

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

Explanations/Directions

Goal: Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Districts should determine short-term objectives to be attained by the end of the current academic year. 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 that will occur 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 used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative.

1: State Assessment Results in reading and mathematics

Goal 1 (2028): Increase the average combined Reading and Math KSA Proficiency Index Score for elementary (41 to 70), middle (55 to 65), high school (46.3 to 65) by Fall 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2028, increase the reading proficiency index score for elementary (48.2 to 70), middle (63.1 to 65), high school (50.0 to 65).	Objective 1 and 2: Strategy 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). KCWP1 KCWP2 KCWP3 KCWP4	Faculty will participate in PLCs using the DuFour model for scrimmage and Tier 1 assessment data analysis. Data Analysis Protocols will be conducted using the Math and Reading Scrimmage data during PLCs to determine next steps in instruction. This will also be conducted using summative assessments from Tier 1 instruction.	-PLC Agendas -CES, FMS, and FHS Data Sheets -Data Analysis Protocols	Chicoine, Curriculum Director Caldwell, Literacy Specialist Farmer, Math Specialist	\$0
		Curriculum Mapping professional development and coaching is provided for staff. Specialist team is working to create Curriculum Maps at the District level so that in the future these can be provided for teachers.	-PD Agendas -District Curriculum Maps	Chicoine, Curriculum Director Caldwell, Literacy Specialist Farmer, Math Specialist Little, Assistant Principal	\$800
		HMH Curriculums are used in grades K-8 in math, grades K-12 in literacy, grades 3-8 in science, and grades 3-5 in social studies. All Things Algebra is utilized for grades 6-12 math. iReady Teacher Toolbox has been purchased for Tier 1 instruction in math and reading for K-8.	-Curriculum Maps -Unit and Lesson Plans	Rogers, Principal Little, Assistant Principal Chicoine, Curriculum Director Caldwell, Literacy Specialist Farmer, Math Specialist	\$7,731 (ESSER II) \$47,000 (Striving Readers)
		Benchmark Data (timed assessments): -The iReady 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. -Mastery Prep 9-12 will be implemented as the benchmark assessment and intervention program. -Pre-ACT 8-9 will be utilized by grades 6-8 for additional benchmark assessment. -Reading and Math Scrimmage Data	-iReady Reports -CES, FMS, and FHS Data Sheets (Growth Monitoring, Benchmark, Standards Mastery) -50 th Percentile Tracking Data Sheets -PLC Agendas	Rogers, Principal Little, Assistant Principal K-12 Teachers Christie, Guidance Counselor Russell, WKEC Career Coach Chicoine, Curriculum Director Caldwell, Literacy Specialist Farmer, Math Specialist	\$11,415 (ESSER III) Gear Up Grant Funding

Goal 1 (2028): Increase the average combined Reading and Math KSA Proficiency Index Score for elementary (41 to 70), middle (55 to 65), high school (46.3 to 65) by Fall 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Objective 1 and 2: Strategy 2 Students are actively involved in knowing their own data and making decisions about their own learning. KCWP2 KCWP3 KCWP4	Students will participate in reading and math scrimmages and will monitor their progress towards proficiency (ABC Books used 3-8).	-CES, FMS, and FHS Data Sheets -Data Chats -Scrimmage Data -KSA Data	Rogers, Principal Little, Assistant Principal K-8 Teachers Christie, Guidance Counselor Chicoine, Curriculum Director Caldwell, Literacy Specialist Farmer, Math Specialist	\$1,572 (SRCL) \$1,050 (FHS – already purchased)
		Students and staff track iReady math and reading progress using RTI proficiency binders/folders K-8. Data chats are conducted during RTI frequently to increase student ownership of their data.	-RTI Binders and Folders -iReady Reports -50 th Percentile Tracking Data Sheets	Rogers, Principal Little, Assistant Principal K-8 Teachers Christie, Guidance Counselor Chicoine, Curriculum Director Caldwell, Literacy Specialist Farmer, Math Specialist	\$0
		Advisor/Advisee time is set aside at the Middle and High School daily to provide teachers and students the opportunity to conduct data chats about student learning.	-Advisor/Advisee Lesson Plans	Rogers, Principal Christie, Guidance Counselor	\$0
	Objective 1 and 2: Strategy 3 School and district leadership will monitor and evaluate data to ensure high levels of teacher effectiveness and student learning. KCWP4 KCWP5	School leadership will collect and review walkthrough and observation data in accordance with the District CEP plan. Walkthrough data, PGGs, and observations will be documented through Google Forms in the Google Suite.	-Monthly analysis of walk-through data (Google Forms) -Scrimmage Data -KSA Data -CES, FMS, and FHS Data Sheets	Rogers, Principal Little, Assistant Principal Chicoine, Curriculum Director Miller, Superintendent Green, DPP Townsend, DOSS	\$0
		New teachers will participate in the FISD Teacher Mentor Program.	-Virtual Teacher Mentor Binder -Walkthrough Data	Chicoine, Curriculum Director	\$11,000 ESSER III
		Guided Planning is conducted on a set schedule that is based on the teacher's level of experience.	Guided Planning Protocols	Rogers, Principal Little, Assistant Principal Chicoine, Curriculum Director Caldwell, Literacy Specialist Farmer, Math Specialist	\$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By 2028, increase the math proficiency index score for elementary (33.8 to 70), middle (37.7 to 65), high school (42.6 to 65).	Objective 1 and 2: Strategy 4 School leadership will ensure that resources are aligned with the needs identified in the CDIP, and effectively address those needs. KCWP5	Quarterly meetings will be held with the CDIP team to review objectives and strategies.	Ongoing progress monitoring by Superintendent	Miller, Superintendent	\$0
		School and District Leadership will attend the KASA Leadership Institute in Louisville, KY.	-EILA Certificates	Miller, Superintendent Green, DPP Townsend, DOSS Rogers, Principal Little, Assistant Principal Chicoine, Curriculum Director Christie, Guidance Counselor	\$8,000 (KERA PREK, Instruction)
		High School students will attend the annual Math Day at Murray State.	-Math Day Program	Christie, Guidance Counselor Farmer, Math Specialist Copeland, HS Math Teacher	Gear Up Funded
	Objective 1 and 2: Strategy 5 Teachers ensure students are cognitively engaged versus passive/active engagement. KCWP2	Teachers will receive PD on Guided Reading and Math via WKEC Consultants and Instructional Specialists.	-PLC Agendas -PD Plan	Chicoine, Curriculum Director Caldwell, Literacy Specialist Farmer, Math Specialist	\$0
		Instructional coaches in Math and Reading support teachers and building administrators Kindergarten through 12 th Grade.	-Specialist Schedule -Specialist 2022-23 Goals -PLC Agendas	Caldwell, Literacy Specialist Farmer, Math Specialist	Salaried (general)
		Ongoing literacy and math embedded PD will be offered to K-12 teachers with consultants from WKEC. These are provided by WKEC Consultants and Instructional Specialists.	-Specialist Schedule -Specialist 2022-23 Goals -PD Plan	Caldwell, Literacy Specialist Farmer, Math Specialist Chicoine, Curriculum Director	Salaried (general)
		Teachers will have ongoing access to additional coaching and professional development through WKEC (Summer Institute, Consultants, PDs, etc.), KDE PD (LETRS), and Instructional Coaches.	-PD Plan -PD Certificates	Chicoine, Curriculum Director Farmer, Math Specialist Chicoine, Curriculum Director	\$2000 (ESSER II)
		Training and literature is provided to all teachers on the use of Total Participation Techniques. These are expected to be documented in Lesson Plans, and teachers will receive coaching on the use of these through Guided Planning.	-PD Plan -Lesson Plans -Guided Planning	Rogers, Principal Little, Assistant Principal Chicoine, Curriculum Director Caldwell, Literacy Specialist Farmer, Math Specialist	\$300 (PD)

Goal 1 (2028): Increase the average combined Reading and Math KSA Proficiency Index Score for elementary (41 to 70), middle (55 to 65), high school (46.3 to 65) by Fall 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The FSD Deeper Learning Team has been created and is partaking in a three year cohort that will comprise of Deeper Learning trainings and a Deeper Learning Project (Profile of a Graduate).	-Deeper Learning Grant Measures of Success	Chicoine, Curriculum Director D. Lane, 4/5 th Teacher B. Moxley, Kindergarten Martin, MS Math Teacher Farmer, Math Specialist	\$29,000 (Deeper Learning Grant)
	Objective 1 and 2: Strategy 6 Teachers will engage in vertical alignment work that covers the introduction, development, and mastery of standards. KCWP1	On-going PD will be provided for teachers in vertical alignment of the Kentucky Academic Standards in math and reading.	-PD Plan	Caldwell, Literacy Specialist Farmer, Math Specialist	\$0
		Vertical alignment will take place in math and reading PLCs.	-PLC Agendas	Caldwell, Literacy Specialist Farmer, Math Specialist	\$0
	Objective 1 and 2: Strategy 7 Teachers will create clear and precise learning targets for students. KCWP1	Teachers are responsible for deconstructing standards to create clear and precise learning targets. These are to be documented in the weekly Lesson Plan Snapshots and conveyed a minimum of 3 times per lesson with students.	-Lesson Plan Snapshots -Walkthrough Data	Rogers, Principal Little, Assistant Principal Chicoine, Curriculum Director	\$0

2: State Assessment Results in science, social studies and writing

Goal 2 (2028): Increase the Separate Academic Proficiency Index Score for elementary (40.6 to 67), middle (47.3 to 59), high school (38.9 to 55) by Fall 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2028, FISD will increase their percentage of students scoring Proficient and Distinguished in Science. Elementary: 10% to 50% Middle: 24% to 50% High: 0% to 50%	Objective 1: Strategy 1 Students are actively involved in knowing their own data and making decisions about their own learning. KCWP2 KCWP4	Students will participate in Science scrimmages. Teachers will track student progress towards proficiency and set goals with students.	-Scrimmage Data -KSA Data	Chicoine, Curriculum Director Science Teachers Rogers, Principal Little, Assistant Principal	\$0
		Science teachers in grades 3-12 th Grade will assess students on their ability to construct arguments from evidence using the CER model. Teachers will provide explicit instruction on this model, track student data using rubrics, and provide feedback to students on their learning.	-CER Rubric Data	Chicoine, Curriculum Director Science Teachers	\$0
	Objective 1: Strategy 2 School leaders will utilize internal and external resources to provide active learning experiences for students. KCWP5	Science Clubs will be offered for grades K-12 to explore science concepts and deepen learning.	-Club Notes	D. Lane, 4/5 th Science Teacher Thweatt, 9-12 Science Teacher	\$0
		Science Fairs will be held for students in 4-12 th grades.	-Science Fair Projects	D. Lane, 4/5 th Science Teacher McDaniel, 6-8 Science Teacher Thweatt, 9-12 Science Teacher	\$0
		Students in grades K-5 participate in activities pertaining to energy conservation to further their science instruction, as part of the TVA Energy Right Grant.	-Energy Right Meeting Notes	D. Lane, 4/5 th Science Teacher Chicoine, Curriculum Director Batts, School Social Worker	\$0
		Gear Up will sponsor experiences for MS and HS students in science related fields (Paducah Challenger Center, Star Lab, Robotics Rally, STEM labs, etc.)	-Calendar of Events	Rogers, Principal Christie, Guidance Counselor McDaniel, 6-8 Science Teacher Thweatt, 9-12 Science Teacher	\$0 (Sponsored by GearUp)
		High school students will have the opportunity to participate in the Murray State Tech Day annually.	-Tech Day Program	Rogers, Principal Christie, Guidance Counselor	\$300 (Instruction)
		GT students will participate in a variety of science activities, such as annual dissections.	-GT Lesson Plans and Documentation	Rogers, Principal Little, Assistant Principal Bard, GT Director	\$300 Salaried (Instruction)
		STEM classes have been added at the Middle School level. All 6 th and 7 th grade students take both a science	-Schedule	Rogers, Principal Christie, Guidance Counselor	\$0

Goal 2 (2028): Increase the Separate Academic Proficiency Index Score for elementary (40.6 to 67), middle (47.3 to 59), high school (38.9 to 55) by Fall 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		class and a STEM class. Students in the 8 th grade have the option to take STEM as an elective.		Chicoine, Curriculum Director MS Science Teacher	
	Objective 1: Strategy 3 Teachers will use a variety of strategies/programs to ensure that Tier 1 instruction is based on adapted standards. KCWP2	Through Course Tasks will be utilized in 4 th , 7 th , and 11 th grade classrooms each semester to ensure rigorous Tier 1 instruction.	-TCT Data -KDE TCT Sample Bank	Chicoine, Curriculum Director D. Lane, 4/5 th Science Teacher McDaniel, 6-8 Science Teacher Thweatt, 9-12 Science Teacher	\$0
		HMH Science Dimensions for grades 3-12 th is utilized to enable teachers to effectively teach three-dimensional science lessons that embed DCIs, CCCs, and SEPs into learning.	-Curriculum Maps -Unit and Lesson Plans	Chicoine, Curriculum Director Rogers, Principal Little, Assistant Principal Science Teachers	\$24,500 (Title 1, SIGF, already purchased)
		Teachers will receive high quality professional development. WKEC consultants and on-going PD and PLCs will provide staff with support throughout the school year.	-PD Plan -PLC Agendas	Chicoine, Curriculum Director WKEC Science Coaches Science Teachers	\$0
		School and district leadership will monitor and evaluate data to ensure high levels of teacher effectiveness and student learning. Guided Planning is conducted on a set schedule that is based on the teacher's level of experience.	Guided Planning Protocols	Science Teachers Chicoine, Curriculum Director	\$0
	Objective 1: Strategy 4 Teachers will use item analysis methods during PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed. KCWP2 KCWP3	Data Analysis Protocols will be conducted using the Science Scrimmage data during PLCs to determine next steps in instruction. This will also be conducted using summative assessments from Tier 1 instruction.	-Extended Response Rubric Data -PLC Agendas	Chicoine, Curriculum Director Science Teachers Rogers, Principal Little, Assistant Principal	\$0
Objective 2 By 2028, FISD will increase their	Objective 2: Strategy 1 Students are actively involved in knowing their own data and	Students will participate in Social Studies scrimmages. Teachers will track student progress towards proficiency and set goals with students.	-Scrimmage Data -KSA Data	Chicoine, Curriculum Director Social Studies Teachers Rogers, Principal	\$0

Goal 2 (2028): Increase the Separate Academic Proficiency Index Score for elementary (40.6 to 67), middle (47.3 to 59), high school (38.9 to 55) by Fall 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
percentage of students scoring Proficient and Distinguished in Social Studies. Elementary: 11% to 50% Middle: 28% to 50% High: 23% to 50%	making decisions about their own learning. KCWP2 KCWP4			Little, Assistant Principal	
		Social Studies teachers in grades 3-12 th Grade will assess students on their ability to construct arguments from evidence using the CER model. Teachers will provide explicit instruction on this model, track student data using rubrics, and provide feedback to students on their learning.	-CER Rubric Data	Chicoine, Curriculum Director Social Studies Teachers	\$0
	Objective 2: Strategy 2 School leaders will utilize internal and external resources to provide active learning experiences for students. KCWP5	Students in grades 4-12 th Grades will participate in the Veterans Day Program, and Veterans Day themed activities. An elementary school classroom will also conduct a zoom with a Military Veteran as part of their history curriculum.	-Veterans Day Program	Puckett, Community Ed Director Social Studies Teachers	???
		Social Studies teachers in all grade levels will participate in Constitution Day on September 17 th each year. Teachers have the opportunity to participate in the Murray State Constitution Day virtually.	-Lesson Plans	Chicoine, Curriculum Director Social Studies Teachers	
		Social Studies teachers in all grade levels will incorporate Black History month activities into their lesson plans. During Black History Month, the DEIB team will put together a community engagement event to honor this month.	-Lesson Plans -DEIB Team Notes	Miller, Superintendent Puckett, Community Ed Director Rogers, Principal Little, Assistant Principal Chicoine, Curriculum Director Social Studies Teachers	
	Objective 2: Strategy 3 Teachers will use a variety of strategies/programs to ensure that Tier 1 instruction is based on adapted standards. KCWP2	HMH Into Social Studies for grades 3-5 th is utilized to enable teachers to effectively teach the KAS and Inquiry Skills	-Curriculum Maps -Unit and Lesson Plans	Chicoine, Curriculum Director Rogers, Principal Little, Assistant Principal Social Studies Teachers	\$???
		Teachers will receive high quality professional development. WKEC consultants and on-going PD and PLCs will provide staff with support throughout the school year.	-PD Plan -PLC Agendas	Chicoine, Curriculum Director Social Studies Teachers WKEC Consultants	\$0

Goal 2 (2028): Increase the Separate Academic Proficiency Index Score for elementary (40.6 to 67), middle (47.3 to 59), high school (38.9 to 55) by Fall 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		School and district leadership will monitor and evaluate data to ensure high levels of teacher effectiveness and student learning. Guided Planning is conducted on a set schedule that is based on the teacher's level of experience.	Guided Planning Protocols	Rogers, Principal Social Studies Teachers Chicoine, Curriculum Director	\$0
	Objective 2: Strategy 4 Teachers will use item analysis methods during PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed. KCWP2 KCWP3	Data Analysis Protocols will be conducted using the Social Studies Scrimmage data during PLCs to determine next steps in instruction. This will also be conducted using summative assessments from Tier 1 instruction.	-Extended Response Rubric Data -PLC Agendas	Chicoine, Curriculum Director Social Studies Teachers Rogers, Principal Little, Assistant Principal	\$0
Objective 3 By 2028, FSD will increase their percentage of students scoring Proficient and Distinguished in Combined Writing (On-Demand and Editing and Mechanics). On-Demand: Elementary: 38% to 53% Middle: 27% to 42% High: 32% to 46% Editing and Mechanics:	Objective 3: Strategy 1 Students are actively involved in knowing their own data and making decisions about their own learning. KCWP2 KCWP4	Students will participate in On-Demand Writing scrimmages and Editing and Mechanics scrimmages in accountable grade levels.	-Scrimmage Data -KSA Data	Chicoine, Curriculum Director ELA Teachers Rogers, Principal Little, Assistant Principal Caldwell, Literacy Specialist	\$0
		Teachers will monitor student progress towards proficiency in On-Demand, using the KSA rubric to score scrimmage assessments. Teachers will conduct data chats with students and explicitly teach using rubrics and success criteria.	-Writing Portfolios -On-Demand Rubric Data -District Writing Plan	Chicoine, Curriculum Director ELA Teachers Rogers, Principal Little, Assistant Principal Caldwell, Literacy Specialist	\$0
	Objective 3: Strategy 2 School leaders will utilize internal and external resources to provide active learning experiences for students. KCWP5	Writers Camp will be offered to 5 th and 8 th grades to increase student mastery of On-Demand writing skills.	-Student Work Samples -District Writing Plan	ELA Teachers Caldwell, Literacy Specialist	\$0
		Teachers will receive training through PD and PLCs on explicit instruction of extended response across content areas. Math teachers will focus on strategies surrounding word problems and using the ACE strategy in extended response. Science and History teachers	-Scrimmage Data -CER Data -PLC Notes	Caldwell, Literacy Specialist Farmer, Math Specialist Chicoine, Curriculum Director	\$0

Goal 2 (2028): Increase the Separate Academic Proficiency Index Score for elementary (40.6 to 67), middle (47.3 to 59), high school (38.9 to 55) by Fall 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Elementary: 38% to 53% Middle: 41% to 56% High: 45% to 60%		will teach and track student performance in extended response using the CER strategy.			
		Author's Writing Club will be offered through the 21 st Century Program for students in grades 3-8.	-Student Work Samples -21 st Century Grant Success Measures	Caldwell, Literacy Specialist Lopez and Thweatt, B3 Director	\$0
	Objective 3: Strategy 3 Teachers will use a variety of strategies/programs to ensure that Tier 1 instruction is based on adapted standards. KCWP2	HMH Into Reading and Into Literature for grades K-12 th is utilized to enable teachers to effectively teach the KAS. This is supplemented with other resources such as Heggerty, Guided Reading Library, and the iReady Teacher Toolbox.	-Curriculum Maps -PLC Agendas -Lesson Plans	Little, Assistant Principal Caldwell, Literacy Specialist Chicoine, Curriculum Director	\$7,731 (ESSER II) \$47,000 (Striving Readers)
		Teachers will receive high quality professional development. WKEC consultants and on-going PD and PLCs will provide staff with support throughout the school year.	-PD Plan -PLC Agendas	Chicoine, Curriculum Director ELA Teachers Caldwell, Literacy Specialist WKEC Consultants	\$0
		School and district leadership will monitor and evaluate data to ensure high levels of teacher effectiveness and student learning. Guided Planning is conducted on a set schedule that is based on the teacher's level of experience.	Guided Planning Protocols	Little, Assistant Principal ELA Teachers Caldwell, Literacy Specialist	\$0
	Objective 3: Strategy 4 Teachers will use item analysis methods during PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed. KCWP2 KCWP3	Data Analysis Protocols will be conducted using the On-Demand and Editing and Mechanics Scrimmage data during PLCs to determine next steps in instruction. This will also be conducted using summative assessments from Tier 1 instruction.	-On-Demand Rubric Data -PLC Agendas -Data Analysis Protocols	Chicoine, Curriculum Director ELA Teachers Rogers, Principal Little, Assistant Principal Caldwell, Literacy Specialist	\$0

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Reading Proficiency Indicator for Free and Reduced Lunch at the elementary level from 48.6 to 70; at the middle school level from 61.8 to 65; and at the high school level from 43.8 to 65.	Objective 1 and 2: Strategy 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. KCWP4 KCWP3	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) and Math (K-12).	-iReady Reports -CES, MS, and HS Data Sheets -RTI Team Meeting Notes	Little, Assistant Principal Rogers, Principal Chicoine, Curriculum Director Christie, Guidance Counselor Dillard, Dean of Students Batts, Social Worker Farmer, Math Specialist Caldwell, Literacy Specialist Townsend, DOSS RTI Teachers	\$11,415 (ESSER III) Gear Up Grant Funding
		The PBIS team will routinely review behavior data to monitor the progress of Tier 1, 2, and 3 students.	-PBIS Meeting Notes -PBIS Progress Monitoring	Little, Assistant Principal Rogers, Principal Chicoine, Curriculum Director Christie, Guidance Counselor Batts, Social Worker Farmer, Math Specialist Caldwell, Literacy Specialist Fields, House System Manager	\$0
Objective 2 Increase Math Proficiency Indicator for Free and Reduced Lunch at the elementary level from 31.7 to 70; at the middle school level from 33.6 to 65; and at the high school level from 34.5 to 65.		Universal screenings will be given three times per year for students in grades K-8 using iReady. Universal screenings will be given twice per year for students in grades 9-12 using Mastery Prep. Progress Monitoring 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).	-Progress Monitoring Spreadsheets (K-8) -iReady Reports -Mastery Prep Reports -CES, MS, and HS Data Sheets	Little, Assistant Principal Rogers, Principal Chicoine, Curriculum Director Christie, Guidance Counselor Farmer, Math Specialist Caldwell, Literacy Specialist	Free through Gear Up (Mastery Prep)
		PLCs will utilize data analysis protocols and guided planning to drive instruction for all students. Emphasis will be placed upon providing quality differentiation for struggling learners.	-Data Analysis Protocols -Guided Planning Agendas	Little, Assistant Principal Rogers, Principal Chicoine, Curriculum Director Farmer, Math Specialist Caldwell, Literacy Specialist	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Objective 1 and 2: Strategy 2 Strategies and programs are implemented in classrooms to measure effectiveness on student achievement. KCWP5	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 21 st century grant program in grades 3-8. After school tutoring will be provided for grades 9-12 at Fulton High School.	-iReady Reports -Mastery Prep Reports -CES, MS, and HS Data Sheets -ESS Logs -B3 Documentation	Little, Assistant Principal Rogers, Principal Green, DPP ESS Tutors Caldwell, Literacy Specialist Lopez and Thweatt, B3 Directors	\$15,000 (ESS) \$5,000 (21 st Century Grant)
		AmeriCorp, IAs, RTI Teachers, and Interventionists will provide daytime ESS services for middle school students identified as Tier 2 and Tier 3 on benchmark assessments in Reading and Math to address achievement gaps. Interventionists will also work with teachers on data-driven differentiation.	-PLC Agendas -AmeriCorp Schedules -iReady Reports	Little, Assistant Principal Rogers, Principal Chicoine, Curriculum Director Farmer, Math Specialist Caldwell, Literacy Specialist Avallone, AmeriCorp Director RTI Teachers AmeriCorp Workers Instructional Assistants	Salaried (General)

4: English Learner Progress

Goal 4 (2028): 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 Monitoring	Funding
Objective 1 By 2028, English Language Learners will increase English proficiency by 50% as measured by growth on the WIDA English Proficiency Exam.	Objective 1: Strategy 1 Systems of collaboration are in place in order to meet the Tier 1 educational needs of all students. KCWP2	A teacher has been hired to provide ELL services for students in Tier 1 instruction.	-ELL Data	Townsend, DOSS Walker, Spanish and ELL Teacher	\$Salaried (General)
		ELL Teacher is participating in the WKEC ELL Cadre.	-WKEC PD Agenda	Townsend, DOSS Walker, Spanish and ELL Teacher	\$0
		Time has been built into the Master Schedule for ELL services to be provided daily.	-Master Schedule	Townsend, DOSS Walker, Spanish and ELL Teacher	\$0
	Objective 1: Strategy 2 Strategies, resources, and programs are in place in classrooms/schools to improve student achievement. KCWP2	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	Townsend, DOSS Walker, Spanish and ELL Teacher Little, Assistant Principal	\$11,415 (ESSER III) Gear Up Grant Funding
		HMH Curriculum has been purchased in Spanish for grade levels with ELL students whose primary language is Spanish.	-ELL Data -Lesson Snapshots	Townsend, DOSS Walker, Spanish and ELL Teacher Tier 1 Instruction Teachers	\$2,600 (ESSER II)
		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	Townsend, DOSS Walker, Spanish and ELL Teacher Tier 1 Instruction Teachers	\$3,700 (Title 1, ARP IDEA)
		Rosetta Stone is available for students, staff, and families working on learning a second language.	-Rosetta Stone Usage Reports	Townsend, DOSS	\$3,495 (Textbooks)

5: Quality of School Climate and Safety

Goal 5 (2028): Increase the quality of school climate and safety indicators in elementary (orange to blue), middle (red to blue), and high (orange to blue) by 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the climate index score in elementary (72.4 to 82), middle (60.5 to 75), and high (60 to 68) by 2028.	Objective 1: Strategy 1 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 Members Dillard, Dean of Students Townsend, DOSS	\$Salaried (Federal, General, SPED)
		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	Rogers, Principal Little, Assistant Principal Batts, Social Worker Christie, Guidance Counselor PBIS Team Farmer, House System Coordinator Fields, House System Coordinator	\$2,400 (ESSER III, Instruction)
		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 Coordinator	\$64,000 (General)
	Objective 1: Strategy 2 Students are given opportunities to engage in service learning. KCWP6	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 Ed Director	\$0
		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	Rogers, Principal Pulley, FRYSC Copeland, BETA Sponsor	\$0
		Students in the Teaching and Learning Pathway have engaged in service learning at the elementary school.	-CTE Unit Plans	Thweatt, CTE Teacher	\$0

Goal 5 (2028): Increase the quality of school climate and safety indicators in elementary (orange to blue), middle (red to blue), and high (orange to blue) by 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Objective 1: Strategy 3 The schools take steps to ensure opportunities for character development that centers around ethical and performance values. 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 Worker	\$???
		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, Assistant Principal Batts, Social Worker Fields, Carr House System Manager Farmer, MS/HS House System Manager	\$0
		HS students participate in programs such as the Reality Store, and Truth and Consequences annually.	-Calendar of Events -Event Agendas	Pulley, FRYSC	\$Donations
		Advisor/Advisee time has been created at the MS/HS level for students to participate in activities such as character development lessons. So far, a week of Leader In Me lessons has been provided for staff to teach to MS/HS students.	-Master Schedule -LIM Lesson Plans	Rogers, Principal Christie, Guidance Counselor Farmer, Math Specialist	\$0
		The District Wellness Team is in place to support students in character development pertaining to physical health.	-PD Credits -Wellness Review	Kendall, Nurse Moxley, Elementary PE Teasley, Food Service Director	\$0
	Objective 1: Strategy 4 Leadership takes steps to promote shared leadership opportunities among all shareholders in order to elevate a positive and supportive culture for learning. KCWP 6	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 Leader Fields, Social Committee Leader Social Committee Members	\$Teacher Dues (Activity)
		Leadership Team at the elementary level meets to plan ways to support a positive and supportive culture for learning.	-Meeting Notes	Little PBIS Team Members	\$0
		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	-House System Agendas -Behavior Data	Rogers, Principal Little, Assistant Principal Farmer, MS/HS House System Manager Fields, Carr House System Manager	\$2,000 (Instruction)

Goal 5 (2028): Increase the quality of school climate and safety indicators in elementary (orange to blue), middle (red to blue), and high (orange to blue) by 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		also elected in elementary, middle, and high school houses.			
		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	Rogers, Principal Christie, Guidance Counselor	\$0
		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	\$Salaried (Federal)
	Objective 1: Strategy 5 Processes are in place to communicate with and support parents/families in order to address barriers to learning. KCWP 6	A wide range of FRYSC services are provided to students and their families to address barriers to 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.).	-FRYSC Documentation and Events	Pulley, FRYSC	\$Salaried (Federal, General)
		Baby Bulldogs program was created to support young mothers in the city of Fulton.	-Baby Bulldogs Documentation and Events	Large, Baby Bulldogs Director	\$Salaried (Federal Gear 2)
		PTO is active is supporting and engaging families through events such as Fall Festival and PTO Meetings.	-PTO Meeting Notes	Taylor, PTO President Zalucki, PTO Treasurer Pulley, Public Relations PTO Members	\$0
		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)	Rogers, Principal Little, Principal Teachers	\$0
		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 Social Worker	\$500 (Social Worker Budget)

Goal 5 (2028): Increase the quality of school climate and safety indicators in elementary (orange to blue), middle (red to blue), and high (orange to blue) by 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		In-person tutoring is available for all students. Early morning tutoring is available for K-5, B3 for 3-8, and ESS for 9-12.	-Grades -ESS Documentation -B3 Documentation	Rogers, Principal Little, Assistant Principal Green, DPP ESS Tutors Lopez and Thweatt, B3 Directors	\$15,000 (ESS) \$5,000 (21 st Century Grant)
		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	\$2,000 (Title 1) and Donations
	Objective 1: Strategy 6 The district works to ensure equitable access to meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful. KCWP 6	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, DOSS Bass, Diversity and Equity Coordinator Miller, Superintendent Rogers, Principal Little, Assistant Principal	\$12,000 (General)
		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, DOSS Rogers, Principal Little, Assistant Principal Batts, School Social Worker	\$0
		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, DOSS Bass, Diversity and Equity Coordinator Miller, Superintendent Rogers, Principal Little, Assistant Principal	\$12,000 (General)
	Objective 2 Increase the safety index score in elementary (64 to 81), middle (55.7 to	Objective 2: Strategy 1 The districts rely on internal and external partners to ensure student safety. KCWP5	The FUSD has worked to cultivate close partnerships with Fulton Police, Fire Department, Code Enforcement, County Emergency Office, and the Fulton/Hickman County ASAP Council to continuously improve upon current school safety measures.	-Emergency Operations Plan -Annual Evaluation from School Safety Marshall	\$0

Goal 5 (2028): Increase the quality of school climate and safety indicators in elementary (orange to blue), middle (red to blue), and high (orange to blue) by 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
68), and high (55.4 to 64) by 2028.		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 Kirby, MS/HS SRO	\$0
		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 Kirby, MS/HS SRO Taylor, Carr SRO	\$152,542 (General, Federal)
		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, Assistant Principal Taylor, Carr SRO	\$100 (Instruction)
		Child Watch presents on Body Safety to elementary students.	-Child Watch Program	Pulley, FRYSC Child Watch	\$0
		Child Safety Matters is presented by Lotus to students at the elementary school.	-Child Safety Matters Program	Pulley, FRYSC Child Watch Little, Assistant Principal	\$0
	Objective 2: Strategy 2 Students are provided opportunities to develop their understanding of rules, awareness of how their behavior affects others, and the character strengths that help them act responsibly. KCWP6	PAWS is taught during the first two weeks of school at the elementary school. This is connected to their classroom expectations.	-Class Syllabi -Signage	Little, Assistant Principal Christie, Guidance Counselor	\$0
		Both schools implement PBIS accronyms 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	Rogers, Principal Little, Assistant Principal Christie, Guidance Counselor PBIS Team	\$0
		Red Ribbon Week is honored annually through activities at the elementary, middle, and high school.	-Red Ribbon Week Agendas	Rogers, Principal Little, Assistant Principal Christie, Guidance Counselor Pulley, FRYSC Batts, School Social Worker	\$0
		On-going PD is provided to all teachers on Harry Wong's First Days of School text, with an emphasis on	-Referrals -PBIS Data	Rogers, Principal Little, Assistant Principal	\$600 (Instruction)

Goal 5 (2028): Increase the quality of school climate and safety indicators in elementary (orange to blue), middle (red to blue), and high (orange to blue) by 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		teaching and maintaining rules and procedures in the classroom.			
		The PASS program works to develop these skills with Tier 3 behavior students in the Middle School and High School.	-PASS Data	Townsend, DOSS Rogers, Principal Dillard, Dean of Students Klimper, PASS	\$Salaried (General)
		An Alternative School is being created within the MS/HS to provide Tier 3 behavior students that are causing frequent disruptions to the learning environment with an alternate educational setting within the school building.	-Alternative School Lesson Plans and Documentation	Rogers, Principal Dillard, Dean of Students Alternative School Teacher	\$Salaried (General)

6: Postsecondary Readiness

Goal 6 (2028): Increase the Postsecondary Readiness Index Score to 88 by 2028 by meeting the senior requirements for Academic and Career Readiness.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2028 70% 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.	Objective 1: Strategy 1 Protocols are in place for ensuring Tier 1 and Tier 2 instructional needs are met and next steps for improvement are identified. KCWP2	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.	-Lesson Plan Snapshots -Walkthrough Data	Rogers, Principal Little, Assistant Principal Chicoine, Curriculum Director Farmer, Math Specialist Caldwell, Literacy Specialist	\$0
		Teachers provide Tier 1 and 2 instruction during HS RTI, with a focus on providing interventions that will grow students towards achieving Academic Readiness.	-Lesson Plan Snapshots -Mastery Prep Data	Rogers, Principal Chicoine, Curriculum Director Farmer, Math Specialist Caldwell, Literacy Specialist	\$Gear Up Funded
		Guided Planning is conducted with High School teachers in accountable areas pertaining to Academic Readiness (math, ELA, and science).	-Guided Planning Protocols	Rogers, Principal Little, Assistant Principal Chicoine, Curriculum Director Farmer, Math Specialist Caldwell, Literacy Specialist	\$0
	Objective 1: Strategy 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	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.	-Mastery Prep Data	Rogers, Principal Little, Assistant Principal Christie, Guidance Counselor Chicoine, Curriculum Director Farmer, Math Specialist Caldwell, Literacy Specialist HS Teachers	\$0
		High school student data (ACT, KYOTE, KSA, Scrimmage, Post-Secondary Readiness) is tracked using the FHS Data Sheet. This is used during data chats and when identifying students to target with additional support or interventions.	-FHS Data Sheet	Rogers, Principal Christie, Guidance Counselor Chicoine, Curriculum Director Farmer, Math Specialist Caldwell, Literacy Specialist HS Teachers	\$0
		High school faculty will meet monthly to review progress of high school students in meeting benchmarks. Progress will be tracked in the high	-FHS Data Sheet -PLC Agendas	Rogers, Principal Christie, Guidance Counselor Chicoine, Curriculum Director	

Goal 6 (2028): Increase the Postsecondary Readiness Index Score to 88 by 2028 by meeting the senior requirements for Academic and Career Readiness.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		school data sheets during PLCs as teachers reflect using the DuFour PLC model.		Farmer, Math Specialist Caldwell, Literacy Specialist HS Teachers	
	Objective 1: Strategy 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	Russell, WKEC College and Career Coach Rogers, Principal Christie, Guidance Counselor Chicoine, Curriculum Director	\$Gear Up
		Qualifying HS students will have the opportunity to participate in Bulldog Academy and take Dual Credit classes.	-Master Schedule	Russell, WKEC College and Career Coach Rogers, Principal Christie, Guidance Counselor	\$Funded by Four Rivers
		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 College and Career Coach Rogers, Principal Christie, Guidance Counselor Chicoine, Curriculum Director	\$Gear Up
		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	Rogers, Principal Christie, Guidance Counselor	\$0
		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	Rogers, Principal Christie, Guidance Counselor	\$0
	Objective 1: Strategy 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	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	Rogers, Principal Christie, Guidance Counselor Teachers	\$0

Goal 6 (2028): Increase the Postsecondary Readiness Index Score to 88 by 2028 by meeting the senior requirements for Academic and Career Readiness.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: By 2028 78% 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.	Objective 2: Strategy 1 The 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 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.	-Master Schedule	Townsend, CTE Coordinator Rogers, Principal Chicoine, Curriculum Director	\$0
		CTE instructors will participate in planning, monitoring, and evaluating their courses through curriculum mapping.	-Curriculum Maps	Townsend, DOSS and CTE Coordinator Rogers, Principal Chicoine, Curriculum Director	\$0
		Additional curriculum has been purchased for CTE courses. This includes Educators Rising Curriculum (Teaching and Learning Pathway), CodeHS (for Comp Thinking), and University of Washington (for Webpage Design).	-Curriculum Mapping -End of Program Exams	Townsend, CTE Coordinator Rogers, Principal Chicoine, Curriculum Director	\$5,000 (Perkins)
		Four Rivers Career Academy options are offered to high school students in grades 9-12.	-Career Readiness	Townsend, CTE Coordinator Rogers, Principal Chicoine, Curriculum Director	\$0
	Objective 2: Strategy 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. KCWP4	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	Rogers, Principal Christie, Guidance Counselor Townsend, CTE Coordinator	\$0
		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 Rogers, Principal Chicoine, Curriculum Director Russell, WKEC College and Career Coach HS Teachers	\$0

Goal 6 (2028): Increase the Postsecondary Readiness Index Score to 88 by 2028 by meeting the senior requirements for Academic and Career Readiness.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Objective : Strategy 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	Russell, WKEC College and Career Coach Rogers, Principal Christie, Guidance Counselor Chicoine, Curriculum Director	\$Gear Up
		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 Rogers, Principal Chicoine, Curriculum Director	\$0
		Students have the opportunity to receive the following certifications 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.	-Career Readiness -Student Certifications	Townsend, CTE Coordinator Rogers, Principal Chicoine, Curriculum Director Crawford	\$1,000 (Instruction)

7: Graduation Rate

Goal 7 (2028): The graduation rate will remain above 95%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The 2022-23 graduation rate for Fulton Independent will be 100%	Objective 1: Strategy 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 Rogers, Principal ESS Tutors Christie, Guidance Counselor	\$15,000 (ESS)
		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, DOSS Rogers, Principal Christie, Guidance Counselor	\$0
	Objective 1: Strategy 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	Rogers, Principal Christie, Guidance Counselor Russell, WKEC College and Career Coach HS Teachers Chicoine, Curriculum Director	\$0
		Students will have access to GEN101 classes to learn about the college admission process, planning for college, career awareness, and life skills.	-GEN101 Agenda	Rogers, Principal Christie, Guidance Counselor	\$0