orange/Blue	Maintained/Declined/Increased
Postsecondary Readiness (high schools and districts only)	NA/NA/Blue	NA/NA/Increased Significantly
Graduation Rate (high schools and districts only)	NA/NA/Blue	NA/NA/Maintained

Goal: Districts should determine long-term goals that are three- to five-year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Districts should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1: By 2026, Fulton County School District will increase the combined (reading and mathematics) % of proficient /distinguished students from 39.33% to 45%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Fulton County Schools will collaborate to increase the overall district combined reading and math proficiency score on the 2024 KAS from 32% to 40% for the elementary, from 32% to 40% for the middle school and maintain the present score of 47 % or higher for the high school.	KCWP 5: Design, Align and Deliver Support Monitor and support schools through the instructional process: <ul style="list-style-type: none"> ● Standards/ Curriculum ● Assessment ● Lesson Planning / Instructional Practices ● Data Analysis ● Intervention / Enrichment 	DISTRICT LEADERSHIP INITIATIVES 1.1a.Shiple Systems Training: Members of the district leadership team will implement Shipley’s systems training.	Create, monitor and evaluate district and school systems	Mid-year and end-of-year systems run through the PDSA process for monitoring, evaluation, and possible revision.	District Funds Title Funds
		1.1b. District/Principal PPT (Pilot Power Team) and ELT (Executive Leadership Team) Monthly Meetings: District Admin Team: Monthly meetings led by Supt. - (organizational operations) Curriculum meetings led by Asst. Superintendent (Support and monitor data reporting, curriculum development, and walkthroughs by principals, and focus on next steps)	District and school teams engage in data-driven decision-making to support increased, consistent student achievement	Principal ELT Monthly Meetings (Instructional Calendar Reporting): June - discuss upcoming PD sessions July - discuss upcoming purchases made with SIF/Title/GEER August - discuss Assessment Calendar - iReady and learning checks Sept. - discuss 1st iReady scores – plan of action Oct. - discuss 1st learning check scores – plan of action-science, ODW, and reading Nov. - discuss 1st nine weeks - walkthrough data – trends/patterns & PLC work – Assessment & Data Analysis Protocols Dec. - discuss 2nd iReady scores – plan of action and 4th/7th grade TCT science tasks Jan. - discuss 2nd learning check scores – plan of action for ODW, reading and math Feb. - discuss 2nd nine weeks - walkthrough data – trends/patterns & PLC work – Assessment & Data Analysis Protocols March - discuss 3rd	

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				learning check scores – plan of action April - discuss 3rd iReady scores – plan of action & discuss 3rd nine weeks - walkthrough data – trends/patterns & PLC work – Assessment & Data Analysis Protocols May --discuss grade level power standards mastery percentages, grade level KSA predictions, PD needs assessment and 4th/7th grade TCT science tasks, reading plan, ODW plan and math plan	
		<p>1.1c. District Leadership Retreat: 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? 	Implementation of support strategies and monitoring of protocols throughout the upcoming school year	Collaborate with district’s planning team to monitor and update mid-year and yearly plans as needed August—Processes and Procedures Curriculum Maps reviewed Revise 5 Year Strategic Plan Review Processes and Plans	District Funds

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> ● Review District PLC protocol based on input from the principals ● Discuss summer PD work, share feedback from teachers and how principals will Implementation of support strategies and monitoring of protocols throughout the upcoming school year Collaborate with district's planning team to monitor and update mid-year and yearly plans as needed August— Processes and Procedures Curriculum Maps reviewed Revise 5 Year Strategic Plan Review Processes and Plans District Funds monitor effectiveness at the classroom level. ● Set high academic (grade level) expectations for all students along with district non-negotiable expectations ● Determine 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. 			

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		<ul style="list-style-type: none"> ● 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: District will continue a New Teacher Academy and continue a yearlong action plan to provide necessary professional learning for new teachers.</p>	Attendance and participation of new teachers in New Teacher Academy PD along with Walk through growth with the instructional process	District administration and principals will monitor and attend New Teacher Academy PDs. District will have new teachers complete plus/delta New Teacher Academy PD and the effectiveness of in-house mentors in December and in May. Any deltas will be addressed by district administrator and action plans with solutions will be created and implemented immediately.	Title II District Funds
		<p>1.1e. District Evaluations of Program Effectiveness: District and schools will demonstrate implementation of PDSA process for programs. District Funds Monitor and support of program effectiveness.</p>	District and schools will demonstrate implementation of effective programs by evaluating and revising programs periodically throughout the school year	Walkthrough data observing the implementation of school wide programs. Principal and teacher feedback using surveys	District Funds
		<p>1.1f. District PD Needs Assessment: Monitor and support professional development needs and follow through. Review feedback data from PD needs surveys PD</p>	Successful classroom implementation after PD as measured through walk through data. Needs	Principals will provide teacher feedback on PD and walkthrough data demonstrating classroom implementation	District Funds Title II

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		needs include team building, de-escalation techniques for behavior, new curriculum training.	assessment through eProve process with team.		
Objective 2	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 equitable access to a guaranteed and viable curriculum aligned to Kentucky Academic Standards.	SCHOOL INITIATIVES Instructional Process 1.2.Standards 1.2a. K-12 Curriculum Alignment: District administrators will become proficient with Kentucky Academic Standards (through webinars, <i>Clarity for Learning work</i> , PLCs, and other KDE/WKEC trainings) in order to support the school leadership in monitoring curriculum maps and pacing guides aligned to KAS.	100% of Lesson Plans will have the standard(s) number and standard(s) written out and available for review. All K-12 Reading/Math curriculum maps available for district review on Google drive by the beginning of 2023-2024 school year. Increased scores on ongoing formative/summative assessments: iReady, learning checks, and by 10% each year on combined math/reading P/D scores on KSA by 2024. Close the P/D gap between targeted groups. Decrease in Tier II &	District administration announced and unannounced walkthrough data will ensure lesson plan's standards are congruent to the classroom activity observed and are up-to-date, posted and available for review. DLT notes and agendas District monitors updated curriculum maps initially at the beginning of the school year, midyear and then at the end of the year. District will provide time for teachers to work on curriculum maps and pacing guides throughout the school year. District administrative will attend reading and math curriculum advisory meetings and SBDM meetings to look	District Funds District allocations Title II

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		<p>1.2b. K-12 Content Area Vertical Alignment: The district will support K-12 vertical and horizontal alignment to ensure no gaps in district wide curriculum. The district will review and discuss K12 curriculum documents to ensure there are no gaps in district wide curriculum.</p>	<p>III percentage of students</p> <p>Professional conversations among teachers in likecontent 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 needed time and coordinate vertical alignment meetings ● Sign in sheets ● Agendas ● District will provide KDE guidelines for adopting evidenced based curriculum materials 	<p>District allocations</p>
		<p>1.2c. K-12 Grades Clarity for Learning Book Work: (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. The book study of Clarity for Learning will be continued within the New Teacher Academy to ensure that all teachers are trained system wide and congruence continues.</p>	<p>Lesson plans will include learning intentions and success criteria aligned and congruent to KAS. Students and teachers work together to establish success criteria for the learning. New Teacher Academy training will reflect success criteria for learning, learning targets and learning intentions.</p>	<p>Formal and informal observations Sign in sheets for book study Agendas for book study sessions Said learning intentions and success criteria will be posted and utilized for instruction, learning, and formative assessment when observed via walkthroughs and as evidenced in walkthrough data during the 2023- 2024 school year.</p>	<p>Title II District Funds</p>
	<p>KCWP 3: Design and Deliver Assessment</p>	<p>1.3. Assessments:</p>	<p>Principals, teachers, and district will</p>	<p>Teachers will share assessment protocols and data analysis</p>	<p>Title II District Funds</p>

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	Literacy 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	1.3a. K-12 Grades PLC FA/SA: District will attend PLCs in order to support the work in those areas. Faculty will be encouraged to lead PLCs especially when they attend PDs to share knowledge with other faculty members for continued and systemic professional growth.	observe growth and areas of celebration via the use of data analysis protocols. Principals and district will observe professional conversations by teachers during PLCs concerning data analysis and actionable steps in the classroom to address the data.	protocols monthly during PLCs with principals and district administration with a direct focus on actionable steps.	
		1.3b. K-12 Grades Learning Checks: Assessment Plan: <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. 	Continued growth, positive movement through the proficiency levels, on learning check data. Increased opportunities for celebrations based on learning check data.	Principals will share learning check data and actionable next steps within two weeks of the administration of learning checks with district administrators and FCBOE. <ul style="list-style-type: none"> ● K-2: 2X/year ● Grades 3 - 8: 3X/year ● Grades 9-12: 2X/year 	
		1.3c. K-12 Grades Short Answer/Extended Responses:	The turnaround time will be decreased so	Principals will provide data and actionable next steps to share with	

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		<p>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. Writing Plans will be updated and PLC on writing plans will be conducted for district wide continuity of writing plan.</p>	<p>that specific and timely feedback can be provided to students, data analysis can begin sooner, and increased targeted interventions can be provided prior to the next learning check.</p>	<p>the DLT within two weeks of the administration of the learning check.</p> <p>Principals will work with district administrators to ensure that the writing plan is implemented with fidelity across the district.</p> <p>PLCs will be used to align writing pieces with state writing rubrics at each grade level.</p>	
		<p>1.3c. K-12 iReady Benchmark Assessments: District will support schools in the administration of iReady Reading and Math Benchmark Assessments according to the district/school assessment calendar. 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</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 iReady data and actionable next steps 3X/year within two weeks of the administration of IReady Reading and Math Benchmark Assessments with district administrators and FCBOE.</p>	<p>Title IV Title V District Allocations</p>

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		<p>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 RtI 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>1.3d. HS ACT / MS PreACT Assessment: 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. 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</p>	<p>Continued growth, on ACT data. Increased opportunities for celebrations based on ACT and ASPIRE data.</p>	<p>HS principal will share ACT data and actionable next steps 2X/year within two weeks of the administration of the ACT preparation tests with district administrators and FCBOE. Principal will share state ACT scores upon receipt of state scores. MS principal will share ACT PreACT data within two weeks of the administration of Aspire with district administrators, high school principal and FCBOE.</p>	<p>Gear Up</p>

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		provide additional support and resources.			
	KCWP 2: Design and Deliver Instruction 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	1.4. Lesson Planning and Instructional Practices: 1.4a. K-12 Grades Engagement Strategies: District will use Total Participation (TPTs) and Kagan engagement strategies shared through the District Instructional Leadership Team (DILT). District will monitor and support use of best practices /instructional strategies within the classroom.	Teacher Effectiveness will be increased as demonstrated in walkthrough data and increased student achievement as well as a decreased number of behavior referrals. Lesson plans will demonstrate intentional, aligned, and congruent instruction, providing relevance to students' lives and engaging classroom activities with multiple opportunities to respond.	Principals will share monthly, midyear and end-of-year trends/patterns of instructional practices with District Admin.	Title II District Funds
	KCWP 4: Review, Analyze and Apply Data 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	1.5. Data Analysis: 1.5a.K-4 Data Boards/K-12 Longitudinal Data Spreadsheets: District will monitor K-8 electronic data boards and K-12 longitudinal data spreadsheets and will have intentional conversations with principals about student	Continued growth on formative and summative data. Increased opportunities for celebrations based on formative and summative data.	Principals will share all formative and summative assessment data and actionable next steps within two weeks of the administration of the assessment with district administrators and the FCBOE as noted on the instructional calendar.	

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		performance and actionable next steps based on the data.			
		<p>1.6. Interventions/Enrichment: 1.6a.Rtl Plan: 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>	Principals will share all formative and summative assessment data and actionable next steps with district admin	

2: State Assessment Results in Science, Social Studies and Writing

Goal 2: Fulton County Schools will increase the Separate Academic Indicator proficiency rate from 28.4% to 40% overall in separate academic indicators by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, increase the Separate Academic Indicator from at EL from 23% to 30%, from 25% to 32% at the MS, and from 37 to 44% at the HS.	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.	SCHOOL INITIATIVES Instructional Process 2.1 Standards 2.1a Science Curriculum District administration will coordinate Science PD during the 23/24 school year and will continue to support teachers with the new curriculum and provide other supplemental resources that are aligned to the NGSS. 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. District administrators will provide additional Amplify Science resources for 3rd -8th grades. WKEC consultants provide support to new middle school science teachers in curriculum alignment, mapping and pacing.	Updates to units and lesson plans so students will receive guaranteed & viable curriculum aligned and congruent to NGSS. PD documentation of completed training. All K-12 science curriculum maps available for district review on Google drive by the beginning of 2024-2025 school year.	District admin and principals will use walkthroughs and informal observations to ensure Amplify science curriculum is taught with fidelity and with high expectations. Specifically coaching and mentoring the classroom use of the eight science practices and the writing process of claims/evidence/reasoning (CER). District administrators will attend science curriculum mapping days and ensure K-12 science curriculum maps are uploaded in the district shared google drive.	Title II SBDM Title 1 Title V
		2.1b Social Studies Curriculum District administrators purchased <i>My World Savvas</i> History for grades 4-8. District will continue to support teachers with the new curriculum and will provide other	Updates to units and lesson plans so students will receive guaranteed & viable curriculum aligned and congruent to		

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>supplemental resources that are aligned to the KAS. 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. 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. Social studies teachers will attend a regional WKEC social studies cohort training on new standards and implementing them into the classrooms.</p>	<p>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 2024-2025 school year.</p> <p>Curriculum maps and unit lessons will be aligned to new social studies KAS.</p>	<p>with fidelity and with high expectations. Specifically coaching and mentoring the classroom use of the four inquiry practices (questioning, investigating, using evidence and communicating conclusions). District administrators will attend social studies curriculum mapping days and ensure K-12 SS curriculum maps are uploaded in the district shared google drive. District administrators will work with principals to do walkthroughs to ensure alignment of instruction with KAS.</p>	
	<p>KCWP 3: Design and Deliver Assessment Literacy 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 2.2a Science and Social Studies Learning Checks 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. 	<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 check data and actionable next steps within 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>Title II District Funds</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> District will monitor data results from the learning checks for Science and Social Studies and provide additional support and resources. 			
		<p>2.2b On-Demand Writing Scrimmage 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. District will provide time for training and scoring for MS/HS teachers and principals. 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>Writing Scores on scrimmage and KSA will demonstrate increased growth.</p>	<p>On Demand Scrimmage will take place in December and March. Principals, District Academic Leader, teachers, and district administrators will score scrimmage on-demand writing prompts. Data will be collected and presented to the district admin within one week of scrimmage.</p>	
	<p>KCWP 2: Design and Deliver Instruction 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</p>	<p>2.3 Instructional Practices: 2.3a. Writing Support for New Teachers 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</p>	<p>Observations PLC conversations Coaching conversations Student work Coaching process will be submitted to the PDSA process at mid-year and end-of-year by district academic consultant and principals. (Instructional Calendar)</p>	<p>School Funds</p>

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	engaging education with multiple opportunities to respond as demonstrated in PLCs and walkthrough data.		conversations, and student work.		
		2.3b Science TCTs 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.	Progressively better science formative data throughout the course of the year. Improved science KSA scores.	TCTs and TCT data will be monitored to ensure teacher and student growth. (Inst. Calendar	
	KCWP 5: Design, Align and Deliver Support Provide, monitor and support professional development.	2.4 Professional Development 2.4a Social Studies PD Training District will provide support for social studies teachers to attend WKEC PD on the new Kentucky Social Studies Standards along with online Savvas <i>My World</i> social studies professional learning for grades 4-8.	Continue to support curriculum maps, pacing guides, lesson plans, and unit plans being more closely aligned to Kentucky Social Studies Standards.	District/school administrators will monitor effectiveness of PD through teacher feedback, walkthroughs, and informal observations. Specifically coaching and mentoring the classroom use of the four inquiry practices (questioning, investigating, using evidence and communicating conclusions).	District Funds
		2.4b Science PD Training District will provide support for science teachers to attend WKEC science training for supplemental professional learning.	Continue to support curriculum maps, pacing guides, lesson plans, and unit plans being more closely aligned to NGSS.	District/school administrators will monitor effectiveness of PD through teacher feedback, walkthroughs, and informal observations. Specifically coaching and mentoring the classroom use of the eight science practices and the writing process of claims/evidence/reasoning (CER)	Title II Funds

3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By 2025, students will demonstrate growth in combined ready and math scores and there will be a reduction in students scoring novice at FCES from 40% to 30%, FCMS from 41.5% to 31.5% and FCHS maintaining at 20%.</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>SCHOOL INITIATIVES 3.1 System for Growth: 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. <ul style="list-style-type: none"> ● Students receiving grade level content ● High expectations ● Cognitively engaging instruction w multiple opportunities to respond ● Rtl w fidelity ● SPED w fidelity ● Consistent data collection, analysis, and actionable steps taken for improvement </p>	<p>Increased student growth scores on all formative and summative data (KSA).</p>	<p>Data presented by principals to district admin and FCBOE. Using the PDSA process to evaluate instructional processes for effectiveness with revisions if necessary.</p>	
	<p>KCWP 2: Design and Deliver Instruction Leadership will ensure teachers implement and utilize effective high yield engaging strategies aligned and congruent to the KAS.</p>	<p>SCHOOL/DISTRICT INITIATIVES 3.2 Walk Throughs/ Observations: 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>Continuously improving walkthrough data on instruction provided. Positive, productive coaching conversations provided between admin and teachers as a result of walkthrough feedback.</p>	<p>Principals will present walkthrough data monthly to district administrators. Interventionists will discuss progress of students through iReady and Windsor Sunday Data with principals and supervisor of instruction.</p>	<p>Reading Mini-Grant District Funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>After school tutoring will target students who need growth in math and reading.</p> <p>Windsor Sondag System will be used as an intervention strategy to address students who are two or more grade levels below in reading.</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>Objective 2 The average combined reading and math proficiency rates for identified students in the TSI Student GAP Group will increase from:</p> <ul style="list-style-type: none"> • ES – 19% to 29% by May 2024. 	<p>KCWP 5:Design, Align and Deliver Support 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>4.1 Rtl Initiatives</p> <p>4.1a. K-12 Rtl Master schedule: District will ensure each school has created daily protected Rtl time within their master schedule.</p>	<p>Master schedule for each school within the district reflects Rtl protected time.</p>	<p>District will monitor the creation of master schedules for each school's protected Rtl time as well as Rtl plans to be implemented.</p>	<p>Title II ESS</p>
<p>The average combined reading and math novice rate for identified students in the TSI gap group will decrease from 57% to 42% by May 2024.</p>		<p>4.1b. K-12 Rtl Groups (WIN/FOCUS/Anchor Strong): District will ensure the revision and implementation of the district Rtl plan. The district will support and monitor the implementation of the aligned school/district Rtl plan. Schools create small groups based on needed skills as determined by each iReady, learning check and ACT assessments. Principals will share school-wide Rtl plans with district administrators for approval. Winsor Sunday</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. Increased transition readiness at the HS level. (Anchor Strong)</p>	<p>Regular and consistent monitoring of all schools' Rtl plans via the monitoring of iReady, learning check, practice ACT, and transition readiness data.</p>	<p>Title II ESS 4RF District Funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>System will be used to assist students who are two or more grades behind in reading as determined by iReady. Additional math interventions will be given to students who are two or more grades behind in math as determined by iReady. (Anchor Strong -HS) District will monitor Transition Readiness at the high school level to ensure all</p>	<p>Close the gap in reading and math for the targeted TSI group in the elementary and middle school.</p>		
		<p>4.1c. K-12 Rtl PLCs (Flexible Grouping): District will attend and monitor PLCs after iReady, learning check and ACT assessments to ensure flexible grouping within Rtl 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 Rtl interventions to ensure desired school improvement.</p>	<p>Improvement in reading and math scores Frequent collaborative conversations and dialogue about student achievement.</p> <p>Plus/Delta providing teacher feedback concerning interventions.</p> <p>Plus/Data providing student feedback concerning interventions</p>	<p>Data from formative assessments will be shared with district leadership as noted on the instructional calendar depending on the formative assessment used. District will monitor and support the process of new groupings of students based on formative data as noted on the instructional calendar depending on formative assessment used</p>	<p>District Funds</p>
		<p>4.1d. Supplemental Rtl Resources - Coach Books/Tutoring Services: District administrator will provide additional resources and supplemental materials for teachers to utilize during Rtl time. District admin will provide</p>	<p>Increase in Tier 1 percentage of students Decrease in Tier II & III percentage of students Increase in proficiency with iReady, reading and</p>	<p>Regular and consistent monitoring of all schools' Rtl plans via the monitoring of iReady, learning check, and KSA data. Plus/delta each month the after school tutoring program and follow through with action plans of deltas to ensure program success.</p>	<p>ESS Title I Title V</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		after school Rtl/tutoring/intervention sessions to address learning gaps in all FCES and FCMS students, All students in Grades K-12 will be invited to attend depending on need.	math LCs and on KSA. Close gap in TSI group		
	KCWP 5: Design, Align and Deliver Support A system will be monitored, reviewed, and revised to ensure all students have access to grade level content (standards).	4.2 Special Education Initiatives 4.2a. K-12 Revisit IEPs: 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.	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.	District will monitor and support the reviewing and revision of IEPs. Special education teachers will have their paperwork (IEPs, Conference Summaries, etc.) completed and ready for review by district, one week prior to the ARC.	SPED Funding
		4.2b. K-12 Special Education Master Schedule District will ensure each school schedules first as a priority their special education students with assistance from the DoSE.	Special education students are figured in the master schedule first so they can receive their grade level content instruction.	District will monitor the maintenance of the master schedule throughout the school year on behalf of students with IEPs.	
		4.2c. Co-Teaching Professional Development: District will provide support for coteachers (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 parallel teaching and	Use of co-teaching approaches will be observed in classes containing students with IEPs. Professional conversations in PLCs will reflect planning and support for coteaching approaches. Training will be provided for teachers	District will monitor walk through data as presented by principals for an increase in number and in improvement of co-teaching approaches used in classrooms containing students with IEPs.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		team teaching). Implementation in of co-teaching in elementary during the 23-34 school year.	on how to modify formative and summative assessments.		
		<p>4.2d. Expectations for Special Ed. Teachers: 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>	<p>SPED students will receive their gradelevel 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.</p>	<p>District will monitor the adherence to the expectations set concerning the education of students with IEPs.</p>	
	<p>KCWP 6: Establishing Learning Culture and Environment 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: 4.3a. Removing Barriers: 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>Americorp assistants will be hired to provide additional help in the classroom for all students.</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>Decreased behavior referrals</p>	<p>District will continue to monitor Persistence to Graduation and Early Warning tools with principals in order to meet individual student needs (behavior, academics and attendance)and remove barriers. District will continue to partner with the 4 Rivers Foundation on programs that will address needs of students that can possibly inhibit learning. The district is in regular contact with the county attorney and asst. county attorney to reduce the amount of major discipline referrals and other barriers that impede learning.</p> <p>Tassel ILP completed by students will be reviewed by a counselor or principal or mentoring teacher to</p>	<p>FRYSC District Funds Title IV 4RF Donations Americorp Grant</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<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>Increased student achievement</p> <p>Increased use of Tassel ILP which has a social/emotional component</p>	<p>screen for social/emotional needs of students.</p>	
		<p>4.3b. Recruitment and Retention of high quality faculty: 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 interview survey” to find out why a teacher or 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 keep track of professional development.</p> <p>District will keep a record of coaching and mentoring.</p>	<p>District Funds</p>

4: English Learner Progress

Goal 4: Fulton County EL students will show a 10% increase in reading and math proficiency by 2025. (The number of student in the EL program does not allow for public data release of percentages)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Fulton County EL students will show a 10% increase in proficiency by 2025.	KCWP 5:Design, Align and Deliver Support 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.	4.1a EL Program: The EL Coordinator will ensure that principals and teachers receive EL plans for each student and that annual meetings are held to discuss iReady Diagnostic Benchmark data, classroom performance and progress toward successfully exiting the EL program through the WIDA Access assessment.	Review of report cards, KSA data and classroom assessments	EL Coordinator and grade level teachers monitor student performance during yearly parent meetings.	District Funds Title I
		4.1b Materials and Resources: Evidence-based EL materials and resources provided when available for EL students. (i.e. EL <i>Amplify</i> , EL <i>My World</i> , EL <i>My View</i> , EL <i>My Perspectives</i> , EL <i>Envision Mathematics</i> , etc.)	Report Cards, Benchmark Testing, Summative and Formative Assessments	Principal(s) and teachers will review progress reports and report cards each nine week grading period	Title I District Funds
		4.1c Access Preparation: EL Coordinator will meet with teachers and EL students to discuss the format and schedule of the WIDA ACCESS assessment. Also, the EL Coordinator will meet with the DTC to ensure the computers and headphones systems are compatible with the assessment	Agenda/Sign In Sheets	DAC and EL Coordinator will review assessment schedule and completion	

5: Quality of School Climate and Safety

Goal 5: By 2026, Fulton County Schools will increase the overall Quality of School Climate and Safety index 15% at each school.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2024, the overall Quality of School Climate and Safety index of FCES will increase to 75.0 from 72.0, FCMS will increase to 60.4 from 57.4, and FCHS will increase to 72.0 from 71.0.</p>	<p>KCWP 6: Establishing Learning Culture and Environment 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>5.1a School Counselor/Mountain Comprehensive Care Counseling: A school counselor will be located at FCES, FCMS and FCHS for the 24-25 school year to provide SEL instruction, to offer individual and small group counseling sessions, and to assist with the daily social emotional needs of the school. Additional counseling from Mountain Care Comprehensive Counseling (MCC) will be contracted by the district for individual counseling session per parent consent and completion of a Patient Care Plan (PCP).</p>	<p>Increased favorable responses to school climate and safety survey.</p> <p>Decrease in office discipline referrals.</p>	<p>School counselors and school administrators will review Infinite Campus behavior, attendance and Tableau reports each quarter along with annual student, parent, and staff survey data.</p>	<p>District Funds Stronger Connections</p>
		<p>5.1b SEL Curriculum: The district will purchase Second Steps along with other SEL materials including The Leader in Me from Franklin Covey as requested by school counselors, teachers, and principals to meet the needs of Tier I, Tier II, and Tier III behavioral issues.</p>	<p>Increased favorable responses to school climate and safety survey.</p> <p>Decrease in office discipline referrals.</p>	<p>PBIS Committee data and instruction review.</p>	<p>Stronger Connections Grant FRYSC Title IV District Funds</p>
		<p>5.1c School Resource Officer: The district will enter into a MOU with the Fulton County Sheriff's</p>	<p>School Climate and Safety Survey Data</p>	<p>District administrators and Sheriff monitor and review data twice a year</p>	<p>Title IV District Funds</p>

Goal 5: By 2026, Fulton County Schools will increase the overall Quality of School Climate and Safety index 15% at each school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		department to employ a full-time School Resource Officer for the campus to ensure the safety and security of each building.	from students, parents, and staff.		
		<p>5.1d Parent and Family Engagement: Title I Coordinator will work with each school principal and/or counselor to schedule and to advertise family engagement activities including: parent surveys, family reading nights, family math nights, and other school events designed to bring families and communities into the school to build relationships and to promote academics.</p>	Sign in sheet from Title I activities Survey data from students, parents, staff and teachers	Title I Coordinator and ELT will review Title I plan and documentation each semester to monitor implementation	Title I FRYSC School Funds

6: Postsecondary Readiness

Goal 5: Fulton County Schools will maintain the current postsecondary student status index of 99.4 for the 2024 school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Fulton County High School will maintain the 2023 postsecondary student status index of 99.4.	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. <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. 	5.1 College Initiatives: 5.1 a Tutoring/ACT Prep/Academic Components.: District will support tutoring being offered to assist students in becoming college ready. 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. 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.	The overall ACT score for accountability will increase to an average of 18. Increased math, reading, English, and science scores on the ACT The overall number of students who are postsecondary ready will increase by 11%. There will be an increase in individual counseling of students towards completing college readiness. KYOTE preparation sessions will be held to prepare students for testing.	The principal will share ACT accountability scores with the district team within one week of receiving them and will share results of other district and state ACT testing within two weeks of receiving them throughout the year's ACT testing cycles. The principal will share KYOTE test results with the district team as students take them per semester. The district team will attend PLCs and observe the high school principal and faculty analyzing data to ensure that standards are being met and students are prepared for the ACT.	4RF GEAR UP Grant SBDM funds ESS Title 1
		5.2 Career Initiatives: 5.2a. CTE Pathways Exploration:	Increased student enrollment in pathways Increased	Four Rivers Principal, HS principal and MS principal will share data relating to the number of pathways	

Goal 5: Fulton County Schools will maintain the current postsecondary student status index of 99.4 for the 2024 school year.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>support of industry certification testing to have an increased number of career ready students.</p>		<p>keeping students from being completers in the fall and spring semester. Four Rivers Principal, pathway teachers, and HS Principal will update the district on the number of students who earn their industry certification and dual credit hours and are career 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. District will support an increase in work based learning opportunities 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. Positive feedback surveys from students and businesses. Increased number of work based opportunities including job shadowing, cooperative learning, internships, service learning, and apprenticeships</p>	<p>District and HS principal will review feedback survey data from students and businesses that participated in the job shadowing event. Effectiveness and next steps will be determined. District will invite the principal and a sampling of students to share their experiences with the BOE in January. 4RCA Principal and HS Principal will work together with DPP to design work based learning opportunities for students during the school day in jobs that align with career pathways for transition readiness and high school credit. The Four Rivers Foundation will work with the principals to eliminate barriers such as transportation.</p>	<p>4RF</p>
		<p>5.2d. 8th Grade Transition: District supports 8th grade transition activities in the spring</p>	<p>Increased number of students completing pathways</p>	<p>District, CTE Pathway teachers, MS/HS principals will plus/delta 8th grade transition activities and</p>	

Goal 5: Fulton County Schools will maintain the current postsecondary student status index of 99.4 for the 2024 school year.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		to provide guidance to students to identify their career interests and begin freshman scheduling early.	Increased industry end of program (EOP) assessment	determine effectiveness and next steps. The principals will be able to update the district on enrollment numbers of each class to make sure compliance is met to keep certain pathways available.	
		<p>5.3 College & Career Initiatives: 5.3a. K-12th grade College and Career Fairs: 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 importance of college and/or career opportunities. In addition FCES and FCMS will host career fairs highlighting career and career pathways chosen and researched by students to present to the school</p>	<p>Increased participation numbers of businesses and colleges</p> <p>Increased student engagement and participation</p>	MS/HS principals and teachers will plus/delta the event College and Career Fair. Next, principals will share feedback with the district and determine effectiveness and next steps for the event College and Career Fair.	FRYSC District Funds
		<p>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.</p>	<p>Improved student graduation rates</p> <p>Increased Postsecondary Readiness numbers</p> <p>Increased number of Industry certifications and EOP assessments</p>	<p>The Gear Up counselor & MS principal will share ASPIRE data with the district and HS principal and develop next steps.</p> <p>Gear Up Counselor will provide the district with a quarterly report sharing his/her current work in each building and future work.</p>	Gear Up

Goal 5: Fulton County Schools will maintain the current postsecondary student status index of 99.4 for the 2024 school year.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>5.3c. Operation/ Preparation Event: District will attend and monitor Operation/Preparation for 8th and 10th 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.</p>	<p>Improved student graduation rates</p> <p>Increased number of students who are Ready Postsecondary Ready.</p>	<p>District, students, and MS/HS principals will plus/delta Operation/Preparation and determine effectiveness and next steps. District will have the principals and a sampling of students share their experience with</p>	<p>FRYSC</p>

7: Graduation Rate

Goal 6: Fulton County Schools will increase Graduation Rate from 97.6% to 100% by 2026, as measured by the average of the 4 and 5 year Cohorts.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Fulton County High School will increase the Graduation Rate from 97.6%	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 determine what it takes to ensure seniors are not at-risk and are on time to graduate.	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 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.	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 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.	HS principal will share data with the DLT in December on who isn’t on track to graduate and the action plan. HS principal will work with the FRYSC director and the DLT to eliminate barriers to coming to school in order to promote graduation including work based learning for seniors who need to work.	Gear UP District Funds FRYSC
		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 ontrack to graduate on time.	No student is missing required graduation courses.	In December, the principal shares with the District who is not on track to graduate and shares next steps. Counselor and principal will run reports in Tassel ILP that track student progress towards graduation.	

Goal 6: Fulton County Schools will increase Graduation Rate from 97.6% to 100% by 2026, as measured by the average of the 4 and 5 year Cohorts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>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.</p>	<p>No student is missing required graduation courses.</p> <p>On time Graduates</p> <p>Increase in the number of scholarships granted</p> <p>Gainful employment right after HS</p>	<p>The HS & 4RCA principals update the district regularly on the number and type of Industry certifications earned, EOPs passed, and amount of scholarships granted. The Gear UP counselor will work with the principal and part time college coach to meet with students and counsel and guide them on scholarships, college “fit”, and career guidance.</p>	<p>Gear Up District Funds</p>
		<p>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, newsletters, conferences, public meetings, district and school websites, registration and scheduling information, and social media.</p>	<p>Increased public awareness of FC graduation requirements</p>	<p>District and HS principal will review FC’s graduation requirements and address updates. In July, the principal will send a letter or brochure to every Freshman parent stating what FC’s graduation requirements are and share a copy with the BOE in August.</p> <p>Parents will receive a copy of graduation requirements at a Freshman Orientation Night and at the first Parent/Teacher Conference.</p>	
		<p>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</p>	<p>Increased number of students remain on track in courses</p> <p>Decreased behavior referrals</p>	<p>Principal and DPP will communicate weekly on issues of truancy and other nonacademic concerns and principal will share next steps. Parents will receive a newsletter with alerts about digital literacy. Parents will receive</p>	<p>FRYSC Funds Stop and Connect</p>

Goal 6: Fulton County Schools will increase Graduation Rate from 97.6% to 100% by 2026, as measured by the average of the 4 and 5 year Cohorts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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	Reduced truancy	information about how they can help their children with SEL learning and helping them to learn coping skills and identify students in crises.	

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

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
<p>Consider: Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.</p> <p>Response: The TSI school in partnership with faculty, staff, administrator, and parent input completed a needs analysis based on 2023 KSA data, summative assessment data, behavior reports, attendance reports, iReady Benchmark data and stakeholder surveys to identify priority concerns and leverages. Key Core Work Process were identified to assist the school in increasing proficiency and closing educational learning gaps. The faculty and staff along with district administration worked together to review and revise the building CSIP. The CSIP was reviewed and approved by the school’s Advisory Council to include parent input. The CSIP and CDIP documents were then approved by the Fulton County Board of Education. Each document contains detailed measures of success and progress monitoring criteria for each goal and/or strategy.</p>

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions
<p>Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?</p> <p>Response: Fulton County Elementary did not exit TSI status this year. Fulton County Elementary School has been designated a TSI schools for a second year due to the gap in proficiency for one target group. The district is providing support to the principal and staff through the following supports:</p> <ul style="list-style-type: none"> A. District administrators attended the TSI webinar. B. KDE TSI Recovery Specialist enlisted to work with the elementary principal and teacher. C. District administrators and principals attend summer retreat for systems planning. D. Counselors have been placed in the school. E. The district has funded district wide use of iReady as a universal screener and purchased evidenced based textbooks particularly in the math, science, and reading content areas under guidance of KDE ERs. F. District schedules school administrator walk throughs and district PLC sessions.

Additional/More Rigorous Actions

- H. District and ESS funding allocated to continue after school, before school, and summer school to provide additional interventions for students, particularly those 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 Stronger Connections Grant to provide additional staff and support for a SEL district wide program.
- M. District supports PBIS in both schools
- N. District wrote a Reading Mini Grant to receive additional evidence based phonics materials and professional learning for staff.
- O. District leaders facilitate DILT (District Leadership Team comprised of teacher leaders) and New Teacher Academy to build teacher efficacy and to foster leadership capacity within the district.