

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.

All goals were adjusted based upon new requirements from the state (ex: new ELL goal), and based upon new accountability data from 2022-23. All goals have a completion year of 2028, with objectives identifying short term focuses. Goals were adjusted to account for the new change agent (growth) that took place in establishing assessment results.

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.

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.

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics		
State Assessment Results in science, social studies and writing		
English Learner Progress		
Quality of School Climate and Safety		

Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress
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.	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>).	Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	Describe the process to assess the impact of the plan, the improvement, effectiveness. Your description include the areas reviewed, specific and responsible

1: State Assessment Results in Reading and Mathematics

Goal 1 (2028): Goal 1: Increase the combined reading KPREP proficiency indicator for elementary (35% to 56.8%) middle (16% to 59.9) high school (35% to 56.8%)
 Increase the combined math KPREP proficiency indicator for elementary (29. % to 49.3%) middle (19% to 54.5%) high school (6% to 35.1%).

Objective	Strategy	Activities	Measure of Success	Progress
Objective 1: By 2024 increase the combined reading KPREP indicator for Elementary (35% to 45.3%) middle (16% to 49.2) high (35% to 46.5%)	#1 Systems are in place for teachers to readjust the curriculum (content and pacing) to meet students' needs based on assessment results (formative and Summative) KCWP 4.	Faculty will participate in PLCs using the DuFour model for classroom assessment data analysis utilizing assessment and data analysis Protocols.	Data Walls PLC meeting notes Math and Reading Data Sheets	Caldwell and Farme Coaches Little and Townsen Principals
		The i-Ready program will be implemented K-8 as the benchmark assessment and intervention Program. This will also include ongoing professional development through Curriculum Associates for Staff. Additional HMH curriculum have been purchased. Go Math for grades 6-8 have been purchased in Addition to grades K-5. Into Literature and Into Reading have Been purchased for grades K-12.	iReady Reports Growth Monitoring Data Benchmark Data Curriculum Maps Unit Plans	Townsend and Littl Caldwell and Farme Coaches
	#2 Students are actively involved in knowing their own data and making decisions about their own Learning. KCWP 4	Mastery Prep 9-12 will be implemented as the benchmark assessment and intervention Program.	HS Data Board PLC Meeting Notes Unit Plans	Townsend, Principa Ellegood, Guidance Caldwell and Farme Coaches Russell, WKEC Care
		Pre-ACT 8-9 will be utilized by	PLC Meeting Notes	Townsend, Principa

Goal 1 (2028): Goal 1: Increase the combined reading KPREP proficiency indicator for elementary (35% to 56.8%) middle (16% to 59.9) high school (3% to 35.1%).
 Increase the combined math KPREP proficiency indicator for elementary (29. % to 49.3%) middle (19% to 54.5%) high school (6% to 35.1%).

Objective	Strategy	Activities	Measure of Success	Progress
		grades 6-8 for additional Benchmark assessment.		Ellegood, Guidance Caldwell and Farme Coaches Russell, WKEC Care
	#3 School and district leadership will monitor and evaluate data to ensure high levels of teacher effectiveness and student Learning. KCWP 5	Students will participate in Reading and Math scrimmages and will monitor their progress towards Proficiency. ABC books will be purchased for grades 3-8 for Reading and Math and for ACT Reading, English and Math. Timed assessments via iReady, Mastery Prep, KSA practice assessments, etc.	Longitudinal data sheet Unit Plans	Townsend and Little Ellegood, Guidance Caldwell and Farme Coaches Russell, WKEC Care
		Students and staff track iReady math and reading progress using RTI proficiency binders 3-8 and RTI goal Folders K-5. Teachers will receive PD on Guided Reading and Math via the WKEC Math Consultant and Carr Specialists. Instructional coaches in Math and Reading have been added at the elementary school, and a Reading instructional coach has been added At the MS/HS. Ongoing literacy and math	RTI Binders and Folders PLC notes PD Plan PLC Agendas Specialist Schedules	Townsend and Little Ellegood, Guidance Caldwell and Farme Coaches Russell, WKEC Care

Goal 1 (2028): Goal 1: Increase the combined reading KPREP proficiency indicator for elementary (35% to 56.8%) middle (16% to 59.9) high school (3% to 35.1%) Increase the combined math KPREP proficiency indicator for elementary (29. % to 49.3%) middle (19% to 54.5%) high school (6% to 35.1%).				
Objective	Strategy	Activities	Measure of Success	Progress
		embedded PD will be offered to K-12 teachers with consultants from WKEC. These are provided by a MSU professor, WKEC Consultant, and District Specialists.	PD Plan	
Objective 2: By 2024 increase the combined math KPREP indicator for Elementary (19% to 35.7%) middle (19% to 42.4%) high (6% to 17.8%)	#4 School leadership will ensure that resources are aligned with the needs identified in the CDIP and effectively address those Needs. KCWP 5	Create form for teacher Walkthroughs.	Monitoring and coaching teachers Google Suite	Townsend and Little
		New teachers and new to district teachers will participate in the FIS	Virtual Teacher Mentor Binders Walkthrough data	Townsend and Little
	#5 School Leadership monitors processes that ensure behavioral interventions are taking place and monitored to meet the needs of all students KCWP 5	Quarterly meetings will be held with the CDIP team to review objectives And strategies. A data collection Form will be used to track data.	Ongoing progress monitoring by Superintendent	Rogers, Superintendent
		Monthly updates will be discussed at Administrative Staff meetings School Leadership will utilize a 30/60/90 Instructional Calendar to address needs in the school and Manage available resources.		Rogers, Superintendent Green, DPP Christie, DOSS Townsend, Principa Little, Principal
#6 Teachers ensure students are cognitively engaged versus passive/active Engagement. KCWP 2	School and District Leadership will attend KASA Leadership Institute in Louisville, KY Staff have ongoing access to additional coaching and professional development through WKEC (Summer Institute, Consultants, on-		Rogers, Superintendent Green, DPP Christie, DOSS Townsend, Principa Little, Principal	

Goal 1 (2028): Goal 1: Increase the combined reading KPREP proficiency indicator for elementary (35% to 56.8%) middle (16% to 59.9) high school (35% to 59.9)
 Increase the combined math KPREP proficiency indicator for elementary (29. % to 49.3%) middle (19% to 54.5%) high school (6% to 35.1%).

Objective	Strategy	Activities	Measure of Success	Progress
		Going PD, etc.) Carr PBIS team will continue to track data and implement the PBIS Program. A PBIS team at the MS/HS will be created to monitor and Review behavior data. Teams will work with PBIS team from WKEC to implement programs At both schools. Elementary staff will utilize Class Dojo school wide to communicate with families (K-5) Remind 101 (6-12) Google Classroom (6-12)	PBIS meeting notes Periodic review of behavior intervention data Faculty meeting agendas PD Certificates Info shared with PBIS Team. Student folders and Data binders.	Townsend, Principa Little, Principal PBIS Committee M

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

Goal 2: Increase the Separate Academic Indicator for Science elementary from 16% to 45%, for middle from 0 to 47.8% and for high from 18% to 55.3%. Increase the Separate Academic Indicator for Social Studies elementary from 31.5% to 55.3%, for middle from 25% to 55.9% and for high from 18% to 55.9%. Increase the Separate Academic Indicator for Writing elementary from 25% to 48.3%, for middle from 25% to 51.9% and for high from 35% to 62.5%.					
Objective	Strategy	Activities	Measure of Success	Progress	
Objective 1: By 2024, increase the Separate Academic Indicator for Science elementary from 16% to 30.4%, for middle from 0% to 33.9%, and for High from 18% to 43.9%.	#1 Students are actively involved in knowing their own data and making decisions About their own learning. KCWP 4	Students will participate in On Demand Writing, ABC Science, and ABC Social Studies Scrimmages and will monitor their progress towards Proficiency.	Longitudinal Data Sheet Student Conference Notes	Townsend, Principal Little, Principal Caldwell and Farmer Specialists ELA Teachers	
		Writer's Camp will be offered to 5th, 8th and 11th grades students to increase student mastery of on-Demand writing skills.	Student work samples	Caldwell, Instructional Little, Principal Townsend, Principal	
	#2 School leaders will utilize internal and external resources to provide active learning experiences for Students. KCWP 5				
Objective 2: By 2024, increase the Separate Academic Indicator for Social Studies elementary from 31.5% to 37.5%, for middle from 25% to 44.1%, and for High from 18% to 29.8%.	#3 Teachers will use a variety of strategies/programs to ensure that Tier I instruction is based on adopted Standards. KCWP 2	Science Clubs will be offered at grades K-12 to explore science Concepts and deepen learning. Science Fair will be held for students in 5th grade at Carr and grades 8-12 At FHS.	Club Notes Science Fair Student Projects	Farmer and Caldwell Specialists Director Thweatt, HS Science Science Teachers	
		MS students attended the Robotics Rally at the Paducah Innovation Hub, sponsored by Gear Up.		Townsend, Principal Science Teachers	

Goal 2: Increase the Separate Academic Indicator for Science elementary from 16% to 45%, for middle from 0 to 47.8% and for high from 18% to 55%.
 Increase the Separate Academic Indicator for Social Studies elementary from 31.5% to 55.3%, for middle from 25% to 55.9% and for high from 18% to 55.9%.
 Increase the Separate Academic Indicator for Writing elementary from 25% to 48.3%, for middle from 25% to 51.9% and for high from 35% to 62.5%.

Objective	Strategy	Activities	Measure of Success	Progress
		Middle School Science students will participate in programs through the Paducah Challenger Center, Sponsored by Gear Up.		
		Through Course Tasks will be utilized (2 Completed TCTS per 9 weeks) in 4h, 7th and 11th grade classrooms to ensure rigorous Tier I instruction and use of the 8th grade Science practices.	Complete TCTS KDE TCT Sample Bank	Caldwell and Farm Specialists Science Teachers
		HMH Science Dimensions for grades 3-12 and HMH Into Social Studies curricula for grades 3-5 to allow teachers to effectively teach current content and appropriately align to the NGSS and KAS Social Studies Standards.	Curriculum Maps Pacing Guides Unit Plans Lesson Plans	Little, Principal Science Teachers, S Studies Teachers
		Teachers will receive high quality Professional development. WKEC consultants and on-going professional development provide support throughout the school year To staff.	PD Plan	Townsend, Principa Little, Principal
		An SEL class has been added to the Elementary specials schedule in the classroom for students grades K-5 to participate in Weekly.	Lesson Plans Behavior Data School Social Worker Data	Little, Principal Batts, School Social Pulley, FRYSC

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
<p>Objective 1: Increase Reading Proficiency Indicator for Free and Reduced Lunch at the elementary level from 32% to 43.4%; at the middle school level from 16% to 48.6%; and at the high school level from 35.8% to 39.6%.</p>	<p>#1 Systems are in place to ensure that student data is collected, analyzed, and used to drive classroom instruction and reduce the number of Students scoring novice. KCWP 4</p>	<p>RTI will be provided for all students in three separate levels known as Tier 1, Tier 2, and Tier 3 in the areas of Reading (K-12), Math (K-12), Writing (K-12), and Behavior (K-3). Universal screenings will be given three times per year and progress monitoring assessments will be used to gather data that will be used to inform instructional decisions and services for all students (iReady K-8; Mastery Prep 9-12)</p>	<p>Guided Planning and PLC Agendas Progression of movement of students through tiers Ongoing data analysis using data analysis protocols</p>	<p>Ongoing Townsend and Little Farmer and Caldwell Specialists Christie, DOSS</p>
		<p>Specific use data rooms are in use at both buildings for PLCS to collect Disaggregate data. PLCS will utilize data analysis protocols and guided planning to drive instruction for Students.</p>	<p>Data Boards iReady Reports Longitudinal Data Sheets</p>	<p>Farmer and Caldwell Specialists</p>
	<p>#2 Strategies and programs are implemented in classrooms/schools to measure effectiveness on Student achievement.</p>	<p>Extended School Services (ESS) will Be provided in grades (K-12). Early morning tutoring will be held at Both buildings. After school tutoring will be provided through the 21st</p>	<p>Progression of movement of students through tiers</p>	<p>Townsend and Little Americorp workers Teachers</p>

Objective	Strategy	Activities	Measure of Success	Progress
	KWCP 2	Century grant program in grades 3-8. After school tutoring will be provided for grades 9-12 at Fulton High School.		
		Interventionist will provide daytime ESS services for middle school (6-8) students identified as Tier 2 and Tier 3 on benchmark assessments in all core content areas to address Achievement gaps. Interventionist will also work with teachers on Data-driven differentiation.	Progression of movement of students through tiers Ongoing data analysis PLC Agendas/Minutes	Green, DPP Townsend and Little Farmer and Caldwell Specialists Americorp workers
Objective 2: Increase Math Proficiency Indicator for Free and Reduced Lunch at the elementary level from 28.5% to 35.2%; at the middle school level from 20% to 42.4%; and at the high school level from 9.1% to 13.6%.	#1 Systems are in place to ensure that student data is collected, analyzed, and used to drive classroom instruction and reduce the number of Students scoring novice. KCWP 4	RTI will be provided for all students in three separate levels known as Tier 1, Tier 2, and Tier 3 in the areas of Reading (K-12), Math (K-12), Writing (K-12), and Behavior (K-3). Universal screenings will be given three times per year and progress monitoring assessments will be used to gather data that will be used to inform instructional decisions and services for all students (IReady K-8; Mastery Prep 9-12).	Guided Planning and PLC agendas Progression of movement of students through tiers Ongoing data analysis using data analysis protocols	Ongoing Townsend and Little Farmer and Caldwell Specialists
		Specific use data rooms are in use at both buildings for PLCS to collect Disaggregate data. PLCS will utilize data analysis protocols and guided planning to drive instruction for Students.	Progression of movement of students through tiers Ongoing data analysis using data analysis protocols	Townsend and Little Farmer and Caldwell Specialists

Objective	Strategy	Activities	Measure of Success	Progress
	<p>#2 Strategies and programs are implemented in classrooms/schools to measure effectiveness on Student achievement. KWCP 2</p>	<p>Extended School Services (ESS) will Be provided in grades (K-12). Early morning tutoring will be held at Both buildings. After school tutoring will be provided through the 21st century grant program in Grades 3-8. After school tutoring will be provided for grades 9-12 at Fulton High School.</p>	<p>Extended School Services (ESS) will Be provided in grades (K-12). Early morning tutoring will be held at Both buildings. After school tutoring will be provided through the 21st century grant program in Grades 3-8. After school tutoring will be provided for grades 9-12 at Fulton High School.</p>	<p>Townsend and Little Farmer and Caldwell Specialists Teachers</p>
		<p>Interventionist will provide daytime ESS services for middle school (6-8) students identified as Tier 2 and Tier 3 on benchmark assessments in all core content areas to address Achievement gaps. Interventionist will also work with teachers on Data-driven differentiation.</p>	<p>Progression of movement of students through tiers Ongoing data analysis PLC Agendas/Minutes</p>	<p>Townsend and Little Farmer and Caldwell Specialists Americorp workers</p>

Objective	Strategy	Activities	Measure of Success	Progress

4: English Learner Progress

Goal 4 (State your English learner goal.): By 2028, English Language Learners will increase English proficiency by 50% as measured by growth on the WIDA English Proficiency Exam.				
Objective	Strategy	Activities	Measure of Success	Progress
Objective 1: By 2024, English Language Learners will increase English proficiency by 15% as measured by growth on the WIDA English Proficiency Exam.	#1 Students are actively involved in knowing their own data and making decisions About their own learning. KCWP 4	Students will participate in learning activities in their native language that will help with English Proficiency will monitor their progress towards Proficiency.	Teacher made observations WIDA assessments	Little and Townsen Walker, Spanish EL
		HMH Curriculum has been purchased in Spanish for grade levels with ELL students whose primary language is Spanish.	-ELL Data	Little and Townsen Walker, Spanish EL
	#2 School leaders will utilize internal and external resources to provide active learning experiences for Students. KCWP 5	Translator Pens are accessible for students in grades K-12 to assist students with reading and comprehending print materials. The Google Suite platform is accessible for students in grades K-12 to assist students with reading and comprehending digital resources.	-ELL Data	Little and Townsen Walker, Spanish EL
		Rosetta Stone is available for students, staff, and families working on learning a second language.	-ELL Data -Rosetta Stone Usage Reports	Little and Townsen Walker, Spanish EL
		A teacher has been hired to provide ELL services for students in Tier 1 instruction.		Little and Townsen Walker, Spanish EL
		ELL Teacher is participating in the WKEC ELL Cadre.	WKEC PD	Little and Townsen Walker, Spanish EL

Goal 4 (State your English learner goal.): By 2028, English Language Learners will increase English proficiency by 50% as measured by growth on the V

Objective	Strategy	Activities	Measure of Success	Progress
		iReady lessons in reading and math are available for Tier 1, Tier 2, and Tier 3 instruction. The Teacher Toolbox resources have been purchased, which are also accessible in Spanish.	-iReady Reports -RTI Data Sheets	Little and Townsen Walker, Spanish EL

5: Quality of School Climate and Safety

Goal 5: Increase the quality of school climate and safety indicators in elementary from (orange to blue), middle (orange to blue) and high to remain				
Objective	Strategy	Activities	Measure of Success	Progress
Objective 1 Increase the climate index score in elementary (68.8% to 72.3%), middle (61.1% TO 65.5%), high (64.1% to 68.7%) by 2024.	School leadership monitors processes that ensure behavioral interventions are taking place and monitored to meet the needs of all students. School leadership ensures that desired behaviors are positively reinforced by building leaders and teachers. KCWP5	The PBIS team meets a minimum of once per month to track PBIS data and plan for Tiered behavior interventions (included, but not limited to: PASS, check-in/outs, counseling services, SEL classes, small groups, restorative circles)	-PBIS Data Tracking -PASS Data -Lesson Plan Snapshots	PBIS Team Membe Townsend and Littl Moxley and Farmer
		Positive reinforcements in place at the elementary level include House System Points, Class Dojo points and rewards systems, classroom-level rewards, Student of the Month awards, etc. The House System Points are used as positive reinforcements at the MS and HS levels.	-Student of the Month Documentation -Dojo Reports -House System Documentation	Little and Townsen Batts, Social Worke Ellegood, Guidance PBIS Team Farmer, House Syst Fields, House Syste
	Students are given opportunities to engage in service learning. KCWP6	Mentoring occurs at all grade levels. At the elementary levels AmeriCorp mentor students in grade levels K-5 once a week. The DEIB Coordinator is creating a structure for mentoring at the middle school level. The FRYSC coordinator manages monthly mentoring at the high school level.	-Master Schedule	AmeriCorp Pulley, FRYSC Bass, DEIB Coordin

Goal 5: Increase the quality of school climate and safety indicators in elementary from (orange to blue), middle (orange to blue) and high to remain

Objective	Strategy	Activities	Measure of Success	Progress
		Community volunteer hours will be required of each senior prior to graduation, and will be monitored by the Community Education Director.	-Graduation Rate -Volunteer Hours Documentation	Puckett, Community
	The schools take steps to ensure opportunities for character development that centers on ethical and performance values.	Some service learning activities are available to students participating in the BADD and BETA Clubs at the HS level.	-BETA Club Agendas -BADD Club Agendas	Townsend, Principa Pulley, FRYSC Copeland, BETA Sp
		Students in the Teaching and Learning Pathway have engaged in service learning at the elementary school.	-CTE Unit Plans	Thweatt, CTE Teach
Objective 2 Increase the safety index score in elementary (63.1% to 72%), middle (55.2% to 63%), and high (64.5% to 70%) by 2024.	Leadership takes steps to promote shared leadership opportunities among all shareholders in order to elevate a positive and supportive culture for learning KCWP 6	Social-emotional learning classes are provide to students in grades K-5 th weekly in their Specials rotation.	-Lesson Plans -Behavior Data	Batts, Social Worke
		Character Trait of the Month is promoted through House Meeting Activities and the Lunch Room Slide Deck. Student of the Month are chosen based upon these monthly character traits and recognized at the monthly House Challenges.	-Lunch Slide Deck -Student of the Month Signs -House Meeting Activity Plans	Little, Principal Batts, Social Worke Fields, Carr House Farmer, MS/HS Ho Manager
	Processes are in place to communicate with and support parents/families in order to address barriers to learning.	HS students participate in programs such as the Reality Store, and Truth and Consequences annually.	-Calendar of Events -Event Agendas	Pulley, FRYSC
		The District Wellness Team is in place to support students in	-PD Credits -Wellness Review	Kendall, Nurse Moxley, Elementar

Goal 5: Increase the quality of school climate and safety indicators in elementary from (orange to blue), middle (orange to blue) and high to remain

Objective	Strategy	Activities	Measure of Success	Progress
	KCWP 6	character development pertaining to physical health.		Teasley, Food Service
		A Sunshine Committee has been created by teachers at the elementary school in order to elevate a positive and supportive culture for learning among staff.	-Social Committee Agendas	Fields, Social Committee, Fields, Social Committee, Social Committee Manager
		The House System has been implemented to elevate a positive and supportive culture for learning amongst students and staff. There are teacher House System Managers at each building. House Leaders are comprised of faculty and staff. Student leaders are also elected in elementary, middle, and high school houses.	-House System Agendas -Behavior Data	Townsend, Principal Little, Principal Farmer, MS/HS House Manager, Fields, Carr House
		Student Council is in place at the MS and HS level to give students a voice in school-level decision making.	-Student Council Meeting Agendas and Action Items	Townsend, Principal Christie, Guidance
		School social worker supports staff through check-ins, student support services, professional development pertaining to Trauma Informed Care, staff wellness meetings, etc.	-Social Worker Calendar of Events	Batts, Social Worker
		A wide range of FRYSC services are provided to students and their families to address barriers to	-FRYSC Documentation and Events	Pulley, FRYSC

Goal 5: Increase the quality of school climate and safety indicators in elementary from (orange to blue), middle (orange to blue) and high to remain

Objective	Strategy	Activities	Measure of Success	Progress
		learning (Dawg Bites, Clothes Closet, Bed Ministry, Food Baskets, Medical Care Providers, Holiday Donors, Grow Festival, Family Reading Nights, Back to School Events, Banana Festival Contests, etc.).		
		Baby Bulldogs program was created to support young mothers in the city of Fulton.	-Baby Bulldogs Documentation and Events	Large, Baby Bulldog
		PTO is active is supporting and engaging families through events such as Fall Festival and PTO Meetings.	-PTO Meeting Notes	Whitworth, PTO Tr Pulley, Public Relat PTO Members
		Teachers use communication platforms to connect with and provide support to parents/families. At the elementary school Class Dojo and Blue Folders are used on a daily basis to communicate with parents. At the MS/HS level, Remind and Google Classroom are used by teachers who choose to do so.	-Communication Logs (IC) -Communication Logs (Dojo)	Townsend, Principa Little, Principal Teachers
		Parent Café is a monthly event for parents and families to come together and receive support in parenting skills.	-Sign in Sheets -Parent Surveys	Batts, School Socia
		In-person tutoring is available for all students. Early morning tutoring is	-Grades -ESS Documentation	Townsend, Principa Little, Principal

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Objective	Strategy	Activities	Measure of Success	Progress
		available for K-5, B3 for 3-8, and ESS for 9-12.	-B3 Documentation	Green, DPP ESS Tutors Lopez and Bynum,
		Title 1 Events are in place district wide to break down student barriers to education (ex: FASFA Night, Family Reading Night, Back to School, Family Math Night).	-Title 1 Survey -Title 1 Documentation -Calendar of Events	Pulley, FRYSC Green, DPP
		A district-level DEIB team has been created to review district data and discuss diversity and inclusion.	-Meeting Agendas -Infinite Campus Diversity and Equity Playbook Data	Townsend, Principa Bass, Diversity and Rogers, Superinten Little, Principal
		District and building-level leadership are participating in the Diversity and Equity Playbook to receive on-going coaching in DEIB and school leadership.	-Meeting Agendas -PD	Townsend, Principa Little, Principal Batts, School Social Ellegood, Counselo
		The ___ conducted a district-wide DEIB audit during 2021-22. The District Admin Team reviewed the data and reflected on areas of improvement. The DEIB was created to begin taking action on these areas of improvement.	-DEIB Audit Summary -Meeting Agendas -Infinite Campus Diversity and Equity Playbook Data	Townsend, Principa Bass, Diversity and Rogers, Superinten Little, Principal
		The FSD has worked to cultivate close partnerships with Fulton Police, Fire Department, Code Enforcement, County Emergency	-Emergency Operations Plan	Green, DPP Rogers, Superinten

Goal 5: Increase the quality of school climate and safety indicators in elementary from (orange to blue), middle (orange to blue) and high to remain				
Objective	Strategy	Activities	Measure of Success	Progress
		Office, and the Fulton/Hickman County ASAP Council to continuously improve upon current school safety measures.	-Annual Evaluation from School Safety Marshall	
		The district has invested time into researching vape detectors and has pursued having these installed in the MS and HS bathrooms.	-Communication Record	Green, DPP Lowe, MS/HS SRO
		SROs positions have been created at the elementary and MS/HS levels. These staff members are present daily during school hours, and help to ensure student safety.	-School Safety Plan	Poole, Police Chief Lowe, MS/HS SRO Taylor, Carr SRO
		Safety Stars have been installed at Carr Elementary to give students a visual of safe locations to take shelter in the event of a lockdown. Students have been taught on the meaning of these stars, and practice regularly.	-School Safety Plan	Poole, Police Chief Little, Principal Taylor, Carr SRO
		Child Watch presents on Body Safety to elementary students.	-Child Watch Program	Pulley, FRYSC Child Watch
		Child Safety Matters is presented by Lotus to students at the elementary school.	-Child Safety Matters Program	Pulley, FRYSC Child Watch Little, Principal
		PAWS is taught during the first two weeks of school at the elementary	-Class Syllabi -Signage	Little, Assistant Prin Ellegood, Guidance

Goal 5: Increase the quality of school climate and safety indicators in elementary from (orange to blue), middle (orange to blue) and high to remain

Objective	Strategy	Activities	Measure of Success	Progress
		school. This is connected to their classroom expectations.		
		Both schools implement PBIS acronyms that outline appropriate behavior. Students are taught on these expectations, and signage is hung around the schools to show that this behavior looks like in different settings.	-PAWS -GROWL -PBIS Data -PBIS Lesson Plans	Townsend, Principa Little, Principal Ellegood, Guidance PBIS Team
		Red Ribbon Week is honored annually through activities at the elementary, middle, and high school.	-Red Ribbon Week Agendas	Townsend, Principa Little, Principal Ellegood, Guidance Pulley, FRYSC Batts, School Social
		On-going PD is provided to all teachers on Harry Wong’s First Days of School text, with an emphasis on teaching and maintaining rules and procedures in the classroom.	-Referrals -PBIS Data	Townsend, Principa Little, Principal
		The PASS program works to develop these skills with Tier 3 behavior students in the Middle School and High School.	-PASS Data	Townsend, Principa Holloway, PASS
		An Alternative School is created within the MS/HS to provide Tier 3 behavior students that are causing frequent disruptions to the learning environment with an alternate	-Alternative School Lesson Plans and Documentation	Townsend, Principa Crumble, ISS Teach Giles, Alternative S

Goal 5: Increase the quality of school climate and safety indicators in elementary from (orange to blue), middle (orange to blue) and high to remain

Objective	Strategy	Activities	Measure of Success	Progress
		educational setting within the school building.		

6: Postsecondary Readiness

Goal 6 Increase the Postsecondary Readiness Index Score to 98 by 2028 by meeting the senior requirements for Academic and Career Readiness.

Objective	Strategy	Activities	Measure of Success	Progress
<p>Objective 1: By 2024 50% of seniors will be meet the requirements of Academic Readiness by meeting or exceeding a college readiness benchmark score (English-18, Reading-20, Math-19) on the college admissions examination or a college placement examination approved by the CPE.</p>	<p># 1 Protocols are in place for ensuring Tier 1 and Tier 2 instructional needs are met and next steps for improvement are identified. KCWP2</p>	<p>School leadership monitors lesson planning and delivery of instruction, providing coaching and support to teachers as needed to ensure that the instructional needs of students are met.</p>	<p>-Lesson Plan Snapshots -Walkthrough Data</p>	<p>Townsend, Principal Little, Principal Caldwell and Farme Specialists</p>
		<p>Teachers provide Tier 1 and 2 instruction during HS RTI, with a focus on providing interventions that will grow students towards achieving Academic Readiness.</p>	<p>-Lesson Plan Snapshots -Mastery Prep Data</p>	<p>Townsend, Principal Little, Principal Caldwell and Farme Specialists</p>
	<p># 2 School leadership analyzes data in order to identify priorities and implement actionable steps that impact instruction and student learning. Leadership ensures that teachers also use data to determine student needs. KCWP3 KCWP4</p>	<p>Guided Planning is conducted with High School teachers in accountable areas pertaining to Academic Readiness (math, ELA, and science).</p>	<p>-Guided Planning Protocols</p>	<p>Townsend, Principal Little, Principal Caldwell and Farme Specialists</p>
		<p>Student progress towards making benchmark on the ACT can be tracked using Mastery Prep Data. This data is reviewed by teachers and specialists during PLCs to help determine next steps for instruction.</p>	<p>-Mastery Prep Data</p>	<p>Townsend, Principal Little, Principal Caldwell and Farme Specialists Ellegood, Counselor HS Teachers</p>
		<p>High school student data (ACT, KYOTE, KSA, Scrimmage, and Post-Secondary Readiness) is tracked</p>	<p>-FHS Data Sheet</p>	<p>Townsend, Principal Little, Principal</p>

Goal 6 Increase the Postsecondary Readiness Index Score to 98 by 2028 by meeting the senior requirements for Academic and Career Readiness.

Objective	Strategy	Activities	Measure of Success	Progress
		using the FHS Data Sheet. This is used during data chats and when identifying students to target with additional support or interventions.		Caldwell and Farme Specialists Ellegood, Counselo HS Teachers
		High school faculty will meet monthly to review progress of high school students in meeting benchmarks. Progress will be tracked in the high school data sheets during PLCs as teachers reflect using the DuFour PLC model.	-FHS Data Sheet -PLC Agendas	Townsend, Principa Little, Principal Caldwell and Farme Specialists Ellegood, Counselo HS Teachers
Objective 2: : By 2024 88% of seniors will be meet the requirements of Career Readiness by achieving a benchmark within an apprenticeship, cooperative, or internship, or achieving any industry-recognized certifications, licensures, or credentials.	#3 The school has support from both internal and external partners to assist in increasing the number of students who achieve Academic Readiness. KCWP5	The WKEC College and Career Coach provides support weekly to students, staff, and admin in tracking data, testing students, and providing quality instruction.	-FHS Data Sheet	Townsend, Principa Little, Principal Caldwell and Farme Specialists Ellegood, Counselo HS Teachers WKEC Career Coac
		Qualifying HS students will have the opportunity to participate in Bulldog Academy and take Dual Credit classes.	-Master Schedule	Russell, WKEC Colle Coach Ellegood, Counselo
		Juniors and Seniors are able to attend the annual Mastery Prep ACT Bootcamp, which teaches testing strategies for Reading, Math, English, and Science.	-ACT Scores	Russell, WKEC Colle Townsend, Principa Little, Principal Caldwell and Farme Specialists Ellegood, Counselo

Goal 6 Increase the Postsecondary Readiness Index Score to 98 by 2028 by meeting the senior requirements for Academic and Career Readiness.

Objective	Strategy	Activities	Measure of Success	Progress
		ACT days will be held in January, February, and early March to give 11th grade students explicit instruction in English, Reading, Math and Science. A Mastery Prep Benchmark Bootcamp Day will occur in February to prepare students for the March ACT.	-Mastery Prep Benchmarks -ACT Scores	HS Teachers Townsend, Principa Ellegood, Guidance
	# 4 Teachers and school leadership work with students so that they know where they are in their own progression of learning as they work towards Academic Readiness. KCWP4	Once per month in January, February, and March, Saturday ACT classes will be offered to interested students for additional explicit instruction.	-Mastery Prep Benchmarks -ACT Scores	Townsend, Principa Ellegood, Guidance
		Data chats during RTI and check-ins during Advisor/Advisee time will give HS students the opportunity to receive support from an educator on their progress towards Academic Readiness.	-Mastery Prep Benchmarks -ACT Scores -Advisor/Advisee Plans	Townsend, Principa Ellegood, Guidance Teachers
	# 1The District's CTE Pathway courses are monitored and evaluated for effectiveness. KCWP1	The following pathways are available to students on campus: Enforcement Services, Corrections, Homeland Security, Computer Science, Teaching and Learning. The following pathways are available to students off campus through the	-Master Schedule	Townsend, CTE Co Townsend, Principa

Goal 6 Increase the Postsecondary Readiness Index Score to 98 by 2028 by meeting the senior requirements for Academic and Career Readiness.

Objective	Strategy	Activities	Measure of Success	Progress
		Four Rivers Career Academy: Welding, Business, Auto mechanics, and Medical. The following Pathways will be available to students in alternating years: Law Enforcement Services, Correction, and Homeland Security.		
		CTE instructors will participate in planning, monitoring, and evaluating their courses through curriculum mapping.	-Curriculum Maps	Townsend CTE Cooc Townsend, Principa
		Additional curriculum has been purchased for CTE courses. This includes Educators Rising Curriculum (Teaching and Learning Pathway), Code HS (for Comp Thinking), and University of Washington (for Webpage Design).	-Curriculum Mapping -End of Program Exams	Townsend CTE Cooc Townsend, Principa
		Four Rivers Career Academy options are offered to high school students in grades 9-12.	-Career Readiness	Townsend CTE Cooc Townsend, Principa
	#2 Teachers and school leadership work with students so that they know where they are in their own progression of learning as they work towards Career Readiness.	Data chats during RTI and check-ins during Advisor/Advisee time will give HS students the opportunity to receive support from an educator on their progress towards Career Readiness.	-FHS Data Sheet -Advisor/Advisee Plans	Townsend CTE Cooc Townsend, Principa Ellegood, Counselo

Goal 6 Increase the Postsecondary Readiness Index Score to 98 by 2028 by meeting the senior requirements for Academic and Career Readiness.

Objective	Strategy	Activities	Measure of Success	Progress
	KCWP4			
		Students will review their progress towards Post-Secondary Readiness through one-on-one and small group check-ins from teachers, the WKEC College and Career coach, Townsend, and Advisor/Advisee Time.	-FHS Data Sheet	Townsend CTE Coordinator Townsend, Principal Ellegood, Counselor WKEC Career Coach HS Teachers
	# 3 The school has support from both internal and external partners to assist in increasing the number of students who achieve Career Readiness. KCWP5	The WKEC College and Career Coach provides support weekly to students, staff, and admin in tracking data, testing students, and providing quality instruction.	-FHS Data Sheet	Townsend CTE Coordinator Townsend, Principal Ellegood, Counselor WKEC Career Coach HS Teachers
		The following clubs have been made available to students to support them in their pursuit of career readiness: Educators Rising (Teaching and Learning Pathway) and Skills USA (Computer Science and Law Enforcement). Students in Educators Rising have the chance each year to compete at the regional Educators Rising competition at Murray State.	-Club Rosters -Educators Rising Competition Results	Townsend CTE Coordinator Townsend, Principal
		Students have the opportunity to receive the following certifications	-Career Readiness -Student Certifications	Townsend CTE Coordinator Townsend, Principal

Goal 6 Increase the Postsecondary Readiness Index Score to 98 by 2028 by meeting the senior requirements for Academic and Career Readiness.

Objective	Strategy	Activities	Measure of Success	Progress
		on site: FEMA certification and micro-credentials for the Teaching and Learning pathway. Students also have the opportunity to receive the following certifications off site through the Four Rivers Career Academy: welding, auto mechanics, and medical services.		

7: Graduation Rate

Goal 7: The graduation rate will remain above 95%.				
Objective	Strategy	Activities	Measure of Success	Progress
Objective 1: The 2022-23 graduation rate for Fulton Independent will be 100%	# 1 Systems and processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students. KCWP5 KCWP6	In-person tutoring for transient, chronically absent, and at-risk students through the ESS program.	-Monitoring of Credit Completion	Green, DPP Townsend, Principa ESS Tutors Ellegood, Guidance
		School leadership will create individualized plans for students identified by Persistence to Graduation and Early Warning Tool (IC) to address barriers to graduation.	-IC Documentation	Green, DPP Townsend, Principa Ellegood, Guidance
	# 2 Systems are in place to ensure students are actively involved in knowing their own data and making decisions about their own learning. KCWP4	Teachers and school leaders conduct periodic check-ins with students to develop post-secondary plans through ILPs in Tassel.	-ILP and Tassel Data -Name and Claim	Townsend, Principa Ellegood, Guidance Russell, WKEC Colle Coach HS Teachers
		Students will have access to GEN101 classes to learn about the college admission process, planning for college, career awareness, and life skills.	-GEN101 Agenda	Townsend, Principa Ellegood, Guidance

Goal 7: The graduation rate will remain above 95%.

Objective	Strategy	Activities	Measure of Success	Progress

8: Other (Optional)

Goal 8 (State your other goal.):				
Objective	Strategy	Activities	Measure of Success	Progress
Objective 1				
Objective 2				

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:</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

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 supports? What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

Response: