



## 2024-2025 Phase Three: Comprehensive District Improvement Plan\_11182024\_12:33

2024-2025 Phase Three: Comprehensive District Improvement Plan

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## 2024-2025 Phase Three: Comprehensive District Improvement Plan

### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between 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).

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for 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, and graduation rate. Long-term targets should be informed by the Needs Assessment for Schools.

**Objective:** Short-term target 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.

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

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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

**Measure of Success:** Criteria that shows how well the school is accomplishing their action steps. The measures may be quantitative or qualitative but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

#### 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
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate
- Achievement Gap

#### Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan \(CDIP\) template](#).

- **b. Upload your completed template in the attachment area directly below.**

#### **ATTACHMENTS**

##### **Attachment Name**

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25-26 CDIP

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Fulton County will continue to focus on increasing proficiency in reading and math while decreasing the percentage of student scoring novice across all areas.

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Increased interventions and data collection for elementary TSI gap group will be provided during the 25-26 school year.

\* Objective 1 Fulton County Schools will collaborate to increase the overall district combined reading and math proficiency score on the 2024 KAS from 37% to 40% for the elementary, from 21.5% to 26% for the middle school and from 39% to 42% for the high school.

\* Objective 1 By 2025, increase the Separate Academic Indicator from at EL from 23.3% to 28%, from 15.6% to 25% at the MS, and from 37% to 40% at the HS.

\* Objective 1: By 2027, students will demonstrate growth in combined reading and math scores, and there will be a reduction in students scoring novice at FCES from 32% to 29%, FCMS from 49.5% to 40% and FCHS maintaining at 20% or below.

\* Objective 2 The average combined reading and math proficiency rates for identified students in the TSI Student GAP Group will increase from: • ES – 16% to 26% by May 2025. The average combined reading and math novice rate for identified students in the TSI gap group will decrease from 57% to 47% by May 2025.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 25-26 CDIP		.