

FCMS Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff 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).

Please note that the objectives (yearly targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions (and general information about goal setting) for each required planning component can be found on page 2 of this planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act, as well as state requirements under 703 KAR 5:225. **No separate School wide Program Plan is required.**

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 school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **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 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 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 school 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 schools 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 Schools are optional.

Required Goals

Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Objective 1: FCMS will increase the overall combined Reading and Mathematics Proficiency score by May 2026 as measured by the state assessment from 42% to 37%.

Objective 2: FCMS will reduce the percentage of students scoring novice in reading on the 2026 KSA from 41% to 36%.

Objective 3: FCMS will reduce the percentage of students scoring novice in math on the 2026 KSA from 43% to 38%.

Strategy:

KCWP 2; KCWP 5

Activities:

1. MTSS system (monitored and evaluated via IReady Assessment Testing Data) three times per year.
2. Interventions provided daily during reading and math labs to small groups using a whole group and station teaching. Students are grouped in labs based on data from IReady assessment. One small group within the classroom is working directly with the teacher using lessons provided by IReady based on needs revealed by their assessment. Students may be rotated after each IReady Assessment. After school tutoring provided for students when necessary.
3. Sondag System will be utilized for tier students who are below grade level in reading for phonics intervention. Purchase and use of Chromebooks and carts to provide direct interventions to students during labs based on their current levels as determined by the IReady Diagnostic.
4. Intervention Teams (Academic and Behavior monitoring) Interventions provided daily during FOCUS period to small group using a station teaching model. Students are placed in lab groups based on data from IReady assessment. One small group within the classroom is working directly with the teacher using lessons provided by IReady based on needs revealed by their assessment. Students may be rotated after each IReady Assessment.

Progress Monitoring:

1. iReady assessment scores measuring growth and proficiency will be administered and evaluated three times per year.
2. iReady Scores – data analysis during PLC with teachers; digital data notebooks
3. Spreadsheets monitored by teachers, principal, curriculum coach and other district administration.
PLC monitoring of summative assessment and fluency check scores
4. Spreadsheets monitored by PLC and administration.

Funding:

Title I, Title II, Title V, FRYSC, SBD

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 schools.

Three- to Five-Year Goal:

FCMS will increase the percentage of students scoring proficient in reading and math from 33% in 2025 to 45% in 2028.

Objective(s):

Objective 1: FCMS will increase the overall combined Reading and Mathematics Proficiency score by May 2026 as measured by the state assessment from 33% to 38%.

Objective 2: FCMS will increase the Reading Proficiency score by May 2026 as measured by the state assessment from 37% to 42%.

Objective 3: FCMS will increase the Mathematics Proficiency score by May 2026 as measured by the state assessment from 29% to 34%.

Strategy:

(KCWP 1): Design and Deploy Standards) A protocol will be used by which all teachers systematically break down their content standards into clear, concise learning intentions in order to provide clarity of learning in the classroom

(KCWP 2) Job embedded professional development will be provided to address Tier I instruction and assessments in order to meet the intent of the standards.

Activities:

1. All Teachers will use *Clarity for Learning* to create learning intentions and success criteria for KAS to be used in lesson planning and creation of curriculum maps. Teachers will provide feedback to peers on created learning intentions during PLCs and after school faculty meetings. New faculty will be trained on the use of Clarity for Learning in the New Teacher Academy.
2. Review and revision of curriculum maps and pacing guides aligned to KAS uploaded in Shared Google Drive
3. Review and revise maps quarterly based on testing data and KAS standards monitoring as completed
4. Lesson Plan expectations will be set and monitored weekly by administration including Fulton County non-negotiables. A lesson plan template will be reviewed with faculty.
5. Professional Learning Communities (Focus: Formative Assessment Design, Instructional Strategies, Assessment Protocol & Data Analysis Protocol) Focus on the DuFours' PLC questions through the lens of Plan/Do/Study/Act (PDSA) What do we want the students to learn? How do we know when they learned it? What do we do when they didn't learn it? What do we do when they have

already learned it? Teachers and admin work together to deconstruct standards using the given protocol. Teachers and admin review assessments during PLC process using the assessment protocol. 8. Teachers and admin discuss data (summative and formative) and next steps after using the data analysis protocol. CBPL used during faculty meetings and PLC meetings to review HQPL and lesson planning.

6. A data analysis protocol will be introduced to new teachers (and reviewed/practiced with returning teachers) as a part of the New Teacher Academy to ensure that new teachers are following the same protocol as the teachers trained last year.

7. Faculty and staff will receive embedded and digital online CBPL and professional learning for My Perspective, Amplify Science, EnVision Mathematics, My World Social Studies, Souday System, Four Square Writing method, and Test-Taking Strategies (RACE, UPS, etc), Co-Teaching, PBIS, WKEC content related trainings and other professional learning opportunities identified through needs assessment and/or faculty request.

Progress Monitoring:

1. Monitored by administration as guides/maps and feedback are submitted at PLCs to administration for review.

2. Monitored by administration as guides/maps and feedback are submitted at PLCs to administration for review.

3. Monitored quarterly by administration during the PLC process.

4. Lesson Plans monitored by administrative and feedback from walkthroughs.

5. Monitored by administration via walkthroughs, feedback and coaching conversations.

6. Instructional effectiveness will be monitored through observations and walkthroughs. Data will be monitored and shared with teachers, goals will be set for and with teachers.

7. Instructional Supervisor, Principals(s) and staff progress monitor with sign in sheets and program surveys completed by staff/faculty.

Funding:

School Allocations, Title I, Title II, Title V, FRYSC, SBDM, IDEA

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school 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,” schools 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	Yes
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:

FCMS will increase the Science, social studies and writing proficiency goal from an average of 23% in 2025 to 36% in 2028.

Objective(s):

Objective 1 FCMS will increase the Separate Academic Indicator (Science, Social Studies, On Demand Writing) proficiency score by May 2026 as measured by the state assessment from 23% to 28%.

Objective 2 FCMS will increase the proficiency score in the area of social studies by May 26 as measured by the state assessment from 26% to 30%

Objective 3 FCMS will increase the proficiency score in the area of On-Demand writing by May 2026 as measured by the state assessment from 35% to 39%

Objective 4- FCMS will increase the proficiency score in the area of science by May 2026 from 8% to 20%

Strategy:

(KCWP 1): Design and Deploy Standards) A protocol will be developed to ensure the current curriculum is valid for writing, sciences, and social studies aligned to KY Academic Standards, components that support the instruction and assessment, paced with accuracy and fidelity.

(KCWP 2: Design and Deliver Instruction) Job-embedded professional development will be provided to address Tier 1 instruction and assessments in order to meet the intent of the standards.

(KCWP 4: Review, Analyze and Apply Data) School leadership and teachers will ensure data is consistently used to make decisions on next steps for instruction at both the school and classroom levels.

Activities:

1. Revise and monitor Pacing guides/Curriculum Maps for writing, science and social studies using KAS and Clarity for Learning.

2 Resources for Science through KDE, WKEC and partnering universities including TPT's and Open Sci Ed. Resources for Social Studies (Standards, webinars and conferences sponsored by KDE and WKEC and align instruction & assessments with congruence using inquiry-based documents for assessments)

3. Professional Development (Grades 6-8) Science Open Sci ED professional learning, Science/STEM Consultants through WKEC Gear UP grant. New Teacher Training, Mentoring and KAS science module professional learning will be provided for new science teachers. Social Studies Networking – modules/alignment tools, CBPL using Amplify Science, Vocabulary Instructional Strategies within each content area.) New Teacher Academy, Mentoring and KAS module professional learning will be provided for social studies teachers.

4. Staff will be provided job-embedded professional development around the instructional process and opportunities to respond (Total Participation Techniques (TPT)

5. Stem lab created as a Related Class for all middle school students to participate in hands-on KAS STEM activities.

6. Data analysis and assessment protocols will be used during PLCs to ensure assessments that measure KAS to the intended rigor with three to four assessment questions per standard.

7. Creating a writing matrix for grades 6-8 in a Google Drive to establish writing skills responsibilities per grade and content level, with an emphasis on pre-writing. Writing scrimmages planned 2-3 times per year along with writing station teaching.

Progress Monitoring:

1. Monitored by administration quarterly. Resources to be checked against Evidence-based practices. Stem Consultants, Academic and Principal with review of digital data notebook.

2. Monitored via conversations during PLCs, walkthrough data, and digital data notebooks.

3. Monitored via conversations during PLCs, walkthrough data and digital data notebooks.

4. Increase in proficiency, reduction of Novice as measured by benchmark assessments

5. Increase in proficiency, reduction of Novice as measured by benchmark assessments
6. Monthly PLC review by teachers and administrators
7. Matrix completed with district personnel support and monitored by administration and writing folders either paper or digitally. Writing scrimmage data reported to principal and shared with students within one week of each scrimmage.

Funding:

School Allocations, Title I, Title II, Title V, FRYSC, IDEA

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

By 2028, based on the KSA Quality of School Climate and Safety student data results, FCMS will maintain an overall green or blue index score.

Objective(s):

Objective 1: FCMS will implement Check and Connect to all students in the 6th, 7th and 8th to increase the QSCS index from 64.4 in 2025 to 70.0 in 2026.

Objective 2: FCMS will implement a social emotional curriculum along with small groups to identify student needs and to increase the QSCS index from 64.5 in 2025 to 70.0 in 2026.

Strategy:

(KCWP 2: Design and Deliver Instruction) Job-embedded professional development will be provided to address Tier 1 instruction and assessments in order to meet the intent of the standards.

(KCWP 4: Review, Analyze and Apply Data) School leadership and teachers will ensure data is consistently used to make decisions on next steps for instruction at both the school and classroom levels

Activities:

1. School Counselors teach lessons on Suicide prevention and bullying along with teaching students how to use the Check and Connect QR for reporting.
2. FCMS will utilize Terrace Metrics to address Bullying
3. Guidance Counselors will implement Second Steps lessons during specials and push-in lesson.
4. FCMS will utilize Terrace Metrics to address social emotional curriculums.
5. Guidance will implement To Good Program along with Tassel ILP.

Progress Monitoring:

1. Student survey
2. Staff/Parent survey
3. Principal(s) and School Counselor review behavior data from Infinite Campus each nine weeks.

4. Principal(s) and School Counselor review behavior data from Infinite Campus each nine weeks.

Funding:

School Allocations, FRYSC, Title I, Title II, Title IV, Grants