KDE Comprehensive Improvement

Plan for Districts

Fayette County

1126 Russell Cave Rd
Lexington, KY 40505

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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 system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

Fayette County Public Schools is the countywide school system for the Lexington-Fayette County community in the Bluegrass Region of Central Kentucky. FCPS currently serves more than 40,000 pre-K through 12th grade students in its 65 schools and specialized programs. Nearly 6,000 employees support student learning guided by the mantra "It's About Kids." Our Superintendent and Board of Education provide support and direction for the work while actively seeking accountability around their efforts to make student-centered decisions in the best interest of our students and their families.

FCPS is a rapidly growing school district, gaining an average of 750 students per year for each of the last several years. The community is diverse, both ethnically and economically, with approximately half the students in the district qualifying for free/reduced price meals. The racial makeup of our district student enrollment is 55 percent white, 23 percent African-American, 14 percent Hispanic, and 4 percent Asian. Lexington-Fayette County is home to a growing Hispanic population, and also serves as a relocation center for immigrants from all corners of the world. That is reflected in the school district by the 3,697 students learning English as their second language who require instructional and parental support in more than 80 languages. Roughly 10 percent of the students in FCPS receive special education services.

System's Purpose

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

When Dr. Tom Shelton was hired as superintendent of Fayette County Public Schools in 2011, he began overhauling strategic planning processes to guide district efforts and bring coherence and focus to goal setting, data-informed decision making, and collaborative problem solving across the district. With input and assistance from key district leaders and principals, the Fayette County Board of Education adopted new mission and vision statements for the district in January 2013.

Mission statement: Our mission is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

Vision statements: All students will graduate from high school prepared for college and careers, ready to excel in a global society. In order to achieve this, we will: foster rich and diverse learning experiences that challenge and inspire (student achievement); foster a student - centered school system (student Engagement); foster a culture of caring and mutual respect that supports lifelong learning (staff engagement); foster collaborative family partnerships (family engagement); and foster collaborative community partnerships (community engagement).

To guide and monitor progress in each of these areas, Dr. Shelton established five Professional Learning Communities - student achievement, student engagement, employee engagement, family engagement and community engagement. Each PLC has been led by a member of the executive management team and includes cabinet members, principals, teachers, parents, students, and community members. The Vision PLC structure is graphically represented by four interlocking circles wrapped around the center circle of Student Achievement. The outer circles represent each of four engagement strategies: Student Engagement, Staff Engagement, Family Engagement and Community Engagement. The work of the Vision PLCs will become the foundation for the district's Strategic Plan which will highlight key strategic priorities for the district as we move forward.

This Comprehensive District Improvement Plan (CDIP) will eventually become a foundational element of the district's Strategic Plan and represents our efforts to synthesize various initiatives and strategic processes aligned with the district's mission and vision including the results from and recommendations of the Equity Scorecard and Equity Council.

Notable Achievements and Areas of Improvement

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

Students in the Fayette County Public Schools are routinely among the best achievers in the state, posting ACT scores, state test scores and national test scores higher than state averages. According to results released in September 2014 in the third round of Kentucky's new accountability system, increased numbers of FCPS students are meeting internationally benchmarked academic standards designed to prepare them to excel in a global society. College and career readiness rates are on the rise. The district's rating against others in the state is at the 65th percentile.

Fayette County's overall 2014 score is 67.0, up 1.6 points from last year. Overall scores in Fayette County for elementary, middle and high school students are better than the state averages at every level with 23 of the district's schools earning ratings of proficient or distinguished and 34 schools posting higher scores in 2014 than the previous year.

Our district also excels in other areas. Notable highlights include:
- The NEA Foundation selected a Fayette County team led by the local teacher union president and the superintendent to join the second cohort of the NEA Foundation Institute for Innovation in Teaching and Learning, a national effort to address challenges facing public education.
- The Fayette County Board of Education received the 2012 Amici Linguarum (Friend of Language) Award from the Kentucky World Language Association.
- Fayette County Public Schools was named to the third annual Advanced Placement District Honor Roll, for simultaneously increasing access to AP course work while increasing the percentage of students earning scores of 3 or higher on AP exams.
- Fayette County is home to 12 schools that earned Energy Star certification for 2012: Arlington, Athens-Chilesburg, Harrison, James Lane Allen, Meadowthorpe, Russell Cave, Wellington, William Wells Brown and Yates elementary schools, and Bryan Station, Jessie Clark and Leestown middle schools.
- 172 FCPS teachers have earned National Board Certification.
- During Fiscal Year 2013 the district opened two new alternative programs: Carter G. Woodson Academy, an all-male college preparatory academy, and The Stables, a partnership with Central Kentucky Riding for Hope. In fall 2013, we opened STEAM Academy, a Next-Generation project-based learning partnership with the University of Kentucky for high school students pursuing interests in science, technology, engineering, mathematics, and the arts.
- The District has been a What Parents Want national award winner for 22 years running.
- Parenting Magazine named Lexington the #2 Best City for Education in the nation and Children's Health Magazine rated Lexington the 6th best city in the nation to raise children based in large part on education.
- FCPS was recently accepted as a member of the Global Cities Education Network (GCEN).
- Last year, FCPS had 27 National Merit Semi-Finalists, 3 National Achievement Award Semi-Finalists, 62 Governor's Scholars, 32 Governor's School for the Arts participants, 5 Governor's School for Entrepreneurs participants, and 10 candidates for the U.S. Presidential Scholars.
- Rosa Parks Elementary was among the first national winners of an EBie Award, recognizing existing buildings that make "green" improvements after successful sustainability initiatives.
- Rosa Parks Elementary received the National Blue Ribbon Award in 2012 followed by Glendover Elementary School in 2013, making a total of five National Blue Ribbon Schools in our district.

- Rosa Parks and Locust Trace AgriScience Center were named as National Green Ribbon Schools by the U.S. Department of Education.
- Our high schools have won the marching state band championship for 24 years running and the speech state championship for 16 years running.
- Paul Laurence Dunbar High School won the National Quiz Bowl for the fourth year in a row.
- Paul Laurence Dunbar High School took first place among high schools in the 2013 Governor's Cup and Tates Creek took top honors in the future problem-solving (FPS) portion. Teams of students from Dunbar also took first and second place in the 2013 Kentucky Envirothon.
- Twelve schools in FCPS have been designated 2012 National Center for Educational Achievement Higher Performing Schools, which indicates their deep commitment to raising student achievement and putting more youngsters on the path to college and career readiness - regardless of socio-economic barriers or other obstacles: Ashland, Athens-Chilesburg, Cassidy, Glendover, Julius Marks, Meadowthorpe, Picadome, Rosa Parks and Veterans Park elementary schools, and Beaumont, Morton and SCAPA middle schools.
- The Embassy of Spain in the U.S. gave Bryan Station High its School of the Year Award for Academic Excellence in Spanish, and named Liberty Elementary a new member of the International Spanish Academies.
- Beaumont Middle School topped the 2013 World Fit Walk national competition, making the fourth straight year that the winner from FCPS. The district had four of the nation's top 10 middle schools.
- During the 2012-2013 school year, eight students in Fayette County Public Schools scored a perfect 36 on the ACT college entrance exam.
- The 2,262 students who graduated from Fayette County Public Schools in May 2013 earned nearly $74.5 million in scholarship offers.

Although we have a lot to celebrate, we also have a lot of work to do with students who are not achieving the kind of results we expect. Every child in our school district deserves the very best possible education and we remain firmly committed to providing more effective supports, services and structures to ensure that all our learners move forward. Despite years of focus on achievement disparities, FCPS students who qualify for free or reduced lunch, receive special education services, are learning English as a second language, or whose race is identified as African-American, Hispanic or Native American continue to trail their peers. Across Fayette County, 18 schools were identified as "Focus Schools," (down from 21 in 2013) because they have groups of students by race, socioeconomic status, special need or English proficiency performing well below minimum standards. One school, Bryan Station High, is classified as a "Priority School."

We continue working diligently to identify areas where we are not realizing student achievement gains and are targeting support to raise expectations and outcomes for every student. The district has reorganized the central office (IAKSS) delivery model to provide cross-agency service teams for seven low-performing schools. Each of these school/district teams will work to develop an actionable 30-60-90 day improvement plan that will be regularly supported and monitored over the course of one to three years as needed. The district, at the urging of the board, established a Special Education Task Force charged with making recommendations to improve services and outcomes for children with disabilities. District leaders are working with principals and school leaders to think more strategically about gap-reduction plans and the board has required each school to establish a Minority Hiring goal to increase the diversity of staff and, in turn, increase outcomes for students of color. Professional development efforts are focusing school level leaders on identifying evidence-based strategies to close gaps and accelerate learning for identified students.

FCPS, along with other KY districts, is also engaging fully in the implementation of the new Professional Growth and Effectiveness System (PGES), providing on-going support and monitoring of teacher and leader effectiveness tied directly to improved student growth goals. Because of the intense nature of the PGES implementation, the district has redistributed funds to provide PGE Coaches at each A-1 school to provide much needed support to principals as they implement the system with fidelity. The PGE Coaching model will also serve as a leadership talent pool focused on building capacity for strategic instructional leadership across the district. FCPS has also launched a more intentional focus on K-8 core curriculum development and implementation, including the onboarding of the Next-Gen Science Standards, with the goal of increased vertical and horizontal alignment across the district

Another strategy we are using to achieve highly personalized learning focused on next-generation skills and college- and career-readiness for all students involves the 12 FCPS schools in our "innovation zone." Teachers, leaders, students and community partners in those schools are re-envisioning education as we know it to find ways to bring 21st Century Learning to life. In this model, students are actively engaged in their own learning, teachers become facilitators and the classroom has no limits. In its second year, Innovation Zone schools are using the design-thinking protocol to help reinvent their structures and approach to educating all students while intentionally activating student voice and choice in the decision-making process.

One notable and often touted example of innovation is the STEAM Academy. FCPS, in partnership with the University of Kentucky, has created a school focused on individualized, problem-based learning, supported by intense use of technology as a learning tool. Another Innovation Zone school is exploring ways to cultivate seven character attributes that contribute to academic success, including grit, self-control, zest, social intelligence, gratitude, optimism, and curiosity. At another, student choice is being explored as students rotate through teacher-developed workshops that deliver core content in an integrated project-based learning environment. Innovative intiatives like these are being piloted throughout the Innovation Zone and successful practices will be shared throughout the district as they are identified.

Additional Information

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

In order to further the work of our district, FCPS recently engaged in two key projects designed to build school and district capacity to gather, analyze, and respond to essential data, both quantitative and qualitative, in order to more clearly define and understand our current reality and, in turn, prepare us to catapult the district into our preferred future. Those initiatives are Spending Money Smartly, the Strategic Data Project, and K12 Insight.

Spending Money Smartly (SMS) was a resource utilization grant from The Bill & Melinda Gates Foundation designed to help the district strategically deploy resources in order to raise student achievement and maximize academic return on investment. This work included codifying and sharpening the district's theory of action, strategic priorities, and measures of success; establishing the context and capacity for effective resource allocation; creating and implementing the tools necessary to drive strategic budget decision making; and applying best and emerging practices to the largest and most strategic areas of spending. Over the course of the project, school and district leaders were trained in effective resource allocation strategies and the district is in the draft stages of the development of a Strategic Financial Management Plan that will be a companion to the district's Strategic Plan and CDIP.

The Strategic Data Project (SDP) is a Harvard Graduate School of Education initiative through which three district leaders have been trained to gather, synthesize and analyze data to guide decision-making and reform efforts in the districts. The three data strategists act as change agents supporting the planning, development, implementation, measurement, analysis and evaluation of district efforts. Their work supports the Vision PLC structure, helps guide student achievement initiatives, and informs operational decisions. As a result of our SDP participation, the district established an Office of Evaluation and Planning which has transformed the way school and district leaders approach data analysis and program evaluation tied to student achievement outcomes.

In addition to these two new strategic projects, a key community partner in the work of FCPS for the past twenty years has been the Equity Council. Established by the school board in 1993, the stated mission of the Equity Council is "to monitor and analyze equity issues, advise the Fayette County Board of Education, and advocate for achievement by ALL students." For the past four years, the Equity Council and FCPS have collaborated on the development and publication of an Equity Scorecard designed to assess the current degree of equity in our school district. The data contained in this report provide a snapshot of where we stand and help illuminate the path to providing a world class education for every student in our district. The Equity Scorecard helps inform the district's needs assessment process, as we strive to make sense of the data related to equity for both community members and educators, and demonstrates our commitment to transparency, highlighting both our successes and our challenges. At the heart of the Equity Scorecard effort is one central question: How well is our education system serving traditionally disadvantaged students, including students of color, students living in poverty, and students with identified disabilities? In the words of our superintendent, "I consider the Equity Scorecard to be the best measure of culture in our school district. Equity will be achieved when we eliminate race, economic status, disability status, and gender as predictors of student success. If we truly value each and every child, then we will not accept the disparities this scorecard spotlights."

2015 Comprehensive District Improvement Plan
Fayette County Public Schools

Overview

Plan Name

2015 Comprehensive District Improvement Plan Fayette County Public Schools

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 the averaged combined reading and math K-Prep scores for from 44% to 72% in 2017.	Objectives: 1 Strategies: 9 Activities: 24	Organizational	$661000
2	Increase the percentage of students who are college- and career-ready from 62.6% to 72.0% by 2015.	Objectives: 1 Strategies: 3 Activities: 16	Organizational	$74000
3	The district will support schools in increasing Needs Improvement Program Review areas to Proficient.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$54000
4	Implement the Professional Growth and Effectiveness System (PGES) with all school principals and certified teachers in the district.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	$21960
5	Increase the average freshman graduation rate from 76% to91.3 % by 2017.	Objectives: 1 Strategies: 6 Activities: 23	Organizational	$2500
6	By 2020 all schools/departments will employ professional staffs that reflect at a minimum the diversity of the students served in FCPS.	Objectives: 1 Strategies: 4 Activities: 16	Organizational	$205000
7	Increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 6 Activities: 21	Organizational	$200000
8	The district will support schools in increasing meaningful stakeholder engagement (parents, families and community) to support student learning, enhance educational experiences, and enrich grade and school level transitions.	Objectives: 2 Strategies: 6 Activities: 20	Organizational	$15000

Goal 1: Increase the averaged combined reading and math K-Prep scores for from 44% to 72% in 2017.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for elementary students from to 65% in 2015 & 70% by 2016, middle school students from 53.4% to 66.7% in 2015 & 71.4% by 2016, and high school students from 55.8% to 67.6 in 2015 & 72% by 2016% by 07/01/2016 as measured by K-Prep.

Strategy 1:

Multi-tiered system of support (MTSS) - MTSS will serve as a framework for systematically using data and problem solving to allocate educational resources to improve learning for all students.

Category: Learning Systems

Research Cited: Research provided in the Multi-Tiered System of Support RtI K-12 Implementation Manual developed by FCPS

Activity - MTSS Core Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FCPS will develop a district level MTSS core team in order to provide follow up and expectations for schools based on information received at MTSS Conference. Directors will work with schools on developing a school level MTSS core team if desired. District will disseminate MTSS Best-Practices Manual in conjunction with district-wide MTSS conference. Provide support and technical assistance for schools as they develop and implement school-level Multi-tier Support Systems (MTSS) designed to provide timely interventions for individual students based on diagnosed needs. Schools: All Schools	Professional Learning	01/02/2014	05/29/2015	$0	No Funding Required	Chief Academic Officer, Director of Curriculum and Assessment, Teaching and Learning Team

Strategy 2:

Identification of High Yield Strategies and Materials - The district core MTSS Team will identify high yield Tier I, II, III strategies and materials that are research based to support all three levels of instruction in the areas of reading and math.

Category:

Research Cited: Each high yield strategy or program will have supporting research. Research also provided in the Multi-Tiered System of Support RtI K-12 Implementation Manual developed by FCPS

Activity - High Yield Strategy and Program Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The district will provide training to school level staff on high yield intervention strategies and materials that support all 3 tiers of instruction in Reading and Math. Possible high yield strategies might include Kagan Strategies, Orton Gillingham, using Des Cartes to plan instruction, etc.. Schools will have the choice to send individuals or teams to any training they determine would be beneficial to their school. Schools: All Schools	Professional Learning	01/02/2014	05/29/2015	$0	No Funding Required	MTSS Core Team with support from Teaching and Learning Team

Activity - Writing Workshop Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the district ELA tier 1 recommendation document the committee emphasized the importance of a Writers Workshop instructional approach for the teaching of writing. To support this recommendation the district will host a series of Writers Workshop trainings prior to the 2015-2016 school year and open them up to interested teachers. Schools: All Schools	Professional Learning	04/06/2015	08/10/2015	$5000	District Funding	Director of Curriculum and Assessment

Strategy 3:

Assessment System - The district will develop a well-orchestrated system of ongoing data collection and analysis that informs a continuously responsive system of tiered instruction directly attentive to students' specific academic and behavior needs.

Category:

Research Cited: Research provided in the Multi-Tiered System of Support RtI K-12 Implementation Manual developed by FCPS.

Dufours' work on formative and summative assessments. Marzano's work on assessments and standards-based grading.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will provide training annually on using MAP as a data analysis tool in order to drill down instruction to meet needs of individual students. Schools will be responsible for ensuring they have MAP leaders in their building. The annual training will provide schools the opportunity to continue building capacity in MAP. Schools: All Schools	Academic Support Program	01/02/2014	05/29/2015	$5000	District Funding	Director of Curriculum and Assessment, Teaching and Learning Team

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District will provide annual training on using AIMSWeb as a means of idenfying students in need of additional academic support and as a progress monitoring tool. District will provide training annually on usingAIMSWeb as a progress monitoring tool. Schools will be responsible for ensuring they have AIMSWeb leaders in their building. The annual training will provide schools the opportunity to continue building capacity in AIMSWeb. Schools: All Schools	Academic Support Program	01/02/2014	05/29/2015	$5000	District Funding	Director of Curriculum and Assessment, MTSS Core Team, Special Education Resource personnel with support from Teaching and Learning Team

Activity - Common Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will commission teams of high quality teachers to create two 'Common Assignments" for each math, science, and English/Language Arts course that is part of the district graduation requirements. These common assignment will serve as common tasks across the district so that schools are able to calibrate proficiency and discuss instructional changes needed to improve the learning of all students. Schools: All Schools	Academic Support Program	01/05/2015	12/31/2015	$20000	GRECC Race to the Top	Director of Curriculum and Assessment, District Content Leaders

Activity - Standard - Assessment Match	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To support the implementation of common core standards the district will work to create assessment guides in Science, Math and ELA where each standard has a guide of sample assessment tasks that match the standard. Schools: All Schools	Academic Support Program	10/01/2014	12/31/2015	$3000	GRECC Race to the Top	District Content Leaders, Professional Growth and Effectiveness Coaches

Strategy 4:

Literacy Initiative - The district will continue its work focused on the research of Dr. Ray Reutzel as we move primary literacy efforts forward from kindergarten (where we began in 2012-13) through 2nd grade. The work will include foundational skills assessments, key strategies, and a coaching model. In addition, the district will continue to provide training and support to the middle and high schools on developing and expanding the Literacy Design Collaborative (LDC) initiative.

Category: Learning Systems

Research Cited: Work of Dr. Ray Reutzel and Dr. Joleen Loman; National Reading Panel; Put Reading First,The REsearch Building Blocks for Teaching Children to Read; Dr. Ray Reutzel, Teaching Children to Read: the Teacher Makes the Difference; Strategies for Reading Assessment and Instruction; Gates Foundation

Activity - Early Literacy for Elementary Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leaders, content specialists, and teacher leaders will develop an early literacy continuum (K-2) based on the work of Reutzel. Schools: All Schools	Academic Support Program	01/02/2014	05/29/2015	$5000	District Funding	Learning and Innovation specialists, Teacher Leaders, Elementary School Directors

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement early interventions for students who are entering kindergarten and who are identified as academically underprepared by a kindergarten readiness assessment. This program supports children who are deemed at-risk in the areas of language and literacy. Through small group, direct instruction, children are provided targeted activities and materials to support their language and literacy development. The district will continue to offer this support to schools and expand the number of schools participating. Schools: All Schools	Academic Support Program	06/02/2014	08/13/2014	$200000	District Funding	Early Start Coordinator, Family and Community Liason, UK Speech and Language Professor, Elementary School Directors

Activity - Literacy Design Collaborative (LDC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will provide trainings and supports for Literacy Design Collaborative (LDC) to schools currently participating and to others that are interested in beginning this initiative. Schools: All Schools	Professional Learning	01/02/2014	01/01/2015	$200000	Grant Funds	Director of Curriculum and Assessment, Learning and Innovation Specialists, Middle/High School Directors

Strategy 5:

Math Initiative - The district will provide training and support to those schools implementing Math in Focus to ensure they have the knowledge and resources to implement with fidelity.

Category:

Research Cited: Singapore Math Research, National Council of Teachers of Mathematics.

Activity - Math in Focus Training for Elementary Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All schools implementing Math in Focus will have the opportunity to send staff to a Math in Focus professional development provided by program representatives.

Schools: All Schools | Professional Learning | 01/02/2014 | 05/29/2015 | $15000 | District Funding | Director of Curriculum and Assessment, Learning and Innovation Specialists, Elementary School Directors |

Activity - Math Design Collaborative (MDC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will coordinate trainings and supports for Math Design Collaborative to schools currently participating and to others that are interested in beginning this initiative. Schools: All Schools	Professional Learning	01/02/2014	05/29/2015	$150000	Grant Funds	Director of Curriculum and Assessment, Learning and Innovation Specialists, Middle/High School Directors

Strategy 6:

Curriculum Mapping - District curriculum maps, pacing guides, and interim benchmark assessments will be collaboratively developed for ELA, math and science in

grades K-8.

Category:

Research Cited: Research on a guaranteed and viable curriculum

• Robert Marzano What Works in Schools

• Heidi Hayes Jacobs Mapping to the Core

• Mike Schmoker Focus, Results Now

• Dufour, Dufour, Eaker & Many Learning by Doing

Research on Power Standards -- Reeves

Activity - Feedback Forums	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| "Feedback Forum" teams consisting of principals, teachers, and other interested stakeholders will be created to review and provide input on the curriculum maps throughout the development process. Design and Development Teams will report out work to the Feedback Forums after each work session through minutes and/or sharing of products. A variety of interactive formats such as Moodle, online surveys, Lync webinars, and face-to-face sessions will be utilized to facilitate this process.

Schools: All Schools | Other | 12/02/2013 | 07/01/2015 | $0 | No Funding Required | Director of Curriculum and Assessment, Learning and Innovation Specialists |

Activity - Annual Review and Revision of Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning and Innovation Specialists will utilize the Feedback Forums to solicit feedback from school practitioners and administrators about the curriculum maps. Suggestions and comments will be reviewed and revisions/updates will be made as needed. Schools: All Schools	Other	04/01/2014	07/31/2015	$0	No Funding Required	Director of Curriculum and Assessment, Learning and Innovation Specialists

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Director of Curriculum and Assessment, Learning and Innovation Specialists, and Design and Development Team members will participate in one or more book studies about project-based, product-based, and problem-based assessments. Books will be determined after further research in best practice and district needs in these areas. Schools: All Schools	Professional Learning	08/01/2014	07/01/2015	$3000	District Funding	Director of Curriculum and Assessment, Learning and Innovation Specialists

Activity - Design and Development Team for Interim Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-based practitioners will serve on Design and Development Teams tasked with creating interim benchmark assessments. Teams will consist of a minimum of 2 teachers per grade level, per subject area. Teams will meet up to six times throughout the course of the semester to complete the assessment development process. Assessments will include both traditional multiple choice/extended response format, as well as project/product/problem-based assessment tasks that require application and demonstration of knowledge. The goal is to complete a minimum of two interim assessments, with scoring guides and annotated student work samples, per grade level per subject area. All interim assessments will be uploaded into CIITS. Schools: All Schools	Other	08/01/2014	01/01/2016	$20000	Race to the Top	Director of Curriculum and Assessment, Learning and Innovation Specialists

Activity - Plan for Common Scoring of Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The TLT team will develop a plan for organizing common scoring sessions of the district interim assessments. The goal is to create a common understanding and expectation of rigor, proficiency, and what students should know and be able to do at various points in a course throughout the year. Schools: All Schools	Professional Learning	12/01/2014	05/01/2015	$10000	District Funding	Director of Curriculum and Assessment, Learning and Innovation Specialists with support from Teaching and Learning Team

Activity - High School Comptency Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to ensure consistency in graduation requirement courses across Fayette County High Schools a team will be established to develop minimum competencies in each graduation course. These competencies will communicated to all stakeholders what the minimum performance level is for students when obtaining content in a graduation requirement course. This, while improving learning consistency, allows for schools and teachers to be both creative and innovative around the teaching and learning process to guide students to the level of understanding and performance communicated in the competencies. Teacher teams from all schools will be used to create these competencies. These will then be reviewed and adjusted after implementation. Schools: All Schools	Academic Support Program	01/01/2015	07/01/2015	$20000	GRECC Race to the Top	Director of Curriculum and Assessment. District Content Leaders.

Strategy 7:

Positive Behavior Intervention Support (PBIS) - The district will develop a PBIS Leadership team in order to support schools with their implementation of PBIS. The purpose of the team is to coordinate training, coaching and evaluation activities related to districtwide PBIS implementation. PBIS training will assist schools on implementing a tiered system of support for student behavior. This will create a more encouraging, safe, and orderly environment for the Fayette County Public Schools Community. Through instruction, comprehension, and regular practice, all stakeholders will use a consistent set of behavior expectations, fostering an environment conducive for successful learning opportunites.

Category: Professional Learning & Support

Research Cited: Kentucky Center for Instructional Discipline; PBIS.org;

Activity - PBIS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The purpose of the team is to coordinate training, coaching and evaluation activities related to districtwide PBIS implementation.

Schools: All Schools | Professional Learning | 01/01/2014 | 07/01/2016 | $0 | No Funding Required | District PBIS Leadership Team, Safe Schools Specialist, KCID, Directors |

Strategy 8:

Principal Supervisor and Support - The district will research effective Principal Supervisor models and identify those structures and practices that are most likely to result in stronger school leaders and higher student achievement, including differentiated support for turnaround (priority) and focus school principals.

Category:

Research Cited: The Wallace Foundation, Council of the Great City Schools, Rethinking Leadership, The Changing Role of Principal Supervisors

Activity - Principal Supervisor Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Directors of School Improvement and Innovation will work collaboratively with the Chief Academic Officer to research and study the characteristics and roles of principal supervisors and develop a principal supervisor model that will result in stronger school leaders and higher student achievement. Schools: All Schools	Other	11/04/2013	05/29/2015	$0	No Funding Required	Chief Academic Officer, Directors of School Improvement and Innovation

Activity - Curriculum Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to build capacity within the district and at individual schools, the district will move toward a centralized leadership team. Revise the job descriptions of district-paid PSAs and Academic Deans to divide their responsibilities between school and district assignments. The district will be responsible for training this core leadership team, including regular team meetings and district-level assignments to design and lead initiatives within the schools and throughout the district. Schools: All Schools	Professional Learning	08/01/2014	05/29/2015	$0	No Funding Required	Director of Curriculum and Assessment

Activity - Equitable Staffing Formula	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore and make recommendations to the board for revision of the staffing formula to include an at-risk add-on to provide equitable support to turnaround schools. Cross-reference Gap Goal, Strategy 6. Schools: All Schools	Policy and Process	02/01/2014	07/01/2015	$0	No Funding Required	Staffing Task Force, Chief Academic Officer, Chief Operations Officer

Strategy 9:

Standards Based Grading - Schools will have the opportunity to request waivers to Fayette County Board policy in order to use standards based grading as a means of determining students' mastery of the standards.

Category:

Research Cited: Dr. Thomas Guskey

Activity - Standards-Based Grading Policy Waiver	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Any school interested in pursuing standards-based grading will request a waiver of the FCPS grading policy. Schools: All Schools	Policy and Process	08/14/2013	05/29/2015	$0	No Funding Required	Principals

Activity - Standards Based Grading Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will establish a Standards-Based Grading Committee to support the school pursuing a Standards-Based Grading Initiative. The committee will consist of representatives from district, university (if available), and standards-based grading schools. The purpose of the committee will be to review research, design implementation initiatives and frameworks, and troubleshoot barriers to implementation. Schools: All Schools	Other	01/01/2014	05/29/2015	$0	No Funding Required	Director of Innovation, Teaching and Learning Team

Goal 2: Increase the percentage of students who are college- and career-ready from 62.6% to 72.0% by 2015.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the percentage of students who are college-, career-, and citizenship-ready (CCCR) by 05/30/2015 as measured by Next Generation Learning CCR data from 58.7 to 72.0.

Strategy 1:

Career Pathways - The district will develop and pilot prototype middle to high school curriculum system that aligns CTE pathways with core curriculum standards, integrating learning experiences wherever possible, so that students are able to meet dual goals of achieving college readiness and career readiness. The prototype system will use performance-based learning wherever possible, so that students are awarded credit for achieving mastery of critical learning outcomes based on demonstration of learning rather than the traditional seat time model. Each activity related to this strategy will occur in collaboration with Innovation School and Technical High School leaders and staff/student/parent colleagues.

Category:

Research Cited: CCSSO

Activity - Develop Phase I of a prototype MS/HS CTE-aligned curriculum system.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a prototype CTE-aligned course program framework spanning grades 6 through 12. Schools: All Schools	Other	01/02/2014	05/29/2015	$0	No Funding Required	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff

Activity - Develop Phase II of a prototype MS/HS CTE-aligned curriculum system.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop MS and HS course syllabi that reflect integration of academic content standards within CTE courses (e.g., Plant Biology within Horticulture, Geometry within Carpentry, etc.). Schools: All Schools	Other	07/01/2014	05/29/2015	$5000	Career and Technical Education Funds	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff

Activity - Develop Phase III of a prototype MS/HS CTE-aligned curriculum system.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Develop common academic assessments for use in integrated CTE pathway courses to ensure mastery of academic standards in a performance-based environment.

Schools: All Schools | Other | 07/01/2015 | 12/25/2015 | $5000 | Career and Technical Education Funds | Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff |

Activity - Develop Phase IV of a prototype MS/HS CTE-aligned curriculum system.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Field test and revise common assessments developed for use within integrated CTE pathway courses. Schools: All Schools	Other	01/04/2016	05/27/2016	$5000	Career and Technical Education Funds	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff

Activity - Develop Phase V of a prototype MS/HS CTE-aligned curriculum system.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Integrate the prototype course outlines into a pilot learning management system (developed by Innovation Zone schools) for access by students, parents and staff in an anytime/anywhere, blended learning environment. Schools: All Schools	Other	01/04/2016	05/27/2016	$2000	Other	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff

Activity - Develop Phase VI of a prototype MS/HS CTE-aligned curriculum system.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff Schools: All Schools	Other	07/04/2016	05/26/2017	$15000	Career and Technical Education Funds	Secondary School Directors, Coordinator for Career & Technical Education, District Career/Consumerism Content Leads, Innovation School and Technical High School instructional leaders, Innovation School and Technical High School instructional staff

Activity - Develop Phase VII of a prototype MS/HS CTE-aligned curriculum system.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pilot the CTE-aligned learning management system prototype in Schools of Innovation and Technical High Schools, complete with a structure for ongoing review of progress and effectiveness to allow for improvement across the pilot phase. Schools: All Schools	Other	07/04/2016	05/26/2017	$0	No Funding Required	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff

Strategy 2:

Develop a prototype competency-based learning management system to enable anytime-anywhere, blended learning opportunities for students in a personalized learning environment. - The district will develop a prototype competency-based learning management system that aligns learning outcomes from grades Pre-K through 12th grade, complete with linked access to online learning opportunities and activities, so that students are better able to make decisions about their own learning

needs. Learning outcomes will follow three strands: curriculum standards, 21st Century "next generation" skills, and employability skills. Tie mastery of learning outcomes to opportunities to transition to higher level learning opportunities, including access to dual credit courses at the post-secondary level. Each activity related to this strategy will be accomplished in collaboration with Innovation School and Technical High School leaders and staff/student/parent colleagues.

Category:

Activity - Develop Phase I of an aligned, competency-based learning management system.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop an aligned standards document reflecting a Pre-K through 12th grade organization of standards, a Pre-K through 12th grade organization of 21st Century "next generation" skills, and employability skills. Develop competency –based grading models with specific recommendations, such as e-portfolios or capstone projects. Schools: All Schools	Other	01/02/2014	05/29/2015	$2500	General Fund	Secondary School Directors, Innovation School instructional leaders, Innovation School instructional staff, District Career/Consumerism Content Leads

Activity - Develop Phase II of an aligned, competency-based learning management system.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop an electronic student-performance/learning management system that incorporates a mastery-based approach to meeting learning outcomes. Schools: All Schools	Other	01/02/2014	12/25/2015	$2500	General Fund	Secondary School Directors, Innovation School instructional leaders, Innovation School instructional staff, District Career/Consumerism Content Leads

Activity - Develop Phase III of an aligned, competency-based learning management system.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Identify and link electronic learning resources on a standard-by-standard basis within the learning management system. Schools: All Schools	Other	07/02/2014	05/29/2015	$5000	General Fund	Secondary School Directors, Innovation School instructional leaders, Innovation School instructional staff, District Career/Consumerism Content Leads

Activity - Develop Phase IV of an aligned, competency-based learning management system.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop pilot problem/project-based learning experiences at critical transition points across the learning outcomes continuum. Schools: All Schools	Other	07/02/2014	05/26/2016	$5000	General Fund	Secondary School Directors, Innovation School instructional leaders, Innovation School instructional staff, District Career/Consumerism Content Leads

Activity - Develop Phase V of an aligned, competency-based learning management system.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide initial and follow up professional development toward pilot implementation of a prototype learning management system in Schools of Innovation. Schools: All Schools	Other	07/02/2015	05/26/2017	$15000	General Fund	Secondary School Directors, Innovation School instructional leaders, Innovation School instructional staff, District Career/Consumerism Content Leads

Activity - Develop Phase VI of an aligned, competency-based learning management system.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pilot the learning management system prototype in Schools of Innovation, complete with a structure for ongoing review of progress and effectiveness to allow for improvement across the pilot phase. Schools: All Schools	Other	07/02/2015	05/26/2017	$0	No Funding Required	Secondary School Directors, Innovation School instructional leaders, Innovation School instructional staff, District Career/Consumerism Content Leads

Strategy 3:

College and Career Advising - Schools will be provided tools, training and mentoring to ensure that students have the opportunity to monitor their own progress towards college- and career-readiness.

Category: Career Readiness Pathways

Activity - Principal and Counselor Training on Student Ownership of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and Counselor Training on Use of Student Data Cards Schools: All Schools	Professional Learning	01/05/2015	01/01/2016	$7000	District Funding	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff

Activity - CCR Quarterly Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Schools will submit a quarterly CCR report to school directors. Schools: All Schools	Policy and Process	01/05/2015	01/01/2016	$0	No Funding Required	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff

Activity - District Career Pathway Handbook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a comprehensive district-wide CCR handbook for distribution to 8th grade students and families. Schools: All Schools	Career Preparation/Orientation	01/05/2015	01/01/2016	$5000	District Funding	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff

Goal 3: The district will support schools in increasing Needs Improvement Program Review areas to Proficient.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the overall district scores in each Program Review area to 8.0 by 05/29/2015 as measured by Next Generation Instructional Programs and Support scores released by KDE.

Strategy 1:

Content Leader Support Team - Arts & Humanities, Practical Living/Career Studies, Writing and K-3 Primary District Content Leaders will support schools in the

implementation of the 4 standards of the program review process: Curriculum & Instruction, Formative & Summative Assessment, Professional Development, and

Leadership Support & Monitoring.

Category:

Research Cited: Kentucky Department of Education Program Review Guide

Activity - Program Review Implementation Timeline	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A timeline of due dates, tasks and discussion items will be provided to schools to guide their work throughout the year. Schools: All Schools	Other	08/15/2013	05/29/2015	$0	No Funding Required	Director of Curriculum and Assessment

Activity - District Content Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental duty Content Leader positions in the A&H and PLCS areas will provide support to teachers and schools through district-wide content meetings, personal support to individuals and groups, sharing of resources and materials, curriculum advice, and organization of professional learning sessions. Writing and K-3 support will be provided by district learning specialists. Schools: All Schools	Other	09/15/2013	05/29/2015	$43000	District Funding	Director of Curriculum and Assessment, District Content Leaders, Learning and Innovation Specialists

Activity - Feedback Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Feedback teams will be convened a minimum of three times a year to review school evidence, verify and validate scores, and provide feedback to schools about their scoring and evidence. Schools: All Schools	Other	12/01/2013	06/01/2015	$6000	District Funding	Director of Curriculum and Assessment, District Content Leaders, Learning and Innovation Specialists

Activity - Menu of Professional Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Annually in the summer following the final submission of Program Reviews, the District Content Leaders, and the Learning and Innovation Specialists will convene a team to analyze the program review data for the year. A menu of professional learning opportunities for the upcoming school year will be developed based on the identified priority needs areas. Schools: All Schools	Other	06/01/2014	07/31/2015	$5000	District Funding	Director of Curriculum and Assessment, District Content Leaders, Learning and Innovation Specialists

Goal 4: Implement the Professional Growth and Effectiveness System (PGES) with all school principals and certified teachers in the district.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to Increase the percentage of effective teachers and principals by 05/29/2020 as measured by the Professional Growth and Effectiveness System.

Strategy 1:

Teacher Professional Growth and Effectiveness System - The Professional Growth and Effectiveness system was created as a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth. The PGES for teachers is comprised of: observation, peer observation, reflection, professional growth, student growth and student voice as measures for effectiveness. A common language and understanding of effective teaching is the foundation of this system. Kentucky has adopted the Framework for Teaching which is based on the work of Charlotte Danielson. The framework includes the following indicators of effective teaching in five domains of practice: planning and preparation, classroom environment, instruction, professional responsibilities and student growth.

Category:

Research Cited: The work of Charlotte Danielson and the MET study.

Activity - TPGES Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Provide support to teachers/principals during TPGES implementation. • Review principal/teacher responsibilities. • Provide a timeline for implementation. • Deliver differentiated support to teachers/principals implementing TPGES. • All peer observer will be trained by using the KET peer observation module • Train principals and teachers in the use of CIITS, with focus on the Educator Development Suite and PD 360 resources. • Allocate time for principals to share experiences and identify additional professional learning needs. • Develop data-based Student Growth Goals and Professional Growth Goals with principals and teachers to be used as a reference for participants in the district. Schools: All Schools	Professional Learning	08/01/2014	05/29/2015	$0	No Funding Required	Office of Professional Development

Activity - Implementation Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information to enhance the successful implementation of the Teachers Professional Growth and Effectiveness system will be compiled at the district level from sources such as KDE PGES and ISLN Webcasts, KLA, CIITS and other resources and disseminated to principals through the weekly newsletter. Schools: All Schools	Professional Learning	01/02/2014	05/29/2015	$0	No Funding Required	Office of Professional Development

Activity - SBDM Alignment to Kentucky Framework for Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support Principals and SBDM Councils in the alignment of school policies to reflect the new Kentucky Framework for Teaching (FfT). Schools: All Schools	Policy and Process	01/02/2014	05/29/2015	$0	No Funding Required	Office of School, Community & Government Support; District SBDM Coordinator

Strategy 2:

Principal Professional Growth and Effectiveness System - The Principal Professional Growth and Effectiveness System (PPGES) was developed by Dr. James Stronge. The uniform performance standards used in this system provide a balance between structure and flexibility. The goal is to support the continuous growth and development of each principal by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Category:

Research Cited: Dr. James Stronge

KDE PGES Implementation website

http://education.ky.gov/teachers/HQT/Pages/PPGES-Principal-Professional-Growth-and-Effectiveness-System.aspx

Activity - PPGES Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will participate in Professional Learning opportunities for PPGES components and expectations which will cover: • Performance Standards as drivers for Professional Growth • Student Growth Goal Development • Professional Growth Goal Setting based on Self-reflection and student need • Val-Ed 360 administration and results usage • TELL Kentucky Survey administration and results usage Schools: All Schools	Professional Learning	08/13/2013	05/29/2015	$21960	District Funding	Superintendent; Chief Academic Officer, Directors

Activity - Professional Growth Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In collaboration with Superintendent Designee the principal will develop, implement and monitor the Professional Growth Plan: • self-reflection • student growth needs • TELL working conditions Goal and rubric to identify levels of success • Professional Growth Plan Schools: All Schools	Professional Learning	08/14/2014	06/30/2015	$0	No Funding Required	Principals, School Directors

Activity - Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A minimum of two observations per year by the superintendent designee will be completed for the purpose of: • Formative review of success in performance standards • Formative review of student growth goal attainment • Formative review of attainment of working conditions goal (TELL) • Formative review of PGP implementation Schools: All Schools	Professional Learning	09/02/2014	05/29/2015	$0	No Funding Required	Principals, School Directors

Activity - Roles of Principal Supervisor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore best practices regarding the Principal Supervisor and restructure current practice to align with these findings. Schools: All Schools	Professional Learning	01/02/2014	06/01/2015	$0	No Funding Required	Chief Academic Officer, School Directors

Goal 5: Increase the average freshman graduation rate from 76% to91.3 % by 2017.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the 5 year Adjusted Cohort Graduation Rate to 87.3 in 2015 and 89.3 in 2016 by 07/01/2016 as measured by Adjusted Cohort Graduation Rate (ACGR) .

KDE Comprehensive Improvement Plan for Districts

Fayette County

Strategy 1:

Persistence to Graduation (Early Warning System Data Tool) - This tool serves as an early warning system to identify students who possibly need wrap around supports to persist to graduation.

Category:

Activity - Persistence to Graduation Data tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide KDE-facilitated district wide training on the Persistence to Graduation (early warning) tool and step by step instructions for how schools (PK-12) can calculate indicators and identify which students are on track to graduate and those at risk of dropping out and intervene. In pursuant to KRS156.095 a) identify at risk students at elem. and potential dropouts in middle and high and b) significantly reduce the dropout rate of all students. Schools: All Schools	Professional Learning	06/01/2014	12/31/2014	$0	No Funding Required	DPP Office

Activity - Progress Monitor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring by schools and district via DPP reports to identify high yield indicators for dropout, attendance and course performance, and provide targeted interventions Schools: All Schools	Other	08/01/2014	05/30/2015	$0	No Funding Required	DPP Office

Activity - Promoting Power Index and truancy referral System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Share each school's promoting power index via John Hopkins University Study. Share knowledge of the truancy referral system with associate principals and/or principals in their meetings with directors. Increase effective use of Referral Systems in the schools. Schools: All Schools	Professional Learning	01/01/2014	05/29/2015	$0	No Funding Required	DPP Office, Directors

Activity - Equitable Referral and Placement task force	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a task force, tasked with developing an equitable referral and placement process when placing students into programs such as MLK, STABLES, and possibly Day Treatment. Schools: All Schools	Other	01/01/2014	05/29/2015	$0	No Funding Required	Associate Director of Student Achievement and Support, Chief Administration Officer

Activity - Transitions Continuum: Placement and Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will develop a team charged with developing creative approaches to meet the just-in-time needs of students who return to the district from Dept. of Juvenile Justice placements at less than opportune times in the year, e.g., last two weeks of school, looking at gaps in our continuum of services for at-risk youth. Schools: All Schools	Other	01/01/2014	05/29/2015	$0	No Funding Required	Associate Director of Student Achievement and Support, Special Programs Coordinators

Strategy 2:

Multi-Tiered System of Support (Suspension, Retention, Expulsion) - MTSS will serve as a framework for systematically using data and problem solving to allocate educational resources to improve learning for all students.

Category:

Research Cited: Research provided in the Multi-Tiered Support System implementation manual developed by FCPS

Activity - Suspension Alternative Program (SAP) and Restorative Solutions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Facilitate planning with school leaders to develop opportunities for students to participate in SAP and/or restorative solutions program in lieu of being suspended for offenses not required to go before schools board. Schools: All Schools	Behavioral Support Program	01/01/2014	05/29/2015	$0	No Funding Required	Chief Administration Officer

Activity - Afterschool Programs and Community Based Extended Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Initiate and/or continue after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Schools: All Schools	Other	01/01/2014	05/29/2015	$0	No Funding Required	Family Engagement Department, Equity Department

Activity - Building Relationships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and/or continue opportunities for adults to develop meaningful and caring relationships with students through initiatives such as mentoring programs, Operation Preparation, Heart to Heart Visits, Move up Day. Schools: All Schools	Other	01/01/2014	05/29/2015	$0	No Funding Required	Department of Family and Community Support

Activity - Equitable differentiated transportation funding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Work with transportation team to develop a proposal for prorated (sliding scale) transportation cost for high poverty schools. Based on needs of "at promise" populations, differentiate funding so that schools with low SES can provide the same quality of extracurricular activities that high SES schools can provide (college visits, etc). Schools: All Schools	Extra Curricular	01/01/2014	05/29/2015	$0	Other	Chief Operating Officer, Division of Transportation

Activity - Safe and Welcoming Learning Environment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support schools in creating and maintaining safe learning environment that provides daily experiences at all grade levels to enhance positive social attitudes and effective interpersonal skills with and for all students, through activities such as Culturally Responsive Teaching and Learning, PBIS and Superior Customer Service. Schools: All Schools	Policy and Process	01/01/2014	05/29/2015	$0	Other	Equity Department, Superior Customer Service Department

Activity - Administrative Hearing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue development of an administrative hearing council that collectively makes a decision regarding placement for student when being recommended for expulsions. Schools: All Schools	Behavioral Support Program	12/01/2013	05/29/2015	$0	No Funding Required	District Chief Administrative Officer

Strategy 3:

Early Childhood Education and 3rd grade reading proficiency - The district will support activities to improve early childhood initiatives.

Category:

Activity - Delivery to Diploma	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fully Implement Delivery to Diploma, a district-wide early childhood initiative. Focus on providing families and the community with information on school readiness and what to expect in early childhood, birth to 5 years. Schools: All Schools	Parent Involvement	01/01/2014	05/29/2015	$0	No Funding Required	Early Childhood Department, Family/Community Liaisons

Activity - Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide more family engagement opportunities in the Preschool program- including parent workshops. Schools: All Schools	Parent Involvement	01/01/2014	05/29/2015	$0	No Funding Required	Early Childhood Department, Family/Community Liaisons

Activity - Early Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content Specialist and teacher leaders will continue to expand and refine the district work on early literacy based on Reutzel in developing early literacy continuum. See Proficiency goal, Strategy 4, for specific action plan. Schools: All Schools	Academic Support Program	01/01/2014	01/01/2016	$0	No Funding Required	TLT Team, Innovation specialists, teacher leaders, directors working with elementary schools

Activity - Support for Struggling Readers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage district content specialists to deliver professional development to schools focused on helping struggling readers. This training would include using diagnostic tools to determine student needs, pathways that readers take as they develop into proficient readers, and strategies for addressing reading deficiencies. Schools: All Schools	Professional Learning	01/01/2014	05/29/2015	$0	No Funding Required	Title 1 Specialists, Learning and Innovation Specialists

Activity - Summer learning programs (SB 95)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The summer learning program shall provide summer camps that include a blend of evidenced-based instruction in the core subjects of reading and mathematics plus experiential and enrichment activities in the arts, technology, and sports. Schools: All Schools	Academic Support Program	01/01/2014	05/29/2015	$0	Other	School/Community Liaisons, Title 1

Strategy 4:

Increase Average Daily Attendance and decrease truancy - The district will support initiatives to increase attendance and reduce truancy.

Category:

Activity - Truancy Prevention PSA Video	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district, in collaboration with the court system, will produce and provide an educational, preventive truancy public service announcement video (app. 15 minutes). This video will be used in the middle and high schools to educate parents, students, and staff on truancy. Schools: All Schools	Community Engagement	01/01/2014	05/29/2015	$2000	District Funding	DPP Office

Activity - District Attendance Award	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The district will implement a motivational attendance award (such as a traveling plaque) for the elementary, middle, high schools and programs to award for the highest attendance percentages.

Schools: All Schools | Other | 02/01/2014 | 05/29/2015 | $500 | Other | DPP Staff |

Activity - DPP Support Initiatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore potential options, based on reallocation of current funds, for support positions within the DPP office such as Court Liaison, Assistant DPP, to better monitor attendance and behavior of at-risk students. Schools: All Schools	Other	07/01/2014	05/29/2015	$0	No Funding Required	Superintendent, Chief Adminstration Officer

Strategy 5:

High school readiness and success - The district will support intiatives to increase the readiness of 8th graders for high school and reduce 9th grade failure rates to promote a successful transition from middle to high school.

Category:

Activity - Graduation Success Cadre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will establish a Graduation Success Cadre consisting of district leaders, 8th and 9th grade teacher representatives, middle and high school leadership, community representatives, and student representatives. The purpose of the cadre is to identify and adopt a standardized framework to transition 8th grade students to high schools and apply research practices to reduce the failure rates at the 9th grade based on research studies from Sam Pantleo and Gene Bottoms. Schools: All Schools	Academic Support Program	03/01/2014	05/29/2015	$0	Other	ESS/FRSC Coordinator

Activity - GEAR UP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will explore ways to increase additional Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) partnerships at middle and high schools. Schools: All Schools	Academic Support Program	01/01/2014	05/29/2015	$0	No Funding Required	ESS/FRSC Coordinator

Strategy 6:

School, Community, Family Support and Collaboration - The district will support intiatives for increasing community and family engagement to support college/career readiness and increased graduation rates.

Category:

Activity - Parent and Family Workshops and Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide learning opportunities to support families through transitions into school, through grade levels and school levels. 1. Readiness activities- Born Learning Academies 2. Transition to kindergarten – registration process, screening, orientation activities 3. Information provided to parents on curriculum expectations and how to support student learning at each grade level. 4. Workshops on how to use infinite campus 5. Workshops on ILP beginning in intermediate grades through middle and high school 6. Information provided to families on middle and high school course requirements to be college and career ready. Schools: All Schools	Community Engagement	01/01/2014	05/29/2015	$0	No Funding Required	Family/Community Engagement Liaisons

Activity - Delivery to Diploma	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will support the Delivery to Diploma initiative to actively involve parents and families as early as possible in their children's lives and works with families and the community to develop a continuum of services that will follow children from cradle to career – increasing school readiness, school success, and graduation rates by working to create a seamless collaborative network with schools, social services, quality childcare, healthcare, learning opportunities, and supportive transitions through developmental stages and school levels. Schools: All Schools	Community Engagement	01/01/2014	05/29/2015	$0	No Funding Required	Early Childhood office, Family and Community District Coordinator and Liaisons

Goal 6: By 2020 all schools/departments will employ professional staffs that reflect at a minimum the diversity of the students served in FCPS.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase our pool of minority applicants and the percentage of minority professionals hired to reflect the diversity of our local community by 12/01/2020 as measured by MERR report, Equity score card and personnel report to Equity Council .

Strategy 1:

Minority Recruitment - Establish a minority educator recruitment team consisting of the district Human Resource department personnel, school level hiring managers, and other identified district leaders to expand and facilitate recruitment efforts increasing the pool of highly qualified and effective minority applicants.

Category:

Research Cited: Shen, 1998; Fenwick, 2000; Haselkorn, 2000; Darling-Hammond, 1997

Activity - District Minority Recruitment team (DMRT)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DMRT will establish target goals and measurable objectives based on district employment needs and trends. Schools: All Schools	Recruitment and Retention	03/01/2014	12/01/2020	$0	No Funding Required	Associate Director of Recruitment and Retention, Human Resources; School, Community, and Government Support

Activity - Progress reporting and monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district Equity Council will establish a monitoring and reporting process to ensure fidelity of implementation. DMRT will provide quarterly reports towards the progress towards the recruitment goals. Schools: All Schools	Recruitment and Retention	01/01/2014	12/01/2020	$0	No Funding Required	Equity Council; Associate Director of Recruitment and Retention; Human Resources

Activity - Protocol and procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DMRT will be issued the charge to develop a transparent process of protocols and procedures for recruiting minority educators. Schools: All Schools	Recruitment and Retention	01/01/2014	12/01/2020	$2500	No Funding Required	Equity Council; Associate Director of Recruitment and Retention;Human Resources

Activity - Training for recruiters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided supporting effective recruitment techniques. School level managers will be trained as ambassadors for the district. Schools: All Schools	Recruitment and Retention	03/14/2014	12/01/2020	$2500	Other	Human Resources; School, Community, and Government Support

Activity - Advisory panel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisory panel made up of school level staff and community members including representatives from local colleges. Schools: All Schools	Recruitment and Retention	01/01/2014	12/01/2020	$0	No Funding Required	Human Resources; School-level hiring managers; Equity Council; Associate Director of MRR

Activity - Revision of current district action plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluation and revision of current action plan. Schools: All Schools	Recruitment and Retention	01/01/2014	12/01/2020	$0	No Funding Required	PDAC of the Equity Council; Human Resources

Activity - Recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate and revise current recruiting materials. Establish a recruitment calendar. Evaluate all district-wide publications to ensure equal representation. Specify a budget for minority recruitment including travel, incentives, printed publications, and web presence. Schools: All Schools	Recruitment and Retention	01/01/2014	12/01/2020	$70000	District Funding	Associate Director of Recruitment and Retention; Human Resources

Activity - Identification of qualified candidates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Associate Director of Recruitment and Retention;Recruitment area to include: HBCU's private colleges, and technical colleges in states that have reciprocity of certification. Schools: All Schools	Recruitment and Retention	01/01/2014	12/01/2020	$0	No Funding Required	Human Resources; Associate Director of Recruitment and Retention; DMRT

Strategy 2:

Pilot Fayette Alternative Certification Elementary and Secondary Program - Offer adults with a bachelor's degree the opportunity to become certified teachers through an alternative certification model approved by the EPSB. In return teachers commit to teaching in Fayette County Public Schools.

Category:

Activity - F.A.C.E.S pilot	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualified applicants would go through a rigorous training program in partnership with a local university and/or college that would give them the opportunity to become certified teachers. In return they will commit to teaching in Fayette County. Schools: All Schools	Recruitment and Retention	01/01/2014	12/01/2020	$75000	State Funds	Human Resources; School Hiring Managers

Strategy 3:

"Grow your own" programs - Identify and foster minority high school students with teaching and leadership aptitude to encourage them to go into the teaching profession.

Category:

Activity - EBCE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An academic internship program that uses the classroom and the community to provide hands-on career exploration. Schools: All Schools	Recruitment and Retention	01/01/2014	12/01/2020	$0	No Funding Required	Human Resources; School, Community, and Government Support; DMRT leader

Activity - FEA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Actively work towards implementing FEA chapters at each local high school. Sponsors will be recruited and trained. In addition, early exposure will begin at the middle school level. Schools: All Schools	Recruitment and Retention	01/01/2014	12/31/2020	$5000	Other	Human Resources; DMRT leader

Activity - Priority substitutes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify promising minority teachers from the substitute pool and hire a maximum of ten individuals that would rotate around the district to increase experience and exposure. Training will be provided. Schools: All Schools	Recruitment and Retention	08/01/2014	05/31/2015	$0	No Funding Required	Human Resources

Strategy 4:

Employee Leadership Support - Design a mentorship program for new employees, provide training opportunities for employees to acquire additional skills and knowledge that will support professional growth and provide an intentional culture of inclusion created within and throughout the district.

Category:

Research Cited: Shen, 1998; Fenwick, 2000; Haselkorn, 2000; Darling-Hammond, 1997

Activity - New employee support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to KTIP, new minority employees to the district/profession will be mentored by an existing or retired employee within their role group up to four (4) years. Provide supplemental pay for minority mentors. Schools: All Schools	Recruitment and Retention	01/01/2014	12/01/2020	$50000	District Funding	Associate Director of Recruitment and Retention;Human Resources

Activity - Cultural/Diversity competency training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IAKway training and cultural competency training will be a requirement for all employees within the district. On-going annual training provided for all employees. Schools: All Schools	Recruitment and Retention	01/01/2014	12/01/2020	$0	No Funding Required	Human Resources; School, Community, and Government Support

Activity - Aspiring Leaders Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Aspiring leadership program will be modified to include relevant training for the development and advancement of existing employees. Schools: All Schools	Recruitment and Retention	01/01/2014	12/01/2020	$0	No Funding Required	Human Resources

Activity - Diversity/Cultural events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentional planning around celebrating all cultures across the school district including hosting one district-wide acknowledgement day around embracing all cultures within the district. Schools: All Schools	Recruitment and Retention	01/01/2014	12/01/2020	$0	No Funding Required	Human Resources, Associate Director of Recruitment and Retention;School, Community, and Government Support

Goal 7: Increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to meet or exceed the state delivery targets for all students in elementary (66.8), middle (67.3), and high schools (67.1) while accelerating performance results of students identified in the achievement gap by 1.5 times the annual delivery target by 05/31/2018 as measured by KPREP results in reading and math.

Strategy 1:

Multi-Tiered System of Support (MTSS) - By using Muti-tiered System of Support (MTSS), academic achievement for all students will improve.MTSS is a framework for systematically using data and problem solving to allocate education resources to improve learning for all students. The system ensures high quality instruction with intentional progress monitoring and data collection to produce student performance results. MTSS is designed to facilitate support for student academic and behavioral expectations ensuring access to rigorous learning opportunities. Through a series of progress monitoring, formative data analysis, and data driven decision-making, teaching and learning practices and services will be implemented to ensure acceleration of learning and gap closure.

Category:

Research Cited: National Center for RTI

http://www.rti4success.org/

Activity - MTSS Core Implementation Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish MTSS Core Implementation Team to develop a plan for the implementation of MTSS as outlined in the FCPS manual. Refer to Proficiency Goal, Strategy 1 for specific action plan. Schools: All Schools	Professional Learning	01/02/2014	01/01/2016	$0	No Funding Required	Teaching and Learning Team

Activity - Implementation of MTSS Tiers 2 & 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The Implementation Team will develop instruments, protocols and procedures for progress monitoring, such as:

• Number of students receiving Tier 2 and Tier 3 interventions
• Type of Tier 2 and Tier 3 interventions students are receiving
• Adjustments in service plan delivery
• Fidelity of interventions being implemented
• Effectiveness of Interventions
• PBIS effective strategies

Schools: All Schools | Other | 08/01/2014 | 01/01/2016 | $0 | No Funding Required | MTSS Core Implementation Team |

Strategy 2:

Culturally Responsive Teaching and Learning - Culturally Responsive Teaching and Learning is a strategy designed to maximize the particular interest, beliefs, talents, and cultural perspectives of all students to engage them in the learning process. Implementing Culturally Responsive Teaching and Learning strategies all students will have access to equitable and rigorous learning opportunities resulting in student growth and achievement. Implementing Culturally Responsive Teaching and Learning (CRTL) strategies all students will have access to equitable and rigorous learning opportunities resulting in student growth and achievement. CRTL training shall include a tiered approached (Tier I, Tier 2, and Tier 3).   These approaches shall be congruent with what teachers should know and be able to do to effectively implement strategies at each tiered level for all students to have access to equitable and rigorous learning opportunities.

Category: Professional Learning & Support

Research Cited: • Culturally Responsive Classroom Management Strategies

http://steinhardt.nyu.edu/scmsAdmin/uploads/005/121/Culturally%20Responsive%20Classroom%20Mgmt%20Strat2.pdf

• ASCD Ed Leadership Journal: Culturally Response Teaching Framework

http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx

• NCCRESt – Culturally Responsive RTI

http://www.rti4success.org/pdf/rti.pdf

• The Center for Culturally Responsive Teaching and Learning

http://culturallyresponsive.org/

• Dr. Geneva Gay

http://www.intime.uni.edu/multiculture/curriculum/culture/teaching.htm

• Culturally Responsive Teaching Online Resources

http://www.culturallyresponsiveteachingresources.org/index.html

Activity - CRTL Implementation Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Establish a district team to review the research, current protocols, status of school level implementation to determine a schedule for district wide training and implementation (modules based on tiered instruction).

Schools: All Schools | Professional Learning | 02/01/2014 | 05/29/2015 | $50000 | Other | Office of Community and Government Support |

Activity - CRTL framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District CRTL Implementation Team will review research and existing models for CRTL framework development. Schools: All Schools	Academic Support Program	06/01/2014	05/29/2015	$0	No Funding Required	Office of Community and Government Support, CRTL Implementation Team

Activity - CRTL impact protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CRTL Implementation Team will develop a CRTL impact protocol to support implementation, including protocols for gathering data to determine the impact of CRTL strategies. A three year phase in -implementation model will be utilized to reach all schools. Schools: All Schools	Professional Learning	05/01/2015	08/31/2015	$0	No Funding Required	Office of Community and Government Support, CRTL Implementation Team

Strategy 3:

Best Practices for Targeted Populations - FCPS will support the implementation of high yield best practice strategies to ensure student growth and achievement

through professional learning, facilitated support, technical assistance, and continuous progress monitoring.

Category:

Research Cited: NEA – CARE http://www.nea.org/assets/docs/CAREguide2011.pdf

ED Results: Best Practices Framework http://www.edresults.org/bp/

Direct Instruction http://commons.emich.edu, http://www.nifdi.org, http://olc.spsd.ca/DE/PD/instr/direct.html, http://www.centerii.org, http://www.interventioncentral.org ,

http://mheoline.com

Brain-Based Teaching http://edutopia.org, http://www4.uwsp.edu

Evidence-based educational practices that have effectively improved student performance http://ed.gov/nclb/overview/intro/4pillars.html,

Barak Rosenshine's 17 Principles of Instruction http://www.aft.org/american educator/spring2012/Rosenshine.pdf

Harper, Maheadly, Mallette, Karnes, 1999- Studies have demonstrated an increase in math, reading, social studies, spelling, and vocabulary skills on students with mild

disabilities and students who are low-achieving when class-wide peer tutoring occurs.

Scruggs, Mastropieri, Berkeley and Gratez 2010, " Do Special Education Interventions Improve Learning of Secondary Content?"

http://nichcy.org

CA Tomlinson, "Differentiating Instruction in Response to Student Readiness, Interest, and Learning Profile in Academically Diverse Classrooms: A Review of Literature"

http://edresearch.yolasite.com/resources/Tomlinson03.pdf

Z Wang, "Disciplinary Literacies Across Content Areas: Supporting Secondary Reading Through Functional Language Analysis"

http://eric.ed.gov/?id=EJ880106

J Metzner, "Supporting Adolescent Literacy across the Content Areas. Perspectives on Policy and Practice"

http://eric.ed.gov/?id=ED459442

J Cummins, "Empowering Minority Students: A Framework for Intervention"

http://psycnet.apa.org/psycinfo/2002-10191-001

Activity - Early Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
State-Funded Preschool Program The district preschool program will continue to serve at-risk children (150% of the poverty level and children with diagnosed special needs). The district will continue to find qualifying children through child-find efforts. Schools: All Schools	Academic Support Program	08/01/2013	01/01/2016	$0	No Funding Required	FCPS Preschool Department

Activity - Develop a menu of best practices and high yield instructional strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Achievement Gap Goal team will collect, review and communicate best practice and high yield strategies such as: Cognitive Academic Language Learning, Sheltered Instruction, Direct Instruction, Brain Based Thinking, etc., for targeted populations establishing a menu of professional learning choices for schools to select based on identified needs. Schools: All Schools	Professional Learning	01/01/2014	05/31/2015	$0	No Funding Required	District Achievement Gap Goal Team

Activity - Academic Vocabulary Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will support the implementation of Academic Vocabulary as part of school wide literacy based strategies. A structured three-year implementation plan, including a budget plan, will be developed to involve all schools. Turn around and high gap population schools will be identified for intentional implementation plans. Schools: All Schools	Academic Support Program	01/01/2014	05/31/2015	$0	General Fund	Teaching and Learning Team, ELL Department

Strategy 4:

Positive Behavior Interventions and Support (PBIS) - By using district-wide Positive Behavior Interventions and Support (PBIS), we will create a more encouraging, safe, and orderly environment for the Fayette County Public Schools communities. Through instruction, comprehension, and regular practice, all stakeholders will use a consistent set of behavior expectations fostering an environment conducive for success learning opportunities.

Category:

Research Cited: • PBIS.org

http://www.pbis.org/research/default.aspx

• Northwest Foundation

http://www.responsiveclassroom.org/sites/default/files/pdf_files/PBIS_whitepaper.pdf

Activity - PBIS District Implementation Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a PBIS Implementation Team which includes a representation of district staff across departments and others such as Behavior Coaches, ,behavior interventionists, counselors, etc. The team will establish protocols and processes for PBIS implementation and monitoring, such as - collection and analysis of school-wide behavior data - development of 3-year implementation plan for on-going PBIS training opportunities - identify and plan for priority needs schools Schools: All Schools	Behavioral Support Program	02/01/2014	01/01/2016	$0	No Funding Required	Safe Schools Program Specialist

Activity - Parent Communication about PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide schools with information for parents with explanation of the PBIS program to increase parent involvement via PTA newsletters. Schools: All Schools	Parent Involvement	08/01/2014	05/31/2015	$0	No Funding Required	Office of Community and Government Support, Family/Community Engagement

Strategy 5:

District Staffing Taskforce - District Staffing Taskforce will develop a plan to implement strategies to equitably distribute and reallocate staffing resources in support of the schools and students with the greatest needs, including turnaround and focus schools.

Category:

Research Cited: Sanders, Ed Trust, ProPublica

Activity - Equitable Staffing Formula	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Staffing Taskforce is charged with making recommendations for reallocating existing staffing funds in a more equitable way. The Staffing Taskforce will research and make recommendations for the redistribution of resources and staffing to ensure higher-needs students have access to quality Tier 1 instruction, appropriate Tier 2 interventions, and specific supports for Tier 3 intervention and instruction. The Staffing Taskforce will develop long-range plans to monitor progress and impact to ensure the appropriate resources continue to support growh and achievement at targeted schools. Schools: All Schools	Policy and Process	08/01/2014	05/29/2015	$0	No Funding Required	Staffing Taskforce, Chief Operations Officer, Chief Academic Officer, Director of Resource Allocation

Strategy 6:

Equity Council Recommendations - In the October 2014 board meeting the school board approved 10 recommendations made by the equity council. The equity council's recommendations were based upon analysis of district data, discussion among stakeholders from the district and community, and focused on improving achievement of the traditionally under-performing populations of students, identified in the Unbridled Learning Systems as the "Non-duplicated Gap Group."

These recommendations, listed in the strategy as actives, are subdivided amongst departments in the district, and held together under the larger goal of improving proficiency rates of students in the non-duplicated GAP group. The goal is to eliminate race, free or reduced lunch status, disability, and gender as predictors of the success of a student in this school district.

Category: Professional Learning & Support

Research Cited: The Equity Council monitors and analyzes equity issues, advises the Fayette County Board of Education and advocates for achievement for all students. We are advocates for all children regardless of their background and circumstances, and represent the equity conscience of the community.

Activity - Mental Health Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create district supports for attention to mental health issues. This emerged as the primary need for discipline, achievement, and student behaviors. Schools: All Schools	Behavioral Support Program	10/20/2014	07/01/2016	$50000	Grant Funds	Fayette County Public Schools Leadership Cabinet

Activity - Minoirty Hiring Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| At the time HR routinely (not on request) relays minority candidate information to each school principal, the PDAC requests they might also include that school's staff diversity data. This would provide a courtesy reminder clearly setting forth each school's current diversity goal given the school's staff diversity in comparison to their student enrollment and including a compliance request, "please provide what steps are being taken to ensure your school's staff population reflects your student population" which then would be reported to the Equity Council by principals and directors.

Schools: All Schools | Recruitment and Retention | 10/20/2014 | 07/01/2016 | $0 | No Funding Required | Fayette County Public Schools Leadership Cabinet |

Activity - Improvement Plan Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that the Equity Scorecard is used as a tool alongside the Comprehensive District Improvement Plan during schools leadership team planning phrase. Schools: All Schools	Policy and Process	01/05/2015	07/01/2016	$0	No Funding Required	Fayette County Public Schools Leadership Cabinet

Activity - Effectiveness Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adopt a regular schedule and process for analyzing teacher and leader effectiveness data across schools to determine whether effective teachers and leaders are distributed equitably within schools and across the district. Schools: All Schools	Policy and Process	10/20/2014	07/01/2016	$0	No Funding Required	Fayette County Public Schools Leadership Cabinet

Activity - Staff Diversity Support and Monitor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire a full-time monitor, who will have responsibility for staff diversification and the independence and leverage to monitor at the individual school levels and to report to the Equity Council on its progress. Schools: All Schools	Recruitment and Retention	01/05/2015	07/01/2016	$100000	District Funding	Office of School, Community and Government Support. Associate Director of Minority Recruitment.

Activity - Cabinet Scorecard Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district's leadership team (Cabinet) should place the Equity Scorecard measurable components on their bi-weekly agenda for review of progress or lack thereof. Schools: All Schools	Policy and Process	01/05/2015	07/01/2016	$0	No Funding Required	Fayette County Public Schools Leadership Cabinet

Activity - Accountability Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create an accountability monitoring schedule with review dates and who is going to be held responsible and accountable for each area on the Scorecard. Schools: All Schools	Policy and Process	01/05/2015	07/01/2016	$0	No Funding Required	Fayette County Public Schools Leadership Cabinet

Activity - Transition Student Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
R.E.S.E.T Panel needs a holding placement for students' reintegration into FCPS. When a student comes into the district from an outside placement late in the semester (e.g. two weeks before the end of school), there should be a transition setting to get them reintegrated into the system effectively. Schools: All Schools	Academic Support Program	10/20/2014	07/01/2016	$0	No Funding Required	Fayette County Public Schools Leadership Cabinet

Activity - Diversity Reporting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9. As a follow up on accountability and measurable outcomes reporting related to meeting Goal No. 8, ("By 2020 all schools/departments will employ professional staff that reflect at a minimum the diversity of the students served in FCPS."). The PDAC recommends that the new Board Report includes not only the current staff population by school, but also next to each, the student population for that school serving to make for easier viewing of where each school needs to reflect its student population and ascertain its diversity goals. Schools: All Schools	Policy and Process	01/05/2015	07/01/2016	$0	No Funding Required	Fayette County Public Schools Leadership Cabinet

Activity - Gap Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Require schools with the highest gaps and directors to share the schools' gap reduction plans with the Board and Equity Council. Schools: All Schools	Academic Support Program	12/01/2014	07/01/2016	$0	No Funding Required	Fayette County Public Schools Leadership Cabinet

Goal 8: The district will support schools in increasing meaningful stakeholder engagement (parents, families and community) to support student learning, enhance educational experiences, and enrich grade and school level transitions.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to • To foster collaborative partnerships to ensure all students achieve at high levels and graduate prepared to excel in a global society as measured by KDE Next Generation Learning Standards. by 07/01/2015 as measured by KPREP Scores.

Strategy 1:

Framework - Establish a framework for family and community engagement initiatives that build capacity among educators, families and community to partner around student success.

Category: Stakeholder Engagement

Research Cited: Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships, SEDL publication in collaboration with US Dept. of Education; The Missing Piece of the Proficiency Puzzle, publication from Kentucky Department of Education; Pichard Committee for Academic Excellence; Harvard Family Research Project; Johns Hopkins University, National Network of Partnership Schools; National Standards for Family-School Partnerships, National PTA; see 2020 Vision Final Report for additional research

Activity - Define family and community engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will define family and community engagement and establish process and organizational conditions to successfully implement capacity building efforts Schools: All Schools	Community Engagement	07/22/2013	07/01/2015	$0	No Funding Required	Community Involvement Staff

Activity - "4 C's" – defining capacity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Define, outline and communicate the importance of "4 C's" – capabilities, connections, confidence, cognition Schools: All Schools	Community Engagement	07/22/2013	07/01/2015	$0	No Funding Required	School, Community & Govn't Support, Student Achievement & Support,

Activity - Community Partnership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage and partner with community to plan and implement substantive work to improve student achievement and collaborate to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. Schools: All Schools	Academic Support Program	07/01/2013	07/01/2015	$0	No Funding Required	School, Community & Govn't Support, Student Achievement & Support,

Strategy 2:

Best Practice Learning - Support initiatives to engage stakeholders in instructional & support roles by providing multiple learning opportunities for families and facilitating job embedded professional development "Best Practices" for staff.

Category: Professional Learning & Support

Activity - Provide training linked to learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a parent/family training curriculum that tracks with the student's grade level with special emphasis on middle and high schools, where family involvement tends to drop off or shift into non-academic areas. Publicize this curriculum and offer courses or workshops at schools and/or various other locations throughout the year Schools: All Schools	Parent Involvement	07/22/2013	07/01/2015	$0	No Funding Required	Family & Community Liaisons, Early Childhood Dept., Communications, Technology, Schools

Activity - Capacity Building	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage ways for families and school staff to continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively Schools: All Schools	Parent Involvement	07/22/2013	07/01/2015	$5000	District Funding	Family & Community Liaisons, Title I, Early Childhood Dept., FRYSC, Career & Tech Ed Dept., Schools

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Locate appropriate PD and make known to Administration and office staff at both IAKSS and schools Schools: All Schools	Parent Involvement	07/22/2013	07/01/2015	$0	No Funding Required	Family &Community Liaisons, Early Childhood Dept., School staff

Strategy 3:

Learning Environmnet - Aid in creating and maintaining a responsive & welcoming atmosphere that values and respects the diverse needs of the community.

Category: Stakeholder Engagement

Research Cited: Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships, SEDL publication in collaboration with US Dept. of

Education; The Missing Piece of the Proficiency Puzzle, publication from Kentucky Department of Education; Pichard Committee for Academic Excellence; Harvard Family Research Project; Johns Hopkins University, National Network of Partnership Schools; National Standards for Family-School Partnerships, National PTA; see 2020 Vision Final Report for additional research

Activity - Welcoming	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop methods to ensure all families feel welcomed, valued, and connected to each other, to school staff, and as active participants in the life of the school **add Web App Schools: All Schools	Parent Involvement	07/01/2014	01/01/2016	$0	No Funding Required	Staff, Superior Customer Service

Activity - Cultural awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to imbed culturally responsive teaching and learning Schools: All Schools	Professional Learning	06/22/2013	07/01/2017	$0	No Funding Required	Staff, Dept. of School Community & Govn't Support

Activity - Relationship Building	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Help build productive, personal relationships with parents of all students by developing a portfolio of methods for contacting and engaging families to increase the number of reasons for the school to interact with the family (home visits, phone calls, SBDM and other committee neighborhood meetings, awards and recognition events, talent shows, social functions, etc.) Schools: All Schools	Parent Involvement	07/22/2013	01/01/2016	$0	No Funding Required	Staff, Dept. of School Community & Govn't Support

Activity - Link to Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop methods to engage families as active participants in the life of the school and to what students are learning and doing in class Schools: All Schools	Parent Involvement	07/22/2013	07/01/2015	$0	No Funding Required	Family &Community Liaisons, Early Childhood Dept., School staff

Measurable Objective 2:

collaborate to • To establish common school and district level surveys (K-12 Insight) and a comprehensive means of measuring quantitative and qualitative data (number of individual learning plan (ILP) and parent teacher conferences, grade/school transitions (Kindergarte by 01/01/2015 as measured by Survey Data.

Strategy 1:

Stakeholder Engagement Strategies - Assist in the development and maintenance of family and community engagement strategies, plans and CDIP components by collaborating with the community.

Category: Stakeholder Engagement

Research Cited: Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships, SEDL publication in collaboration with US Dept. of Education; The Missing Piece of the Proficiency Puzzle, publication from Kentucky Department of Education; Pichard Committee for Academic Excellence; Harvard Family Research Project; Johns Hopkins University, National Network of Partnership Schools; National Standards for Family-School Partnerships, National PTA; see 2020 Vision Final Report for additional research

Activity - Assess Needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Survey families and school staff to determine strengths, weaknesses and needs of school and community Schools: All Schools	Community Engagement	07/01/2013	07/01/2015	$0	No Funding Required	Family &Community Liaisons

Activity - PR Campaign	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize television, newspapers, radio, transportation services, libraries, faith-based organizations, community service organizations, universities, etc. to launch an extensive Public Relations campaign to raise public awareness of need for community support Schools: All Schools	Career Preparation/Orientation	07/01/2014	01/01/2016	$0	No Funding Required	Office of Family & Community Engagement

Activity - Identify & present resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify agencies and organizations willing to assist with needs presented in survey responses and other data generated. Develop parent engagement strategies and best practices based on school/family/neighborhood demographics, feedback surveys, etc. Schools: All Schools	Community Engagement	07/01/2013	07/01/2015	$0	No Funding Required	Office of Family & Community Engagement, Early Childhood Department, Career & Tech. Ed

Activity - Identify and recognize high performance partners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Develop a rubric for establishing high performance partners and highlight through Golden Apple awards Schools: All Schools	Community Engagement	07/01/2013	07/01/2015	$0	No Funding Required	Office of Family & Community Engagement, Community Partners Leadership Team

Strategy 2:

Two-way Communication - Support efforts to promote clear, consistent, effective two- way communication.

Category: Stakeholder Engagement

Research Cited: Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships, SEDL publication in collaboration with US Dept. of Education; The Missing Piece of the Proficiency Puzzle, publication from Kentucky Department of Education; Pichard Committee for Academic Excellence; Harvard Family Research Project; Johns Hopkins University, National Network of Partnership Schools; National Standards for Family-School Partnerships, National PTA; see 2020 Vision Final Report for additional research

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a resource guide for schools that clearly spells out information about school operations, issues, needs, objectives and expectations (to create informed families), and explanations of whom to contact, when and how for specific questions and concerns about the school and the Schools: All Schools	Parent Involvement	07/22/2013	07/01/2015	$0	No Funding Required	Family & Community Liaisons

Activity - Link to Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a time-line of events during the school year (beginning of the Year Open House, Parent Teacher Conferences, at the end of each grading period, Grade Level Meetings at the beginning of each semester) that will focus on communication about the student Schools: All Schools	Parent Involvement	07/01/2013	07/01/2015	$0	No Funding Required	Dept. of School, Community & Govn't Support

Strategy 3:

Parent Support - Support parents as educational advocates and inclusive decision makers.

Category: Stakeholder Engagement

Activity - SBDM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Provide training that qualifies parents to serve on councils and encouraging issue-based SBDM elections -- curriculum, budget, activities, etc. Schools: All Schools	Parent Involvement	07/01/2013	01/01/2016	$0	No Funding Required	Family & Community Liaisons, Early Childhood Dept., Communications

Activity - Advocacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Empowered families and community to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support the success of all students Schools: All Schools	Parent Involvement	07/22/2013	07/01/2017	$0	No Funding Required	Family &Community Liaisons, Early Childhood Dept., School staff

Activity - Decision making	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage families to serve as equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs. Provide expectations for parents monitor and assist with school improvement Schools: All Schools	Academic Support Program	07/01/2014	07/01/2016	$5000	District Funding	Family & Community Liaisons, Title I, Early Childhood Dept., FRYSC, Career & Tech Ed Dept., Schools

Activity - Link to Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train parents, and other adults, to take personal responsibility for understanding and speaking for each child's learning needs. Schools: All Schools	Academic Support Program	06/01/2014	07/01/2016	$5000	District Funding	Family & Community Liaisons, Title I, Early Childhood Dept., FRYSC, Career & Tech Ed Dept., Schools

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mental Health Support	Create district supports for attention to mental health issues. This emerged as the primary need for discipline, achievement, and student behaviors.	Behavioral Support Program	10/20/2014	07/01/2016	$50000	Fayette County Public Schools Leadership Cabinet
Literacy Design Collaborative (LDC)	District will provide trainings and supports for Literacy Design Collaborative (LDC) to schools currently participating and to others that are interested in beginning this initiative.	Professional Learning	01/02/2014	01/01/2015	$200000	Director of Curriculum and Assessment, Learning and Innovation Specialists, Middle/High School Directors
Math Design Collaborative (MDC)	District will coordinate trainings and supports for Math Design Collaborative to schools currently participating and to others that are interested in beginning this initiative.	Professional Learning	01/02/2014	05/29/2015	$150000	Director of Curriculum and Assessment, Learning and Innovation Specialists, Middle/High School Directors
				Total	$400000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Vocabulary Initiative	The district will support the implementation of Academic Vocabulary as part of school wide literacy based strategies. A structured three-year implementation plan, including a budget plan, will be developed to involve all schools. Turn around and high gap population schools will be identified for intentional implementation plans.	Academic Support Program	01/01/2014	05/31/2015	$0	Teaching and Learning Team, ELL Department

Develop Phase III of an aligned, competency-based learning management system.	Identify and link electronic learning resources on a standard-by-standard basis within the learning management system.	Other	07/02/2014	05/29/2015	$5000	Secondary School Directors, Innovation School instructional leaders, Innovation School instructional staff, District Career/Consumerism Content Leads
Develop Phase V of an aligned, competency-based learning management system.	Provide initial and follow up professional development toward pilot implementation of a prototype learning management system in Schools of Innovation.	Other	07/02/2015	05/26/2017	$15000	Secondary School Directors, Innovation School instructional leaders, Innovation School instructional staff, District Career/Consumerism Content Leads
Develop Phase IV of an aligned, competency-based learning management system.	Develop pilot problem/project-based learning experiences at critical transition points across the learning outcomes continuum.	Other	07/02/2014	05/26/2016	$5000	Secondary School Directors, Innovation School instructional leaders, Innovation School instructional staff, District Career/Consumerism Content Leads

Develop Phase I of an aligned, competency-based learning management system.	Develop an aligned standards document reflecting a Pre-K through 12th grade organization of standards, a Pre-K through 12th grade organization of 21st Century "next generation" skills, and employability skills. Develop competency –based grading models with specific recommendations, such as e-portfolios or capstone projects.	Other	01/02/2014	05/29/2015	$2500	Secondary School Directors, Innovation School instructional leaders, Innovation School instructional staff, District Career/Consumerism Content Leads
Develop Phase II of an aligned, competency-based learning management system.	Develop an electronic student-performance/learning management system that incorporates a mastery-based approach to meeting learning outcomes.	Other	01/02/2014	12/25/2015	$2500	Secondary School Directors, Innovation School instructional leaders, Innovation School instructional staff, District Career/Consumerism Content Leads
				Total	$30000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer learning programs (SB 95)	The summer learning program shall provide summer camps that include a blend of evidenced-based instruction in the core subjects of reading and mathematics plus experiential and enrichment activities in the arts, technology, and sports.	Academic Support Program	01/01/2014	05/29/2015	$0	School/Community Liaisons, Title 1
Graduation Success Cadre	The district will establish a Graduation Success Cadre consisting of district leaders, 8th and 9th grade teacher representatives, middle and high school leadership, community representatives, and student representatives. The purpose of the cadre is to identify and adopt a standardized framework to transition 8th grade students to high schools and apply research practices to reduce the failure rates at the 9th grade based on research studies from Sam Pantleo and Gene Bottoms.	Academic Support Program	03/01/2014	05/29/2015	$0	ESS/FRSC Coordinator

Develop Phase V of a prototype MS/HS CTE-aligned curriculum system.	Integrate the prototype course outlines into a pilot learning management system (developed by Innovation Zone schools) for access by students, parents and staff in an anytime/anywhere, blended learning environment.	Other	01/04/2016	05/27/2016	$2000	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff
FEA	Actively work towards implementing FEA chapters at each local high school. Sponsors will be recruited and trained. In addition, early exposure will begin at the middle school level.	Recruitment and Retention	01/01/2014	12/31/2020	$5000	Human Resources; DMRT leader
Equitable differentiated transportation funding	Work with transportation team to develop a proposal for prorated (sliding scale) transportation cost for high poverty schools. Based on needs of "at promise" populations, differentiate funding so that schools with low SES can provide the same quality of extracurricular activities that high SES schools can provide (college visits, etc).	Extra Curricular	01/01/2014	05/29/2015	$0	Chief Operating Officer, Division of Transportation
Safe and Welcoming Learning Environment	Support schools in creating and maintaining safe learning environment that provides daily experiences at all grade levels to enhance positive social attitudes and effective interpersonal skills with and for all students, through activities such as Culturally Responsive Teaching and Learning, PBIS and Superior Customer Service.	Policy and Process	01/01/2014	05/29/2015	$0	Equity Department, Superior Customer Service Department
District Attendance Award	The district will implement a motivational attendance award (such as a traveling plaque) for the elementary, middle, high schools and programs to award for the highest attendance percentages.	Other	02/01/2014	05/29/2015	$500	DPP Staff
CRTL Implementation Team	Establish a district team to review the research, current protocols, status of school level implementation to determine a schedule for district wide training and implementation (modules based on tiered instruction).	Professional Learning	02/01/2014	05/29/2015	$50000	Office of Community and Government Support
Training for recruiters	Professional development will be provided supporting effective recruitment techniques. School level managers will be trained as ambassadors for the district.	Recruitment and Retention	03/14/2014	12/01/2020	$2500	Human Resources; School, Community, and Government Support
				Total	$60000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Recruitment	Evaluate and revise current recruiting materials. Establish a recruitment calendar. Evaluate all district-wide publications to ensure equal representation. Specify a budget for minority recruitment including travel, incentives, printed publications, and web presence.	Recruitment and Retention	01/01/2014	12/01/2020	$70000	Associate Director of Recruitment and Retention; Human Resources
Writing Workshop Training	As part of the district ELA tier 1 recommendation document the committee emphasized the importance of a Writers Workshop instructional approach for the teaching of writing. To support this recommendation the district will host a series of Writers Workshop trainings prior to the 2015-2016 school year and open them up to interested teachers.	Professional Learning	04/06/2015	08/10/2015	$5000	Director of Curriculum and Assessment
Book Study	Director of Curriculum and Assessment, Learning and Innovation Specialists, and Design and Development Team members will participate in one or more book studies about project-based, product-based, and problem-based assessments. Books will be determined after further research in best practice and district needs in these areas.	Professional Learning	08/01/2014	07/01/2015	$3000	Director of Curriculum and Assessment, Learning and Innovation Specialists
District Career Pathway Handbook	Develop a comprehensive district-wide CCR handbook for distribution to 8th grade students and families.	Career Preparation/Orientation	01/05/2015	01/01/2016	$5000	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff
Feedback Teams	Feedback teams will be convened a minimum of three times a year to review school evidence, verify and validate scores, and provide feedback to schools about their scoring and evidence.	Other	12/01/2013	06/01/2015	$6000	Director of Curriculum and Assessment, District Content Leaders, Learning and Innovation Specialists

Link to Learning	Train parents, and other adults, to take personal responsibility for understanding and speaking for each child's learning needs.	Academic Support Program	06/01/2014	07/01/2016	$5000	Family & Community Liaisons, Title I, Early Childhood Dept., FRYSC, Career & Tech Ed Dept., Schools
Capacity Building	Encourage ways for families and school staff to continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively	Parent Involvement	07/22/2013	07/01/2015	$5000	Family & Community Liaisons, Title I, Early Childhood Dept., FRYSC, Career & Tech Ed Dept., Schools
District Content Leaders	Supplemental duty Content Leader positions in the A&H and PLCS areas will provide support to teachers and schools through district-wide content meetings, personal support to individuals and groups, sharing of resources and materials, curriculum advice, and organization of professional learning sessions. Writing and K-3 support will be provided by district learning specialists.	Other	09/15/2013	05/29/2015	$43000	Director of Curriculum and Assessment, District Content Leaders, Learning and Innovation Specialists
Kindergarten Readiness	Develop and implement early interventions for students who are entering kindergarten and who are identified as academically underprepared by a kindergarten readiness assessment. This program supports children who are deemed at-risk in the areas of language and literacy. Through small group, direct instruction, children are provided targeted activities and materials to support their language and literacy development. The district will continue to offer this support to schools and expand the number of schools participating.	Academic Support Program	06/02/2014	08/13/2014	$200000	Early Start Coordinator, Family and Community Liason, UK Speech and Language Professor, Elementary School Directors

Staff Diversity Support and Monitor	Hire a full-time monitor, who will have responsibility for staff diversification and the independence and leverage to monitor at the individual school levels and to report to the Equity Council on its progress.	Recruitment and Retention	01/05/2015	07/01/2016	$100000	Office of School, Community and Government Support. Associate Director of Minority Recruitment.
Truancy Prevention PSA Video	The district, in collaboration with the court system, will produce and provide an educational, preventive truancy public service announcement video (app. 15 minutes). This video will be used in the middle and high schools to educate parents, students, and staff on truancy.	Community Engagement	01/01/2014	05/29/2015	$2000	DPP Office
Math in Focus Training for Elementary Schools	All schools implementing Math in Focus will have the opportunity to send staff to a Math in Focus professional development provided by program representatives.	Professional Learning	01/02/2014	05/29/2015	$15000	Director of Curriculum and Assessment, Learning and Innovation Specialists, Elementary School Directors
Menu of Professional Learning Opportunities	Annually in the summer following the final submission of Program Reviews, the District Content Leaders, and the Learning and Innovation Specialists will convene a team to analyze the program review data for the year. A menu of professional learning opportunities for the upcoming school year will be developed based on the identified priority needs areas.	Other	06/01/2014	07/31/2015	$5000	Director of Curriculum and Assessment, District Content Leaders, Learning and Innovation Specialists
Plan for Common Scoring of Assessments	The TLT team will develop a plan for organizing common scoring sessions of the district interim assessments. The goal is to create a common understanding and expectation of rigor, proficiency, and what students should know and be able to do at various points in a course throughout the year.	Professional Learning	12/01/2014	05/01/2015	$10000	Director of Curriculum and Assessment, Learning and Innovation Specialists with support from Teaching and Learning Team

Progress Monitoring	District will provide annual training on using AIMSWeb as a means of idenfying students in need of additional academic support and as a progress monitoring tool. District will provide training annually on usingAIMSWeb as a progress monitoring tool. Schools will be responsible for ensuring they have AIMSWeb leaders in their building. The annual training will provide schools the opportunity to continue building capacity in AIMSWeb.	Academic Support Program	01/02/2014	05/29/2015	$5000	Director of Curriculum and Assessment, MTSS Core Team, Special Education Resource personnel with support from Teaching and Learning Team
Data Analysis	District will provide training annually on using MAP as a data analysis tool in order to drill down instruction to meet needs of individual students. Schools will be responsible for ensuring they have MAP leaders in their building. The annual training will provide schools the opportunity to continue building capacity in MAP.	Academic Support Program	01/02/2014	05/29/2015	$5000	Director of Curriculum and Assessment, Teaching and Learning Team
Decision making	Encourage families to serve as equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs. Provide expectations for parents monitor and assist with school improvement	Academic Support Program	07/01/2014	07/01/2016	$5000	Family & Community Liaisons, Title I, Early Childhood Dept., FRYSC, Career & Tech Ed Dept., Schools
PPGES Learning Opportunities	The principal will participate in Professional Learning opportunities for PPGES components and expectations which will cover: • Performance Standards as drivers for Professional Growth • Student Growth Goal Development • Professional Growth Goal Setting based on Self-reflection and student need • Val-Ed 360 administration and results usage • TELL Kentucky Survey administration and results usage	Professional Learning	08/13/2013	05/29/2015	$21960	Superintendent; Chief Academic Officer, Directors
Early Literacy for Elementary Schools	District leaders, content specialists, and teacher leaders will develop an early literacy continuum (K-2) based on the work of Reutzel.	Academic Support Program	01/02/2014	05/29/2015	$5000	Learning and Innovation specialists, Teacher Leaders, Elementary School Directors

New employee support	In addition to KTIP, new minority employees to the district/profession will be mentored by an existing or retired employee within their role group up to four (4) years. Provide supplemental pay for minority mentors.	Recruitment and Retention	01/01/2014	12/01/2020	$50000	Associate Director of Recruitment and Retention;Human Resources
Principal and Counselor Training on Student Ownership of Data	Principals and Counselor Training on Use of Student Data Cards	Professional Learning	01/05/2015	01/01/2016	$7000	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff
				Total	$572960	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
"4 C's" – defining capacity	Define, outline and communicate the importance of "4 C's" – capabilities, connections, confidence, cognition	Community Engagement	07/22/2013	07/01/2015	$0	School, Community & Govn't Support, Student Achievement & Support,
Welcoming	Develop methods to ensure all families feel welcomed, valued, and connected to each other, to school staff, and as active participants in the life of the school **add Web App	Parent Involvement	07/01/2014	01/01/2016	$0	Staff, Superior Customer Service

Equitable Staffing Formula	The Staffing Taskforce is charged with making recommendations for reallocating existing staffing funds in a more equitable way. The Staffing Taskforce will research and make recommendations for the redistribution of resources and staffing to ensure higher-needs students have access to quality Tier 1 instruction, appropriate Tier 2 interventions, and specific supports for Tier 3 intervention and instruction. The Staffing Taskforce will develop long-range plans to monitor progress and impact to ensure the appropriate resources continue to support growh and achievement at targeted schools.	Policy and Process	08/01/2014	05/29/2015	$0	Staffing Taskforce, Chief Operations Officer, Chief Academic Officer, Director of Resource Allocation
Professional Growth Plans	In collaboration with Superintendent Designee the principal will develop, implement and monitor the Professional Growth Plan: • self-reflection • student growth needs • TELL working conditions Goal and rubric to identify levels of success • Professional Growth Plan	Professional Learning	08/14/2014	06/30/2015	$0	Principals, School Directors
Minoirty Hiring Data	At the time HR routinely (not on request) relays minority candidate information to each school principal, the PDAC requests they might also include that school's staff diversity data. This would provide a courtesy reminder clearly setting forth each school's current diversity goal given the school's staff diversity in comparison to their student enrollment and including a compliance request, "please provide what steps are being taken to ensure your school's staff population reflects your student population" which then would be reported to the Equity Council by principals and directors.	Recruitment and Retention	10/20/2014	07/01/2016	$0	Fayette County Public Schools Leadership Cabinet
SBDM	Provide training that qualifies parents to serve on councils and encouraging issue-based SBDM elections -- curriculum, budget, activities, etc.	Parent Involvement	07/01/2013	01/01/2016	$0	Family & Community Liaisons, Early Childhood Dept., Communications
Effectiveness Data Analysis	Adopt a regular schedule and process for analyzing teacher and leader effectiveness data across schools to determine whether effective teachers and leaders are distributed equitably within schools and across the district.	Policy and Process	10/20/2014	07/01/2016	$0	Fayette County Public Schools Leadership Cabinet
Suspension Alternative Program (SAP) and Restorative Solutions	Facilitate planning with school leaders to develop opportunities for students to participate in SAP and/or restorative solutions program in lieu of being suspended for offenses not required to go before schools board.	Behavioral Support Program	01/01/2014	05/29/2015	$0	Chief Administration Officer
Promoting Power Index and truancy referral System	Share each school's promoting power index via John Hopkins University Study. Share knowledge of the truancy referral system with associate principals and/or principals in their meetings with directors. Increase effective use of Referral Systems in the schools.	Professional Learning	01/01/2014	05/29/2015	$0	DPP Office, Directors

MTSS Core Team	FCPS will develop a district level MTSS core team in order to provide follow up and expectations for schools based on information received at MTSS Conference. Directors will work with schools on developing a school level MTSS core team if desired. District will disseminate MTSS Best-Practices Manual in conjunction with district-wide MTSS conference. Provide support and technical assistance for schools as they develop and implement school-level Multi-tier Support Systems (MTSS) designed to provide timely interventions for individual students based on diagnosed needs.	Professional Learning	01/02/2014	05/29/2015	$0	Chief Academic Officer, Director of Curriculum and Assessment, Teaching and Learning Team
Administrative Hearing	Continue development of an administrative hearing council that collectively makes a decision regarding placement for student when being recommended for expulsions.	Behavioral Support Program	12/01/2013	05/29/2015	$0	District Chief Administrative Officer
Transition Student Services	R.E.S.E.T Panel needs a holding placement for students' reintegration into FCPS. When a student comes into the district from an outside placement late in the semester (e.g. two weeks before the end of school), there should be a transition setting to get them reintegrated into the system effectively.	Academic Support Program	10/20/2014	07/01/2016	$0	Fayette County Public Schools Leadership Cabinet
Support for Struggling Readers	Engage district content specialists to deliver professional development to schools focused on helping struggling readers. This training would include using diagnostic tools to determine student needs, pathways that readers take as they develop into proficient readers, and strategies for addressing reading deficiencies.	Professional Learning	01/01/2014	05/29/2015	$0	Title 1 Specialists, Learning and Innovation Specialists
Afterschool Programs and Community Based Extended Learning Opportunities	Initiate and/or continue after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas.	Other	01/01/2014	05/29/2015	$0	Family Engagement Department, Equity Department
Early Literacy	Content Specialist and teacher leaders will continue to expand and refine the district work on early literacy based on Reutzel in developing early literacy continuum. See Proficiency goal, Strategy 4, for specific action plan.	Academic Support Program	01/01/2014	01/01/2016	$0	TLT Team, Innovation specialists, teacher leaders, directors working with elementary schools
Equitable Referral and Placement task force	Create a task force, tasked with developing an equitable referral and placement process when placing students into programs such as MLK, STABLES, and possibly Day Treatment.	Other	01/01/2014	05/29/2015	$0	Associate Director of Student Achievement and Support, Chief Administration Officer

Identify & present resources	Identify agencies and organizations willing to assist with needs presented in survey responses and other data generated. Develop parent engagement strategies and best practices based on school/family/neighborhood demographics, feedback surveys, etc.	Community Engagement	07/01/2013	07/01/2015	$0	Office of Family & Community Engagement, Early Childhood Department, Career & Tech. Ed
Curriculum Leadership Team	In order to build capacity within the district and at individual schools, the district will move toward a centralized leadership team. Revise the job descriptions of district-paid PSAs and Academic Deans to divide their responsibilities between school and district assignments. The district will be responsible for training this core leadership team, including regular team meetings and district-level assignments to design and lead initiatives within the schools and throughout the district.	Professional Learning	08/01/2014	05/29/2015	$0	Director of Curriculum and Assessment
Persistence to Graduation Data tool	Provide KDE-facilitated district wide training on the Persistence to Graduation (early warning) tool and step by step instructions for how schools (PK-12) can calculate indicators and identify which students are on track to graduate and those at risk of dropping out and intervene. In pursuant to KRS156.095 a) identify at risk students at elem. and potential dropouts in middle and high and b) significantly reduce the dropout rate of all students.	Professional Learning	06/01/2014	12/31/2014	$0	DPP Office
Implementation of MTSS Tiers 2 & 3	The Implementation Team will develop instruments, protocols and procedures for progress monitoring, such as: • Number of students receiving Tier 2 and Tier 3 interventions • Type of Tier 2 and Tier 3 interventions students are receiving • Adjustments in service plan delivery • Fidelity of interventions being implemented • Effectiveness of Interventions • PBIS effective strategies	Other	08/01/2014	01/01/2016	$0	MTSS Core Implementation Team
Standards Based Grading Committee	The district will establish a Standards-Based Grading Committee to support the school pursuing a Standards-Based Grading Initiative. The committee will consist of representatives from district, university (if available), and standards-based grading schools. The purpose of the committee will be to review research, design implementation initiatives and frameworks, and troubleshoot barriers to implementation.	Other	01/01/2014	05/29/2015	$0	Director of Innovation, Teaching and Learning Team

Develop Phase I of a prototype MS/HS CTE-aligned curriculum system.	Develop a prototype CTE-aligned course program framework spanning grades 6 through 12.	Other	01/02/2014	05/29/2015	$0	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff
Professional Development	Locate appropriate PD and make known to Administration and office staff at both IAKSS and schools	Parent Involvement	07/22/2013	07/01/2015	$0	Family &Community Liaisons, Early Childhood Dept., School staff
Standards-Based Grading Policy Waiver	Any school interested in pursuing standards-based grading will request a waiver of the FCPS grading policy.	Policy and Process	08/14/2013	05/29/2015	$0	Principals
MTSS Core Implementation Team	Establish MTSS Core Implementation Team to develop a plan for the implementation of MTSS as outlined in the FCPS manual. Refer to Proficiency Goal, Strategy 1 for specific action plan.	Professional Learning	01/02/2014	01/01/2016	$0	Teaching and Learning Team
Link to Learning	Develop methods to engage families as active participants in the life of the school and to what students are learning and doing in class	Parent Involvement	07/22/2013	07/01/2015	$0	Family &Community Liaisons, Early Childhood Dept., School staff
Develop a menu of best practices and high yield instructional strategies	The Achievement Gap Goal team will collect, review and communicate best practice and high yield strategies such as: Cognitive Academic Language Learning, Sheltered Instruction, Direct Instruction, Brain Based Thinking, etc., for targeted populations establishing a menu of professional learning choices for schools to select based on identified needs.	Professional Learning	01/01/2014	05/31/2015	$0	District Achievement Gap Goal Team
Roles of Principal Supervisor	Explore best practices regarding the Principal Supervisor and restructure current practice to align with these findings.	Professional Learning	01/02/2014	06/01/2015	$0	Chief Academic Officer, School Directors

Delivery to Diploma	Fully Implement Delivery to Diploma, a district-wide early childhood initiative. Focus on providing families and the community with information on school readiness and what to expect in early childhood, birth to 5 years.	Parent Involvement	01/01/2014	05/29/2015	$0	Early Childhood Department, Family/Community Liaisons
Progress reporting and monitoring	The district Equity Council will establish a monitoring and reporting process to ensure fidelity of implementation. DMRT will provide quarterly reports towards the progress towards the recruitment goals.	Recruitment and Retention	01/01/2014	12/01/2020	$0	Equity Council; Associate Director of Recruitment and Retention; Human Resources
Principal Supervisor Development	The Directors of School Improvement and Innovation will work collaboratively with the Chief Academic Officer to research and study the characteristics and roles of principal supervisors and develop a principal supervisor model that will result in stronger school leaders and higher student achievement.	Other	11/04/2013	05/29/2015	$0	Chief Academic Officer, Directors of School Improvement and Innovation
Assess Needs	Survey families and school staff to determine strengths, weaknesses and needs of school and community	Community Engagement	07/01/2013	07/01/2015	$0	Family &Community Liaisons
Link to Learning	Establish a time-line of events during the school year (beginning of the Year Open House, Parent Teacher Conferences, at the end of each grading period, Grade Level Meetings at the beginning of each semester) that will focus on communication about the student	Parent Involvement	07/01/2013	07/01/2015	$0	Dept. of School, Community & Govn't Support
Identify and recognize high performance partners	Develop a rubric for establishing high performance partners and highlight through Golden Apple awards	Community Engagement	07/01/2013	07/01/2015	$0	Office of Family & Community Engagement, Community Partners Leadership Team
Diversity Reporting	9. As a follow up on accountability and measurable outcomes reporting related to meeting Goal No. 8, ("By 2020 all schools/departments will employ professional staff that reflect at a minimum the diversity of the students served in FCPS."). The PDAC recommends that the new Board Report includes not only the current staff population by school, but also next to each, the student population for that school serving to make for easier viewing of where each school needs to reflect its student population and ascertain its diversity goals.	Policy and Process	01/05/2015	07/01/2016	$0	Fayette County Public Schools Leadership Cabinet

Early Intervention Programs	State-Funded Preschool Program The district preschool program will continue to serve at-risk children (150% of the poverty level and children with diagnosed special needs). The district will continue to find qualifying children through child-find efforts.	Academic Support Program	08/01/2013	01/01/2016	$0	FCPS Preschool Department
Gap Reduction	Require schools with the highest gaps and directors to share the schools' gap reduction plans with the Board and Equity Council.	Academic Support Program	12/01/2014	07/01/2016	$0	Fayette County Public Schools Leadership Cabinet
Revision of current district action plan	Evaluation and revision of current action plan.	Recruitment and Retention	01/01/2014	12/01/2020	$0	PDAC of the Equity Council; Human Resources
Cultural awareness	Continue to imbed culturally responsive teaching and learning	Professional Learning	06/22/2013	07/01/2017	$0	Staff, Dept. of School Community & Govn't Support
Develop Phase VII of a prototype MS/HS CTE-aligned curriculum system.	Pilot the CTE-aligned learning management system prototype in Schools of Innovation and Technical High Schools, complete with a structure for ongoing review of progress and effectiveness to allow for improvement across the pilot phase.	Other	07/04/2016	05/26/2017	$0	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff
Observations	A minimum of two observations per year by the superintendent designee will be completed for the purpose of: • Formative review of success in performance standards • Formative review of student growth goal attainment • Formative review of attainment of working conditions goal (TELL) • Formative review of PGP implementation	Professional Learning	09/02/2014	05/29/2015	$0	Principals, School Directors
Implementation Support	Information to enhance the successful implementation of the Teachers Professional Growth and Effectiveness system will be compiled at the district level from sources such as KDE PGES and ISLN Webcasts, KLA, CIITS and other resources and disseminated to principals through the weekly newsletter.	Professional Learning	01/02/2014	05/29/2015	$0	Office of Professional Development

Parent and Family Workshops and Learning Opportunities	The district will provide learning opportunities to support families through transitions into school, through grade levels and school levels. 1. Readiness activities- Born Learning Academies 2. Transition to kindergarten – registration process, screening, orientation activities 3. Information provided to parents on curriculum expectations and how to support student learning at each grade level. 4. Workshops on how to use infinite campus 5. Workshops on ILP beginning in intermediate grades through middle and high school 6. Information provided to families on middle and high school course requirements to be college and career ready.	Community Engagement	01/01/2014	05/29/2015	$0	Family/Community Engagement Liaisons
GEAR UP	The district will explore ways to increase additional Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) partnerships at middle and high schools.	Academic Support Program	01/01/2014	05/29/2015	$0	ESS/FRSC Coordinator
Improvement Plan Review	Ensure that the Equity Scorecard is used as a tool alongside the Comprehensive District Improvement Plan during schools leadership team planning phrase.	Policy and Process	01/05/2015	07/01/2016	$0	Fayette County Public Schools Leadership Cabinet
CRTL framework	District CRTL Implementation Team will review research and existing models for CRTL framework development.	Academic Support Program	06/01/2014	05/29/2015	$0	Office of Community and Government Support, CRTL Implementation Team
Aspiring Leaders Program	The Aspiring leadership program will be modified to include relevant training for the development and advancement of existing employees.	Recruitment and Retention	01/01/2014	12/01/2020	$0	Human Resources
Cultural/Diversity competency training	IAKway training and cultural competency training will be a requirement for all employees within the district. On-going annual training provided for all employees.	Recruitment and Retention	01/01/2014	12/01/2020	$0	Human Resources; School, Community, and Government Support
Feedback Forums	"Feedback Forum" teams consisting of principals, teachers, and other interested stakeholders will be created to review and provide input on the curriculum maps throughout the development process. Design and Development Teams will report out work to the Feedback Forums after each work session through minutes and/or sharing of products. A variety of interactive formats such as Moodle, online surveys, Lync webinars, and face-to-face sessions will be utilized to facilitate this process.	Other	12/02/2013	07/01/2015	$0	Director of Curriculum and Assessment, Learning and Innovation Specialists

DPP Support Initiatives	Explore potential options, based on reallocation of current funds, for support positions within the DPP office such as Court Liaison, Assistant DPP, to better monitor attendance and behavior of at-risk students.	Other	07/01/2014	05/29/2015	$0	Superintendent, Chief Adminstration Officer
Advisory panel	Advisory panel made up of school level staff and community members including representatives from local colleges.	Recruitment and Retention	01/01/2014	12/01/2020	$0	Human Resources; School-level hiring managers; Equity Council; Associate Director of MRR
Provide training linked to learning	Develop a parent/family training curriculum that tracks with the student's grade level with special emphasis on middle and high schools, where family involvement tends to drop off or shift into non-academic areas. Publicize this curriculum and offer courses or workshops at schools and/or various other locations throughout the year	Parent Involvement	07/22/2013	07/01/2015	$0	Family & Community Liaisons, Early Childhood Dept., Communications, Technology, Schools
TPGES Support	Provide support to teachers/principals during TPGES implementation. • Review principal/teacher responsibilities. • Provide a timeline for implementation. • Deliver differentiated support to teachers/principals implementing TPGES. • All peer observer will be trained by using the KET peer observation module • Train principals and teachers in the use of CIITS, with focus on the Educator Development Suite and PD 360 resources. • Allocate time for principals to share experiences and identify additional professional learning needs. • Develop data-based Student Growth Goals and Professional Growth Goals with principals and teachers to be used as a reference for participants in the district.	Professional Learning	08/01/2014	05/29/2015	$0	Office of Professional Development
Family Engagement	Provide more family engagement opportunities in the Preschool program-including parent workshops.	Parent Involvement	01/01/2014	05/29/2015	$0	Early Childhood Department, Family/Community Liaisons

Diversity/Cultural events	Intentional planning around celebrating all cultures across the school district including hosting one district-wide acknowledgement day around embracing all cultures within the district.	Recruitment and Retention	01/01/2014	12/01/2020	$0	Human Resources, Associate Director of Recruitment and Retention;School, Community, and Government Support
CCR Quarterly Reports	Schools will submit a quarterly CCR report to school directors.	Policy and Process	01/05/2015	01/01/2016	$0	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff
Accountability Schedule	Create an accountability monitoring schedule with review dates and who is going to be held responsible and accountable for each area on the Scorecard.	Policy and Process	01/05/2015	07/01/2016	$0	Fayette County Public Schools Leadership Cabinet
Identification of qualified candidates	Associate Director of Recruitment and Retention;Recruitment area to include: HBCU's private colleges, and technical colleges in states that have reciprocity of certification.	Recruitment and Retention	01/01/2014	12/01/2020	$0	Human Resources; Associate Director of Recruitment and Retention; DMRT
Community Partnership	Engage and partner with community to plan and implement substantive work to improve student achievement and collaborate to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.	Academic Support Program	07/01/2013	07/01/2015	$0	School, Community & Govn't Support, Student Achievement & Support,

District Minority Recruitment team (DMRT)	DMRT will establish target goals and measurable objectives based on district employment needs and trends.	Recruitment and Retention	03/01/2014	12/01/2020	$0	Associate Director of Recruitment and Retention, Human Resources; School, Community, and Government Support
Relationship Building	Help build productive, personal relationships with parents of all students by developing a portfolio of methods for contacting and engaging families to increase the number of reasons for the school to interact with the family (home visits, phone calls, SBDM and other committee neighborhood meetings, awards and recognition events, talent shows, social functions, etc.)	Parent Involvement	07/22/2013	01/01/2016	$0	Staff, Dept. of School Community & Govn't Support
Develop Phase VI of an aligned, competency-based learning management system.	Pilot the learning management system prototype in Schools of Innovation, complete with a structure for ongoing review of progress and effectiveness to allow for improvement across the pilot phase.	Other	07/02/2015	05/26/2017	$0	Secondary School Directors, Innovation School instructional leaders, Innovation School instructional staff, District Career/Consumerism Content Leads
Protocol and procedures	DMRT will be issued the charge to develop a transparent process of protocols and procedures for recruiting minority educators.	Recruitment and Retention	01/01/2014	12/01/2020	$2500	Equity Council; Associate Director of Recruitment and Retention;Human Resources
PBIS Training	The purpose of the team is to coordinate training, coaching and evaluation activities related to districtwide PBIS implementation.	Professional Learning	01/01/2014	07/01/2016	$0	District PBIS Leadership Team, Safe Schools Specialist, KCID, Directors

Building Relationships	Develop and/or continue opportunities for adults to develop meaningful and caring relationships with students through initiatives such as mentoring programs, Operation Preparation, Heart to Heart Visits, Move up Day.	Other	01/01/2014	05/29/2015	$0	Department of Family and Community Support
CRTL impact protocol	The CRTL Implementation Team will develop a CRTL impact protocol to support implementation, including protocols for gathering data to determine the impact of CRTL strategies. A three year phase in -implementation model will be utilized to reach all schools.	Professional Learning	05/01/2015	08/31/2015	$0	Office of Community and Government Support, CRTL Implementation Team
Cabinet Scorecard Review	The district's leadership team (Cabinet) should place the Equity Scorecard measurable components on their bi-weekly agenda for review of progress or lack thereof.	Policy and Process	01/05/2015	07/01/2016	$0	Fayette County Public Schools Leadership Cabinet
SBDM Alignment to Kentucky Framework for Teaching	Support Principals and SBDM Councils in the alignment of school policies to reflect the new Kentucky Framework for Teaching (FfT).	Policy and Process	01/02/2014	05/29/2015	$0	Office of School, Community & Government Support; District SBDM Coordinator
Annual Review and Revision of Curriculum Maps	Learning and Innovation Specialists will utilize the Feedback Forums to solicit feedback from school practitioners and administrators about the curriculum maps. Suggestions and comments will be reviewed and revisions/updates will be made as needed.	Other	04/01/2014	07/31/2015	$0	Director of Curriculum and Assessment, Learning and Innovation Specialists
Define family and community engagement	The district will define family and community engagement and establish process and organizational conditions to successfully implement capacity building efforts	Community Engagement	07/22/2013	07/01/2015	$0	Community Involvement Staff
PBIS District Implementation Team	Establish a PBIS Implementation Team which includes a representation of district staff across departments and others such as Behavior Coaches, ,behavior interventionists, counselors, etc. The team will establish protocols and processes for PBIS implementation and monitoring, such as - collection and analysis of school-wide behavior data - development of 3-year implementation plan for on-going PBIS training opportunities - identify and plan for priority needs schools	Behavioral Support Program	02/01/2014	01/01/2016	$0	Safe Schools Program Specialist
Program Review Implementation Timeline	A timeline of due dates, tasks and discussion items will be provided to schools to guide their work throughout the year.	Other	08/15/2013	05/29/2015	$0	Director of Curriculum and Assessment

Communication	Develop a resource guide for schools that clearly spells out information about school operations, issues, needs, objectives and expectations (to create informed families), and explanations of whom to contact, when and how for specific questions and concerns about the school and the	Parent Involvement	07/22/2013	07/01/2015	$0	Family & Community Liaisons
Progress Monitor	Progress monitoring by schools and district via DPP reports to identify high yield indicators for dropout, attendance and course performance, and provide targeted interventions	Other	08/01/2014	05/30/2015	$0	DPP Office
Priority substitutes	Identify promising minority teachers from the substitute pool and hire a maximum of ten individuals that would rotate around the district to increase experience and exposure. Training will be provided.	Recruitment and Retention	08/01/2014	05/31/2015	$0	Human Resources
Transitions Continuum: Placement and Services	The district will develop a team charged with developing creative approaches to meet the just-in-time needs of students who return to the district from Dept. of Juvenile Justice placements at less than opportune times in the year, e.g., last two weeks of school, looking at gaps in our continuum of services for at-risk youth.	Other	01/01/2014	05/29/2015	$0	Associate Director of Student Achievement and Support, Special Programs Coordinators
Delivery to Diploma	The district will support the Delivery to Diploma initiative to actively involve parents and families as early as possible in their children's lives and works with families and the community to develop a continuum of services that will follow children from cradle to career – increasing school readiness, school success, and graduation rates by working to create a seamless collaborative network with schools, social services, quality childcare, healthcare, learning opportunities, and supportive transitions through developmental stages and school levels.	Community Engagement	01/01/2014	05/29/2015	$0	Early Childhood office, Family and Community District Coordinator and Liaisons
Parent Communication about PBIS	The district will provide schools with information for parents with explanation of the PBIS program to increase parent involvement via PTA newsletters.	Parent Involvement	08/01/2014	05/31/2015	$0	Office of Community and Government Support, Family/Community Engagement
High Yield Strategy and Program Training	The district will provide training to school level staff on high yield intervention strategies and materials that support all 3 tiers of instruction in Reading and Math. Possible high yield strategies might include Kagan Strategies, Orton Gillingham, using Des Cartes to plan instruction, etc.. Schools will have the choice to send individuals or teams to any training they determine would be beneficial to their school.	Professional Learning	01/02/2014	05/29/2015	$0	MTSS Core Team with support from Teaching and Learning Team

EBCE	An academic internship program that uses the classroom and the community to provide hands-on career exploration.	Recruitment and Retention	01/01/2014	12/01/2020	$0	Human Resources; School, Community, and Government Support; DMRT leader
Advocacy	Empowered families and community to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support the success of all students	Parent Involvement	07/22/2013	07/01/2017	$0	Family &Community Liaisons, Early Childhood Dept., School staff
PR Campaign	Utilize television, newspapers, radio, transportation services, libraries, faith-based organizations, community service organizations, universities, etc. to launch an extensive Public Relations campaign to raise public awareness of need for community support	Career Preparation/Orientation	07/01/2014	01/01/2016	$0	Office of Family & Community Engagement
Equitable Staffing Formula	Explore and make recommendations to the board for revision of the staffing formula to include an at-risk add-on to provide equitable support to turnaround schools. Cross-reference Gap Goal, Strategy 6.	Policy and Process	02/01/2014	07/01/2015	$0	Staffing Task Force, Chief Academic Officer, Chief Operations Officer
				Total	**$2500**	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Design and Development Team for Interim Benchmark Assessments	School-based practitioners will serve on Design and Development Teams tasked with creating interim benchmark assessments. Teams will consist of a minimum of 2 teachers per grade level, per subject area. Teams will meet up to six times throughout the course of the semester to complete the assessment development process. Assessments will include both traditional multiple choice/extended response format, as well as project/product/problem-based assessment tasks that require application and demonstration of knowledge. The goal is to complete a minimum of two interim assessments, with scoring guides and annotated student work samples, per grade level per subject area. All interim assessments will be uploaded into CIITS.	Other	08/01/2014	01/01/2016	$20000	Director of Curriculum and Assessment, Learning and Innovation Specialists
				Total	**$20000**	

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
High School Comptency Mapping	In order to ensure consistency in graduation requirement courses across Fayette County High Schools a team will be established to develop minimum competencies in each graduation course. These competencies will communicated to all stakeholders what the minimum performance level is for students when obtaining content in a graduation requirement course. This, while improving learning consistency, allows for schools and teachers to be both creative and innovative around the teaching and learning process to guide students to the level of understanding and performance communicated in the competencies. Teacher teams from all schools will be used to create these competencies. These will then be reviewed and adjusted after implementation.	Academic Support Program	01/01/2015	07/01/2015	$20000	Director of Curriculum and Assessment. District Content Leaders.
Standard - Assessment Match	To support the implementation of common core standards the district will work to create assessment guides in Science, Math and ELA where each standard has a guide of sample assessment tasks that match the standard.	Academic Support Program	10/01/2014	12/31/2015	$3000	District Content Leaders, Professional Growth and Effectiveness Coaches
Common Assignment	The district will commission teams of high quality teachers to create two 'Common Assignments" for each math, science, and English/Language Arts course that is part of the district graduation requirements. These common assignment will serve as common tasks across the district so that schools are able to calibrate proficiency and discuss instructional changes needed to improve the learning of all students.	Academic Support Program	01/05/2015	12/31/2015	$20000	Director of Curriculum and Assessment, District Content Leaders
				Total	$43000	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Develop Phase II of a prototype MS/HS CTE-aligned curriculum system.	Develop MS and HS course syllabi that reflect integration of academic content standards within CTE courses (e.g., Plant Biology within Horticulture, Geometry within Carpentry, etc.).	Other	07/01/2014	05/29/2015	$5000	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff
Develop Phase III of a prototype MS/HS CTE-aligned curriculum system.	Develop common academic assessments for use in integrated CTE pathway courses to ensure mastery of academic standards in a performance-based environment.	Other	07/01/2015	12/25/2015	$5000	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff

Develop Phase VI of a prototype MS/HS CTE-aligned curriculum system.	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff	Other	07/04/2016	05/26/2017	$15000	Secondary School Directors, Coordinator for Career & Technical Education, District Career/Consumerism Content Leads, Innovation School and Technical High School instructional leaders, Innovation School and Technical High School instructional staff
Develop Phase IV of a prototype MS/HS CTE-aligned curriculum system.	Field test and revise common assessments developed for use within integrated CTE pathway courses.	Other	01/04/2016	05/27/2016	$5000	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff
				Total	$30000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
F.A.C.E.S pilot	Qualified applicants would go through a rigorous training program in partnership with a local university and/or college that would give them the opportunity to become certified teachers. In return they will commit to teaching in Fayette County.	Recruitment and Retention	01/01/2014	12/01/2020	$75000	Human Resources; School Hiring Managers

Total $75000

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Strategy	Curriculum Mapping		Curriculum maps for K-8 Reading, Math, and Science have been developed and are used widely across the district.	December 29, 2014	Mr. Jimmy Brehm
Strategy	Literacy Initiative		The district has adopted and trained a balanced literacy approach at our K-5 schools and program. These trainings focus on the work mentioned in this strategy and using the district created curriculum maps to support this training. the textbook adoption committee also emphasized to schools the literacy model described in the research and teams continue to focus on communicating, training, and supporting a consistent message related to best practice literacy instruction.	December 29, 2014	Mr. Jimmy Brehm
Strategy	Positive Behavior Intervention Support (PBIS)		In 2014-15 two additional schools are being provided with training for their PBIS teams and two schools teams are participating in retraining due to staff turnover. The total number of PBIS trained schools is 33 which includes 51% of elementary schools, 83% of middle schools, 80% of high schools and Martin Luther King alternative school.	December 29, 2014	Mr. Jimmy Brehm
Strategy	Identification of High Yield Strategies and Materials		The MTSS Core Team has set up a schedule to develop a guide for high yield tier 2 and tier 3 strategies and programs for reading and math that will be completed by July 2015.	December 15, 2014	Mr. Jimmy Brehm
Strategy	Identification of High Yield Strategies and Materials		As part of the release of Textbook Funds, a district committee reviewed all ELA materials for tier 1 ELA programs and made a district recommendation of high yield tier 1 strategies for the K-8 program.	December 15, 2014	Mr. Jimmy Brehm
Activity	Progress Monitoring	Completed	2 days of AIMSweb training led by a certified AIMSweb trainer were provided to schools on 8/7/14 and 8/8/14.	August 07, 2014	Dr. Michele Reynolds
Activity	Curriculum Leadership Team	In Progress	PGES coaches have been established in all A1 schools. These coaches are working in their schools the majority of their time but are pulled a minimum of monthly for district meeting. At the elementary level PGE Coaches have been organized into content areas to support district curriculum work. Secondary level work has focused on gaining greater district consistency around the curriculum maps at the middle school level and at aligning courses at the high school level. Next steps are continuing to utilize the role of the district paid positions, placed within the schools, to support district initiatives across all schools.	December 29, 2014	Mr. Jimmy Brehm
Activity	Curriculum Leadership Team	In Progress	All schools have named PGE Coaches. The Office of Curriculum and Assessment has assigned two of the Learning Specialists to specifically work with the coaches. A meeting schedule for the 2014-2015 school year has been developed and shared with coaches. The first meeting is scheduled for August 28, 2014.	August 07, 2014	Dr. Michele Reynolds

Activity	Early Literacy for Elementary Schools	In Progress	At the kindergarten level, a comprehensive assessment for Foundational Skills has been developed for school use. The assessment is developed to be used as a benchmark assessment to measure progress over the course of the year and to guide instructional practices in the CCSS Foundational Skills. Modules have also been develop to guide instructional practices at the kindergarten level. Additional work developing modules for grades 1 and 2 is planned for this summer	April 06, 2014	Dr. Michele Reynolds
Activity	Literacy Design Collaborative (LDC)	In Progress	In November 2014 the district was approved for additional funding for the LDC grant. This will allow the district to continue and expand the LDC work to more than 50 additional teacher during the 2015 calendar year.	December 15, 2014	Mr. Jimmy Brehm
Activity	Literacy Design Collaborative (LDC)	In Progress	Prior to this school year, 225 middle and high school teachers were LDC trained. In 13-14, 175 additional teachers were added from grades 6 - 10. Subject areas include science, social studies and language arts. The focus of LDC training for 2013-14 was quality module development with an emphasis on careful planning, implementation and scoring of student work. Year 2 and year 1 participants' modules will be juried at the district in June and modules judged "good to go" will advance to the state level jurying phase. All participants this year received scoring training and calibration. This training was developed by Measured Progress who developed the anchor papers scoring set, protocols, and materials. Scoring training and calibration was a missing but necessary piece of LDC implementation so that student work was assessed fairly and consistently across the district.	April 06, 2014	Dr. Michele Reynolds
Activity	Principal Supervisor Development	In Progress	The district instructional directors have formally begun the process of reviewing the organizational structure of the TLT team in order to make a recommendation to the new superintendent around the restructuring of the TLT team to better meet the needs of students.	December 15, 2014	Mr. Jimmy Brehm
Activity	Principal Supervisor Development	In Progress	TLT and full cabinet are completing and in-depth article study on "From Tinkering to Transformation: Strengthening School District Central Office Performance" by Meredith Honig	April 06, 2014	Dr. Michele Reynolds
Activity	Standards Based Grading Committee	In Progress	The department of Curriculum and Assessment has organized first step trainings of schools interested in pursuing standards based grading and standards based reporting.	December 15, 2014	Mr. Jimmy Brehm
Activity	Plan for Common Scoring of Assessments	In Progress	The PLC process support by the Dufours will be used to drive the scoring work of the Common Assignments.	December 15, 2014	Mr. Jimmy Brehm
Activity	Data Analysis	Completed	8/5/14 - A 3-hour training was provided to all new or inexperienced school-based MAP Coordinators. Participants received an overview of the FCPS MAP Expectations for teachers, how to interpret RIT scores, and the three reports every teacher should know and use regularly (Teacher/Class Report, Class Breakdown by RIT Report, & Individual Student Progress Report).	August 07, 2014	Dr. Michele Reynolds

Activity	Data Analysis	Completed	8/5/14 - Back-to-School MAP Training for School-Based MAP Instructional Coordinators. This was a 3-hour training that included an overview of the new Learning Continuum (formerly Descartes) and analysis of each school's fall-to-spring and spring-to-spring growth data. Participants were also introduced to two tools for tracking and monitoring student growth: the School Norms Calculator and the Achievement Status and Growth Summary Calculator.	August 07, 2014	Dr. Michele Reynolds
Activity	Equitable Staffing Formula	In Progress	The district has commissioned a Staffing Task Force that has been meeting, and will continue to meet, throughout the 2014-2015 school year to develop an equitable staffing formula.	December 15, 2014	Mr. Jimmy Brehm
Activity	Design and Development Team for Interim Benchmark Assessments	In Progress	As mentioned as an activity in the Assessment System Strategy Common Assignments are in development to use as benchmark assessments that will create common work that reveal student understanding and help form next instructional steps. The work will also calibrate proficiency across the district and create exemplar student work that matches the curriculum mapping.	December 15, 2014	Mr. Jimmy Brehm
Activity	MTSS Core Team	In Progress	The MTSS Core Implementation Team submitted a proposal to create the district's implementation plan and timeline. The goal is to ensure the fidelity of this critical district wide initiative. The MTSS Core Implementation Team believes the Multi-Tiered System of Support (MTSS) is the framework for systematically using data and problem solving with the intentional appropriation of resources to meet the needs of each and every student in Fayette County Schools. To achieve the mission of Fayette County Public Schools the MTSS Core Implementation Team recommended the following steps toward the full implementation of the Multi-Tiered System of Support. •• Establish common and correct language, understanding, and practice across all initiatives to ensure clear expectations among the key players in our district. •• Create professional learning opportunities to support comprehensive implementation (all district and school staff) ensuring a collaborative community of support. It is critical this process identify each role as a contributor to student success. •• Create professional learning opportunities establishing a foundation for MTSS as an integrated part of the Professional Growth and Effectiveness System and Culturally Responsive Teaching and Learning (CRTL). •• Create ongoing structured professional development opportunities based on the assessed needs of schools. •• Develop and implement a three to five year plan to ensure the fidelity of the MTSS implementation.	December 15, 2014	Mr. Jimmy Brehm

Activity	MTSS Core Team	Completed	• MTSS Implementation Team organized • MTSS Implementation plan developed and approved by Chief Academic Officer (recommend sending to cabinet) • MTSS Training design developed • MTSS Overview with principals completed • MTSS/CRTL joint meeting to establish six foundational components • MTSS principal survey to establish school level implementation • PBIS training implemented (in process) • MTSS School level training in priority schools implemented (in process) • MTSS SharePoint made available for all principals • MTSS training materials updated and distributed as requested by principals.	December 15, 2014	Mr. Jimmy Brehm
Activity	Math in Focus Training for Elementary Schools	In Progress	In collaboration with Elementary Directors the district Math Content Specialist has developed monthly trainings provided at Elementary Principal meetings focused on high yield math instruction that matches the instruction foundations of math in focus. These trainings are created so principals can train and support teachers within the school.	December 15, 2014	Mr. Jimmy Brehm
Activity	Math in Focus Training for Elementary Schools	In Progress	Elementary Director and Learning Innovation Specialists worked once a month with elementary curriculum and math coaches to go through the process of developing a geometry math unit and assessment. The focus was on leading teachers through the PLC process, developing deep understandings of common core, assessment literacy, and collaborative development of the unit. A protocol was established for coaches to take back and use at their schools to continue the work.	April 06, 2014	Dr. Michele Reynolds
Activity	Feedback Forums	In Progress	Feedback forums were used for feeback thorugh July 2014 for the 2014-2015 MAPS. Feedback continues to be collected from teachers during the 2014-2015 school year and this feedback will be used to make adjustments to the curriculum maps prior to the 2015-2015 school year.	December 15, 2014	Mr. Jimmy Brehm
Activity	Math Design Collaborative (MDC)	In Progress	n November 2014 the district was approved for additional funding for the MDC grant. This will allow the district to continue and expand the MDC work to more than 50 additional teacher during the 2015 calendar year.	December 15, 2014	Mr. Jimmy Brehm
Activity	Math Design Collaborative (MDC)	Completed	11 out of 12 middle schools, all 5 high schools, and 2 alternative programs participated in the MDC trainings this year, with nearly 70 participants. Each school sent a teacher team of Algebra I teachers and also an administrative leader. Each session had a leadership component devoted to an action plan for building the capacity of the leader to support the MDC work going on in the classrooms. Participants have completed 3 Formative Assessment Lessons, and a peer-observation/co-teaching day.	August 07, 2014	Dr. Michele Reynolds
Activity	High Yield Strategy and Program Training	In Progress	Schools have reported success in the "Do the Math" program for tiers 2 and 3 math intervention. To support this the district will be hosting a training for pilot school to gain more in depth knowledge of this program and use that core team to support the implementation around the district.	December 15, 2014	Mr. Jimmy Brehm

Activity	High Yield Strategy and Program Training	In Progress	8/8/14 - "Unleashing the Power of Academic Language" with Debbie Zacarian. This training was open to all schools and focused on a four-pronged asset-based model for addressing the needs of academic language learners. Organized by ELL Department.	August 07, 2014	Dr. Michele Reynolds
Activity	Kindergarten Readiness	Completed	Brigance screening training was provided to all new Kindergarten teachers on July 24 and August 5, 2014. 55 teachers attended to learn how to administer the screener for incoming kindergarten students.	August 07, 2014	Dr. Michele Reynolds
Activity	PBIS Training	In Progress	All schools in the 2014-2015 utilizing PBIS have been trained as of 12-1-2015.	December 29, 2014	Mr. Jimmy Brehm
Activity	Feedback Teams	In Progress	Feedback team leaders have been set for all program review areas. The feedback teams have been modified so that the feedback provides details on how schools can implement standards to meet the level of proficiency and thus improve student learning.	December 15, 2014	Mr. Jimmy Brehm
Activity	Feedback Teams	Completed	Feedback teams provided final rounds of feedback, and all schools finalized their scores based on the feedback and completed their submissions by the June 15 state deadline.	August 07, 2014	Dr. Michele Reynolds
Activity	Feedback Teams	In Progress	Preliminary data is collected after each feedback session and compared to previous year. Data is showing a steady increase in program improvement across the district.	March 22, 2014	Dr. Michele Reynolds
Activity	Feedback Teams	In Progress	Feedback teams consisting of the district content leaders and teachers leaders have met 3 times so far to review evidence and scores and provide feedback to schools on their evidence. Feedback is posted on a secure Sharepoint site, and the Director of Curriculum and Assessment shares the results with directors who follow up with schools as needed. A&H and PLCS feedback teams met on the following dates: - December 6 (Standard 2) - February 14 (Standard 1 and revisions to Standard 2) - March 26 (Standards 3 & 4 and revisions to Standard 1) Writing and K-3 feedback teams met on the following dates: - December 13 (Standard 2) - February 12 (Standard 1 and revisions to Standard 2) - March 19 (Standards 3 & 4 and revisions to Standard 1) One additional feedback session will be scheduled to review final revisions before the June 1 due date to KDE.	March 22, 2014	Dr. Michele Reynolds
Activity	Program Review Implementation Timeline	In Progress	A timeline for the 14-15 school year has been established and followed by schools to ensure submission of all standards by April 1, 2015.	December 15, 2014	Mr. Jimmy Brehm
Activity	Program Review Implementation Timeline	In Progress	A timeline for the 14-15 school year has been established and followed by schools to ensure submission of all standards by April 1, 2015.	December 15, 2014	Mr. Jimmy Brehm
Activity	Program Review Implementation Timeline	Completed	All schools met the state program review reporting deadline of June 15. Timeline for 2014-2015 completed and shared with all principals.	August 07, 2014	Dr. Michele Reynolds

Activity	Program Review Implementation Timeline	In Progress	Timeline completed and shared with principals, program review facilitators, and school PR content leads in August showing on-going due dates for drafts and revisions. The timeline, along with other supporting documents, are on a Sharepoint site dedicated to Program Review information so it is easily accessible. Standard 1 revision due date was extended due to snow days. All schools following timeline and have submitted everything on time up to this point. On track for meeting June 1 deadline of final scores and evidence to KDE.	March 22, 2014	Dr. Michele Reynolds
Activity	Menu of Professional Learning Opportunities	In Progress	Professional Development opportunities in the program review areas will begin in the 2015 calendar year for 2014-2015 program reviews.	December 15, 2014	Mr. Jimmy Brehm
Activity	Menu of Professional Learning Opportunities	Completed	A menu of A&H and PLCS professional development offerings for the 13-14 school year were developed based on review of 12-13 program review data. Areas of growth district-wide were identified and a committee of district content leaders and teacher leaders developed, organized, and facilitated/delivered a variety of professional development opportunities linked directly to identified needs in Standard 1 (Curriculum and Instruction). PD included partnerships with local stakeholders (i.e., JA, Lexington Children's Theater, UK), help sessions, model curriculums, and showcases of model teacher lessons and practices. In addition, Director of Curriculum and Assessment offered two formal PD/informational sessions throughout the year (August 26 and March 13) for Program Review Facilitators and interested principals. The first focused on expectations for the year and role of PR Facilitator, the second focused on combined score accountability process and tools for leading conversations to improve program offerings. Preliminary data collection shows that overall Program Review scores are improving across the district, including in the area of Standard 3 which is opportunity and attendance at content-related professional development.	March 22, 2014	Dr. Michele Reynolds
Activity	District Content Leaders	In Progress	Due to budget reductions district content leads were restored only for half the year in Arts and Humanities and Practical Living Career Studies. These leads will help facilitate professional development and lead feedback sessions.	December 15, 2014	Mr. Jimmy Brehm
Activity	District Content Leaders	In Progress	District Content Leaders have coordinated the following efforts: - district-wide PD sessions throughout the year - optional help sessions prior to due dates - email updates about upcoming events, clarification on PR characteristics, and outside opportunities for professional growth - face-to-face support for PR school content leaders and facilitators as needed	March 22, 2014	Dr. Michele Reynolds
Goal	Implement the Professional Growth and Effectiveness System (PGES) with all school principals and certified teachers in the district.		Both the PPGES and TPGES are being fully implemented in all Fayette County Public Schools beginning in the 2014-2015 school year.	December 30, 2014	Mr. Jimmy Brehm

Strategy	Principal Professional Growth and Effectiveness System		PPGES is part of the Certified Evaluation Plan (CEP) that is currently under development, which will be presented to the board for approval during the summer of 2014. An implementation training plan based on the CEP will address PPGES training needs.	April 06, 2014	Dr. Michele Reynolds
Activity	Professional Growth Plans	In Progress	All administrators in FCPS being evaluated in the PPGES systems have submitted PGPs on the CIITS system and those PGPs have been approved by the supervisor. The PGPs are monitored and discussed and mid-year reviews and at conferences in May.	December 30, 2014	Mr. Jimmy Brehm
Activity	Roles of Principal Supervisor	In Progress	The TLT team has reviewed research and discussed differing models of principal supervision. The TLT, under new leadership, plans to continue to review and improve the structure of principal supervision.	December 30, 2014	Mr. Jimmy Brehm
Activity	Observations	In Progress	The district has developed a common form for site visits for directors to use in visits at schools. Site visits are on-going.	December 30, 2014	Mr. Jimmy Brehm
Activity	TPGES Support	In Progress	At monthly leadership meetings the lead PGES team provides 1-2 hour help, information, and training sessions to district leadership to assist in the implementation of TPGES.	December 30, 2014	Mr. Jimmy Brehm
Activity	TPGES Support	In Progress	Student Growth Goal Rubric Development sessions are being organized by the Office of Curriculum and Assessment - Math teacher worked on rubric development on July 25 A&H and PLCS teachers worked on rubric development on July 28 & 29 The other subject areas are in progress.	August 07, 2014	Dr. Michele Reynolds
Activity	TPGES Support	In Progress	Human Resources and the Teaching and Learning Team partnered to plan the principal retreat on July 23 & 24 which was focused on TPGES. The retreat included an overview of the CEP, a pilot principal panel discussion, Self-Reflection guidelines, and 5 breakout sessions in the areas of PGP, Evidence Collection, EDI Management Tool, Observation Tips, and Peer Observation. Principals left with a draft of a 60-day implementation plan to support the initial rollout of TPGES in their schools. A "retreat repeat" is planned on August 21 for PGE Coaches, Associate Principals, and others evaluating under TPGES.	August 07, 2014	Dr. Michele Reynolds
Activity	TPGES Support	In Progress	The Office of Curriculum and Assessment delivered a 2-hour training module on Student Growth Goals. The training was offered on 4 different dates during May and June for principals, PGE Coaches, and others who are evaluating under TPGES.	August 07, 2014	Dr. Michele Reynolds
Activity	TPGES Support	Completed	HR partnered with Instructional Technology to create an engaging 5-minute video to use with teachers to introduce TPGES. The video was released in June and can be found at http://youtu.be/DoL8ih5tXac	August 07, 2014	Dr. Michele Reynolds
Activity	TPGES Support	Completed	CIITS Educator Development Suite training (EDS) was provided by Amy Johns during the months of June - August. A 2-hour session was offered 6 different times for principals and others evaluating under TPGES.	August 07, 2014	Dr. Michele Reynolds
Activity	TPGES Support	In Progress	Principals and Teachers have been trained on the Framework for Teaching via monthly modules. CIITS Leaders have been introduced to the Educator Development Suite (EDS) at their meeting on March 17. Training on the other areas in the section will be implemented May – August.	April 06, 2014	Dr. Michele Reynolds

Activity	PPGES Learning Opportunities	In Progress	Time at each district leadership meetings is devoted to cadre time where principals have the opportunity to work with peers around the implementation of PPGES.	December 30, 2014	Mr. Jimmy Brehm
Activity	Implementation Support	In Progress	FCPS has monthly memberships in regional KLA meetings and this information is used to assist in the leadership PGES trainings.	December 30, 2014	Mr. Jimmy Brehm
Activity	Implementation Support	In Progress	A FCPS webpage providing information and links to resources regarding PGES has been developed. As resources are developed, they will be posted for easy access.	April 06, 2014	Dr. Michele Reynolds
Strategy	Persistence to Graduation (Early Warning System Data Tool)		• An invitation extended to each High School Principal to go or send a designee to the 2014 National Drop-Out Prevention Conference in Louisville, KY and paid for registrations with the Compulsory Attendance Grant. Dunbar and Henry Clay send Representatives and are in the planning process to implement Persistence to Graduation Initiatives	December 30, 2014	Mr. Jimmy Brehm
Strategy	Persistence to Graduation (Early Warning System Data Tool)		1. Persistence to Graduation Data tool a. The tool has been given to the following user groups in IC: Counselor, Social Worker, Title 1 and Administrator. Training has not been done by the DPP Office staff, however the report is very easy to run and could be communicated via email as well as a quick mention at a Leadership meeting. I would recommend one of the DPPs to make a quick statement about it at the beginning of year Leadership meeting.	March 27, 2014	Faith Thompson

Activity	Delivery to Diploma		Born learning academy has been expanded from one school to four schools: • Born Learning Expansion -- Funding from Toyota is secured . They will collaborate with Early Childhood Department and Community Liaison allowing us to manage the grants in our district along with other funding we have from First Presbyterian Church. • Budget for 2014-2015 TBLA will include: o $12,000 from Toyota o $8,000 from First Presbyterian o Born Learning Academies will be at four schools for the 2014-2015 school year Booker T Washington Primary Academy William Wells Brown Arlington Mary Todd • The workshops are free and include a meal for participating families to enjoy together. • Workshops are 5:30 to 7:30 p.m. at each respective school on the following dates: Arlington Booker T. Washington Mary Todd William Wells Brown September 4 September 4 September 8 September 25 October 9 October 9 October 13 October 16 November 6 November 6 November 10 November 6 January 8 January 8 December 8 January 8 February 5 February 5 January 12 February 5 March 5 March 5 February 9 March 5 April 9 April 9 March 9 April 9 Contact: Linda Prater 859-381-3029 Contact: Monica Hall 859-381-3266 Contact: Beth Myers 859-381-3515 Contact: Katie Washington 859-381-4990 ext. 22842	August 20, 2014	Faith Thompson
Activity	Persistence to Graduation Data tool	Completed	Fall of 2014 via Lync Session presentation conducted by Suzanne Dorsey, DPP, and Faith Thompson	December 30, 2014	Mr. Jimmy Brehm
Activity	Persistence to Graduation Data tool	In Progress	Social Workers discussed running a Pers. To Grad. Report monthly and to analyze monthly to determine any student that may need supports put in place. We recommended running the report between the 5th -10th of each month	August 20, 2014	Faith Thompson

Activity	Persistence to Graduation Data tool	In Progress	DPP, Suzanne Dorsey, is scheduled to review to school principals how access the persistence to graduation tool, meaning of the calculations and report generation during the August 20, 2014 Link Session.	August 14, 2014	Faith Thompson
Activity	Persistence to Graduation Data tool	In Progress	1. Persistence to Graduation Data tool a. The tool has been given to the following user groups in IC: Counselor, Social Worker, Title 1 and Administrator. Training has not been done by the DPP Office staff, however the report is very easy to run and could be communicated via email as well as a quick mention at a Leadership meeting. I would recommend one of the DPPs to make a quick statement about it at the beginning of year Leadership meeting.	March 27, 2014	Faith Thompson
Activity	Afterschool Programs and Community Based Extended Learning Opportunities	In Progress	Title I-those tentatively being planned at a very few Title 1 schools.	March 27, 2014	Faith Thompson
Activity	District Attendance Award	In Progress	The DPP office has established a budget for the traveling award and is seeking community input on the style of traveling award. The goal is to implement the award for the first full month of attendance September, Awards would be given sometime first week in October, first week in November, first week in December, first week in Jan, first week in Feb., first week in March, first week in April, first week in May. The school at each level with the best overall attendance for the 2014-15 school year will get to keep the trophy/award.	August 20, 2014	Faith Thompson
Activity	District Attendance Award	In Progress	High Attendance Day competition has been established for September 18, 2014 by DPP's office. Winners announced for A1 schools September 24, 2013 (Diana Cromer email)	March 28, 2014	Faith Thompson
Activity	Equitable Referral and Placement task force	In Progress	- Decided by leadership to use this committee as MLK Behavioral Referral Committee solely, other programs are application programs and not based on behavior	December 30, 2014	Mr. Jimmy Brehm

| Activity | Equitable Referral and Placement task force | In Progress | All taskforce committee met throughout the 2013-14 SY. In addition, Rachel Baker, Faith Thompson and several IC staff attended the Individual Learning Plan Addendum (ILPA) training module to be used as part of the requirements of 704 KAR 19:002. The goal of the ILPA: is to ensure a successful transition into and out of an alternative program. Based on the purpose of this regulation, the ILPA is the tool by which the district will implement to ensure Alternative Placement and Systemic and Successful Transition upon entry and exit of an Alternative Placement. Rachel Baker and Faith Thompson presented ILPA information at full leadership cabinet on June 20, 2014 to inform and receive feedback regarding the following question: 1. Can the same instrument be used as the Alternative Placement Referral Process? Cabinet members confirmed this action. Finally, the workgroup regarding Alternative Placement and expulsion options made recommendations regarding the following initiatives:

The subcommittee offers the following recommendations as a means to address the department's guiding principles and Fayette County Schools specific needs.
1. The Alternative Placement and Expulsion Options Committee recommend further study of the Cherry Creek School District's Expulsion Program. The Cherry Creek School District is located in Denver, CO with 98% of the schools receiving the highest accreditation ranking offered in the state. The purpose of the Expulsion Program (EP) is to provide quality mathematics and English education for expelled students who reside within the Cherry Creek School District. It also serves as the Interim Alternative Emotional Placement for students with a disability that need such services due to placement or discipline determinations affecting students with disabilities.

2. The Alternative Placement and Expulsion Options Committee recommend further study of the Saturday Morning Alternative Reach-out and Teach Program (SMART) in the Chicago Public School System. The SMART Program is an alternative to expulsion for students in 6th through 12th grade who violate categories 5 or 6 of the CPS Student Code of Conduct. Students who are expelled stand a significantly higher chance of falling behind and failing to graduate from high school.
The SMART program works to counteract this trend and mediate behavior by providing students with an educational alternative. Students participating in the SMART program are able to continue to attend their home school during the week while completing a series of eight Saturday classes and 20 hours of community service.

3. The Alternative Placement and Expulsion Options Committee recommend studying the benefits and outcomes of the Zero Suspension Program. The opportunity to gather data and replicate the Paul Laurence Dunbar High School's Zero Suspension program would provide an in house solution to Fayette County's alternative placement challenge. The goal in the coming year is to expand opportunities to engage students socially, emotionally, and academically. The balanced approach to supporting student learning | August 14, 2014 | Faith Thompson |

academically. The balanced approach to supporting student learning is difficult but is proving to be effective.

4. The Alternative Placement and Expulsion Options Committee recommend the full implementation of the Positive Behavior Intervention System (PBIS). The research based practices associated with the PBIS will meet the guiding principles articulated in the U. S. Department of Education's report. Fayette County's challenge is to ensure fidelity of implementation. Therefore, the committee further recommends ongoing professional development support the PBIS implementation.

5. The Alternative Placement and Expulsion Options Committee recommend the development of an evaluation protocol to ensure the expectations of the programs/initiatives implemented are having the intended impact on the social emotional and academic growth of Fayette County students. A protocol suggested during the meeting was the Alternative Placement Plan from the Pennsylvania Department of Education. Contained in the plan was a suggested evaluation instrument.

Next steps:
-training on and the implementation of ILPA
-clarification by KDE regarding which, if not all, A5 programs require implementation of an ILPA. Discussion around only student assigned versus students who select to attend schools such as OMC, CGWA, STEAM, etc..
-Continue efforts providing alternative expulsion and suspension options

Activity	Equitable Referral and Placement task force	In Progress		August 14, 2014	Faith Thompson
Activity	Equitable Referral and Placement task force	In Progress	All taskforce committee met throughout the 2013-14 SY. In addition, Rachel Baker, Faith Thompson and several IC staff attended the Individual Learning Plan Addendum (ILPA) training module to be used as part of the requirements of 704 KAR 19:002. The goal of the ILPA: is to ensure a successful transition into and out of an alternative program. Rachel Baker and Faith Thompson presented ILPA information at full leadership cabinet on June 20, 2014 to inform and receive feedback regarding the following questions:	August 14, 2014	Faith Thompson
Activity	Equitable Referral and Placement task force	In Progress	The Alternative Placement Taskforce, had its initial meeting in February 2014 and continuing. During the meeting, three (3) workgroups were established with them leads and initial membership. The three (3) workforce groups are as follows : 1). Alternative Placement Equitable Referral Process- Donna Thomas and Barbara Connor, leads. 2). Alternative Placement and Expulsion Options- Michael Dailey, Lead and 3). Alternative Placement and Systematic and Successful Transitions- Jimmy Meadows, Lead.	March 25, 2014	Faith Thompson
Activity	Equitable differentiated transportation funding	In Progress	Program Schools met to discuss ways to ensure cost efficient transportation in February/MARCH, Mary Wright Facilitator.	March 28, 2014	Faith Thompson

Activity	Truancy Prevention PSA Video	Completed	The film was made and is being used in the county whenever meetings are held with parents or students. It is also being played internally in some schools for the students.	December 30, 2014	Mr. Jimmy Brehm
Activity	Truancy Prevention PSA Video	In Progress	The video has been produced, edited and used at three middle schools and one high school prior to the end of last semester (March/April, 2014). The video will be distributed and played at all middle, high and alternative schools by the middle of October 2014.	August 20, 2014	Faith Thompson
Activity	Truancy Prevention PSA Video	Completed	Doug Adams worked with Judge Lucinda Masterton and Designated Court Worker Tanya Jett on a truancy video, and has been completed and published on YouTube	March 28, 2014	Faith Thompson
Activity	Support for Struggling Readers	In Progress	Title 1 Office offered a monthly teacher support/study group for classroom and/or intervention teachers in grades 5-8 that focused on struggling readers and writers based on the text Teaching Reading in the Middle School by Laura Robb. Writing support focused on the "Six Traits" approach and teachers developed a "crate" of Six Traits strategies and activities.	April 06, 2014	Dr. Michele Reynolds
Activity	Support for Struggling Readers	In Progress	Reading Recovery: Fayette County currently has 2 New Teachers training in RR this year. Teachers in training attend a weekly 3 hour class one night per week. 6 RR Teachers began new training on the Comprehensive Intervention Model (CIM) which is an intensive small group model – this training is only for teachers who have completed RR training. The trained RR Teachers (35 working at 21 Elementary Schools) participated in Continuing Contact (CC) sessions lasting 6 hours each month. CC sessions include (3 hrs.) of Behind the Mirror lessons with RR students with discussion and critique and (3 hrs.) of Comprehensive Intervention Model small group lessons with discussion and critique.	April 06, 2014	Dr. Michele Reynolds
Activity	Support for Struggling Readers	In Progress	Title 1 provided support to schools for submission of Read to Achieve (RTA) grants to help them research, and choose the literacy program that would best meet the needs of their students.	April 06, 2014	Dr. Michele Reynolds
Activity	Support for Struggling Readers	In Progress	Title I provided LLI (Leveled Literacy Intervention) training at the beginning of the year and again in December 2014 for intervention teachers using that program. This was led by an intervention teachers who uses the program daily. Title 1 followed up with LLI teachers throughout the year regarding implementation support.	April 06, 2014	Dr. Michele Reynolds
Activity	Parent and Family Workshops and Learning Opportunities	In Progress	• September to December Two Urban Family Engagement Networks have been held • Six sessions for Spanish speaking families • Six Sessions held at William Wells Brown	December 30, 2014	Mr. Jimmy Brehm

Activity	Parent and Family Workshops and Learning Opportunities	In Progress	Sections 3 & 4: Urban Family Engagement Network (UFEN): (February 19, February 26, March 5, March 12, March 19, March 26,) April 9, April 16, April 23, July 19, August 9, September 13 UFEN Train-the trainers: May 15 Parent University: April 26, June 13 PTA Leadership Training: July 26 Winburn Parent Boot camp: August 8 Section 5 & 6: ILP Train the Trainers: April 11, May1 Parent University: April 26, June 13 Winburn Parent Boot camp: August 8	August 21, 2014	Faith Thompson
Activity	Parent and Family Workshops and Learning Opportunities	In Progress	6. *CCCR & ILP training - James Hardin conducted a training on the requirements for CCCR and ILP for several community organizations at Imani Baptist Church on February 6, 2014. The goal is to have these community members support students in college and career readiness and the ILP in after school, spring break and summer activities, as well as to train others to do the same. *Middle/High School Support Committee - scheduled meeting on March 25 so that James Hardin can provide information on college and career readiness requirements.	April 06, 2014	Dr. Michele Reynolds
Activity	Parent and Family Workshops and Learning Opportunities	In Progress	5. *Transitioning for Success - show that ran on Channel 13 through the month of January that explains the importance of ILP and the need for parents and communities to understand the tool and how they help to support student learning. This show is always available on demand: http://fcpstv.pegcentral.com/player.php?video=7bd926e5346a9507029a380ee8f5dfb7 *CCCR & ILP training - James Hardin conducted a training on the requirements for CCCR and ILP for several community organizations at Imani Baptist Church on February 6, 2014. The goal is to have these community members support students in college and career readiness and the ILP in after school, spring break and summer activities, as well as to train others to do the same. *ILP Train the Trainers - James Hardin conducted a training on ILP for 16th District PTA on February 24, 2014. The goal is to have parent members work with other parents and their students on the ILP. *Middle/High School Support Committee - established a committee, in collaboration with 16th District PTA, to support PTA and parent leaders in best strategies to provide information for middle and high school students.	April 06, 2014	Dr. Michele Reynolds
Activity	Parent and Family Workshops and Learning Opportunities	In Progress	4. February 26th - Parent Teacher Partnership: how to partner with your teacher to support student learning (ILP, MAP, IC, IEP, 504, etc). We talked specifically about Infinite Campus during this session.	April 06, 2014	Dr. Michele Reynolds

Activity	Parent and Family Workshops and Learning Opportunities	In Progress	3. Urban Family Engagement Network training - collaboration with 16th District PTA to empower parents to support student achievement. Dates and sessions through March include: February 19th - Parents Rights and Responsibilities: your role as a parent to support students February 26th - Parent Teacher Partnership: how to partner with your teacher to support student learning (ILP, MAP, IC, IEP, 504, etc) March 5th - Structure and Function of the School Board: how the board impacts school & student success; advocacy March 12th - Structure and Function of the School: how to support schools and the roles of parents on committees, PTA, etc March 19th - Effective Communication & Action Planning: appropriate steps to address need/concerns, developing a plan and communicating March 26th - Politics of Education: how local, state and national legislation impacts student achievement and advocacy steps	April 06, 2014	Dr. Michele Reynolds
Activity	Building Relationships	In Progress	School Social Workers schedule transition meetings in the Spring of the year with the accepting school – i.e. 5th grade to 6th grade (elem. to middle) and 8th to 9th (middle to high) these meetings consist of the social worker going to the referring school to meet with the students or meet with the social worker to get a list of those students. Then during extended employment the social worker is to make home visits to begin establishing a relationship with the student and family	August 20, 2014	Faith Thompson

Activity	Building Relationships	In Progress	2013-14 School Year Customer Service Program Participation School Heart to Heart Visits Family & Friends Day Move Up Day Breckingridge x BSHS x BTWA Intermediate x BTWA Primary x Deep Springs x x Dixie x Garden Springs x Leestown x Mary Todd x Millcreek x PLD x Stables n/a n/a n/a TLC n/a n/a n/a Wellington x x (in-house) Winburn x Wm Wells Brown x x 2013-14 School Year Customer Service Program Participation School Heart to Heart Visits Family & Friends Day Move Up Day BSMS x x Crawford Middle x x (in-house) Southern Middle x Tates Creek Middle x Cardinal Valley x x (Leestown visited school) Russell Cave x	August 20, 2014	Faith Thompson
Activity	Building Relationships	In Progress	Heart to Heart Visits are made during the months of June-July and August prior to the beginning of school. Schools are in the planning stage for Move-Up Day now	March 27, 2014	Faith Thompson
Activity	Administrative Hearing	In Progress	Went before the Board on December 17, 2013, and explained the efforts we are making in the Administrative Hearing process. Specifically, I advised them of our goals: • To hear expulsion recommendations that are not statutorily required to go to the Board • To review cases of students who are currently enrolled at MLK and Stables to ensure students have a specified period of time in which they will attend MLK or Stables • To review cases of students who currently attend MLK or Stables who continue to have discipline issues and attempt to identify alternative solutions The Board was supportive of our efforts. I think they understood this is a work in progress with a lot of fine tuning to go. Administrative Hearing are ongoing	March 27, 2014	Faith Thompson

Activity	Safe and Welcoming Learning Environment	In Progress	- A district team has been created to assist in the systemic implementation of CRTL that has met bi-weekly on Fridays. Several schools will be trained in CRTL starting January 2015, Heart to Heart visits have been completed	December 30, 2014	Mr. Jimmy Brehm
Activity	Safe and Welcoming Learning Environment	In Progress	PBIS District Resource Specialist will be meeting with new PBIS coaches soon and with all PBIS coaches at quarterly meetings. Training will be provided again for any new schools that want to join PBIS	August 20, 2014	Faith Thompson
Activity	Safe and Welcoming Learning Environment	In Progress	• Support schools in creating and maintaining safe learning environment that provides daily experiences at all grade levels to enhance positive social attitudes and effective interpersonal skills with and for all students, through activities such as Culturally Responsive Teaching and Learning, PBIS and Superior Customer Service. o In 2013-14 eleven school teams were trained to implement PBIS. A total of 31 school teams have been trained to implement PBIS: 16 elementary schools 10 middle schools, 4 high schools and 1 alternative school. Training is provided annually for new coaches and quarterly meetings are held to support PBIS coaches in all schools.	March 28, 2014	Faith Thompson
Activity	Safe and Welcoming Learning Environment		WWB is the only new school that we have trained in SCS this year. The majority of our trainings occurred with departments. WWB received CRTL this year, and the Equity , Superior Customer Service Department have trained most schools in Module 1 in the past three year. Millcreek went through Module 3 last year and Dixie will receive it in April or May. Tanya Dailey maintains a data base for schools trained in CRTL and the Module. All new teachers receive the first half of Module I in new employee orientation.	March 28, 2014	Faith Thompson
Activity	GEAR UP		Two (2) schools (Leestown and PLD) are currently participating in the GEAR-UP program.	March 28, 2014	Faith Thompson
Activity	Early Literacy	In Progress	See strategy #4	March 28, 2014	Faith Thompson

Activity	Family Engagement	In Progress	3. Urban Family Engagement Network training - collaboration with 16th District PTA to empower parents to support student achievement. Dates and sessions through March include: February 19th - Parents Rights and Responsibilities: your role as a parent to support students February 26th - Parent Teacher Partnership: how to partner with your teacher to support student learning (ILP, MAP, IC, IEP, 504, etc) March 5th - Structure and Function of the School Board: how the board impacts school & student success; advocacy March 12th - Structure and Function of the School: how to support schools and the roles of parents on committees, PTA, etc March 19th - Effective Communication & Action Planning: appropriate steps to address need/concerns, developing a plan and communicating March 26th - Politics of Education: how local, state and national legislation impacts student achievement and advocacy steps 4. February 26th - Parent Teacher Partnership: how to partner with your teacher to support student learning (ILP, MAP, IC, IEP, 504, etc). We talked specifically about Infinite Campus during this session. 5. *Transitioning for Success - show that ran on Channel 13 through the month of January that explains the importance of ILP and the need for parents and communities to understand the tool and how they help to support student learning. This show is always available on demand: http://fcpstv.pegcentral.com/player.php?video=7bd926e5346a9507029a380ee8f5dfb7 *CCCR & ILP training - James Hardin conducted a training on the requirements for CCCR and ILP for several community organizations at Imani Baptist Church on February 6, 2014. The goal is to have these community members support students in college and career readiness and the ILP in after school, spring break and summer activities, as well as to train others to do the same. *ILP Train the Trainers - James Hardin conducted a training on ILP for 16th District PTA on February 24, 2014. The goal is to have parent members work with other parents and their students on the ILP. *Middle/High School Support Committee - established a committee, in collaboration with 16th District PTA, to support PTA and parent leaders in best strategies to provide information for middle and high school students. 6. *CCCR & ILP training - James Hardin conducted a training on the requirements for CCCR and ILP for several community organizations at Imani Baptist Church on February 6, 2014. The goal is to have these community members support students in college and career readiness and the ILP in after school, spring break and summer activities, as well as to train others to do the same. *Middle/High School Support Committee - scheduled	March 28, 2014	Faith Thompson

			*Middle/High School Support Committee - scheduled meeting on March 25 so that James Hardin can provide information on college and career readiness requirements.		
Activity	Family Engagement	In Progress	Workshop for families on School readiness have been presented at: • the GAP conference (Grandparents as Parents) March 20, 2014 • NAACP Early Learning project February 11, 2014 • Child Care centers Kindergarten Transition Workgroup has been formed to address registration and transition into school • Monthly meetings began in February o Feb. 12, 2014 o March 11, 2014 • Welcome packets for incoming kindergarten families assembled and sent to all elementary schools in English and Spanish o Info on countdown to kindergarten activities throughout the summer o Important dates o Ways to support school readiness over the summer o District Calendar o Parent Guides Information on Common Core and Grade level expectations: • District PTA Roundtable meeting Nov. 21, 2013 • Northern Elementary Feb 17, 2014 • William Wells Brown Neighborhood Association Oct 2013 • Yates PTA Sept 2013 • Meadowthorpe PTA August 2013	March 28, 2014	Faith Thompson
Activity	Family Engagement	In Progress	The Title 1 schools each hold nine Parent Learning Nights throughout the year which address some of these types of activities. Each school submits plans to our office for review for approval before they are actually held.	March 28, 2014	Faith Thompson
Activity	Suspension Alternative Program (SAP) and Restorative Solutions	In Progress	The schools using our circles(conflict and ROCK) are Bryan Station High, Edythe Hayes Middle, Lafayette High, Leestown Middle, Martin Luther King, Jr Academy, Morton Middle, Tates Creek High, Tates Creek Middle, and Winburn Middle(pilot school where we have done staff circles, kids circles, etc). Some of these schools have more than one circle. Each school determines what kind of circles to have to address specific issues with boys or girls(gender separation for circles). For example, one school is using for truancy, another for boys in the court system, two girls circles in one school(Hispanic and African American), and another for social isolated boys. We do a pre-circle interview with each student before they meet in a circle and give a pre-test and will do another survey after the circle is completed to have more evidence of the success.	March 28, 2014	Faith Thompson

Activity	Suspension Alternative Program (SAP) and Restorative Solutions	In Progress	Facilitate planning with school leaders to develop opportunities for students to participate in SAP and/or restorative solutions program in lieu of being suspended for offenses not required to go before schools board. o In the current school year nine middle and/or high schools have participated in Restorative Justice circles or Restorative Solutions mediations, per Jan Hatfield.	March 28, 2014	Faith Thompson
Activity	Progress Monitor		Attendance Monitoring and reporting to schools is completed year round by DPP.	March 28, 2014	Faith Thompson
Activity	Graduation Success Cadre	In Progress	Family Resource Coordinators from Focus Schools (Winburn, Crawford, E.J. Hayes, Leestown, Carter G . Woodson and Academy) identified 10-12 8th Grade Scholars who were not involved in any sports or extra-curricular activities to participate in an initiative called-Leadership Cadre #1. A few scholars are "homeless" or identified as being in the foster care system. These coordinators met during the Spring of 2014 and planned a 3-day Summer Camp (July 13, 14,15, 2014) that helped scholars develop and learn leadership and teambuilding skills. The scholars completed interest inventories, listened to guest speakers who are leaders in the community and went to Asbury College and participated in the "Low Ropes" course… During the Fall of 2014, the same students will revisit Asbury College and participate in the "High Ropes" course for teambuilding purposes, do a community service project together and serve in a leadership capacity at their home schools i.e. tutoring 6th graders, picking up litter on their campus and/or helping their teachers after school. During the Spring, the Cadre will continue to do community service projects, go on field trips to meet leaders and visit the high schools to better their transition. Goal setting, career and guidance talks and sessions will be emphasized during their 8th grade year. The Coordinators will track the students throughout high school with a vision of every scholar that participates graduates with their class. Leadership Cadre #2 will start the course during the Summer of 2015.	August 20, 2014	Faith Thompson
Activity	Graduation Success Cadre	In Progress	School Social Workers schedule transition meetings in the Spring of the year with the accepting school – i.e. 5th grade to 6th grade (elem. to middle) and 8th to 9th (middle to high) these meetings consist of the social worker going to the referring school to meet with the students or meet with the social worker to get a list of those students. Then during extended employment the social worker is to make home visits to begin establishing a relationship with the student and family	August 20, 2014	Faith Thompson
Activity	Graduation Success Cadre	In Progress	School Social Workers schedule transition meetings in the Spring of the year with the accepting school – i.e. 5th grade to 6th grade (elem. to middle) and 8th to 9th (middle to high) these meetings consist of the social worker going to the referring school to meet with the students or meet with the social worker to get a list of those students. Then during extended employment the social worker is to make home visits to begin establishing a relationship with the student and family	August 20, 2014	Faith Thompson
Activity	Transitions Continuum: Placement and Services	In Progress	ILPA ongoing by Alternative Placement that are requires by law	December 30, 2014	Mr. Jimmy Brehm

Activity	Transitions Continuum: Placement and Services	In Progress	Alternative Placement Taskforce had its initial meeting in February to designate workgroups, membership and leads. The Systematic and Successful Transition Plan work group met March 26, 2014. The team lead is Jimmy Meadows. The charge of this work group is to develop and recommend a multi-tiered and systematic process to ensure students transition successfully to and/or from alternative placements.	March 27, 2014	Faith Thompson
Activity	Promoting Power Index and truancy referral System	In Progress	1. 2013-2014: The DPP office has automated school truancy letters on a weekly basis for schools for the 2013-14 school year. This helped with consistency. Letters are automatically generated when a student has accumulated: 3 unexcused absences; 6 unexcused; 9 unexcused; 6 unexcused tardies; 9 unexcused tardies; 12 unexcused tardies; used 6 parent notes for absences; used 6 parent notes for tardies; exhausted all 10 parent notes for absences; and exhausted all 10 parent notes for tardies. Staff members in each school building have been trained on how to reprint the letters. Approximately 40,000 letters were mailed last school year. 2014-2015: The system will be activated and begin by the end of August, 2014. 2. 2013-2014: The DPP office has trained various district IC user groups (school social workers; attendance clerks; registrars; guidance specialists/school counselors; associate administrators; truancy ability to refer contact; truancy school contact; FRYSC Coordinators) on how to print a school's accumulative absence list so they can do targeted prevention and or intervention with students that are truant or habitually truant. 2014-2015: The DPP office in collaboration with Technology Department, Jill Tuttle, has started training attendance clerks and registrars. The others will be trained in the next 45 days. 3. 2013-2014: Elementary school Social workers; Truancy ability to refer; truancy contact; FRYSC Coordinators have all been trained in the districts custom Truancy Referral System. During this training, prevention and intervention strategies were suggested by the DPP's to be done at the school level. As part of the training the DPP's encourage and explain the importance of printing the student's current progress report and having a discussion with guardians the connection with attendance to school and course performance. We provide them with suggested targeted interventions such as a truancy agreement. Other ideas include: home visits, phone calls, rewards/incentives, SAT, Collaboration with school nurse, agency referrals, etc. 2014-2015: The DPP office has already started training the school social workers. The other user groups, in collaboration with Technology office, Jill Tuttle, will be trained in the next 45 days.	August 20, 2014	Faith Thompson
Activity	Promoting Power Index and truancy referral System	In Progress	The video has been produced, edited and used at three middle schools and one high school prior to the end of last semester (March/April, 2014). The video will be distributed and played at all middle, high and alternative schools by the middle of October 2014.	August 20, 2014	Faith Thompson

Activity	Promoting Power Index and truancy referral System	In Progress	2. Promoting Power Index and Truancy Referral System a. The DPPs have presented at several of the cadre meetings regarding truancy interventions, attendance reports and the Truancy Referral System. School staff are trained yearly on the use of the Truancy Referral System, as well as tracking contact with students and parents/guardians through the PLP module of IC.	March 27, 2014	Faith Thompson
Activity	Summer learning programs (SB 95)		Summer learning camps are tentatively being planned at a very few Title 1 schools.	March 28, 2014	Faith Thompson
Activity	Delivery to Diploma		Fully Implement Delivery to Diploma, a district-wide early childhood initiative. Focus on providing families and the community with information on school readiness and what to expect in early childhood, birth to 5 years.	August 21, 2014	Faith Thompson
Activity	Recruitment	In Progress	Brochures were created for the recruitment fair in March 2014.	April 06, 2014	Dr. Michele Reynolds
Activity	District Minority Recruitment team (DMRT)	In Progress	The district is in the process of hiring a lead for this position.	April 06, 2014	Dr. Michele Reynolds
Activity	Identification of qualified candidates	In Progress	Expanded recruitment to private universities at Spotlight Career Fair 2014 @ Thu Feb 27, 2014	April 06, 2014	Dr. Michele Reynolds
Strategy	District Staffing Taskforce		The District Staffing Task Force met 4 times over the course of the 2013-14 school year and will reconvene by fall 2014 to continue our work. Much of the task force discussions focused on the need to 'get to equity' in the district staffing policy/procedures. While the board ultimately put the new staffing policy/procedures 'on hold' for FY 2015, we will continue to work through the task force to provide a recommendation for a more equitable approach to staffing. We are also recommending an equity-based ELL allocation for next year as a first attempt toward such a formula.	April 06, 2014	Dr. Michele Reynolds
Strategy	Positive Behavior Interventions and Support (PBIS)		In 2014-15 two additional schools are being provided with training for their PBIS teams and two schools teams are participating in retraining due to staff turnover. The total number of PBIS trained schools is 33 which includes 51% of elementary schools, 83% of middle schools, 80% of high schools and Martin Luther King alternative school.	December 29, 2014	Mr. Jimmy Brehm
Activity	MTSS Core Implementation Team	In Progress	The MTSS Core Implementation team met three times and developed an implementation plan for the 2014-15 school year. The team focused on readiness for implementation, level of implementation, integration of CTRL, PBIS, & MTSS as a single comprehensive and system approach to accelerate learning, create engaging learning opportunities, established learning environments that value every learner and facilitate evidence based outcomes to close gaps. The plan was reviewed by Dr. Young and expectations for implementation will begin at the first district leadership meeting in September. Additional efforts underway include the development of a design team to provide multiple or differentiated ways to deliver and support MTSS implementation based on the level of implementation at each school. We are also looking at a possible instrument to help schools self assess determining additional professional growth needs and support. Finally, the team will intentionally engage school teams to ensure connections to the PGES.	August 07, 2014	Dr. Michele Reynolds

Activity	MTSS Core Implementation Team	In Progress	A planning team met on March 17, 2014, to identify potential members of the MTSS Core Team and to brainstorm goals for the team.	March 22, 2014	Dr. Michele Reynolds
Activity	Equitable Staffing Formula	In Progress	The staffing force has met a minimum of monthly through the 2014-2015 year and has reviewed a number of plans with hopes to bring a recommendation to the board prior to the March allocation timeline.	December 29, 2014	Mr. Jimmy Brehm
Activity	Equitable Staffing Formula	In Progress	The District Staffing Task Force met 4 times over the course of the 2013-14 school year and will reconvene by fall 2014 to continue our work. Much of the task force discussions focused on the need to 'get to equity' in the district staffing policy/procedures. While the board ultimately put the new staffing policy/procedures 'on hold' for FY 2015, we will continue to work through the task force to provide a recommendation for a more equitable approach to staffing. We are also recommending an equity-based ELL allocation for next year as a first attempt toward such a formula.	April 09, 2014	Dr. Michele Reynolds
Activity	CRTL Implementation Team	In Progress	On March 17th the TL Team small work group established the need to develop a Culturally Responsive Teaching and Learning (CRTL) district team to review the research, current protocols, status of school level implementation to determine a schedule for district wide training and implementation (modules based on tiered instruction).	March 25, 2014	Michael Dailey
Activity	Improvement Plan Review	In Progress	The core CDIP team will be made up of the Chief Academic Officer, the Chief School Community Government Officer, the Director of Curriculum and Assessment, and the Associate Director of the Office of Evaluation and Planning. This core team will use the Equity Scorecard alongside state and local indicators of student achievement to determine district planning goals, objectives, strategies, and activities. The Office of Evaluation and Planning will develop a monitoring timeline and reporting process for the CDIP to include at least quarterly reports to the Board and the Equity Council.	December 30, 2014	Mr. Jimmy Brehm
Activity	Develop a menu of best practices and high yield instructional strategies	In Progress	Partial development of a best practice and high yield strategies resource document started in December 2013. Next steps include reviewing existing material and identifying other research based strategies targeted to support specific gap populations	April 09, 2014	Dr. Michele Reynolds
Activity	PBIS District Implementation Team	In Progress	The list of team members is currently being generated but has not been finalized yet. The District Leadership PBIS team's role will be to support school PBIS efforts in terms of coordination, training capacity, funding, visibility, political support, coaching capacity, and evaluation. The training is provided by the district coordinator/coach in collaboration with Kentucky Center for Instructional Discipline.	April 06, 2014	Dr. Michele Reynolds
Activity	Gap Reduction	In Progress	The Teaching and Learning Team (TLT) will develop a monthly schedule from January through August 2015 for one principal and director to present each month to the Board and the Equity Council about their gap reduction plans. There will be 5 elementary schools, 2 middle schools, and 1 high school in this rotation. Those schools will be determined based on the highest achievement gap between non-duplicated gap students and those students who are not in the non-duplicated count.	December 30, 2014	Mr. Jimmy Brehm

Activity	Implementation of MTSS Tiers 2 & 3	Completed	ELL District PD, Culturally Relevant Practices to engage ELL Students ELL Software Districtwide Implementation - Imagine Learning for language acquistion ELL software District implementations. Rosetta Stone and Achieve 3000 "Can Do Descripters" linked in IC to provide additional guidance for instruction	December 29, 2014	Mr. Jimmy Brehm
Activity	Implementation of MTSS Tiers 2 & 3	In Progress	Partial development of a best practice and high yield strategies resource document started in December 2013. Next steps include reviewing existing material and identifying other research based strategies targeted to support specific gap populations.	March 25, 2014	Michael Dailey
Activity	Staff Diversity Support and Monitor	In Progress	Fayette County Public Schools has posted the position for Associate Director of Minority Recruitment and the position is scheduled to be interviewed for and hired in January 2015.	December 30, 2014	Mr. Jimmy Brehm
Activity	Mental Health Support	In Progress	The district has received two grants (one to the district and one with KDE) to implement Mental Health First Responders training for hundreds of FCPS employees along with other service providers across the community. This training will begin in the spring of 2015; the grant coordinator is in the process of being trained at this time. The district special ed administration team is also working with directors and schools to plan an alternative to the Highly Structured Classroom (ABLE) model that would provide additional support for elementary schools to better meet the needs of young children with mental health issues.	December 30, 2014	Mr. Jimmy Brehm
Activity	CRTL framework	In Progress	The team has adopted the Corwin Culturally Responsive Framework.	December 29, 2014	Mr. Jimmy Brehm

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Core Team	FCPS will develop a district level MTSS core team in order to provide follow up and expectations for schools based on information received at MTSS Conference. Directors will work with schools on developing a school level MTSS core team if desired. District will disseminate MTSS Best-Practices Manual in conjunction with district-wide MTSS conference. Provide support and technical assistance for schools as they develop and implement school-level Multi-tier Support Systems (MTSS) designed to provide timely interventions for individual students based on diagnosed needs.	Professional Learning	01/02/2014	05/29/2015	$0	Chief Academic Officer, Director of Curriculum and Assessment, Teaching and Learning Team
High Yield Strategy and Program Training	The district will provide training to school level staff on high yield intervention strategies and materials that support all 3 tiers of instruction in Reading and Math. Possible high yield strategies might include Kagan Strategies, Orton Gillingham, using Des Cartes to plan instruction, etc.. Schools will have the choice to send individuals or teams to any training they determine would be beneficial to their school.	Professional Learning	01/02/2014	05/29/2015	$0	MTSS Core Team with support from Teaching and Learning Team
Program Review Implementation Timeline	A timeline of due dates, tasks and discussion items will be provided to schools to guide their work throughout the year.	Other	08/15/2013	05/29/2015	$0	Director of Curriculum and Assessment
District Content Leaders	Supplemental duty Content Leader positions in the A&H and PLCS areas will provide support to teachers and schools through district-wide content meetings, personal support to individuals and groups, sharing of resources and materials, curriculum advice, and organization of professional learning sessions. Writing and K-3 support will be provided by district learning specialists.	Other	09/15/2013	05/29/2015	$43000	Director of Curriculum and Assessment, District Content Leaders, Learning and Innovation Specialists

Feedback Teams	Feedback teams will be convened a minimum of three times a year to review school evidence, verify and validate scores, and provide feedback to schools about their scoring and evidence.	Other	12/01/2013	06/01/2015	$6000	Director of Curriculum and Assessment, District Content Leaders, Learning and Innovation Specialists
Menu of Professional Learning Opportunities	Annually in the summer following the final submission of Program Reviews, the District Content Leaders, and the Learning and Innovation Specialists will convene a team to analyze the program review data for the year. A menu of professional learning opportunities for the upcoming school year will be developed based on the identified priority needs areas.	Other	06/01/2014	07/31/2015	$5000	Director of Curriculum and Assessment, District Content Leaders, Learning and Innovation Specialists
Early Literacy for Elementary Schools	District leaders, content specialists, and teacher leaders will develop an early literacy continuum (K-2) based on the work of Reutzel.	Academic Support Program	01/02/2014	05/29/2015	$5000	Learning and Innovation specialists, Teacher Leaders, Elementary School Directors
Math in Focus Training for Elementary Schools	All schools implementing Math in Focus will have the opportunity to send staff to a Math in Focus professional development provided by program representatives.	Professional Learning	01/02/2014	05/29/2015	$15000	Director of Curriculum and Assessment, Learning and Innovation Specialists, Elementary School Directors

TPGES Support	Provide support to teachers/principals during TPGES implementation. • Review principal/teacher responsibilities. • Provide a timeline for implementation. • Deliver differentiated support to teachers/principals implementing TPGES. • All peer observer will be trained by using the KET peer observation module • Train principals and teachers in the use of CIITS, with focus on the Educator Development Suite and PD 360 resources. • Allocate time for principals to share experiences and identify additional professional learning needs. • Develop data-based Student Growth Goals and Professional Growth Goals with principals and teachers to be used as a reference for participants in the district.	Professional Learning	08/01/2014	05/29/2015	$0	Office of Professional Development
Implementation Support	Information to enhance the successful implementation of the Teachers Professional Growth and Effectiveness system will be compiled at the district level from sources such as KDE PGES and ISLN Webcasts, KLA, CIITS and other resources and disseminated to principals through the weekly newsletter.	Professional Learning	01/02/2014	05/29/2015	$0	Office of Professional Development
SBDM Alignment to Kentucky Framework for Teaching	Support Principals and SBDM Councils in the alignment of school policies to reflect the new Kentucky Framework for Teaching (FfT).	Policy and Process	01/02/2014	05/29/2015	$0	Office of School, Community & Government Support; District SBDM Coordinator
Data Analysis	District will provide training annually on using MAP as a data analysis tool in order to drill down instruction to meet needs of individual students. Schools will be responsible for ensuring they have MAP leaders in their building. The annual training will provide schools the opportunity to continue building capacity in MAP.	Academic Support Program	01/02/2014	05/29/2015	$5000	Director of Curriculum and Assessment, Teaching and Learning Team
Progress Monitoring	District will provide annual training on using AIMSWeb as a means of idenfying students in need of additional academic support and as a progress monitoring tool. District will provide training annually on usingAIMSWeb as a progress monitoring tool. Schools will be responsible for ensuring they have AIMSWeb leaders in their building. The annual training will provide schools the opportunity to continue building capacity in AIMSWeb.	Academic Support Program	01/02/2014	05/29/2015	$5000	Director of Curriculum and Assessment, MTSS Core Team, Special Education Resource personnel with support from Teaching and Learning Team

Feedback Forums	"Feedback Forum" teams consisting of principals, teachers, and other interested stakeholders will be created to review and provide input on the curriculum maps throughout the development process. Design and Development Teams will report out work to the Feedback Forums after each work session through minutes and/or sharing of products. A variety of interactive formats such as Moodle, online surveys, Lync webinars, and face-to-face sessions will be utilized to facilitate this process.	Other	12/02/2013	07/01/2015	$0	Director of Curriculum and Assessment, Learning and Innovation Specialists
Annual Review and Revision of Curriculum Maps	Learning and Innovation Specialists will utilize the Feedback Forums to solicit feedback from school practitioners and administrators about the curriculum maps. Suggestions and comments will be reviewed and revisions/updates will be made as needed.	Other	04/01/2014	07/31/2015	$0	Director of Curriculum and Assessment, Learning and Innovation Specialists
Book Study	Director of Curriculum and Assessment, Learning and Innovation Specialists, and Design and Development Team members will participate in one or more book studies about project-based, product-based, and problem-based assessments. Books will be determined after further research in best practice and district needs in these areas.	Professional Learning	08/01/2014	07/01/2015	$3000	Director of Curriculum and Assessment, Learning and Innovation Specialists
Design and Development Team for Interim Benchmark Assessments	School-based practitioners will serve on Design and Development Teams tasked with creating interim benchmark assessments. Teams will consist of a minimum of 2 teachers per grade level, per subject area. Teams will meet up to six times throughout the course of the semester to complete the assessment development process. Assessments will include both traditional multiple choice/extended response format, as well as project/product/problem-based assessment tasks that require application and demonstration of knowledge. The goal is to complete a minimum of two interim assessments, with scoring guides and annotated student work samples, per grade level per subject area. All interim assessments will be uploaded into CIITS.	Other	08/01/2014	01/01/2016	$20000	Director of Curriculum and Assessment, Learning and Innovation Specialists
Plan for Common Scoring of Assessments	The TLT team will develop a plan for organizing common scoring sessions of the district interim assessments. The goal is to create a common understanding and expectation of rigor, proficiency, and what students should know and be able to do at various points in a course throughout the year.	Professional Learning	12/01/2014	05/01/2015	$10000	Director of Curriculum and Assessment, Learning and Innovation Specialists with support from Teaching and Learning Team

Kindergarten Readiness	Develop and implement early interventions for students who are entering kindergarten and who are identified as academically underprepared by a kindergarten readiness assessment. This program supports children who are deemed at-risk in the areas of language and literacy. Through small group, direct instruction, children are provided targeted activities and materials to support their language and literacy development. The district will continue to offer this support to schools and expand the number of schools participating.	Academic Support Program	06/02/2014	08/13/2014	$200000	Early Start Coordinator, Family and Community Liason, UK Speech and Language Professor, Elementary School Directors
PBIS Training	The purpose of the team is to coordinate training, coaching and evaluation activities related to districtwide PBIS implementation.	Professional Learning	01/01/2014	07/01/2016	$0	District PBIS Leadership Team, Safe Schools Specialist, KCID, Directors
Principal Supervisor Development	The Directors of School Improvement and Innovation will work collaboratively with the Chief Academic Officer to research and study the characteristics and roles of principal supervisors and develop a principal supervisor model that will result in stronger school leaders and higher student achievement.	Other	11/04/2013	05/29/2015	$0	Chief Academic Officer, Directors of School Improvement and Innovation
Curriculum Leadership Team	In order to build capacity within the district and at individual schools, the district will move toward a centralized leadership team. Revise the job descriptions of district-paid PSAs and Academic Deans to divide their responsibilities between school and district assignments. The district will be responsible for training this core leadership team, including regular team meetings and district-level assignments to design and lead initiatives within the schools and throughout the district.	Professional Learning	08/01/2014	05/29/2015	$0	Director of Curriculum and Assessment
Standards-Based Grading Policy Waiver	Any school interested in pursuing standards-based grading will request a waiver of the FCPS grading policy.	Policy and Process	08/14/2013	05/29/2015	$0	Principals
Literacy Design Collaborative (LDC)	District will provide trainings and supports for Literacy Design Collaborative (LDC) to schools currently participating and to others that are interested in beginning this initiative.	Professional Learning	01/02/2014	01/01/2015	$200000	Director of Curriculum and Assessment, Learning and Innovation Specialists, Middle/High School Directors

Math Design Collaborative (MDC)	District will coordinate trainings and supports for Math Design Collaborative to schools currently participating and to others that are interested in beginning this initiative.	Professional Learning	01/02/2014	05/29/2015	$150000	Director of Curriculum and Assessment, Learning and Innovation Specialists, Middle/High School Directors
Persistence to Graduation Data tool	Provide KDE-facilitated district wide training on the Persistence to Graduation (early warning) tool and step by step instructions for how schools (PK-12) can calculate indicators and identify which students are on track to graduate and those at risk of dropping out and intervene. In pursuant to KRS156.095 a) identify at risk students at elem. and potential dropouts in middle and high and b) significantly reduce the dropout rate of all students.	Professional Learning	06/01/2014	12/31/2014	$0	DPP Office
Progress Monitor	Progress monitoring by schools and district via DPP reports to identify high yield indicators for dropout, attendance and course performance, and provide targeted interventions	Other	08/01/2014	05/30/2015	$0	DPP Office
Promoting Power Index and truancy referral System	Share each school's promoting power index via John Hopkins University Study. Share knowledge of the truancy referral system with associate principals and/or principals in their meetings with directors. Increase effective use of Referral Systems in the schools.	Professional Learning	01/01/2014	05/29/2015	$0	DPP Office, Directors
Equitable Referral and Placement task force	Create a task force, tasked with developing an equitable referral and placement process when placing students into programs such as MLK, STABLES, and possibly Day Treatment.	Other	01/01/2014	05/29/2015	$0	Associate Director of Student Achievement and Support, Chief Administration Officer
Transitions Continuum: Placement and Services	The district will develop a team charged with developing creative approaches to meet the just-in-time needs of students who return to the district from Dept. of Juvenile Justice placements at less than opportune times in the year, e.g., last two weeks of school, looking at gaps in our continuum of services for at-risk youth.	Other	01/01/2014	05/29/2015	$0	Associate Director of Student Achievement and Support, Special Programs Coordinators

Develop Phase I of a prototype MS/HS CTE-aligned curriculum system.	Develop a prototype CTE-aligned course program framework spanning grades 6 through 12.	Other	01/02/2014	05/29/2015	$0	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff
Develop Phase II of a prototype MS/HS CTE-aligned curriculum system.	Develop MS and HS course syllabi that reflect integration of academic content standards within CTE courses (e.g., Plant Biology within Horticulture, Geometry within Carpentry, etc.).	Other	07/01/2014	05/29/2015	$5000	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff
Develop Phase III of a prototype MS/HS CTE-aligned curriculum system.	Develop common academic assessments for use in integrated CTE pathway courses to ensure mastery of academic standards in a performance-based environment.	Other	07/01/2015	12/25/2015	$5000	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff

Develop Phase IV of a prototype MS/HS CTE-aligned curriculum system.	Field test and revise common assessments developed for use within integrated CTE pathway courses.	Other	01/04/2016	05/27/2016	$5000	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff
Develop Phase V of a prototype MS/HS CTE-aligned curriculum system.	Integrate the prototype course outlines into a pilot learning management system (developed by Innovation Zone schools) for access by students, parents and staff in an anytime/anywhere, blended learning environment.	Other	01/04/2016	05/27/2016	$2000	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff

Develop Phase VI of a prototype MS/HS CTE-aligned curriculum system.	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff	Other	07/04/2016	05/26/2017	$15000	Secondary School Directors, Coordinator for Career & Technical Education, District Career/Consumerism Content Leads, Innovation School and Technical High School instructional leaders, Innovation School and Technical High School instructional staff
Develop Phase VII of a prototype MS/HS CTE-aligned curriculum system.	Pilot the CTE-aligned learning management system prototype in Schools of Innovation and Technical High Schools, complete with a structure for ongoing review of progress and effectiveness to allow for improvement across the pilot phase.	Other	07/04/2016	05/26/2017	$0	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff
Suspension Alternative Program (SAP) and Restorative Solutions	Facilitate planning with school leaders to develop opportunities for students to participate in SAP and/or restorative solutions program in lieu of being suspended for offenses not required to go before schools board.	Behavioral Support Program	01/01/2014	05/29/2015	$0	Chief Administration Officer
Afterschool Programs and Community Based Extended Learning Opportunities	Initiate and/or continue after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas.	Other	01/01/2014	05/29/2015	$0	Family Engagement Department, Equity Department

Building Relationships	Develop and/or continue opportunties for adults to develop meaningful and caring relationships with students through initiatives such as mentoring programs, Operation Preparation, Heart to Heart Visits, Move up Day.	Other	01/01/2014	05/29/2015	$0	Department of Family and Community Support
Equitable differentiated transportation funding	Work with transportation team to develop a proposal for prorated (sliding scale) transportation cost for high poverty schools. Based on needs of "at promise" populations, differentiate funding so that schools with low SES can provide the same quality of extracurricular activities that high SES schools can provide (college visits, etc).	Extra Curricular	01/01/2014	05/29/2015	$0	Chief Operating Officer, Division of Transportation
Safe and Welcoming Learning Environment	Support schools in creating and maintaining safe learning environment that provides daily experiences at all grade levels to enhance positive social attitudes and effective interpersonal skills with and for all students, through activities such as Culturally Responsive Teaching and Learning, PBIS and Superior Customer Service.	Policy and Process	01/01/2014	05/29/2015	$0	Equity Department, Superior Customer Service Department
Administrative Hearing	Continue development of an administrative hearing council that collectively makes a decision regarding placement for student when being recommended for expulsions.	Behavioral Support Program	12/01/2013	05/29/2015	$0	District Chief Administrative Officer
Develop Phase I of an aligned, competency-based learning management system.	Develop an aligned standards document reflecting a Pre-K through 12th grade organization of standards, a Pre-K through 12th grade organization of 21st Century "next generation" skills, and employability skills. Develop competency –based grading models with specific recommendations, such as e-portfolios or capstone projects.	Other	01/02/2014	05/29/2015	$2500	Secondary School Directors, Innovation School instructional leaders, Innovation School instructional staff, District Career/Consumerism Content Leads
Delivery to Diploma	Fully Implement Delivery to Diploma, a district-wide early childhood initiative. Focus on providing families and the community with information on school readiness and what to expect in early childhood, birth to 5 years.	Parent Involvement	01/01/2014	05/29/2015	$0	Early Childhood Department, Family/Community Liaisons

Develop Phase II of an aligned, competency-based learning management system.	Develop an electronic student-performance/learning management system that incorporates a mastery-based approach to meeting learning outcomes.	Other	01/02/2014	12/25/2015	$2500	Secondary School Directors, Innovation School instructional leaders, Innovation School instructional staff, District Career/Consumerism Content Leads
Develop Phase III of an aligned, competency-based learning management system.	Identify and link electronic learning resources on a standard-by-standard basis within the learning management system.	Other	07/02/2014	05/29/2015	$5000	Secondary School Directors, Innovation School instructional leaders, Innovation School instructional staff, District Career/Consumerism Content Leads
Develop Phase IV of an aligned, competency-based learning management system.	Develop pilot problem/project-based learning experiences at critical transition points across the learning outcomes continuum.	Other	07/02/2014	05/26/2016	$5000	Secondary School Directors, Innovation School instructional leaders, Innovation School instructional staff, District Career/Consumerism Content Leads
Family Engagement	Provide more family engagement opportunities in the Preschool program-including parent workshops.	Parent Involvement	01/01/2014	05/29/2015	$0	Early Childhood Department, Family/Community Liaisons

Develop Phase V of an aligned, competency-based learning management system.	Provide initial and follow up professional development toward pilot implementation of a prototype learning management system in Schools of Innovation.	Other	07/02/2015	05/26/2017	$15000	Secondary School Directors, Innovation School instructional leaders, Innovation School instructional staff, District Career/Consumerism Content Leads
Develop Phase VI of an aligned, competency-based learning management system.	Pilot the learning management system prototype in Schools of Innovation, complete with a structure for ongoing review of progress and effectiveness to allow for improvement across the pilot phase.	Other	07/02/2015	05/26/2017	$0	Secondary School Directors, Innovation School instructional leaders, Innovation School instructional staff, District Career/Consumerism Content Leads
Early Literacy	Content Specialist and teacher leaders will continue to expand and refine the district work on early literacy based on Reutzel in developing early literacy continuum. See Proficiency goal, Strategy 4, for specific action plan.	Academic Support Program	01/01/2014	01/01/2016	$0	TLT Team, Innovation specialists, teacher leaders, directors working with elementary schools
Support for Struggling Readers	Engage district content specialists to deliver professional development to schools focused on helping struggling readers. This training would include using diagnostic tools to determine student needs, pathways that readers take as they develop into proficient readers, and strategies for addressing reading deficiencies.	Professional Learning	01/01/2014	05/29/2015	$0	Title 1 Specialists, Learning and Innovation Specialists
Summer learning programs (SB 95)	The summer learning program shall provide summer camps that include a blend of evidenced-based instruction in the core subjects of reading and mathematics plus experiential and enrichment activities in the arts, technology, and sports.	Academic Support Program	01/01/2014	05/29/2015	$0	School/Community Liaisons, Title 1

Truancy Prevention PSA Video	The district, in collaboration with the court system, will produce and provide an educational, preventive truancy public service announcement video (app. 15 minutes). This video will be used in the middle and high schools to educate parents, students, and staff on truancy.	Community Engagement	01/01/2014	05/29/2015	$2000	DPP Office
District Attendance Award	The district will implement a motivational attendance award (such as a traveling plaque) for the elementary, middle, high schools and programs to award for the highest attendance percentages.	Other	02/01/2014	05/29/2015	$500	DPP Staff
DPP Support Initiatives	Explore potential options, based on reallocation of current funds, for support positions within the DPP office such as Court Liaison, Assistant DPP, to better monitor attendance and behavior of at-risk students.	Other	07/01/2014	05/29/2015	$0	Superintendent, Chief Adminstration Officer
Graduation Success Cadre	The district will establish a Graduation Success Cadre consisting of district leaders, 8th and 9th grade teacher representatives, middle and high school leadership, community representatives, and student representatives. The purpose of the cadre is to identify and adopt a standardized framework to transition 8th grade students to high schools and apply research practices to reduce the failure rates at the 9th grade based on research studies from Sam Pantleo and Gene Bottoms.	Academic Support Program	03/01/2014	05/29/2015	$0	ESS/FRSC Coordinator
GEAR UP	The district will explore ways to increase additional Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) partnerships at middle and high schools.	Academic Support Program	01/01/2014	05/29/2015	$0	ESS/FRSC Coordinator
Parent and Family Workshops and Learning Opportunities	The district will provide learning opportunities to support families through transitions into school, through grade levels and school levels. 1. Readiness activities- Born Learning Academies 2. Transition to kindergarten – registration process, screening, orientation activities 3. Information provided to parents on curriculum expectations and how to support student learning at each grade level. 4. Workshops on how to use infinite campus 5. Workshops on ILP beginning in intermediate grades through middle and high school 6. Information provided to families on middle and high school course requirements to be college and career ready.	Community Engagement	01/01/2014	05/29/2015	$0	Family/Community Engagement Liaisons
Delivery to Diploma	The district will support the Delivery to Diploma initiative to actively involve parents and families as early as possible in their children's lives and works with families and the community to develop a continuum of services that will follow children from cradle to career – increasing school readiness, school success, and graduation rates by working to create a seamless collaborative network with schools, social services, quality childcare, healthcare, learning opportunities, and supportive transitions through developmental stages and school levels.	Community Engagement	01/01/2014	05/29/2015	$0	Early Childhood office, Family and Community District Coordinator and Liaisons

MTSS Core Implementation Team	Establish MTSS Core Implementation Team to develop a plan for the implementation of MTSS as outlined in the FCPS manual. Refer to Proficiency Goal, Strategy 1 for specific action plan.	Professional Learning	01/02/2014	01/01/2016	$0	Teaching and Learning Team
Implementation of MTSS Tiers 2 & 3	The Implementation Team will develop instruments, protocols and procedures for progress monitoring, such as: • Number of students receiving Tier 2 and Tier 3 interventions • Type of Tier 2 and Tier 3 interventions students are receiving • Adjustments in service plan delivery • Fidelity of interventions being implemented • Effectiveness of Interventions • PBIS effective strategies	Other	08/01/2014	01/01/2016	$0	MTSS Core Implementation Team
CRTL Implementation Team	Establish a district team to review the research, current protocols, status of school level implementation to determine a schedule for district wide training and implementation (modules based on tiered instruction).	Professional Learning	02/01/2014	05/29/2015	$50000	Office of Community and Government Support
CRTL framework	District CRTL Implementation Team will review research and existing models for CRTL framework development.	Academic Support Program	06/01/2014	05/29/2015	$0	Office of Community and Government Support, CRTL Implementation Team
CRTL impact protocol	The CRTL Implementation Team will develop a CRTL impact protocol to support implementation, including protocols for gathering data to determine the impact of CRTL strategies. A three year phase in -implementation model will be utilized to reach all schools.	Professional Learning	05/01/2015	08/31/2015	$0	Office of Community and Government Support, CRTL Implementation Team
Early Intervention Programs	State-Funded Preschool Program The district preschool program will continue to serve at-risk children (150% of the poverty level and children with diagnosed special needs). The district will continue to find qualifying children through child-find efforts.	Academic Support Program	08/01/2013	01/01/2016	$0	FCPS Preschool Department
Develop a menu of best practices and high yield instructional strategies	The Achievement Gap Goal team will collect, review and communicate best practice and high yield strategies such as: Cognitive Academic Language Learning, Sheltered Instruction, Direct Instruction, Brain Based Thinking, etc., for targeted populations establishing a menu of professional learning choices for schools to select based on identified needs.	Professional Learning	01/01/2014	05/31/2015	$0	District Achievement Gap Goal Team

Academic Vocabulary Initiative	The district will support the implementation of Academic Vocabulary as part of school wide literacy based strategies. A structured three-year implementation plan, including a budget plan, will be developed to involve all schools. Turn around and high gap population schools will be identified for intentional implementation plans.	Academic Support Program	01/01/2014	05/31/2015	$0	Teaching and Learning Team, ELL Department
PBIS District Implementation Team	Establish a PBIS Implementation Team which includes a representation of district staff across departments and others such as Behavior Coaches, ,behavior interventionists, counselors, etc. The team will establish protocols and processes for PBIS implementation and monitoring, such as - collection and analysis of school-wide behavior data - development of 3-year implementation plan for on-going PBIS training opportunities - identify and plan for priority needs schools	Behavioral Support Program	02/01/2014	01/01/2016	$0	Safe Schools Program Specialist
Parent Communication about PBIS	The district will provide schools with information for parents with explanation of the PBIS program to increase parent involvement via PTA newsletters.	Parent Involvement	08/01/2014	05/31/2015	$0	Office of Community and Government Support, Family/Community Engagement
District Minority Recruitment team (DMRT)	DMRT will establish target goals and measurable objectives based on district employment needs and trends.	Recruitment and Retention	03/01/2014	12/01/2020	$0	Associate Director of Recruitment and Retention, Human Resources; School, Community, and Government Support
Progress reporting and monitoring	The district Equity Council will establish a monitoring and reporting process to ensure fidelity of implementation. DMRT will provide quarterly reports towards the progress towards the recruitment goals.	Recruitment and Retention	01/01/2014	12/01/2020	$0	Equity Council; Associate Director of Recruitment and Retention; Human Resources

Protocol and procedures	DMRT will be issued the charge to develop a transparent process of protocols and procedures for recruiting minority educators.	Recruitment and Retention	01/01/2014	12/01/2020	$2500	Equity Council; Associate Director of Recruitment and Retention;Human Resources
Training for recruiters	Professional development will be provided supporting effective recruitment techniques. School level managers will be trained as ambassadors for the district.	Recruitment and Retention	03/14/2014	12/01/2020	$2500	Human Resources; School, Community, and Government Support
Advisory panel	Advisory panel made up of school level staff and community members including representatives from local colleges.	Recruitment and Retention	01/01/2014	12/01/2020	$0	Human Resources; School-level hiring managers; Equity Council; Associate Director of MRR
Revision of current district action plan	Evaluation and revision of current action plan.	Recruitment and Retention	01/01/2014	12/01/2020	$0	PDAC of the Equity Council; Human Resources
Recruitment	Evaluate and revise current recruiting materials. Establish a recruitment calendar. Evaluate all district-wide publications to ensure equal representation. Specify a budget for minority recruitment including travel, incentives, printed publications, and web presence.	Recruitment and Retention	01/01/2014	12/01/2020	$70000	Associate Director of Recruitment and Retention; Human Resources
Identification of qualified candidates	Associate Director of Recruitment and Retention;Recruitment area to include: HBCU's private colleges, and technical colleges in states that have reciprocity of certification.	Recruitment and Retention	01/01/2014	12/01/2020	$0	Human Resources; Associate Director of Recruitment and Retention; DMRT

F.A.C.E.S pilot	Qualified applicants would go through a rigorous training program in partnership with a local university and/or college that would give them the opportunity to become certified teachers. In return they will commit to teaching in Fayette County.	Recruitment and Retention	01/01/2014	12/01/2020	$75000	Human Resources; School Hiring Managers
EBCE	An academic internship program that uses the classroom and the community to provide hands-on career exploration.	Recruitment and Retention	01/01/2014	12/01/2020	$0	Human Resources; School, Community, and Government Support; DMRT leader
FEA	Actively work towards implementing FEA chapters at each local high school. Sponsors will be recruited and trained. In addition, early exposure will begin at the middle school level.	Recruitment and Retention	01/01/2014	12/31/2020	$5000	Human Resources; DMRT leader
Priority substitutes	Identify promising minority teachers from the substitute pool and hire a maximum of ten individuals that would rotate around the district to increase experience and exposure. Training will be provided.	Recruitment and Retention	08/01/2014	05/31/2015	$0	Human Resources
New employee support	In addition to KTIP, new minority employees to the district/profession will be mentored by an existing or retired employee within their role group up to four (4) years. Provide supplemental pay for minority mentors.	Recruitment and Retention	01/01/2014	12/01/2020	$50000	Associate Director of Recruitment and Retention;Human Resources
Cultural/Diversity competency training	IAKway training and cultural competency training will be a requirement for all employees within the district. On-going annual training provided for all employees.	Recruitment and Retention	01/01/2014	12/01/2020	$0	Human Resources; School, Community, and Government Support
Aspiring Leaders Program	The Aspiring leadership program will be modified to include relevant training for the development and advancement of existing employees.	Recruitment and Retention	01/01/2014	12/01/2020	$0	Human Resources
Diversity/Cultural events	Intentional planning around celebrating all cultures across the school district including hosting one district-wide acknowledgement day around embracing all cultures within the district.	Recruitment and Retention	01/01/2014	12/01/2020	$0	Human Resources, Associate Director of Recruitment and Retention;School, Community, and Government Support

PPGES Learning Opportunities	The principal will participate in Professional Learning opportunities for PPGES components and expectations which will cover: • Performance Standards as drivers for Professional Growth • Student Growth Goal Development • Professional Growth Goal Setting based on Self-reflection and student need • Val-Ed 360 administration and results usage • TELL Kentucky Survey administration and results usage	Professional Learning	08/13/2013	05/29/2015	$21960	Superintendent; Chief Academic Officer, Directors
Professional Growth Plans	In collaboration with Superintendent Designee the principal will develop, implement and monitor the Professional Growth Plan: • self-reflection • student growth needs • TELL working conditions Goal and rubric to identify levels of success • Professional Growth Plan	Professional Learning	08/14/2014	06/30/2015	$0	Principals, School Directors
Observations	A minimum of two observations per year by the superintendent designee will be completed for the purpose of: • Formative review of success in performance standards • Formative review of student growth goal attainment • Formative review of attainment of working conditions goal (TELL) • Formative review of PGP implementation	Professional Learning	09/02/2014	05/29/2015	$0	Principals, School Directors
Roles of Principal Supervisor	Explore best practices regarding the Principal Supervisor and restructure current practice to align with these findings.	Professional Learning	01/02/2014	06/01/2015	$0	Chief Academic Officer, School Directors
Standards Based Grading Committee	The district will establish a Standards-Based Grading Committee to support the school pursuing a Standards-Based Grading Initiative. The committee will consist of representatives from district, university (if available), and standards-based grading schools. The purpose of the committee will be to review research, design implementation initiatives and frameworks, and troubleshoot barriers to implementation.	Other	01/01/2014	05/29/2015	$0	Director of Innovation, Teaching and Learning Team
Equitable Staffing Formula	Explore and make recommendations to the board for revision of the staffing formula to include an at-risk add-on to provide equitable support to turnaround schools. Cross-reference Gap Goal, Strategy 6.	Policy and Process	02/01/2014	07/01/2015	$0	Staffing Task Force, Chief Academic Officer, Chief Operations Officer
Equitable Staffing Formula	The Staffing Taskforce is charged with making recommendations for reallocating existing staffing funds in a more equitable way. The Staffing Taskforce will research and make recommendations for the redistribution of resources and staffing to ensure higher-needs students have access to quality Tier 1 instruction, appropriate Tier 2 interventions, and specific supports for Tier 3 intervention and instruction. The Staffing Taskforce will develop long-range plans to monitor progress and impact to ensure the appropriate resources continue to support growh and achievement at targeted schools.	Policy and Process	08/01/2014	05/29/2015	$0	Staffing Taskforce, Chief Operations Officer, Chief Academic Officer, Director of Resource Allocation

Writing Workshop Training	As part of the district ELA tier 1 recommendation document the committee emphasized the importance of a Writers Workshop instructional approach for the teaching of writing. To support this recommendation the district will host a series of Writers Workshop trainings prior to the 2015-2016 school year and open them up to interested teachers.	Professional Learning	04/06/2015	08/10/2015	$5000	Director of Curriculum and Assessment
Common Assignment	The district will commission teams of high quality teachers to create two 'Common Assignments" for each math, science, and English/Language Arts course that is part of the district graduation requirements. These common assignment will serve as common tasks across the district so that schools are able to calibrate proficiency and discuss instructional changes needed to improve the learning of all students.	Academic Support Program	01/05/2015	12/31/2015	$20000	Director of Curriculum and Assessment, District Content Leaders
Standard - Assessment Match	To support the implementation of common core standards the district will work to create assessment guides in Science, Math and ELA where each standard has a guide of sample assessment tasks that match the standard.	Academic Support Program	10/01/2014	12/31/2015	$3000	District Content Leaders, Professional Growth and Effectiveness Coaches
Define family and community engagement	The district will define family and community engagement and establish process and organizational conditions to successfully implement capacity building efforts	Community Engagement	07/22/2013	07/01/2015	$0	Community Involvement Staff
"4 C's" – defining capacity	Define, outline and communicate the importance of "4 C's" – capabilities, connections, confidence, cognition	Community Engagement	07/22/2013	07/01/2015	$0	School, Community & Govn't Support, Student Achievement & Support,
Community Partnership	Engage and partner with community to plan and implement substantive work to improve student achievement and collaborate to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.	Academic Support Program	07/01/2013	07/01/2015	$0	School, Community & Govn't Support, Student Achievement & Support,
Provide training linked to learning	Develop a parent/family training curriculum that tracks with the student's grade level with special emphasis on middle and high schools, where family involvement tends to drop off or shift into non-academic areas. Publicize this curriculum and offer courses or workshops at schools and/or various other locations throughout the year	Parent Involvement	07/22/2013	07/01/2015	$0	Family & Community Liaisons, Early Childhood Dept., Communications, Technology, Schools

Capacity Building	Encourage ways for families and school staff to continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively	Parent Involvement	07/22/2013	07/01/2015	$5000	Family & Community Liaisons, Title I, Early Childhood Dept., FRYSC, Career & Tech Ed Dept., Schools
Professional Development	Locate appropriate PD and make known to Administration and office staff at both IAKSS and schools	Parent Involvement	07/22/2013	07/01/2015	$0	Family &Community Liaisons, Early Childhood Dept., School staff
Welcoming	Develop methods to ensure all families feel welcomed, valued, and connected to each other, to school staff, and as active participants in the life of the school **add Web App	Parent Involvement	07/01/2014	01/01/2016	$0	Staff, Superior Customer Service
Cultural awareness	Continue to imbed culturally responsive teaching and learning	Professional Learning	06/22/2013	07/01/2017	$0	Staff, Dept. of School Community & Govn't Support
Relationship Building	Help build productive, personal relationships with parents of all students by developing a portfolio of methods for contacting and engaging families to increase the number of reasons for the school to interact with the family (home visits, phone calls, SBDM and other committee neighborhood meetings, awards and recognition events, talent shows, social functions, etc.)	Parent Involvement	07/22/2013	01/01/2016	$0	Staff, Dept. of School Community & Govn't Support
Link to Learning	Develop methods to engage families as active participants in the life of the school and to what students are learning and doing in class	Parent Involvement	07/22/2013	07/01/2015	$0	Family &Community Liaisons, Early Childhood Dept., School staff
Assess Needs	Survey families and school staff to determine strengths, weaknesses and needs of school and community	Community Engagement	07/01/2013	07/01/2015	$0	Family &Community Liaisons
PR Campaign	Utilize television, newspapers, radio, transportation services, libraries, faith-based organizations, community service organizations, universities, etc. to launch an extensive Public Relations campaign to raise public awareness of need for community support	Career Preparation/Orientation	07/01/2014	01/01/2016	$0	Office of Family & Community Engagement

Identify & present resources	Identify agencies and organizations willing to assist with needs presented in survey responses and other data generated. Develop parent engagement strategies and best practices based on school/family/neighborhood demographics, feedback surveys, etc.	Community Engagement	07/01/2013	07/01/2015	$0	Office of Family & Community Engagement, Early Childhood Department, Career & Tech. Ed
Identify and recognize high performance partners	Develop a rubric for establishing high performance partners and highlight through Golden Apple awards	Community Engagement	07/01/2013	07/01/2015	$0	Office of Family & Community Engagement, Community Partners Leadership Team
Communication	Develop a resource guide for schools that clearly spells out information about school operations, issues, needs, objectives and expectations (to create informed families), and explanations of whom to contact, when and how for specific questions and concerns about the school and the	Parent Involvement	07/22/2013	07/01/2015	$0	Family & Community Liaisons
Link to Learning	Establish a time-line of events during the school year (beginning of the Year Open House, Parent Teacher Conferences, at the end of each grading period, Grade Level Meetings at the beginning of each semester) that will focus on communication about the student	Parent Involvement	07/01/2013	07/01/2015	$0	Dept. of School, Community & Govn't Support
SBDM	Provide training that qualifies parents to serve on councils and encouraging issue-based SBDM elections -- curriculum, budget, activities, etc.	Parent Involvement	07/01/2013	01/01/2016	$0	Family & Community Liaisons, Early Childhood Dept., Communications
Advocacy	Empowered families and community to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support the success of all students	Parent Involvement	07/22/2013	07/01/2017	$0	Family &Community Liaisons, Early Childhood Dept., School staff

Decision making	Encourage families to serve as equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs. Provide expectations for parents monitor and assist with school improvement	Academic Support Program	07/01/2014	07/01/2016	$5000	Family & Community Liaisons, Title I, Early Childhood Dept., FRYSC, Career & Tech Ed Dept., Schools
Link to Learning	Train parents, and other adults, to take personal responsibility for understanding and speaking for each child's learning needs.	Academic Support Program	06/01/2014	07/01/2016	$5000	Family & Community Liaisons, Title I, Early Childhood Dept., FRYSC, Career & Tech Ed Dept., Schools
High School Comptency Mapping	In order to ensure consistency in graduation requirement courses across Fayette County High Schools a team will be established to develop minimum competencies in each graduation course. These competencies will communicated to all stakeholders what the minimum performance level is for students when obtaining content in a graduation requirement course. This, while improving learning consistency, allows for schools and teachers to be both creative and innovative around the teaching and learning process to guide students to the level of understanding and performance communicated in the competencies. Teacher teams from all schools will be used to create these competencies. These will then be reviewed and adjusted after implementation.	Academic Support Program	01/01/2015	07/01/2015	$20000	Director of Curriculum and Assessment. District Content Leaders.
Principal and Counselor Training on Student Ownership of Data	Principals and Counselor Training on Use of Student Data Cards	Professional Learning	01/05/2015	01/01/2016	$7000	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff

CCR Quarterly Reports	Schools will submit a quarterly CCR report to school directors.	Policy and Process	01/05/2015	01/01/2016	$0	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff
District Career Pathway Handbook	Develop a comprehensive district-wide CCR handbook for distribution to 8th grade students and families.	Career Preparation/Orientation	01/05/2015	01/01/2016	$5000	Innovation Schools Director, Innovation School and Technical High School Instructional Leaders, Innovation School and Technical High School Instructional Staff
Mental Health Support	Create district supports for attention to mental health issues. This emerged as the primary need for discipline, achievement, and student behaviors.	Behavioral Support Program	10/20/2014	07/01/2016	$50000	Fayette County Public Schools Leadership Cabinet
Minoirty Hiring Data	At the time HR routinely (not on request) relays minority candidate information to each school principal, the PDAC requests they might also include that school's staff diversity data. This would provide a courtesy reminder clearly setting forth each school's current diversity goal given the school's staff diversity in comparison to their student enrollment and including a compliance request, "please provide what steps are being taken to ensure your school's staff population reflects your student population" which then would be reported to the Equity Council by principals and directors.	Recruitment and Retention	10/20/2014	07/01/2016	$0	Fayette County Public Schools Leadership Cabinet
Improvement Plan Review	Ensure that the Equity Scorecard is used as a tool alongside the Comprehensive District Improvement Plan during schools leadership team planning phrase.	Policy and Process	01/05/2015	07/01/2016	$0	Fayette County Public Schools Leadership Cabinet

Effectiveness Data Analysis	Adopt a regular schedule and process for analyzing teacher and leader effectiveness data across schools to determine whether effective teachers and leaders are distributed equitably within schools and across the district.	Policy and Process	10/20/2014	07/01/2016	$0	Fayette County Public Schools Leadership Cabinet
Staff Diversity Support and Monitor	Hire a full-time monitor, who will have responsibility for staff diversification and the independence and leverage to monitor at the individual school levels and to report to the Equity Council on its progress.	Recruitment and Retention	01/05/2015	07/01/2016	$100000	Office of School, Community and Government Support. Associate Director of Minority Recruitment.
Cabinet Scorecard Review	The district's leadership team (Cabinet) should place the Equity Scorecard measurable components on their bi-weekly agenda for review of progress or lack thereof.	Policy and Process	01/05/2015	07/01/2016	$0	Fayette County Public Schools Leadership Cabinet
Accountability Schedule	Create an accountability monitoring schedule with review dates and who is going to be held responsible and accountable for each area on the Scorecard.	Policy and Process	01/05/2015	07/01/2016	$0	Fayette County Public Schools Leadership Cabinet
Transition Student Services	R.E.S.E.T Panel needs a holding placement for students' reintegration into FCPS. When a student comes into the district from an outside placement late in the semester (e.g. two weeks before the end of school), there should be a transition setting to get them reintegrated into the system effectively.	Academic Support Program	10/20/2014	07/01/2016	$0	Fayette County Public Schools Leadership Cabinet
Diversity Reporting	9. As a follow up on accountability and measurable outcomes reporting related to meeting Goal No. 8, ("By 2020 all schools/departments will employ professional staff that reflect at a minimum the diversity of the students served in FCPS."). The PDAC recommends that the new Board Report includes not only the current staff population by school, but also next to each, the student population for that school serving to make for easier viewing of where each school needs to reflect its student population and ascertain its diversity goals.	Policy and Process	01/05/2015	07/01/2016	$0	Fayette County Public Schools Leadership Cabinet
Gap Reduction	Require schools with the highest gaps and directors to share the schools' gap reduction plans with the Board and Equity Council.	Academic Support Program	12/01/2014	07/01/2016	$0	Fayette County Public Schools Leadership Cabinet
			Total		$1233460	

KDE Needs Assessment

Introduction

The purpose of the School District (system) 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?

The mission of the Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society. At the core of our work are two fundamental and intrinsically linked values - student achievement and relationships.

Our ultimate goal is for each and every student in the Fayette County Public to consistently achieve at high academic levels, so analysis naturally begins with quantitative student academic data. But the heart of our mission is predicated on the belief that only when we establish a collaborative community will we be able to ensure the success of every student, so we cannot stop there. We also realize that non-academic data and other qualitative data are also critical indicators of student performance levels and the conditions necessary to achieve them. We also have to find ways to measure student, staff, family and community engagement.

Questions central to our work include: How many of our students are meeting proficiency benchmarks, how many of our students are college and career ready, how well we are raising achievement levels for traditionally under-performing students, and how well we are engaging students, staff, families and our community.

As we begin to look deeper at our data we also need to consider: Where are the relative strengths and weaknesses for our district overall and individual schools? Are there trends within content areas or across grade levels? What implications does the data have for adjustments in curriculum, instruction, assessment, and supports compared to last year? What implications does the data have for continuing to move achievement levels for individual students in the next grade level? What gaps are evident in the system, within content areas and/or grade levels, and for individual students? What does the data tell us about the success of students in the gap relative to the overall school population in both academic and non-academic factors? How can we improve working conditions to support staff in increasing achievement for all students?

To help with this analysis, we review a variety of data sources, including outcomes from the new Unbridled Learning assessment system, TELL Surveys, EXPLORE, PLAN, ACT, school and district report cards, MAP data, graduation rates, transition, attendance and dropout rates, college and career readiness measures, suspension rates, enrollment in gifted and talented, AP and IB courses, staff diversity, various data points specific to special needs students, and local data such as common assessments and progress monitoring.

Ultimately we must monitor student growth over time and whether we're closing achievement gaps between and among sub populations, but two years of data does not allow for in-depth trend analysis.

Although the data can tell us where our strengths and weaknesses are, it does not tell us why we're getting the results we're getting, what we need to improve, whether current initiatives are working or not, and if professional development opportunities are improving instruction. We know certain schools or certain students are doing well, but not necessarily why. The TELL Survey gives us a glimpse at working conditions of certified employees, but doesn't capture working conditions for classified school-level staff or any district-level employees.

In short, the data simply points to areas where we need deeper analysis and focus. After our initial analysis, we looked at aggregate and individual student data in collaborative conversations with students, teachers, parents, and administrators to develop further understanding of why the data is what it is and what needs to happen to continue our path of improvement.

Our district has recognized that the creation of a collaborative community is the missing piece to ensure student success. Toward that end, we have established five professional learning communities centered around the five vision areas for our district: student achievement, student engagement, employee engagement, family engagement and community engagement.

The Fayette County Board of Education has adopted the following vision statements for each of the PLC groups:

All students will graduate from high school prepared for college and careers, ready to excel in a global society. In order to achieve this, we will ...

- Student Achievement: Foster rich and diverse learning experiences that challenge and inspire

- Community Engagement: Foster collaborative community partnerships

- Family Engagement: Foster collaborative family partnerships

- Student Engagement: Foster a student - centered school system

- Staff Engagement: Foster a culture of caring and mutual respect that supports lifelong learning

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?

Results from the 2014 Unbridled Learning: College and Career Readiness for All accountability system, show that more students in the Fayette County Public Schools are meeting academic standards. Fayette County's overall 2014 score is 67.0, placing the district in the 65th percentile.This is an increase from the 2013 score of 65.4.

The overall score at each of the 3 levels increased with elementary moving to 65.3, from 63.5, middle moving to 65.3, from 64.2, and high school moving to 70.5, from 68.6.

At the elementary level 10 schools earned the mark of "Distinguished" and 4 schools earned the mark of "Proficient." Of the 10 "Distinguished" schools 4 also earned the mark of "School of Distinction." Two elementary schools earned the mark of "High Progress School" by increasing achievement at significantly higher rates than 90% of schools in the state. At the elementary level the GAP score improved as well as the Program Review Score.

At the middle level 4 schools earned the mark of "Distinguished" and 1 school earned the mark of "Proficient." Of the 4 "Distinguished" schools 2 also earned the mark of "School of Distinction." At the middle school level the GAP score improved as well as the Program Review Score.

At the High School level 4 of the schools were "Proficient." The program review score increased at the high school level as did the GAP score, the College/Career Readiness Score, and the Graduation Rate.

A continued focus on improving the achievement of students identified in the gap population is demonstrated throughout this improvement plan. The new evaluation system also serves as a catalyst for a continued focus on improved instruction in all classrooms in the district. Included in supporting this system is the utilization of PGE Coaches in every A-1 school to provide support to teachers and student learning.

Opportunities for Improvement

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

Although many students in FCPS are achieving at high levels on state and national tests and demonstrating college and career readiness, as a district we are still not meeting the needs of all kids. Results from the 2014 Unbridled Learning: College and Career Readiness for All accountability system show that the achievement of students who qualify for free or reduced lunch, receive special education services, are learning English as a second language or whose race is identified as African-American, Hispanic or Native American continues to trail their peers, these students are referred to in the accountability system as the "Non-duplicated Gap Group."

Delivery targets are one tool the state has provided to help track whether we are making continuous improvement in order to ensure that we are raising the achievement of all students. Since the goal is to have 100 percent of students reaching proficiency, these delivery targets are calculated to mark the necessary percentages of students reaching proficiency each year to ensure incremental progress toward the goal . Targets are calculated in every subject area at the elementary, middle and high school levels and disaggregated to show goals for students of different races, students living in poverty, students who have special needs and students whose first language is not English.

When examining the most comprehensive delivery targets, combined reading and math proficiency, the district failed to reach the delivery target goals. Of particular concerns remains in the not meeting the delivery targets of our non-duplicated gap group as the achievement gap in Fayette County remains considerably large, both in terms of district expectations and in proportions to other state achievement gaps. This remains the largest overall concern

We have targeted each of these concerns with specific actions steps outlined in the Comprehensive District Improvement Plan. Plans for improvement include thorough analysis of data, clear expectations, support (training, coaching, materials, etc.), monitoring of implementation, and honest, specific feedback loops. Plans will be re-evaluated and adjusted as needed. Specific details of plans for improvement are noted in the body of the CDIP.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Beginning in the 2015 calendar year Fayette County Public Schools will undergo a leadership change. This will drive the direction of improvement of the district moving into the future.

In part of improving the overall structure for oversight and monitoring FCPS has formed a strong working relationship with the Educational Delivery Institute out of Washington, DC. This non-profit organization will continue to work with FCPS on improved monitoring, accountability, and oversight and using that to drive continuous improvement.

Currently, each goal within the CDIP is assigned a goal coach that monitors and updates progress toward that goal and updates and notes progress on activities within that goal. An improved process to monitor and discuss amongst leadership cabinet is part of the early initiative of monitoring beginning in the 2015 school year.

Conclusion

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

Below is a summary list of the items presented to the Fayette County Board of Education in terms of immediate next steps to respond to our unbridled learning data:

Implementation of Equity Council's Recommendations.

Service teams at 7 target schools.

Coordinated Early Intervening Services (CEIS) funding support for 7 target schools.

On-going support for BSHS as a Priority School.

Support for all schools in the improvement planning process.

Targeted goals and objectives in the District Improvement Plan built to reflect and support the needs of schools.

Ongoing support and monitoring of Teacher Professional Growth and Effectiveness System.

Ongoing support and monitoring of Principal Professional Growth and Effectiveness System.

Utilization of PGE Coaches to provide support at every A-1 school.

Instructional Resource Funds used to improve curricular materials available to teachers and students.

In addition to these next steps put in place to address Unbrideled Learning Data the district will continue to focus on evaluating the needs of our underachieving populations through aligning supports at the district level to support schools in need. This includes reviewing the staffing formula, improving family and community engagement from our typically underrepresented populations, and analyzing the organization of school supports under new leadership.

Compliance and Accountability - Districts

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

Our district ensure that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable Distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Goal 1:

Increase the average freshman graduation rate from 76% to91.3 % by 2017.

Measurable Objective 1:

collaborate to increase the 5 year Adjusted Cohort Graduation Rate to 87.3 in 2015 and 89.3 in 2016 by 07/01/2016 as measured by Adjusted Cohort Graduation Rate (ACGR) .

Strategy1:

High school readiness and success - The district will support intiatives to increase the readiness of 8th graders for high school and reduce 9th grade failure rates to promote a successful transition from middle to high school.

Category:

Research Cited:

Activity - GEAR UP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will explore ways to increase additional Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) partnerships at middle and high schools.	Academic Support Program			01/01/2014	05/29/2015	$0 - No Funding Required	ESS/FRSC Coordinator

Strategy2:

Early Childhood Education and 3rd grade reading proficiency - The district will support activities to improve early childhood initiatives.

Category:

Research Cited:

Activity - Summer learning programs (SB 95)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The summer learning program shall provide summer camps that include a blend of evidenced-based instruction in the core subjects of reading and mathematics plus experiential and enrichment activities in the arts, technology, and sports.	Academic Support Program			01/01/2014	05/29/2015	$0 - Other	School/Community Liaisons, Title 1

Strategy3:

Persistence to Graduation (Early Warning System Data Tool) - This tool serves as an early warning system to identify students who possibly

need wrap around supports to persist to graduation.

Category:

Research Cited:

Activity - Equitable Referral and Placement task force	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a task force, tasked with developing an equitable referral and placement process when placing students into programs such as MLK, STABLES, and possibly Day Treatment.	Other			01/01/2014	05/29/2015	$0 - No Funding Required	Associate Director of Student Achievement and Support, Chief Administration Officer

Strategy4:

Multi-Tiered System of Support (Suspension, Retention, Expulsion) - MTSS will serve as a framework for systematically using data and

problem solving to allocate educational resources to improve learning for all students.

Category:

Research Cited: Research provided in the Multi-Tiered Support System implementation manual developed by FCPS

Activity - Equitable differentiated transportation funding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with transportation team to develop a proposal for prorated (sliding scale) transportation cost for high poverty schools. Based on needs of "at promise" populations, differentiate funding so that schools with low SES can provide the same quality of extracurricular activities that high SES schools can provide (college visits, etc).	Extra Curricular			01/01/2014	05/29/2015	$0 - Other	Chief Operating Officer, Division of Transportation

Goal 2:

By 2020 all schools/departments will employ professional staffs that reflect at a minimum the diversity of the students served in FCPS.

Measurable Objective 1:

collaborate to increase our pool of minority applicants and the percentage of minority professionals hired to reflect the diversity of our local

community by 12/01/2020 as measured by MERR report, Equity score card and personnel report to Equity Council .

Strategy1:

Employee Leadership Support - Design a mentorship program for new employees, provide training opportunities for employees to acquire

additional skills and knowledge that will support professional growth and provide an intentional culture of inclusion created within and

throughout the district.

Category:

Research Cited: Shen, 1998; Fenwick, 2000; Haselkorn, 2000; Darling-Hammond, 1997

Activity - New employee support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In addition to KTIP, new minority employees to the district/profession will be mentored by an existing or retired employee within their role group up to four (4) years. Provide supplemental pay for minority mentors.	Recruitment and Retention			01/01/2014	12/01/2020	$50000 - District Funding	Associate Director of Recruitment and Retention;Human Resources

Activity - Aspiring Leaders Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Aspiring leadership program will be modified to include relevant training for the development and advancement of existing employees.	Recruitment and Retention			01/01/2014	12/01/2020	$0 - No Funding Required	Human Resources

Activity - Cultural/Diversity competency training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IAKway training and cultural competency training will be a requirement for all employees within the district. On-going annual training provided for all employees.	Recruitment and Retention			01/01/2014	12/01/2020	$0 - No Funding Required	Human Resources; School, Community, and Government Support

Activity - Diversity/Cultural events	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intentional planning around celebrating all cultures across the school district including hosting one district-wide acknowledgement day around embracing all cultures within the district.	Recruitment and Retention			01/01/2014	12/01/2020	$0 - No Funding Required	Human Resources, Associate Director of Recruitment and Retention;School, Community, and Government Support

Strategy2:

Pilot Fayette Alternative Certification Elementary and Secondary Program - Offer adults with a bachelor's degree the opportunity to become certified teachers through an alternative certification model approved by the EPSB. In return teachers commit to teaching in Fayette County Public Schools.

Category:

Research Cited:

Activity - F.A.C.E.S pilot	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualified applicants would go through a rigorous training program in partnership with a local university and/or college that would give them the opportunity to become certified teachers. In return they will commit to teaching in Fayette County.	Recruitment and Retention			01/01/2014	12/01/2020	$75000 - State Funds	Human Resources; School Hiring Managers

Strategy3:

"Grow your own" programs - Identify and foster minority high school students with teaching and leadership aptitude to encourage them to go into the teaching profession.

Category:

Research Cited:

Activity - EBCE	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An academic internship program that uses the classroom and the community to provide hands-on career exploration.	Recruitment and Retention			01/01/2014	12/01/2020	$0 - No Funding Required	Human Resources; School, Community, and Government Support; DMRT leader

Activity - FEA	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Actively work towards implementing FEA chapters at each local high school. Sponsors will be recruited and trained. In addition, early exposure will begin at the middle school level.	Recruitment and Retention			01/01/2014	12/31/2020	$5000 - Other	Associate Director of Recruitment and Retention;Human Resources; DMRT leader

Activity - Priority substitutes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify promising minority teachers from the substitute pool and hire a maximum of ten individuals that would rotate around the district to increase experience and exposure. Training will be provided.	Recruitment and Retention			08/01/2014	05/31/2015	$0 - No Funding Required	Human Resources

Strategy4:

Minority Recruitment - Establish a minority educator recruitment team consisting of the district Human Resource department personnel, school level hiring managers, and other identified district leaders to expand and facilitate recruitment efforts increasing the pool of highly qualified and effective minority applicants.

Category:

Research Cited: Shen, 1998; Fenwick, 2000; Haselkorn, 2000; Darling-Hammond, 1997

Activity - Recruitment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluate and revise current recruiting materials. Establish a recruitment calendar. Evaluate all district-wide publications to ensure equal representation. Specify a budget for minority recruitment including travel, incentives, printed publications, and web presence.	Recruitment and Retention			01/01/2014	12/01/2020	$50000 - District Funding	Associate Director of Recruitment and Retention;

Activity - District Minority Recruitment team (DMRT)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DMRT will establish target goals and measurable objectives based on district employment needs and trends.	Recruitment and Retention			03/01/2014	12/01/2020	$0 - No Funding Required	Associate Director of Recruitment and Retention, Human Resources; School, Community, and Government Support

Activity - Protocol and procedures	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DMRT will be issued the charge to develop a transparent process of protocols and procedures for recruiting minority educators.	Recruitment and Retention			01/01/2014	12/01/2020	$2500 - No Funding Required	Equity Council; Associate Director of Recruitment and Retention;Human Resources

Activity - Progress reporting and monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district Equity Council will establish a monitoring and reporting process to ensure fidelity of implementation. DMRT will provide quarterly reports towards the progress towards the recruitment goals.	Recruitment and Retention			01/01/2014	12/01/2020	$0 - No Funding Required	Equity Council; Associate Director of Recruitment and Retention; Human Resources

Activity - Training for recruiters	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided supporting effective recruitment techniques. School level managers will be trained as ambassadors for the district.	Recruitment and Retention			03/14/2014	12/01/2020	$2500 - Other	Human Resources; School, Community, and Government Support

Activity - Advisory panel	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisory panel made up of school level staff and community members including representatives from local colleges.	Recruitment and Retention			01/01/2014	12/01/2020	$0 - No Funding Required	Human Resources; School-level hiring managers; Equity Council

Activity - Identification of qualified candidates	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Associate Director of Recruitment and Retention;Recruitment area to include: HBCU's private colleges, and technical colleges in states that have reciprocity of certification.	Recruitment and Retention			01/01/2014	12/01/2020	$0 - No Funding Required	Associate Director of Recruitment and Retention; DMRT

Activity - Revision of current district action plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluation and revision of current action plan.	Recruitment and Retention			01/01/2014	12/01/2020	$0 - No Funding Required	PDAC of the Equity Council; Human Resources

Goal 3:

Increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to meet or exceed the state delivery targets for all students in elementary (66.8), middle (67.3), and high schools (67.1) while accelerating performance results of students identified in the achievement gap by 1.5 times the annual delivery target by 05/31/2018 as measured by KPREP results in reading and math.

Strategy1:

Culturally Responsive Teaching and Learning - Culturally Responsive Teaching and Learning is a strategy designed to maximize the particular interest, beliefs, talents, and cultural perspectives of all students to engage them in the learning process. Implementing Culturally Responsive Teaching and Learning strategies all students will have access to equitable and rigorous learning opportunities resulting in student growth and achievement. Implementing Culturally Responsive Teaching and Learning (CRTL) strategies all students will have access to equitable and rigorous learning opportunities resulting in student growth and achievement. CRTL training shall include a tiered approached (Tier I, Tier 2, and Tier 3).   These approaches shall be congruent with what teachers should know and be able to do to effectively implement strategies at each tiered level for all students to have access to equitable and rigorous learning opportunities.

Category: Professional Learning & Support

Research Cited: • Culturally Responsive Classroom Management Strategies

http://steinhardt.nyu.edu/scmsAdmin/uploads/005/121/Culturally%20Responsive%20Classroom%20Mgmt%20Strat2.pdf

• ASCD Ed Leadership Journal: Culturally Response Teaching Framework

http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx

• NCCRESt – Culturally Responsive RTI

http://www.rti4success.org/pdf/rti.pdf

• The Center for Culturally Responsive Teaching and Learning

http://culturallyresponsive.org/

• Dr. Geneva Gay

http://www.intime.uni.edu/multiculture/curriculum/culture/teaching.htm

• Culturally Responsive Teaching Online Resources

http://www.culturallyresponsiveteachingresources.org/index.html

Activity - CRTL framework	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District CRTL Implementation Team will review research and existing models for CRTL framework development.	Academic Support Program			06/01/2014	05/29/2015	$0 - No Funding Required	Office of Community and Government Support, CRTL Implementation Team

Activity - CRTL impact protocol	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CRTL Implementation Team will develop a CRTL impact protocol to support implementation, including protocols for gathering data to determine the impact of CRTL strategies. A three year phase in -implementation model will be utilized to reach all schools.	Professional Learning			05/01/2015	08/31/2015	$0 - No Funding Required	Office of Community and Government Support, CRTL Implementation Team

Activity - CRTL Implementation Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a district team to review the research, current protocols, status of school level implementation to determine a schedule for district wide training and implementation (modules based on tiered instruction).	Professional Learning			02/01/2014	05/29/2015	$50000 - Other	Office of Community and Government Support

Strategy2:

District Staffing Taskforce - District Staffing Taskforce will develop a plan to implement strategies to equitably distribute and reallocate

staffing resources in support of the schools and students with the greatest needs, including turnaround and focus schools.

Category:

Research Cited: Sanders, Ed Trust, ProPublica

Activity - Equitable Staffing Formula	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Staffing Taskforce is charged with making recommendations for reallocating existing staffing funds in a more equitable way. The Staffing Taskforce will research and make recommendations for the redistribution of resources and staffing to ensure higher-needs students have access to quality Tier 1 instruction, appropriate Tier 2 interventions, and specific supports for Tier 3 intervention and instruction. The Staffing Taskforce will develop long-range plans to monitor progress and impact to ensure the appropriate resources continue to support growh and achievement at targeted schools.	Policy and Process			08/01/2014	05/29/2015	$0 - No Funding Required	Staffing Taskforce, Chief Operations Officer, Chief Academic Officer, Director of Resource Allocation

Strategy3:

Equity Council Recommendations - In the October 2014 board meeting the school board approved 10 recommendations made by the equity council. The equity council's recommendations were based upon analysis of district data, discussion among stakeholders from the district and community, and focused on improving achievement of the traditionally under-performing populations of students, identified in the Unbridled Learning Systems as the "Non-duplicated Gap Group."

These recommendations, listed in the strategy as actives, are subdivided amongst departments in the district, and held together under the larger goal of improving proficiency rates of students in the non-duplicated GAP group. The goal is to eliminate race, free or reduced lunch status, disability, and gender as predictors of the success of a student in this school district.

Category: Professional Learning & Support

Research Cited: The Equity Council monitors and analyzes equity issues, advises the Fayette County Board of Education and advocates for achievement for all students. We are advocates for all children regardless of their background and circumstances, and represent the equity conscience of the community.

Activity - Improvement Plan Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that the Equity Scorecard is used as a tool alongside the Comprehensive District Improvement Plan during schools leadership team planning phrase.	Policy and Process			01/05/2015	07/01/2016	$0 - No Funding Required	Fayette County Public Schools Leadership Cabinet

Activity - Effectiveness Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adopt a regular schedule and process for analyzing teacher and leader effectiveness data across schools to determine whether effective teachers and leaders are distributed equitably within schools and across the district.	Policy and Process			10/20/2014	07/01/2016	$0 - No Funding Required	Fayette County Public Schools Leadership Cabinet

Activity - Gap Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Require schools with the highest gaps and directors to share the schools' gap reduction plans with the Board and Equity Council.	Academic Support Program			12/01/2014	07/01/2016	$0 - No Funding Required	Fayette County Public Schools Leadership Cabinet

Activity - Cabinet Scorecard Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district's leadership team (Cabinet) should place the Equity Scorecard measurable components on their bi-weekly agenda for review of progress or lack thereof.	Policy and Process			01/05/2015	07/01/2016	$0 - No Funding Required	Fayette County Public Schools Leadership Cabinet

Activity - Diversity Reporting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
9. As a follow up on accountability and measurable outcomes reporting related to meeting Goal No. 8, ("By 2020 all schools/departments will employ professional staff that reflect at a minimum the diversity of the students served in FCPS."). The PDAC recommends that the new Board Report includes not only the current staff population by school, but also next to each, the student population for that school serving to make for easier viewing of where each school needs to reflect its student population and ascertain its diversity goals.	Policy and Process			01/05/2015	07/01/2016	$0 - No Funding Required	Fayette County Public Schools Leadership Cabinet

Activity - Mental Health Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create district supports for attention to mental health issues. This emerged as the primary need for discipline, achievement, and student behaviors.	Behavioral Support Program			10/20/2014	07/01/2016	$50000 - Grant Funds	Fayette County Public Schools Leadership Cabinet

Activity - Minoirty Hiring Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the time HR routinely (not on request) relays minority candidate information to each school principal, the PDAC requests they might also include that school's staff diversity data. This would provide a courtesy reminder clearly setting forth each school's current diversity goal given the school's staff diversity in comparison to their student enrollment and including a compliance request, "please provide what steps are being taken to ensure your school's staff population reflects your student population" which then would be reported to the Equity Council by principals and directors.	Recruitment and Retention			10/20/2014	07/01/2016	$0 - No Funding Required	Fayette County Public Schools Leadership Cabinet

Activity - Transition Student Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
R.E.S.E.T Panel needs a holding placement for students' reintegration into FCPS. When a student comes into the district from an outside placement late in the semester (e.g. two weeks before the end of school), there should be a transition setting to get them reintegrated into the system effectively.	Academic Support Program			10/20/2014	07/01/2016	$0 - No Funding Required	Fayette County Public Schools Leadership Cabinet

Activity - Staff Diversity Support and Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire a full-time monitor, who will have responsibility for staff diversification and the independence and leverage to monitor at the individual school levels and to report to the Equity Council on its progress.	Recruitment and Retention			01/05/2015	07/01/2016	$100000 - District Funding	Office of School, Community and Government Support. Associate Director of Minority Recruitment.

Activity - Accountability Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create an accountability monitoring schedule with review dates and who is going to be held responsible and accountable for each area on the Scorecard.	Policy and Process			01/05/2015	07/01/2016	$0 - No Funding Required	Fayette County Public Schools Leadership Cabinet

Goal 4:

The district will support schools in increasing meaningful stakeholder engagement (parents, families and community) to support student

learning, enhance educational experiences, and enrich grade and school level transitions.

Measurable Objective 1:

collaborate to • To foster collaborative partnerships to ensure all students achieve at high levels and graduate prepared to excel in a global society as measured by KDE Next Generation Learning Standards. by 07/01/2015 as measured by KPREP Scores.

Strategy1:

Learning Environmnet - Aid in creating and maintaining a responsive & welcoming atmosphere that values and respects the diverse needs of the community.

Category: Stakeholder Engagement

Research Cited: Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships, SEDL publication in collaboration with US Dept. of Education; The Missing Piece of the Proficiency Puzzle, publication from Kentucky Department of Education; Pichard Committee for Academic Excellence; Harvard Family Research Project; Johns Hopkins University, National Network of Partnership Schools; National Standards for Family-School Partnerships, National PTA; see 2020 Vision Final Report for additional research

Activity - Cultural awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to imbed culturally responsive teaching and learning	Professional Learning			06/22/2013	07/01/2017	$0 - No Funding Required	Staff, Dept. of School Community & Govn't Support

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for elementary students from to 65% in 2015 & 70% by 2016, middle school students from 53.4% to 66.7% in 2015 & 71.4% by 2016, and high school students from 55.8% to 67.6 in 2015 & 72% by 2016% by 07/01/2016 as measured by K-Prep.

Strategy1:

Identification of High Yield Strategies and Materials - The district core MTSS Team will identify high yield Tier I, II, III strategies and materials that are research based to support all three levels of instruction in the areas of reading and math.

Category:

Research Cited: Each high yield strategy or program will have supporting research. Research also provided in the Multi-Tiered System of Support RtI K-12 Implementation Manual developed by FCPS

Activity - High Yield Strategy and Program Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide training to school level staff on high yield intervention strategies and materials that support all 3 tiers of instruction in Reading and Math. Possible high yield strategies might include Kagan Strategies, Orton Gillingham, using Des Cartes to plan instruction, etc.. Schools will have the choice to send individuals or teams to any training they determine would be beneficial to their school.	Professional Learning			01/02/2014	05/29/2015	$0 - No Funding Required	MTSS Core Team with support from Teaching and Learning Team

Activity - Writing Workshop Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As part of the district ELA tier 1 recommendation document the committee emphasized the importance of a Writers Workshop instructional approach for the teaching of writing. To support this recommendation the district will host a series of Writers Workshop trainings prior to the 2015-2016 school year and open them up to interested teachers.	Professional Learning			04/06/2015	08/10/2015	$5000 - District Funding	Director of Curriculum and Assessment

Goal 2:

The district will support schools in increasing meaningful stakeholder engagement (parents, families and community) to support student learning, enhance educational experiences, and enrich grade and school level transitions.

Measurable Objective 1:

collaborate to • To foster collaborative partnerships to ensure all students achieve at high levels and graduate prepared to excel in a global society as measured by KDE Next Generation Learning Standards. by 07/01/2015 as measured by KPREP Scores.

Strategy1:

Best Practice Learning - Support initiatives to engage stakeholders in instructional & support roles by providing multiple learning opportunities for families and facilitating job embedded professional development "Best Practices" for staff.

Category: Professional Learning & Support

Research Cited:

Activity - Capacity Building	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage ways for families and school staff to continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively	Parent Involvement			07/22/2013	07/01/2015	$5000 - District Funding	Family & Community Liaisons, Title I, Early Childhood Dept., FRYSC, Career & Tech Ed Dept., Schools

Activity - Provide training linked to learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a parent/family training curriculum that tracks with the student's grade level with special emphasis on middle and high schools, where family involvement tends to drop off or shift into non-academic areas. Publicize this curriculum and offer courses or workshops at schools and/or various other locations throughout the year	Parent Involvement			07/22/2013	07/01/2015	$0 - No Funding Required	Family & Community Liaisons, Early Childhood Dept., Communications, Technology, Schools

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Locate appropriate PD and make known to Administration and office staff at both IAKSS and schools	Parent Involvement			07/22/2013	07/01/2015	$0 - No Funding Required	Family &Community Liaisons, Early Childhood Dept., School staff

Narrative:

TELL Survey results indicate a need for the district to focus on increased and improved professional learning opportunities for our teachers.

KDE Superintendent Assurances

Introduction

Assurances are intended to provide evidence that the Superintendent has shared and discussed in open board meetings the progress and performance in the areas of goals and targets for student achievement that have/have not been met as well as the operational requirements for the district and the operational needs for schools and support staff.

Evidence of these discussions is required to support all responses through the upload of Board Meeting Minutes that includes each of the areas and feedback received in conjunction with a Comprehensive District Improvement Plan that outlines "the plan" to address, monitor, track progress and sustainability in student achievement, and operational needs for both the district and schools.

Delivery Targets

Five year delivery goals are set for schools and districts to ensure that students are college and career-ready. Within the school and district goals Delivery Targets are set to identify the annual incremental growth needed to achieve the five year goal in the areas of Proficiency, College and Career Readiness, Achievement Gap, and Graduation Rate. These targets shall be used to set goals and monitor progress in student achievement throughout the instructional year.

Next Generation Professionals will be addressed through identifying the district's plan for implementation of the Professional Growth and Effectiveness System for Teachers and Principals in the 2014-2015 school year. Supporting documentation for these responses can be provided by additional narrative responses, the district Certified Evaluation Plan and an APPROVED Waiver if applicable.

The Superintendent has communicated in open board meetings the progress of the goals and targets throughout the instructional year and has communicated the vision and strategy for moving the work forward through the Comprehensive District Improvement Plan (CDIP).

The CDIP discussions include updates on student achievement through the use of student performance data, goals and plans created to achieve and monitor student success and areas for improvement, sustainability of growth and resources used for student achievement, and measuring the effectiveness of teachers and principals.

	Statement or Question	Response	Rating
1. Proficiency:	Increase the averaged combined reading and math K-Prep scores for elementary students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
2. Proficiency:	Increase the averaged combined reading and math K-Prep scores for middle students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
3. Proficiency:	Increase the averaged combined reading and math EOC scores for high schools.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
4. Graduation Rate:	Increase the cohort graduation rate.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
5. College and Career Readiness:	Increase the percentage of students who graduate college and career ready.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
6. Closing Achievement Gap:	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group.	Has Not Met District Targets	N/A

Label	Assurance	Response	Comment	Attachment
7. Next Generation Professionals for Teachers:	The district will:	Fully implement the Kentucky Professional Growth and Effectiveness System for Teachers in 2014-2015 as set forth in the district's Certified Evaluation Plan.		

Label	Assurance	Response	Comment	Attachment
8. Next Generation Professionals for Principals:	The district will:	Fully Implement the Kentucky Professional Growth and Effectiveness System for Principals in 2014-2015 as set forth in the District's Certified Evaluation Plan.		

Label	Assurance	Response	Comment	Attachment
9.	Delivery Targets and PGES implementation artifacts have been documented in The LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes	https://portal.ksba.org/public/Meeting.aspx?PublicAgencyID=57&PublicMeetingID=11311&AgencyTypeID= https://portal.ksba.org/public/Meeting.aspx?PublicAgencyID=57&PublicMeetingID=12501&AgencyTypeID=	

Resources and Support Systems

Resources and Support Systems identify the district's operational areas and their status and progress. In open board meetings the Superintendent must have communicated the health and status of the operational budget for the district and ensures that the district is operating in compliance of all ethical, legal and policy standards of the district, state and federal government.

Label	Assurance	Response	Comment	Attachment
1. Operational Budget:	Establishes a balanced operational budget for school programs and activities which include correct prior year audit findings and submit a balanced working budget and tentative budget that includes the required 2% contingency.	Has developed a balanced Operational Budget		

Label	Assurance	Response	Comment	Attachment
2. Compliance:	Maintains compliance with legal, ethical and policy standards. External audit for 2014-2015 school year will indicate 0 violations of ethics and policy standards.	Is in compliance		

Label	Assurance	Response	Comment	Attachment
3. Direct Communication:	Effectively communicates the district's budget and resource allocation to the local board. Provides budget updates to the board at every regularly scheduled meeting.	Superintendent has provided budget and resource allocation updates		

Label	Assurance	Response	Comment	Attachment
4.	Delivery artifacts have been incorporated into the Superintendent assurances and documented in the artifacts in the areas of budget and resources of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes	http://www.fcps.net/administration/board-of-education/meetings/2014-15	

Facilities/Support Systems

Facilities and Support Systems identify the operational needs and environment for district schools. In open board meetings the Superintendent must have communicated progress, actions taken and updates in the areas of instruction, materials, technology, educational materials and resources and overall environment from the KY TELL Survey. In non-KY TELL Survey years the Superintendent may explain progress and updates to the prior year targets.

	Statement or Question	**Response**	**Rating**
a)	Teachers have sufficient access to appropriate instructional materials.	Agree	N/A

	Statement or Question	**Response**	**Rating**
b)	Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	Strongly Agree	N/A

	Statement or Question	**Response**	**Rating**
c)	Teachers have access to reliable communication technology, including phones, faxes and email.	Strongly Agree	N/A

	Statement or Question	**Response**	**Rating**
d)	Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	Agree	N/A

	Statement or Question	**Response**	**Rating**
e)	Teachers have sufficient access to a broad range of professional support personnel.	Agree	N/A

	Statement or Question	**Response**	**Rating**
f)	The school environment is clean and well maintained.	Strongly Agree	N/A

	Statement or Question	**Response**	**Rating**
g)	Teachers have adequate space to work productively.	Strongly Agree	N/A

	Statement or Question	**Response**	**Rating**
h)	The physical environment of classrooms in the school supports teaching and learning.	Strongly Agree	N/A

	Statement or Question	**Response**	**Rating**
i)	The reliability and speed of internet connections in the school are sufficient to support instructional practices.	Strongly Agree	N/A

Label	**Assurance**	**Response**	**Comment**	**Attachment**
j)	Delivery artifacts have been incorporated into the Superintendent assurances and have been documented in the artifacts of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes	http://www.fcps.net/administration /board-of- education/meetings/2014-15	

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district 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		

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensure that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensure class-size reduction needs are determined by analysis of data complied through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensure that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that setaside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than $500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		