



KDE Comprehensive School Improvement Plan

Fulton County High School
Fulton County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Fulton County High School is a small school with an enrollment of 176 located in city of Hickman of Fulton County. The primary industry is Agriculture, with production focusing mainly on grain crops such as corn, soybeans, and wheat. The county has the highest unemployment rate in the state of 26% which is also the second highest in the nation, and so a major challenge for our school is reaching the many students who are socio-economically disadvantaged. A major obstacle many families, including our students, have had to deal with is the closing of the Goodyear Tire Plant closing in Union City, TN and Ferry Morse in the city of Fulton, KY, which was a source of employment for many in our community. The percentage of students on Free or Reduced Lunch is 67%, 17% of our students are classified as having a disability, and we have 13% of our students who are classified as homeless. The racial makeup of our students are: 28 % Black/African American, 71% White/Caucasian, and 1% Hispanic.

4.8% of teachers have emergency or provisional certification, 100% of classes are taught by teachers who participated in content-focused professional development, 0% of core academic subject classes not taught by highly qualified teachers, the average years of teaching experience for our teachers is 13.3 years, and 100% of our teaching staff is White/Caucasian.

The city of Hickman was established in 1834 and is the county seat of Fulton County. The Dorena-Hickman Ferry is the last remaining ferry on the Mississippi and one of the last in the United States. The population of Hickman currently stands at 2,395 citizens with a total of 62.7% being high school graduates. Currently, only 6.5% of our residents have bachelors degree or higher. Stressing the importance of education throughout our community continues to be a challenge.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

VISION

"Striving to be Kentucky's Best"

MISSION STATEMENT

The mission of Fulton County High School, in partnership with the community, is to develop self-confident, competent, independent learners to their fullest potential. We will provide all students comprehensive educational opportunities that will enhance their potential for individual excellence enabling them to become productive life-long learners. Instruction is based on the Kentucky common core content and delivered by a faculty that strives for the development and use of higher order thinking skills and active involvement of all students in the learning process. This is driven by our vision of striving to be Kentucky's best.

BELIEFS

Student learning is the chief priority of the school.

Students learn in different ways and they should be provided with a variety of instructional approaches to support their learning.

Students should be able to apply basic knowledge and skills to everyday problem solving situations.

Students are respected as unique individuals with different physical, social, and emotional, and intellectual needs.

Student self-esteem should be enhanced by positive behavior and mutual respect among students and staff.

Testing results should reflect the achievements of the students.

The commitment to continuous improvement is imperative if our school is to enable students to become confident, self-directed, and lifelong learners.

Teachers, administrators, students, parents, and the community share the responsibility for advancing the school's mission.

The staff at Fulton County High School places high emphasis on developing personal relationships with our students in order to better serves them and hold them to high expectations not only in the classroom but in life. Partnering with the Area Technology Center that is on campus, we offer many programs for our students to study in, including Agriscience, Health Science, Business Management, Technology, Welding, Automotive, and Carpentry. Whether a student is at the top or bottom of their class we expect and help them to improve on past performance by evaluating their performance and identifying areas where improvement can be made. Students are encouraged and expected to participate in extra and co-curricular activities which broaden their opportunities for personal growth, leadership development, and career success.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the last three years we have incorporated Advanced Placement and Dual Credit courses in our master schedule, which has increased the rigor in instruction that our students are exposed to, and opening more opportunities for them. We are currently working to get our school out of Tier III status, and have made gains to do so with students in math and english meeting benchmarks. We were reaccredited in 2009 with SACS accreditation with no difficiencies identified.

All classrooms have been drop-down LCD projectors, Airliners, and document cameras. Study Island is also used as a class supplement and credit recovern program. The Fulton County Way is a place under the watchful eye of a nationally renowned mathematics consultant, John Brunsting. The Fulton County Way is a program in which our teachers use instructional best practices to engage students in order to increase learning. Our school district is involved in the Learning 360 Framework which utilizes highly engaing instructional strageties. This past year, our school district was able to train with Mr. Steve Olsen and the Learning 360 Framework. We have begun work with PD 360 and Observation 360 which have been invaluable tools for our district. We are also going to be using Triumph College Admissions, an ACT preparatory program that can be accessed by teachers, students, and parents to help help prepare them for the ACT. Research shows if a student spends spend 20 hours working on this program their ACT score should raise by two points. Math Excel is also being utilized by our Math Department to supplement instruction with students, however it will be used to target Algebra II students for the purposes of RTI. We are striving to expand our dual credit offerings and increase the number of students taking both advanced and dual credit classes. We need to improve our graduation rate, our achievement gaps and the successful transition to adult life of our students.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

FCHS recognizes Student of the Month in each subject area. Students are recognized and presented with an FCHS Student of the Month t-shirt. This year we instituted an Enrichment period (30 minutes every day) for every student. Those students who were not meeting benchmark in reading and math were placed in RTI groups for reading and math. Those students who did make benchmark in reading and math were put into Enrichment groups where they were given opportunities to extend their learning with various activities such as fitness planning, weight lifting, cooking and art and science projects. Students were able to earn "pilot bucks" for participation and performance excellence in their RTI and Enrichment groups. Our students met benchmark in math and reading on EOC Assessments. Gold and Blue cards were issued to students based on attendance, KCCT scores, and honor roll status. These cards allowed students to get into ballgames at a free or reduced price. Students were also able to use their cards to receive free and reduced food and drinks at game concessions. Students are also able to make use of newly constructed picnic area in our school's courtyard. We also have an outside classroom in the courtyard area for all students and teachers to utilize. We make every effort to ensure that each student receives the highest quality instruction available to them and consistently receive recognition for all of their successes.

FCHS 2014-2015 CSIP

Overview

Plan Name

FCHS 2014-2015 CSIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase number of readiness points for students that are College and Career Ready from 55.3% to 66.0% in order to graduate globally competitive students who have mastered a relevant and rigorous curriculum.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$7050
2	100% of Fulton County High School students will graduate	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$2700
3	Eliminate gap areas by increasing proficiency/distinguished to the following: Algebra II 40% and English II to 40% by 2017.	Objectives: 2 Strategies: 2 Activities: 11	Academic	\$8400

Goal 1: Increase number of readiness points for students that are College and Career Ready from 55.3% to 66.0% in order to graduate globally competitive students who have mastered a relevant and rigorous curriculum.

Measurable Objective 1:

collaborate to have 66% of students college and career ready by 09/30/2015 as measured by the unbridled formula for measurement.

Strategy 1:

Utilizing Career Pathways, certifications and test benchmarks - Students will be given multiple avenues and opportunities to reach benchmarks and/or certifications to be declared college and/or career ready. Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-through/observations), and student learning (also from walk-through/observations as well as data).

Category: Career Readiness Pathways

Research Cited: Predicting Long-Term College Success through Degree Completion Using ACT Composite Score, ACT Benchmarks, and High School Grade Point Average.

Agrawal, A., Alssid, J. L., Bird, K., Goldberg, M., Hess, S., Jacobs, J., et al. (2007). Career pathways as a systemic framework: Rethinking education for student success in college and careers. Phoenix, AZ: League for Innovation in the Community College. Retrieved October 8, 2007, from http://www.league.org/league/projects/ccti/files/Systemic_Framework.pdf

Activity - ACT prep training and implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students and teachers will have access for the John Baylor ACT computer based program. Teachers, parents and students will be trained on how to use and implement. All juniors will be provided and ACT prep day by Jane Ross Tutoring.	Tutoring	01/14/2015	05/29/2015	\$3000	Grant Funds, Title I Schoolwide	FCBS Principal and Teachers
Activity - KOSSA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be directed in a career pathway. Once students have taken three courses at the Area Technology Center or through the FCBS Agriculture department, students will be able to take the KOSSA test in their area of study. Tests will be taken by Juniors and Seniors.	Career Preparation/Orientation	08/07/2014	05/29/2015	\$50	Career and Technical Education Funds	FCBS & ATC Principals and FCBS & ATC teachers.
Activity - COMPASS Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will take the COMPASS up to two times with KDE if needed. Students needing more than two attempts to reach the benchmark will be able to take the COMPASS locally monthly through WKCTC until the benchmark is met.	Career Preparation/Orientation	08/15/2014	05/29/2015	\$1000	Title I Schoolwide	FCCHS Principal, FCCHS College & Career Coach, FCCHS Teachers
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Activity - Dual credit courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the number of dual credit classes offered. Increase the number of students taking dual credit courses. Increase the number of students making a "B" or higher on dual credit courses. Provide a flexible schedule to accommodate more students being able to take the dual credit courses.	Career Preparation/Orientation	08/07/2014	05/29/2015	\$2000	District Funding	FCCHS Principal

Strategy 2:

Increase Algebra II proficiency/distinguished to 35%, English II proficiency to 35 % and Biology proficiency to 35%. - 1. Continue Professional Learning communities (PLC's)

2. Administer common assessments and use data to drive instruction

3. Use pretest data to drive instruction

4. Administer two learning check assessments per semester, per EOC class.

Category: Continuous Improvement

Research Cited: Professional Learning Communities

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue PLCs more fully by narrowing focus questioning, assessments, and student feedback.	Professional Learning	09/02/2013	05/29/2015	\$0	No Funding Required	FCCHS Principal and Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer common assessments for units of study in core subjects. Analyze data and use to drive instruction.	Direct Instruction	08/07/2013	05/29/2015	\$0	No Funding Required	FCCHS Principal and Teachers

Activity - Learning Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use pretest data to drive instruction. Administer two learning checks per semester.	Direct Instruction	08/07/2013	05/29/2015	\$200	General Fund	FCCHS Principal and FCCHS teachers

Strategy 3:

Increase academic growth in the gifted population to 30% and the occupational preparatory student population to 25% - By increasing the rigor of existing courses, offering more dual courses, and by capitalizing on occupational offerings at the Area Technology Center, we will see academic growth for all students

Category: Continuous Improvement

Research Cited: Dougherty, Chrys, Lynn Mellor and ShulingJian. 2006. The Relationship Between Advanced Placement and College Graduation. National Center for Educational Accountability.

â€Gonzalez, E., OâConnor, K., & Miles, J. (2000). How well do Advanced Placement students perform on the TIMSS Advanced Mathematics and Physics Tests? Chestnut Hill, MA: The International Study Center, Lynch School of Education, Boston College.

â€Organisationfor Economic Co-Operation and Development (OECD) 2003

â€Programmefor International Student Assessment (PISA) 2006 database

â€*Morgan, Rick and John Klaric. 2007. AP Students in College: An Analysis of Five-Year Academic Careers. Research Report No. 2007-4. The College Board: New York, NY.

â€*Hargrove, Linda, DonnGodinand Barbara Dodd. 2007. College Outcomes Comparisons by AP and Non-AP High School Experiences. Research Report No. 2008-3. The College Board: New York, NY.

Activity - Dual credit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the number of students enrolled in dual credit courses. Also, increase the number of students who make a "B" or higher in their dual credit classes.	Academic Support Program	08/07/2014	05/29/2015	\$600	Other	FCBS Principal & ATC Principal

Activity - Occupational Preparatory Enrollment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enroll occupational preparatory students into English II, Biology, and Algebra II classes at the high school with support from the special education staff. Administer pretest and post-tests to occupational preparatory students.	Academic Support Program	08/07/2014	05/29/2015	\$200	District Funding	FCBS principal and FCBS teachers

Goal 2: 100% of Fulton County High School students will graduate

Measurable Objective 1:

collaborate to Increase the Freshman Graduation Rate from 97.8 to 100 by 05/29/2015 as measured by The number of Freshman who start at Fulton County High School and graduate from our institution..

Strategy 1:

Increase Graduation Cohort Rate by 3% every year - By collaborating with students, parents, community members, and staff, we will do an individual graduation plan for each student, monitoring their progress, and providing needed supports throughout the student's high school career to ensure successful graduation.

Category: Persistence to Graduation

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Research Cited: Durham, Julie F., et al., "Strategic Use of Individualized Learning Plans: Preparing Students with Workforce Readiness Skills for 21 Century Jobs," Photocopy, U.S. Department of Labor, Office of Disability Employment Policy.

Lippman, Laura, and Julie Keith (2009), "A Developmental Perspective on Workplace Readiness: Preparing High School Students for Success," Child Trends.

Haakenson, Kristin, (2009), "ILP Focus Groups - Quick Summary and Overview."

Activity - Positive school climate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create and promote a respectful learning environment daily where students feel safe and that stresses school pride, high expectations, and the importance of graduation. Continue 9 week celebrations, Honor Roll Breakfast, and Pilot Academy Celebration.	Behavioral Support Program	08/15/2014	05/26/2017	\$1000	School Council Funds	Administrators and school staff
Activity - Graduation contracts with ILPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create graduation contracts with all at-risk students. Continue and up-date ILPs annually.	Academic Support Program	08/07/2014	05/29/2015	\$100	Career and Technical Education Funds	FCCHS Principal & College & Career Coach
Activity - RTI classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use data from Renaissance, PLAN, ACT, EXPLORE, and state testing to determine academic supports needed for students. Provide support through RTI classes in Algebra, English, and ACT content. Assess students every 9 weeks to determine if continued support or modification is needed. All students will participate in 15 minutes of reading time daily during 2nd period.	Academic Support Program	08/07/2014	05/29/2015	\$500	School Council Funds	FCCHS Principal & Teachers
Activity - Equitable Opportunity to Participate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with intentional and equitable opportunities annually to participate in extracurricular activities, athletics, and co-curricular activities.	Extra Curricular	08/07/2014	05/26/2017	\$1000	Other	Athletic Director, school staff, and Administrators
Activity - Provide a rigorous, culturally responsive 9-12 curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Review curriculum at a minimum annually. Rigorous curriculum will be selected; fidelity to the curriculum will be maintained. All 9-12 curriculum will show evidence of being culturally responsive. Student participation and success in advanced classes will increase by 5% every year while reflecting the racial make-up of our student population,	Academic Support Program	08/07/2014	05/26/2017	\$0	Other	FCHS Principal and Teachers
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Activity - Intervention for Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to meet with students individually and complete home visits. Continue to monitor by sending home attendance letters.	Behavioral Support Program	08/07/2014	05/29/2015	\$100	School Council Funds	FCHS Principal. Attendance Clerk, and DPP

Goal 3: Eliminate gap areas by increasing proficiency/distinguished to the following: Algebra II 40% and English II to 40% by 2017.

Measurable Objective 1:

A total of 10 Black or African-American and Economically Disadvantaged students will demonstrate a proficiency in Reading in English Language Arts by 09/30/2015 as measured by meeting the annual measurable goal in Reading.

Strategy 1:

Provide a rigorous, culturally responsive literacy curriculum - Review curriculum at a minimum annually. Rigorous curriculum will be selected; fidelity to the curriculum will be maintained. All literacy curriculum will show evidence of being culturally responsive. Student participation and success in advanced classes will increase by 5% every year while reflecting the racial make-up of our student population,

Category: Continuous Improvement

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Activity - Increased rigor in literacy across the content areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Be more intentional about what is taught; All standards must be taught to mastery level--not just covered; rigor stepped up for all students. Literacy will be embedded in all core content areas.	Academic Support Program	08/07/2014	05/29/2015	\$1000	School Council Funds	FCHS Principal and FCCHS Teachers

Activity - Response to Intervention Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be placed in RTI classes based on EXPLORE, diagnostic tests, and academic data if they are not on grade level in reading. Students will be tested using a diagnostic test three times a year to monitor and adjust as needed.	Academic Support Program	08/07/2014	05/29/2015	\$500	Title I Schoolwide	FCFS Principal and FCFS Teachers
Activity - Utilize ACT prep programs.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the John Baylor ACT computer program at school and at home to assist with test taking skills, PLAN/ACT preparation, and to hone their reading skills. Provide training to teachers, students, and parents on how to use the ACT computer program. Teachers will use ACT Coach Books to supplement content curriculum. We will offer multiple opportunities throughout the year to mimic and practice an on-line test and testing environment. All Juniors will participate in the Jane Ross ACT prep program.	Academic Support Program	08/07/2014	05/29/2015	\$3000	Grant Funds, Title I Schoolwide	FCFS Principal and Teachers
Activity - Learning Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning checks will be conducted 4 times a year to monitor and evaluate progress on literacy skills. Adjustments will be made as a result of findings from the literacy checks	Academic Support Program	08/07/2014	05/29/2015	\$200	Title I Schoolwide	FCFS Principal and FCFS Teachers
Activity - Master schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a master schedule annually that is flexible to meet the needs of students for needed RTI and advanced learning opportunities. Also design schedule to accommodate common planning for the core subject areas teachers to facilitate PLCs for data analysis, curriculum and assessment work, and other needed academic work.	Academic Support Program	08/07/2014	05/30/2017	\$0	No Funding Required	FCFS Principal
Activity - Professional Development Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide literacy professional development to the staff annually. Monitor lesson/unit plans to ensure literacy is embedded into instruction.	Professional Learning	08/07/2014	05/26/2017	\$500	School Council Funds	FCFS Principal and Teachers

Measurable Objective 2:

A total of 10 Eleventh grade Black or African-American and Economically Disadvantaged students will demonstrate a proficiency on the End of Course Assessment for Math in Mathematics by 09/30/2015 as measured by meeting the annual measurable goal on the EOC assessment in Algebra 2.

Strategy 1:

Provide a rigorous, culturally responsive math curriculum - Review curriculum at a minimum annually. Rigorous curriculum will be selected; fidelity to the curriculum will be maintained. All math curriculum will show evidence of being culturally responsive. Student participation and success in advanced classes will increase by 5% every year while reflecting the racial make-up of our student population,

Category: Continuous Improvement

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Research Cited: Effective Programs in Elementary Mathematics: A Best-Evidence

Synthesis Robert E. Slavin & Cynthia Lake, Johns Hopkins, V1.2, Feb. 2007

Activity - Increased rigor in Algebra 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Be more intentional about what is taught every day; All standards must be taught to mastery level--not just covered; rigor stepped up for all students. Review and revise curriculum maps and pacing guides to ensure aligned with standards.	Academic Support Program	08/07/2014	05/31/2017	\$0	No Funding Required	Math Department teachers and FCHS Principal
Activity - Response to Intervention Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in RTI classes based on PLAN, diagnostic testing, and other academic data if they are not on grade level in math. Students will be tested using diagnostic testing three times a year to monitor and adjust as needed. Math eXcel will also be used in RTI classes to customize to match the needs of each individual student.	Academic Support Program	08/07/2014	05/29/2015	\$500	Title I Schoolwide	FCHS Principal and Math Teachers
Activity - Utilize the ACT Prep Program and eXcel computer program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the John Baylor ACT Prep computer program at school and at home to assist with test taking skills, PLAN/ACT preparation, and to hone their Algebra 2 skills. Teachers will use Methods Test Prep ACT, Coach books and eXcel to supplement content curriculum in math classes. Math eXcel will be utilized 2-3 days per week for students in RTI classes.	Academic Support Program	08/07/2014	05/29/2015	\$2500	Title I Schoolwide	Math Department teachers and FCHS Principal
Activity - Learning Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning checks will be conducted 4 times a year annually to monitor and evaluate progress on math skills. Adjustments will be made as a result of findings from the math learning checks.	Academic Support Program	08/07/2014	05/31/2017	\$200	Title I Schoolwide	Math Teachers, and Administrators
Activity - Master schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create annually a master schedule that is flexible to meet the needs of students for needed RTI and advanced learning opportunities. Also design schedule to accommodate common planning for the core subject areas teachers to facilitate PLCs for data analysis, curriculum and assessment work, and other needed academic work.	Academic Support Program	08/07/2014	05/31/2017	\$0	No Funding Required	FCHS Principal and Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dual credit	Increase the number of students enrolled in dual credit courses. Also, increase the number of students who make a "B" or higher in their dual credit classes.	Academic Support Program	08/07/2014	05/29/2015	\$600	FCFS Principal & ATC Principal
Equitable Opportunity to Participate	Provide students with intentional and equitable opportunities annually to participate in extracurricular activities, athletics, and co-curricular activities.	Extra Curricular	08/07/2014	05/26/2017	\$1000	Athletic Director, school staff, and Administrators
Provide a rigorous, culturally responsive 9-12 curriculum	Review curriculum at a minimum annually. Rigorous curriculum will be selected; fidelity to the curriculum will be maintained. All 9-12 curriculum will show evidence of being culturally responsive. Student participation and success in advanced classes will increase by 5% every year while reflecting the racial make-up of our student population,	Academic Support Program	08/07/2014	05/26/2017	\$0	FCFS Principal and Teachers
Total					\$1600	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Graduation contracts with ILPs	Create graduation contracts with all at-risk students. Continue and up-date ILPs annually.	Academic Support Program	08/07/2014	05/29/2015	\$100	FCFS Principal & College & Career Coach
KOSSA	Students will be directed in a career pathway. Once students have taken three courses at the Area Technology Center or through the FCFS Agriculture department, students will be able to take the KOSSA test in their area of study. Tests will be taken by Juniors and Seniors.	Career Preparation/Orientation	08/07/2014	05/29/2015	\$50	FCFS & ATC Principals and FCFS & ATC teachers.
Total					\$150	

School Council Funds

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI classes	Use data from Renaissance, PLAN, ACT, EXPLORE, and state testing to determine academic supports needed for students. Provide support through RTI classes in Algebra, English, and ACT content. Assess students every 9 weeks to determine if continued support or modification is needed. All students will participate in 15 minutes of reading time daily during 2nd period.	Academic Support Program	08/07/2014	05/29/2015	\$500	FCFS Principal & Teachers
Increased rigor in literacy across the content areas	Be more intentional about what is taught; All standards must be taught to mastery level--not just covered; rigor stepped up for all students. Literacy will be embedded in all core content areas.	Academic Support Program	08/07/2014	05/29/2015	\$1000	FCFS Principal and FCFS Teachers
Positive school climate	Create and promote a respectful learning environment daily where students feel safe and that stresses school pride, high expectations, and the importance of graduation. Continue 9 week celebrations, Honor Roll Breakfast, and Pilot Academy Celebration.	Behavioral Support Program	08/15/2014	05/26/2017	\$1000	Administrators and school staff
Professional Development Training	Provide literacy professional development to the staff annually. Monitor lesson/unit plans to ensure literacy is embedded into instruction.	Professional Learning	08/07/2014	05/26/2017	\$500	FCFS Principal and Teachers
Intervention for Attendance	Continue to meet with students individually and complete home visits. Continue to monitor by sending home attendance letters.	Behavioral Support Program	08/07/2014	05/29/2015	\$100	FCFS Principal. Attendance Clerk, and DPP
Total					\$3100	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Checks	Use pretest data to drive instruction. Administer two learning checks per semester.	Direct Instruction	08/07/2013	05/29/2015	\$200	FCFS Principal and FCFS teachers
Total					\$200	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT prep training and implementation	All students and teachers will have access for the John Baylor ACT computer based program. Teachers, parents and students will be trained on how to use and implement. All juniors will be provided and ACT prep day by Jane Ross Tutoring.	Tutoring	01/14/2015	05/29/2015	\$1500	FCFS Principal and Teachers

KDE Comprehensive School Improvement Plan

Fulton County High School

Response to Intervention Classes	Students will be placed in RTI classes based on PLAN, diagnostic testing, and other academic data if they are not on grade level in math. Students will be tested using diagnostic testing three times a year to monitor and adjust as needed. Math eXcel will also be used in RTI classes to customize to match the needs of each individual student.	Academic Support Program	08/07/2014	05/29/2015	\$500	FCCHS Principal and Math Teachers
Response to Intervention Classes	Students will be placed in RTI classes based on EXPLORE, diagnostic tests, and academic data if they are not on grade level in reading. Students will be tested using a diagnostic test three times a year to monitor and adjust as needed.	Academic Support Program	08/07/2014	05/29/2015	\$500	FCCHS Principal and FCCHS Teachers
COMPASS Testing	Students will take the COMPASS up to two times with KDE if needed. Students needing more than two attempts to reach the benchmark will be able to take the COMPASS locally monthly through WKCTC until the benchmark is met.	Career Preparation/Orientation	08/15/2014	05/29/2015	\$1000	FCCHS Principal, FCCHS College & Career Coach, FCCHS Teachers
Utilize the ACT Prep Program and eXcel computer program	Students will use the John Baylor ACT Prep computer program at school and at home to assist with test taking skills, PLAN/ACT preparation, and to hone their Algebra 2 skills. Teachers will use Methods Test Prep ACT, Coach books and eXcel to supplement content curriculum in math classes. Math eXcel will be utilized 2-3 days per week for students in RTI classes.	Academic Support Program	08/07/2014	05/29/2015	\$2500	Math Department teachers and FCCHS Principal
Learning Checks	Learning checks will be conducted 4 times a year annually to monitor and evaluate progress on math skills. Adjustments will be made as a result of findings from the math learning checks.	Academic Support Program	08/07/2014	05/31/2017	\$200	Math Teachers, and Administrators
Utilize ACT prep programs.	Students will use the John Baylor ACT computer program at school and at home to assist with test taking skills, PLAN/ACT preparation, and to hone their reading skills. Provide training to teachers, students, and parents on how to use the ACT computer program. Teachers will use ACT Coach Books to supplement content curriculum. We will offer multiple opportunities throughout the year to mimic and practice an on-line test and testing environment. All Juniors will participate in the Jane Ross ACT prep program.	Academic Support Program	08/07/2014	05/29/2015	\$1500	FCCHS Principal and Teachers
Learning Checks	Learning checks will be conducted 4 times a year to monitor and evaluate progress on literacy skills. Adjustments will be made as a result of findings from the literacy checks	Academic Support Program	08/07/2014	05/29/2015	\$200	FCCHS Principal and FCCHS Teachers
Total					\$7900	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive School Improvement Plan

Fulton County High School

Common Assessments	Administer common assessments for units of study in core subjects. Analyze data and use to drive instruction.	Direct Instruction	08/07/2013	05/29/2015	\$0	FCHS Principal and Teachers
Increased rigor in Algebra 2	Be more intentional about what is taught every day; All standards must be taught to mastery level--not just covered; rigor stepped up for all students. Review and revise curriculum maps and pacing guides to ensure aligned with standards.	Academic Support Program	08/07/2014	05/31/2017	\$0	Math Department teachers and FCHS Principal
Professional Learning Communities	Continue PLCs more fully by narrowing focus questioning, assessments, and student feedback.	Professional Learning	09/02/2013	05/29/2015	\$0	FCHS Principal and Teachers
Master schedule	Create annually a master schedule that is flexible to meet the needs of students for needed RTI and advanced learning opportunities. Also design schedule to accommodate common planning for the core subject areas teachers to facilitate PLCs for data analysis, curriculum and assessment work, and other needed academic work.	Academic Support Program	08/07/2014	05/31/2017	\$0	FCHS Principal and Teachers
Master schedule	Create a master schedule annually that is flexible to meet the needs of students for needed RTI and advanced learning opportunities. Also design schedule to accommodate common planning for the core subject areas teachers to facilitate PLCs for data analysis, curriculum and assessment work, and other needed academic work.	Academic Support Program	08/07/2014	05/30/2017	\$0	FCHS Principal
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilize ACT prep programs.	Students will use the John Baylor ACT computer program at school and at home to assist with test taking skills, PLAN/ACT preparation, and to hone their reading skills. Provide training to teachers, students, and parents on how to use the ACT computer program. Teachers will use ACT Coach Books to supplement content curriculum. We will offer multiple opportunities throughout the year to mimic and practice an on-line test and testing environment. All Juniors will participate in the Jane Ross ACT prep program.	Academic Support Program	08/07/2014	05/29/2015	\$1500	FCHS Principal and Teachers
ACT prep training and implementation	All students and teachers will have access for the John Baylor ACT computer based program. Teachers, parents and students will be trained on how to use and implement. All juniors will be provided and ACT prep day by Jane Ross Tutoring.	Tutoring	01/14/2015	05/29/2015	\$1500	FCHS Principal and Teachers
Total					\$3000	

District Funding

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Fulton County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dual credit courses	Increase the number of dual credit classes offered. Increase the number of students taking dual credit courses. Increase the number of students making a "B" or higher on dual credit courses. Provide a flexible schedule to accommodate more students being able to take the dual credit courses.	Career Preparation/Orientation	08/07/2014	05/29/2015	\$2000	FCHS Principal
Occupational Preparatory Enrollment	Enroll occupational preparatory students into English II, Biology, and Algebra II classes at the high school with support from the special education staff. Administer pretest and post-tests to occupational preparatory students.	Academic Support Program	08/07/2014	05/29/2015	\$200	FCHS principal and FCHS teachers
Total					\$2200	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?

From looking at the academic data, in all areas the percent of Novice needs to be drastically reduced and the number of proficient and distinguished scores must increase. Percent Novice: Reading 53.9%; Math 21.6%; Science 26.9%; Social Studies 38.2%; Writing 25.6%; Language Mechanics 25.0%.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Areas of strength: Area of strength is found in the High School/Career Ready portion. We continue to improve the CCR area. Another area of strength is our graduation rate at 97.8%

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

We need to make improvements in all areas--Math, Science, Social Studies, Reading, Writing, and the non-cognitive areas. We have acquired Math eXcel computer program for students in Algebra and Geometry. Additionally, we have student and teacher access to John Baylor's ACT prep program to facilitate an increase in PLAN and ACT scores. Our PLC's have become very focused instructionally. PLCs are professionally growth oriented in the areas of: questioning, formative assessment, grading practices, learning targets with process skills, etc. We are using PD 360 and Observation 360 for District and building walk-thrus. Teachers are doing peer observations monthly of each other with debriefing sessions. We are planning on expanding the use of self-assessment for both teachers and students. We are in hopes of having student led conferences within the next year.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Next steps include a continuation of the measures we have already put in place this year as well as to continue to look for new and better ways of helping our students be successful academically and to be college career ready. We are doing learning checks four times a year. Renaissance testing is being done three times a year to determine progress and RTI placement. The SBDM has been reviewing policies and revising as needed. The SBDM is also looking at data and making decisions they believe will help students be successful.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

SBDM council teachers and parents.

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.29

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.57

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.83

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130.)	Proficient

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.17

	Statement or Question	Response	Rating
1.	Parents have multiple opportunities to learn about and discuss the following: <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	School provides open house and family nights for some parents to learn about: <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. 	Apprentice

	Statement or Question	Response	Rating
2.	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
3.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
4.	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

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	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 1.67

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources.)	Apprentice

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Reflect upon your responses to each of the Missing Piece objectives.

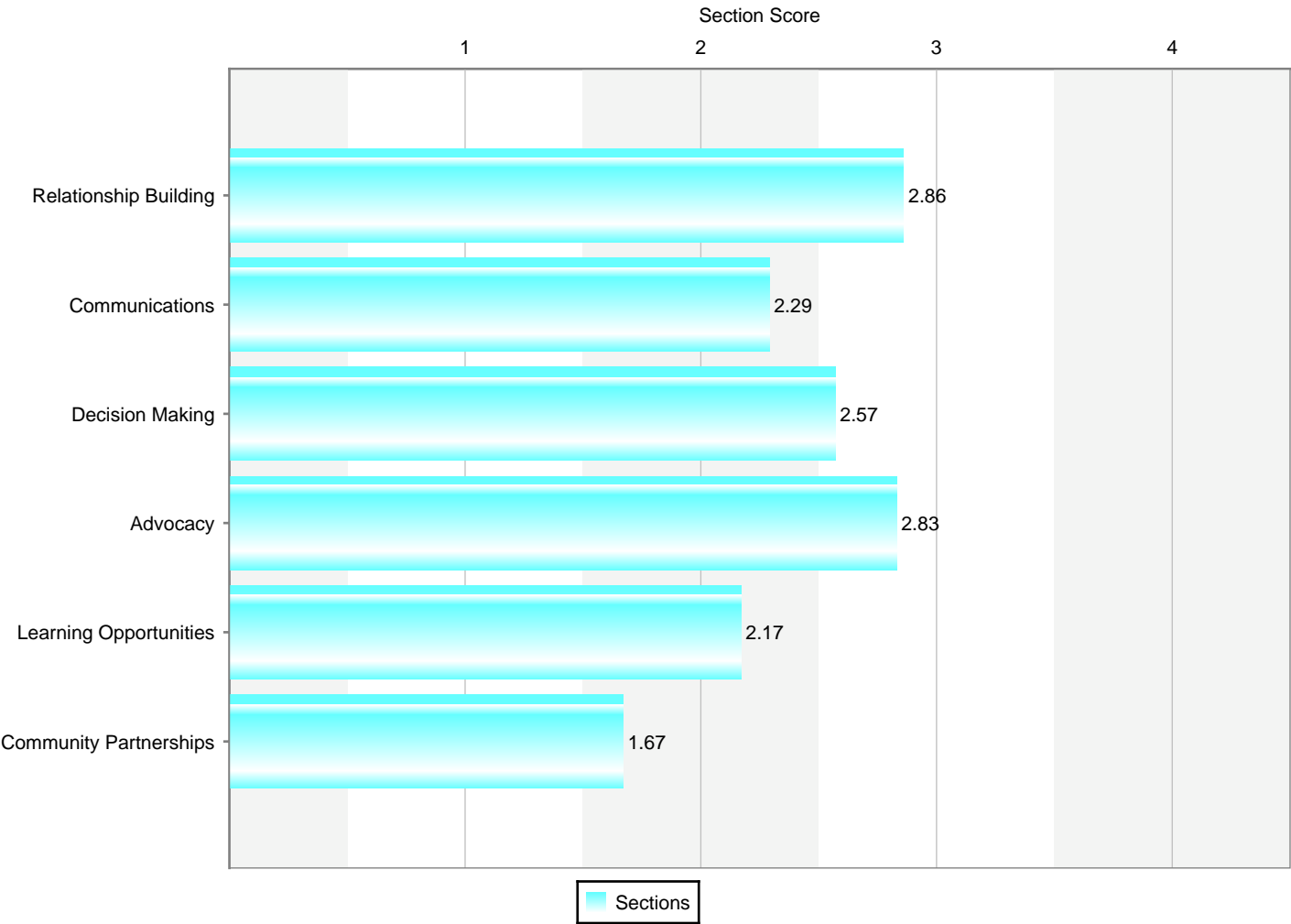
FCBS has several areas of strength. One strength is our teachers have relationships with our students and parents. Our parents feel welcome and will call the principal or teachers when a problem arises. Our teachers also send home positive behavioral referrals. Another strength is we have a strong SBDM council. This council is made up of teachers and parents that honestly care about the future of FCBS students.

Areas of improvement: FCBS needs to host more open houses for parents to learn how their child can be successful at FCBS. FCBS also needs to partner more with our businesses/community stakeholders.

FCBS will continue to foster positive relationships with students and parents by making home visits, calling parents, and using remind 101. To improve in our weak areas the principal will make plans to host a Back to School Night focused on making sure every student is prepared and knowledgeable.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Needs Assessment Teams were organized based upon the AdvancEd standards. The committee consisted of Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement. The team of teachers and parents have time each month to look at the data and to share their opinions. The team shared the results with the Principal and comments/inputs were invited at Staff Meetings.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Teachers and Parents were included on our team. Teachers and Parents reviewed the plan to add/delete any of the information that did not pertain to our school for this year. We also encourage teachers and parents to give their input so therefore they can take ownership of the plan. CSIP activities were distributed to teachers and parents for comments or suggestions. The SBDM council members reviewed and approved the plan and a copy was submitted to the central office for the final step of the internal review.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Copies of the plan will be distributed to all faculty members. Elements of the plan will be examined and reviewed during staff meetings. Through emails, faculty meetings, and principal's weekly announcements, upcoming activities and information regarding the CSIP will be communicated to all stakeholders. Professional Learning Club meetings will be held throughout the school year to address concerns/accomplishments. The SBDM Council will review components at each monthly meeting. Revised copies of this plan will be distributed.

The CSIP Plan is also available on our school website for community members to access.

Student achievement will be acknowledged at the end of each nine week period. CSIP activities will also be communicated to the students, as well as, the impact of each activity as it relates to the student learning success.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	This school is grades 9-12...no preschool	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

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Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Questioning, DOK, learning targets, engagement, meaningful feedback, etc	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

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Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	Both Math and Reading RTI	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	ACT prep, CCRR through Senior Focus at ATC	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	Use MAP for diagnostics 3 times per year	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	Only one paraprofessional assigned to the high school. Works with special ed Math and Reading RTI	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	SBDM parent policy	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	Yes		

KDE Comprehensive School Improvement Plan

Fulton County High School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	PD plan: Data Dissaggration, Questioning, Effective Feedback, Flex PD in content area	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	Needs assessment complete, data dissaggration day held	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	Is found on the school website	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes	All teachers are HQ	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	PD committee does a plan based on teacher needs and assessment data	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	Counselor, nurse, and media specialist are districtwide and not school based	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	Only one paraprofessional in special ed. District position	

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Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	Only one and is a districtwide paraprofessional	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes	This is done at the district level	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	All duties are with students and are instructional	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	All of our classes are very small	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	Title I was not used to reduce cap size. it was used to pay teacher salaries and to provide instructional resources	

Compliance and Accountability - High Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

100% of Fulton County High School students will graduate

Measurable Objective 1:

collaborate to Increase the Freshman Graduation Rate from 97.8 to 100 by 05/29/2015 as measured by The number of Freshman who start at Fulton County High School and graduate from our institution..

Strategy1:

Increase Graduation Cohort Rate by 3% every year - By collaborating with students, parents, community members, and staff, we will do an individual graduation plan for each student, monitoring their progress, and providing needed supports throughout the student's high school career to ensure successful graduation.

Category: Persistence to Graduation

Research Cited: Durham, Julie F., et al., "Strategic Use of Individualized Learning Plans: Preparing Students with Workforce Readiness Skills for 21 Century Jobs," Photocopy, U.S. Department of Labor, Office of Disability Employment Policy.

Lippman, Laura, and Julie Keith (2009), "A Developmental Perspective on Workplace Readiness: Preparing High School Students for Success," Child Trends.

Haakenson, Kristin, (2009), "ILP Focus Groups - Quick Summary and Overview."

Activity - Positive school climate	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create and promote a respectful learning environment daily where students feel safe and that stresses school pride, high expectations, and the importance of graduation. Continue 9 week celebrations, Honor Roll Breakfast, and Pilot Academy Celebration.	Behavioral Support Program			08/15/2014	05/26/2017	\$1000 - School Council Funds	Administrators and school staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

SY 2014-2015

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Eliminate gap areas by increasing proficiency/distinguished to the following: Algebra II 40% and English II to 40% by 2017.

Measurable Objective 1:

A total of 10 All Students will demonstrate a proficiency on the End of Course Assessment for Math in Mathematics by 09/30/2015 as measured by meeting the annual measurable goal on the EOC assessment in Algebra 2.

Strategy1:

Provide a rigorous, culturally responsive math curriculum - Review curriculum at a minimum annually. Rigorous curriculum will be selected; fidelity to the curriculum will be maintained. All math curriculum will show evidence of being culturally responsive. Student participation and success in advanced classes will increase by 5% every year while reflecting the racial make-up of our student population,

Category: Continuous Improvement

Research Cited: Effective Programs in Elementary Mathematics: A Best-Evidence

Synthesis Robert E. Slavin & Cynthia Lake, Johns Hopkins, V1.2, Feb. 2007

Activity - Learning Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning checks will be conducted 4 times a year annually to monitor and evaluate progress on math skills. Adjustments will be made as a result of findings from the math learning checks.	Academic Support Program			08/07/2014	05/31/2017	\$200 - Title I Schoolwide	Math Teachers, and Administrators

Activity - Master schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create annually a master schedule that is flexible to meet the needs of students for needed RTI and advanced learning opportunities. Also design schedule to accommodate common planning for the core subject areas teachers to facilitate PLCs for data analysis, curriculum and assessment work, and other needed academic work.	Academic Support Program			08/07/2014	05/31/2017	\$0 - No Funding Required	FCFS Principal and Teachers

Activity - Increased rigor in Algebra 2	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Be more intentional about what is taught every day; All standards must be taught to mastery level-- not just covered; rigor stepped up for all students. Review and revise curriculum maps and pacing guides to ensure aligned with standards.	Academic Support Program			08/07/2014	05/31/2017	\$0 - No Funding Required	Math Department teachers and FCFS Principal

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Activity - Response to Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in RTI classes based on PLAN, diagnostic testing, and other academic data if they are not on grade level in math. Students will be tested using diagnostic testing three times a year to monitor and adjust as needed. Math eXcel will also be used in RTI classes to customize to match the needs of each individual student.	Academic Support Program			08/07/2014	05/29/2015	\$500 - Title I Schoolwide	FCHS Principal and Math Teachers

Activity - Utilize the ACT Prep Program and eXcel computer program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the John Baylor ACT Prep computer program at school and at home to assist with test taking skills, PLAN/ACT preparation, and to hone their Algebra 2 skills. Teachers will use Methods Test Prep ACT, Coach books and eXcel to supplement content curriculum in math classes. Math eXcel will be utilized 2-3 days per week for students in RTI classes.	Academic Support Program			08/07/2014	05/29/2015	\$2500 - Title I Schoolwide	Math Department teachers and FCHS Principal

Measurable Objective 2:

A total of 10 All Students will demonstrate a proficiency in Reading in English Language Arts by 09/30/2015 as measured by meeting the annual measurable goal in Reading.

Strategy1:

Provide a rigorous, culturally responsive literacy curriculum - Review curriculum at a minimum annually. Rigorous curriculum will be selected; fidelity to the curriculum will be maintained. All literacy curriculum will show evidence of being culturally responsive. Student participation and success in advanced classes will increase by 5% every year while reflecting the racial make-up of our student population,

Category: Continuous Improvement

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Activity - Master schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a master schedule annually that is flexible to meet the needs of students for needed RTI and advanced learning opportunities. Also design schedule to accommodate common planning for the core subject areas teachers to facilitate PLCs for data analysis, curriculum and assessment work, and other needed academic work.	Academic Support Program			08/07/2014	05/30/2017	\$0 - No Funding Required	FCHS Principal

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Activity - Learning Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning checks will be conducted 4 times a year to monitor and evaluate progress on literacy skills. Adjustments will be made as a result of findings from the literacy checks	Academic Support Program			08/07/2014	05/29/2015	\$200 - Title I Schoolwide	FCFS Principal and FCFS Teachers

Activity - Increased rigor in literacy across the content areas	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Be more intentional about what is taught; All standards must be taught to mastery level--not just covered; rigor stepped up for all students. Literacy will be embedded in all core content areas.	Academic Support Program			08/07/2014	05/29/2015	\$1000 - School Council Funds	FCFS Principal and FCFS Teachers

Activity - Professional Development Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide literacy professional development to the staff annually. Monitor lesson/unit plans to ensure literacy is embedded into instruction.	Professional Learning			08/07/2014	05/26/2017	\$500 - School Council Funds	FCFS Principal and Teachers

Activity - Utilize ACT prep programs.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the John Baylor ACT computer program at school and at home to assist with test taking skills, PLAN/ACT preparation, and to hone their reading skills. Provide training to teachers, students, and parents on how to use the ACT computer program. Teachers will use ACT Coach Books to supplement content curriculum. We will offer multiple opportunities throughout the year to mimic and practice an on-line test and testing environment. All Juniors will participate in the Jane Ross ACT prep program.	Academic Support Program			08/07/2014	05/29/2015	\$1500 - Title I Schoolwide \$1500 - Grant Funds	FCFS Principal and Teachers

Activity - Response to Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in RTI classes based on EXPLORE, diagnostic tests, and academic data if they are not on grade level in reading. Students will be tested using a diagnostic test three times a year to monitor and adjust as needed.	Academic Support Program			08/07/2014	05/29/2015	\$500 - Title I Schoolwide	FCFS Principal and FCFS Teachers

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The school identified specific strategies to increase the average freshman graduation rate.

Goal 1:

100% of Fulton County High School students will graduate

Measurable Objective 1:

collaborate to Increase the Freshman Graduation Rate from 97.8 to 100 by 05/29/2015 as measured by The number of Freshman who start at Fulton County High School and graduate from our institution..

Strategy1:

Increase Graduation Cohort Rate by 3% every year - By collaborating with students, parents, community members, and staff, we will do an individual graduation plan for each student, monitoring their progress, and providing needed supports throughout the student's high school career to ensure successful graduation.

Category: Persistence to Graduation

Research Cited: Durham, Julie F., et al., "Strategic Use of Individualized Learning Plans: Preparing Students with Workforce Readiness Skills for 21 Century Jobs," Photocopy, U.S. Department of Labor, Office of Disability Employment Policy.

Lippman, Laura, and Julie Keith (2009), "A Developmental Perspective on Workplace Readiness: Preparing High School Students for Success," Child Trends.

Haakenson, Kristin, (2009), "ILP Focus Groups - Quick Summary and Overview."

Activity - Positive school climate	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create and promote a respectful learning environment daily where students feel safe and that stresses school pride, high expectations, and the importance of graduation. Continue 9 week celebrations, Honor Roll Breakfast, and Pilot Academy Celebration.	Behavioral Support Program			08/15/2014	05/26/2017	\$1000 - School Council Funds	Administrators and school staff

Activity - Graduation contracts with ILPs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create graduation contracts with all at-risk students. Continue and up-date ILPs annually.	Academic Support Program			08/07/2014	05/29/2015	\$100 - Career and Technical Education Funds	FCHS Principal & College & Career Coach

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Activity - Equitable Opportunity to Participate	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with intentional and equitable opportunities annually to participate in extracurricular activities, athletics, and co-curricular activities.	Extra Curricular			08/07/2014	05/26/2017	\$1000 - Other	Athletic Director, school staff, and Administrators

Activity - Intervention for Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to meet with students individually and complete home visits. Continue to monitor by sending home attendance letters.	Behavioral Support Program			08/07/2014	05/29/2015	\$100 - School Council Funds	FCFS Principal, Attendance Clerk, and DPP

Activity - Provide a rigorous, culturally responsive 9-12 curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review curriculum at a minimum annually. Rigorous curriculum will be selected; fidelity to the curriculum will be maintained. All 9-12 curriculum will show evidence of being culturally responsive. Student participation and success in advanced classes will increase by 5% every year while reflecting the racial make-up of our student population,	Academic Support Program			08/07/2014	05/26/2017	\$0 - Other	FCFS Principal and Teachers

Activity - RTI classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use data from Renaissance, PLAN, ACT, EXPLORE, and state testing to determine academic supports needed for students. Provide support through RTI classes in Algebra, English, and ACT content. Assess students every 9 weeks to determine if continued support or modification is needed. All students will participate in 15 minutes of reading time daily during 2nd period.	Academic Support Program			08/07/2014	05/29/2015	\$500 - School Council Funds	FCFS Principal & Teachers

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Increase number of readiness points for students that are College and Career Ready from 55.3% to 66.0% in order to graduate globally competitive students who have mastered a relevant and rigorous curriculum.

Measurable Objective 1:

collaborate to have 66% of students college and career ready by 09/30/2015 as measured by the unbridled formula for measurement.

Strategy1:

Increase Algebra II proficiency/distinguished to 35%, English II proficiency to 35 % and Biology proficiency to 35%. - 1. Continue Professional Learning communities (PLC's)

2. Administer common assessments and use data to drive instruction

3. Use pretest data to drive instruction

4. Administer two learning check assessments per semester, per EOC class.

Category: Continuous Improvement

Research Cited: Professional Learning Communities

Activity - Learning Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use pretest data to drive instruction. Administer two learning checks per semester.	Direct Instruction			08/07/2013	05/29/2015	\$200 - General Fund	FCHS Principal and FCHS teachers

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer common assessments for units of study in core subjects. Analyze data and use to drive instruction.	Direct Instruction			08/07/2013	05/29/2015	\$0 - No Funding Required	FCHS Principal and Teachers

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue PLCs more fully by narrowing focus questioning, assessments, and student feedback.	Professional Learning			09/02/2013	05/29/2015	\$0 - No Funding Required	FCHS Principal and Teachers

Goal 2:

Eliminate gap areas by increasing proficiency/distinguished to the following: Algebra II 40% and English II to 40% by 2017.

Measurable Objective 1:

A total of 10 All Students will demonstrate a proficiency in Reading in English Language Arts by 09/30/2015 as measured by meeting the annual measurable goal in Reading.

Strategy1:

Provide a rigorous, culturally responsive literacy curriculum - Review curriculum at a minimum annually. Rigorous curriculum will be

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selected; fidelity to the curriculum will be maintained. All literacy curriculum will show evidence of being culturally responsive. Student participation and success in advanced classes will increase by 5% every year while reflecting the racial make-up of our student population,

Category: Continuous Improvement

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Activity - Increased rigor in literacy across the content areas	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Be more intentional about what is taught; All standards must be taught to mastery level--not just covered; rigor stepped up for all students. Literacy will be embedded in all core content areas.	Academic Support Program			08/07/2014	05/29/2015	\$1000 - School Council Funds	FCHS Principal and FCHS Teachers

Activity - Professional Development Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide literacy professional development to the staff annually. Monitor lesson/unit plans to ensure literacy is embedded into instruction.	Professional Learning			08/07/2014	05/26/2017	\$500 - School Council Funds	FCHS Principal and Teachers

Activity - Response to Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in RTI classes based on EXPLORE, diagnostic tests, and academic data if they are not on grade level in reading. Students will be tested using a diagnostic test three times a year to monitor and adjust as needed.	Academic Support Program			08/07/2014	05/29/2015	\$500 - Title I Schoolwide	FCHS Principal and FCHS Teachers

Activity - Master schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a master schedule annually that is flexible to meet the needs of students for needed RTI and advanced learning opportunities. Also design schedule to accommodate common planning for the core subject areas teachers to facilitate PLCs for data analysis, curriculum and assessment work, and other needed academic work.	Academic Support Program			08/07/2014	05/30/2017	\$0 - No Funding Required	FCHS Principal

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Activity - Learning Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning checks will be conducted 4 times a year to monitor and evaluate progress on literacy skills. Adjustments will be made as a result of findings from the literacy checks	Academic Support Program			08/07/2014	05/29/2015	\$200 - Title I Schoolwide	FCHS Principal and FCHS Teachers

Activity - Utilize ACT prep programs.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the John Baylor ACT computer program at school and at home to assist with test taking skills, PLAN/ACT preparation, and to hone their reading skills. Provide training to teachers, students, and parents on how to use the ACT computer program. Teachers will use ACT Coach Books to supplement content curriculum. We will offer multiple opportunities throughout the year to mimic and practice an on-line test and testing environment. All Juniors will participate in the Jane Ross ACT prep program.	Academic Support Program			08/07/2014	05/29/2015	\$1500 - Grant Funds \$1500 - Title I Schoolwide	FCHS Principal and Teachers

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

Increase number of readiness points for students that are College and Career Ready from 55.3% to 66.0% in order to graduate globally competitive students who have mastered a relevant and rigorous curriculum.

Measurable Objective 1:

collaborate to have 66% of students college and career ready by 09/30/2015 as measured by the unbridled formula for measurement.

Strategy1:

Utilizing Career Pathways, certifications and test benchmarks - Students will be given multiple avenues and opportunities to reach benchmarks and/or certifications to be declared college and/or career ready. Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-through/observations), and student learning (also from walk-through/observations as well as data).

Category: Career Readiness Pathways

Research Cited: Predicting Long-Term College Success through Degree Completion Using ACT Composite Score, ACT Benchmarks, and High School Grade Point Average.

Agrawal, A., Alssid, J. L., Bird, K., Goldberg, M., Hess, S., Jacobs, J., et al. (2007). Career pathways as a systemic framework: Rethinking

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education for student success in college and careers. Phoenix, AZ: League for Innovation in the Community College. Retrieved October 8, 2007, from http://www.league.org/league/projects/ccti/files/Systemic_Framework.pdf

Activity - ACT prep training and implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students and teachers will have access for the John Baylor ACT computer based program. Teachers, parents and students will be trained on how to use and implement. All juniors will be provided and ACT prep day by Jane Ross Tutoring.	Tutoring			01/14/2015	05/29/2015	\$1500 - Title I Schoolwide \$1500 - Grant Funds	FCHS Principal and Teachers

Activity - COMPASS Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the COMPASS up to two times with KDE if needed. Students needing more than two attempts to reach the benchmark will be able to take the COMPASS locally monthly through WKCTC until the benchmark is met.	Career Preparation/Orientation			08/15/2014	05/29/2015	\$1000 - Title I Schoolwide	FCHS Principal, FCHS College & Career Coach, FCHS Teachers

Activity - Dual credit courses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the number of dual credit classes offered. Increase the number of students taking dual credit courses. Increase the number of students making a "B" or higher on dual credit courses. Provide a flexible schedule to accommodate more students being able to take the dual credit courses.	Career Preparation/Orientation			08/07/2014	05/29/2015	\$2000 - District Funding	FCHS Principal

Activity - KOSSA	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be directed in a career pathway. Once students have taken three courses at the Area Technology Center or through the FCHS Agriculture department, students will be able to take the KOSSA test in their area of study. Tests will be taken by Juniors and Seniors.	Career Preparation/Orientation			08/07/2014	05/29/2015	\$50 - Career and Technical Education Funds	FCHS & ATC Principals and FCHS & ATC teachers.

Strategy2:

- Increase Algebra II proficiency/distinguished to 35%, English II proficiency to 35 % and Biology proficiency to 35%. - 1. Continue Professional Learning communities (PLC's)
2. Administer common assessments and use data to drive instruction
 3. Use pretest data to drive instruction
 4. Administer two learning check assessments per semester, per EOC class.

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Category: Continuous Improvement

Research Cited: Professional Learning Communities

Activity - Learning Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use pretest data to drive instruction. Administer two learning checks per semester.	Direct Instruction			08/07/2013	05/29/2015	\$200 - General Fund	FCHS Principal and FCHS teachers

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue PLCs more fully by narrowing focus questioning, assessments, and student feedback.	Professional Learning			09/02/2013	05/29/2015	\$0 - No Funding Required	FCHS Principal and Teachers

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer common assessments for units of study in core subjects. Analyze data and use to drive instruction.	Direct Instruction			08/07/2013	05/29/2015	\$0 - No Funding Required	FCHS Principal and Teachers

Strategy3:

Increase academic growth in the gifted population to 30% and the occupational preparatory student population to 25% - By increasing the rigor of existing courses, offering more dual courses, and by capitalizing on occupational offerings at the Area Technology Center, we will see academic growth for all students

Category: Continuous Improvement

Research Cited: Dougherty, Chrys, Lynn Mellor and ShulingJian. 2006. The Relationship Between Advanced Placement and College Graduation. National Center for Educational Accountability.

â€¢Gonzalez, E., Oâ€¢Connor, K., & Miles, J. (2000). How well do Advanced Placement students perform on the TIMSS Advanced Mathematics and Physics Tests? Chestnut Hill, MA: The International Study Center, Lynch School of Education, Boston College.

â€¢Organisationfor Economic Co-Operation and Development (OECD) 2003

â€¢Programmefor International Student Assessment (PISA) 2006 database

â€¢*Morgan, Rick and John Klaric. 2007. AP Students in College: An Analysis of Five-Year Academic Careers. Research Report No. 2007-4. The College Board: New York, NY.

â€¢*Hargrove, Linda, DonnGodinand Barbara Dodd. 2007. College Outcomes Comparisons by AP and Non-AP High School Experiences. Research Report No. 2008-3. The College Board: New York, NY.

Activity - Occupational Preparatory Enrollment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enroll occupational preparatory students into English II, Biology, and Algebra II classes at the high school with support from the special education staff. Administer pretest and post-tests to occupational preparatory students.	Academic Support Program			08/07/2014	05/29/2015	\$200 - District Funding	FCHS principal and FCHS teachers

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Activity - Dual credit	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the number of students enrolled in dual credit courses. Also, increase the number of students who make a "B" or higher in their dual credit classes.	Academic Support Program			08/07/2014	05/29/2015	\$600 - Other	FCHS Principal & ATC Principal