

Fulton County Comprehensive District Improvement Plan (CDIP)

Rationale

The CDIP is a plan developed by the local school district with the input of parents, faculty, staff and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the district level state assessment results. Long-term targets should be informed by the Needs Assessment for Districts;
- **Objective:** Short-term yearly 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 district will focus its efforts upon, as identified in the Needs Assessment for Districts, 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 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 the district will take to deploy the chosen strategy. There can be multiple activities for each strategy;

- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all districts must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Districts are optional.

Required Goals

Achievement Gap:

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

Objective(s):

By 2026, students will demonstrate growth in combined reading and math scores, and there will be a reduction in students scoring novice at FCES from 36% to 31%, FCMS from 42% to 37% and from 29.2 to 25% at FCHS.

Strategy:

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.

KCWP 2: Design and Deliver Instruction Leadership will ensure teachers implement and utilize effective high yield engaging strategies aligned and congruent to the KAS.

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.

Activities:

1. **Systems 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.

- Students receiving grade level content
- Co-Teaching and PBIS partnerships through WKEC
- Cognitively engaging instruction w multiple opportunities to respond
- MTSS w fidelity
- SPED w fidelity
- Consistent data collection, analysis, and actionable steps taken for improvement

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. After school tutoring will target students who need growth in math and reading.

3. K-12 MTSS Master schedule: District will ensure each school has created daily, protected MTSS time within their master schedule.

4. K-12 MTSS Groups (WIN/FOCUS/Anchor Strong): District will ensure the revision and implementation of the district MTSS plan. The district will support and monitor the implementation of the aligned school/district MTSS plan. Schools create small groups based on needed skills as determined by each iReady, learning check and SAT assessments. Principals will share school-wide MTSS plans with district administrators for approval. Winsor Sunday System will be used to assist students who are two or more grades behind in reading as determined by iReady. Additional math interventions including Reflex Math will be given to students who are two or more grades behind in math as determined by iReady. Edgenuity and Moby Max will be used for Credit Recovery and home based learning. District will monitor Transition Readiness at the high school level.

5. K-12 MTSS PLCs (Flexible Grouping): District will attend and monitor PLCs after iReady, learning check and SAT 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 MTSS interventions to ensure desired school improvement.

6. Supplemental MTSS Resources - CBPL Coaching: District administrators will provide additional resources and supplemental materials for teachers to utilize during MTSS time. District admin will provide after school MTSS 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. (iReady, Edgenuity, Moby Max, Reflex).

7. 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.

8. 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

9. Co-Teaching Professional Development: District will provide support for co teachers (regular ed. and special ed. co-teaching partners) and the DoSE to attend Co-Teaching Models PD at WKEC and will provide support for all staff to attend the virtual KDE Co-teaching PD provided by School Improvement Coaches. (Emphasis on 3 models - station teaching, parallel teaching and team teaching). Implementation of co-teaching in elementary, middle and high school.

10. 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.

11. 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. Additional Teachers and instructional assistants will be hired to lower the teacher/student ratio to allow for more individualized instruction and gap closure.

12. Recruitment and Retention of high quality faculty: District will continue to attend job fairs, advertise through various media outlets 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 (DILT Team) will mentor and coach new teachers in a variety of ways throughout the year. SEL program will be implemented district wide to address social, emotional and behavioral needs. Mentoring program will continue to be implemented district wide.

Progress Monitoring:

1. Data presented by principals to district admin and FCBOE. Using the PDSA process to evaluate instructional processes for effectiveness with revisions if necessary.
2. 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.
3. District will monitor the creation of master schedules for each school's protected MTSS time as well as MTSS plans to be implemented.
4. Regular and consistent monitoring of all schools' MTSS plans via the monitoring of iReady, learning check, practice SAT, and transition readiness data.
5. Data from assessments will be shared with district leadership as noted on the instructional calendar depending on the formative/summative 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.
6. 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
7. 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
8. District will monitor the maintenance of the master schedule throughout the school year on behalf of students with IEPs.
9. District will monitor SWIFT 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.
10. District will monitor the adherence to the expectations set concerning the education of students with IEPs
11. 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.
12. 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. District will keep a record of leadership opportunities and keep track of professional development. District will keep a record of New Teacher Academy, coaching and mentoring.

Funding:

District Funds, IDEA, Title I, Title II, Title V, 4RF, ESS, SPED, Stronger Connections, Stop and Connect Grant, FRYSC, SBDM

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all districts.

Three- to Five-Year Goal:

Fulton County School District will increase the combined (reading and mathematics) % of proficient & Distinguished students from 37.5% in 2025 to 45% in 2028.

Objective(s):

Fulton County Schools will collaborate to increase the overall district combined reading and math proficiency score on the 2026 KAS from 29.5% to 38% for the elementary, from 33% to 38% for the middle school and maintain 50.5% for the high school.

Strategy:

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 organized in order to identify priorities and implement actionable steps that impact instruction/student learning

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

Activities:

1. Shipley Systems Training: Continued implementation of Shipley's systems training. New administrators review material during district admin retreat and/or attend Shipley Training.
2. District/Principal DAT (District Admin 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)
3. 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.

- Rally district leadership team
 - Work on the 5-year strategic plan
 - Have intentional and uninterrupted crucial conversations
 - Participate in team building activities
 - Create, review and revise systems and protocols that exist. What is working? What needs work?
 - Review District PLC protocol based on input from the principals
 - Discuss summer PD work, share feedback from teachers and how principals will
- 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
4. New Teacher Academy: District will continue a New Teacher Academy and continue a yearlong action plan to provide necessary professional learning for new teachers. New Teachers are provided mentors from the DILT team. District will purchase seats in Mentor! That for teachers who have completed NTA and are currently in their second year or beyond of teaching.
 5. District Evaluations of Program Effectiveness: District and schools will demonstrate implementation of PDSA process for programs. District Funds Monitor and support of program effectiveness.
 6. District PD Needs Assessment: Monitor and support professional development needs and follow through. Review feedback data from PD needs surveys PD needs include team building, de-escalation techniques for behavior, new curriculum training.
 7. K-12 Curriculum Alignment: District administrators will become proficient with Kentucky Academic Standards (through webinars, *Clarity for Learning work*, PLCs, and other KDE/WKEC trainings) in order to support the school leadership in monitoring curriculum maps and pacing guides aligned to KAS.
 8. 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.
 9. K-12 Grades Clarity for Learning: (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.
 10. 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.
 11. K-12 Grades Learning Checks: Assessment Plan:
 - 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.

12. K-12 Grades Short Answer/Extended Responses: 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.
13. 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.
14. HS SAT / MS PreSAT Assessment: District will support the high school in the administration of two practice SAT (Mastery Prep and Kahn Academy) for Reading and Math and will support the middle school in the administration of the PreSAT Assessment one time per year according to the district/school assessment calendar. District will monitor data results.
15. 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.
16. K-5 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 performance and actionable next steps based on the data.
17. MTSS Plan: District will monitor adherence to the district wide MTSS plan to ensure that all students receive the necessary interventions and enrichments to demonstrate growth and proficiency.

Progress Monitoring:

1. Mid-year and end-of-year systems run through the PDSA process for monitoring, evaluation, and possible revision.
2. Principal ELT Monthly Meetings (Instructional Calendar Reporting): June - discuss upcoming PD sessions July - discuss upcoming purchases made with Title/SBDM Funds/FRYSC/etc. 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 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.
3. Collaborate with district’s planning team to plan for creation of the district Consolidated Plan (Title I, II, IV, V) and 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.

4. 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.
5. Walkthrough data observing the implementation of school wide programs. Principal and teacher feedback using surveys
6. Principals will provide teacher feedback on PD and walkthrough data demonstrating classroom implementation
7. 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.
8. District will provide needed time and coordinate vertical alignment meetings, sign in sheets, agendas, and provide KDE guidelines for adopting evidenced based curriculum materials.
9. 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 2025- 2026 school year.
10. Teachers will share assessment protocols and data analysis protocols monthly during PLCs with principals and district administration with a direct focus on actionable steps.
11. Principals will share learning check data and actionable next steps within two weeks of the administration of learning checks with district administrators and FCBOE.
12. Principals will provide data and actionable next steps to share with the DLT within two weeks of the administration of the learning check.
13. 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.
14. HS principal will share SAT data and actionable next steps 2X/year within two weeks of the administration of the SAT preparation tests with district administrators and FCBOE. Principal will share state SAT scores upon receipt of state scores. MS principal will share Pre-SAT data within two weeks of the administration of middle school Pre-SAT with district administrators, high school principal and FCBOE.
15. Principals will share monthly, midyear and end-of-year trends/patterns of instructional practices with District Admin.
16. 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.
17. Principals will share all formative and summative assessment data and actionable next steps with district admin.

Funding:

District Funds, Title I, Title II, Title V, ESS, FRYSC, IDEA, FRYSC, SBDM

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Districts, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the district in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes”, districts must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Fulton County Schools will increase the Separate Academic Indicator proficiency rate from 25.4% in 2025 to 36% overall in separate academic indicators by 2028.

Objective(s):

By 2026, increase the Separate Academic Indicator from at EL from 24.3% to 29%, from 23% to 28% at the MS, and from 29% to 34% at the HS.

Strategy:

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.

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 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 organized in order to identify priorities and implement actionable steps that impact instruction/student learning.

KCWP 5: Design, Align and Deliver Support Provide, monitor and support professional development.

Activities:

1. Science Curriculum-District administration will coordinate Science PD during the 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 and Open Sci ED resources for K -8th grades. WKEC consultants provide support to new middle school science teachers in curriculum alignment, mapping and pacing.
2. Social Studies Curriculum District administrators purchased *My World Savvas* History for grades 4-8. District will continue to support teachers with the new curriculum and will provide other 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. Social studies teachers will attend a regional WKEC social studies cohort training on new standards and implementing them into the classrooms.
3. Science and Social Studies Learning Checks Assessment Plan: District will support principals in the review and revision of learning checks for Science and Social Studies. District will support schools in the administration of learning checks for Science and Social Studies according to the district/school assessment calendar. District will monitor data results from the learning checks for Science and Social Studies and provide additional support.
4. 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, the 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.
5. Writing Support for New Teachers-District Academic Leader will support new teachers and struggling teachers with the writing process.
6. 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.
7. Social Studies PD Training District will provide support for social studies teachers to attend WKEC PD on the Kentucky Social Studies Standards and inquiry-based instruction along with online Savvas *My World* social studies professional learning for grades 4-8.
8. Science PD Training-District will provide support for science teachers to attend WKEC science training for supplemental professional learning.

Progress Monitoring:

1. 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.

2. District admin and principals will use walkthroughs and informal observations to ensure the TCM Exploring Social Studies (ES), *My World Savvas* (Intermediate/ MS) and supplemental social studies (MS/HS) curriculums are taught 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.
3. Principals will share learning check data and actionable next steps within two weeks of the administration of learning checks with district administrators and FCBOE.
4. 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.
5. 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).
6. TCTs and TCT data will be monitored to ensure teacher and student growth. (Inst. Calendar 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).
7. 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).
8. 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).

Funding:

District Funds, Title I, Title II, Title V, School Funds. SBDM, IDEA, FRYSC