

Fayette County Public Schools Comprehensive District Improvement Plan 2022-2025

State Assessment Results in Reading

- By 2025, Fayette County Public Schools will increase Reading proficient and distinguished in Elementary School to 69%, Middle School to 68%, High School to 67% as measured by KSA. Currently Elementary School is 48%; Middle School is 47%; High School is 46%.

State Assessment Results in Math

- By 2025, Fayette County Public Schools will increase Math proficient and distinguished proficient and distinguished in Elementary School to 69%, Middle School to 61%, High School to 62% as measured by KSA. Currently Elementary School is 48%; Middle School is 40%; High School is 41%.

State Assessment Results in Science

- By 2025, Fayette County Public Schools will increase Science proficient and distinguished proficient and distinguished in Elementary School to 52%, Middle School to 46%, High School to 41% as measured by KSA. Currently Elementary School is 31%; Middle School is 25%; High School is 20%.

State Assessment Results in Social Studies

- By 2025, Fayette County Public Schools will increase Social Studies proficient and distinguished proficient and distinguished in Elementary School to 60%, Middle School to 62%, High School to 59% as measured by KSA. Currently Elementary School is 39%; Middle School is 41%; High School is 38%.

State Assessment Results in Combined Writing

- By 2025, Fayette County Public Schools will increase Combined Writing proficient and distinguished proficient and distinguished in Elementary School to 62%, Middle School to 67%, High School to 61% as measured by KSA. Currently Elementary School is 41%; Middle School is 46%; High School is 40%.

Achievement Gap

- By May 2025, Fayette County Public Schools will decrease **Reading** and **Math** Novice to >15%; **Science** Novice to >21%; **Social Studies** Novice to >23%; **Combined Writing** Novice to >10%.

English Learner Progress

- By 2025, 100% of EL students will grow by at least .5 in their composite score.

Quality of School Climate and Safety

- By 2025, Fayette County Public Schools will increase the Quality of School Climate and Safety index to 91.9% as measured by KSA. Current level is 76.9%.

Post-Secondary Readiness

- By 2025, Fayette County Public Schools will increase the percentage of students who are Post-Secondary Ready to 87.3%. Current level is 72.3%.

Graduation Rate

- By 2025, Fayette County Public Schools will increase the graduation rate to 92.8% as measured by the combined 4-year and 5-year rate. Current rate is 89.8%.

Reading and Math Objectives

Year 1	Year 2	Year 3
• By 2023, Fayette County Public Schools will increase Reading proficient and distinguished in Elementary School to 55%, Middle School to 54%, High School to 53% as measured by KSA. Currently Elementary School is 48%; Middle School is 47%; High School is 46%. • By 2023, Fayette County Public Schools will increase Math proficient and distinguished proficient and distinguished	• By 2024, Fayette County Public Schools will increase Reading proficient and distinguished in Elementary School to 62%, Middle School to 61%, High School to 60% as measured by KSA. Currently Elementary School is 48%; Middle School is 47%; High School is 46%. • By 2024, Fayette County Public Schools will increase Math proficient and distinguished proficient and distinguished	• By 2025, Fayette County Public Schools will increase Reading proficient and distinguished in Elementary School to 69%, Middle School to 68%, High School to 67% as measured by KSA. Currently Elementary School is 48%; Middle School is 47%; High School is 46%. • By 2025, Fayette County Public Schools will increase Math proficient and distinguished proficient and distinguished

in Elementary School to 55%, Middle School to 47%, High School to 48% as measured by KSA. Currently Elementary School is 48%; Middle School is 40%; High School is 41%.	in Elementary School to 62%, Middle School to 54%, High School to 55% as measured by KSA. Currently Elementary School is 42%; Middle School is 40%; High School is 41%.	in Elementary School to 69%, Middle School to 61%, High School to 62% as measured by KSA. Currently Elementary School is 48%; Middle School is 40%; High School is 41%.
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Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
- By 2023, Fayette County Public Schools will increase Science proficient and distinguished proficient and distinguished in Elementary School to 38%, Middle School to 32%, High School to 27% as measured by KSA. Currently Elementary School is 31%; Middle School is 25%; High School is 20%. - By 2023, Fayette County Public Schools will increase Social Studies proficient and distinguished proficient and distinguished in Elementary School to 46%, Middle School to 48%, High School to 43% as measured by KSA. Currently Elementary School is 39%; Middle School is 41%; High School is 38%. - By 2023, Fayette County Public Schools will increase Combined Writing proficient and distinguished proficient and distinguished in Elementary School to 48%, Middle School to 53%, High School to 47% as measured by KSA. Currently Elementary School is 41%; Middle	- By 2024, Fayette County Public Schools will increase Science proficient and distinguished proficient and distinguished in Elementary School to 45%, Middle School to 39%, High School to 34% as measured by KSA. Currently Elementary School is 31%; Middle School is 25%; High School is 20%. - By 2024, Fayette County Public Schools will increase Social Studies proficient and distinguished proficient and distinguished in Elementary School to 53%, Middle School to 55%, High School to 50% as measured by KSA. Currently Elementary School is 39%; Middle School is 41%; High School is 38%. - By 2024, Fayette County Public Schools will increase Combined Writing proficient and distinguished proficient and distinguished in Elementary School to 55%, Middle School to 60%, High School to 54% as measured by KSA. Currently Elementary School is 41%; Middle	- By 2025, Fayette County Public Schools will increase Science proficient and distinguished proficient and distinguished in Elementary School to 52%, Middle School to 46%, High School to 41% as measured by KSA. Currently Elementary School is 31%; Middle School is 25%; High School is 20%. - By 2025, Fayette County Public Schools will increase Social Studies proficient and distinguished proficient and distinguished in Elementary School to 60%, Middle School to 62%, High School to 57% as measured by KSA. Currently Elementary School is 39%; Middle School is 41%; High School is 38%. - By 2025, Fayette County Public Schools will increase Combined Writing proficient and distinguished proficient and distinguished in Elementary School to 62%, Middle School to 67%, High School to 61% as measured by KSA. Currently Elementary School is 41%; Middle School

School is 46%; High School is 40%.	School is 46%; High School is 40%.	is 46%; High School is 40%.
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Achievement Gap Objectives		
Year 1	Year 2	Year 3
- By May 2023, Fayette County Public Schools will decrease Reading Novice in Elementary School Reading - African American Students to 30%, - English Learners to 27%, and - Students with Disabilities to 40%; Middle School Reading - African American Students to 30%, - English Learners to 45%, and - Students with Disabilities to 52%; High School Reading - African American Students to 33%, - English Learners to 54%, and - Students with Disabilities to 59%. - By May 2023, Fayette County Public Schools will decrease Math Novice in Elementary School Math - African American Students to 35%, - English Learners to 30%,	- By May 2024, Fayette County Public Schools will decrease Reading Novice in Elementary School Reading - African American Students to 22%, - English Learners to 21%, and - Students with Disabilities to 27%; Middle School Reading - African American Students to 22%, - English Learners to 30%, and - Students with Disabilities to 34%; High School Reading - African American Students to 24%, - English Learners to 36%, and - Students with Disabilities to 37%. - By May 2024, Fayette County Public Schools will decrease Math Novice in Elementary School Math - African American Students to 25%, - English Learners to 22%,	- By May 2025, Fayette County Public Schools will decrease Reading Novice in Elementary School Reading - African American Students to >15%, - English Learners to >15%, and - Students with Disabilities to >15%; Middle School Reading - African American Students to >15%, - English Learners to >15%, and - Students with Disabilities to >15%; High School Reading - African American Students to >15%, - English Learners to >15%, and - Students with Disabilities to >15%. - By May 2025, Fayette County Public Schools will decrease Math Novice in Elementary School Math - African American Students to >15%, - English Learners to >15%,

- and ▪ Students with Disabilities to 45%; - o Middle School Math ▪ African American Students to 38%, ▪ English Learners to 45%, and ▪ Students with Disabilities to 52%; - o High School Math ▪ African American Students to 37%, ▪ English Learners to 47%, and ▪ Students with Disabilities to 47%. • By May 2023, Fayette County Public Schools will decrease Science Novice in - o Elementary School Science ▪ African American Students to 21%, ▪ English Learners to 22%, and ▪ Students with Disabilities to 29%; - o Middle School Science ▪ African American Students to 44%, ▪ English Learners to 54%, and ▪ Students with Disabilities to 53%; - o High School Science ▪ African American Students to 55%,	- and ▪ Students with Disabilities to 30%; - o Middle School Math ▪ African American Students to 26%, ▪ English Learners to 30%, and ▪ Students with Disabilities to 34%; - o High School Math ▪ African American Students to 26%, ▪ English Learners to 31%, and ▪ Students with Disabilities to 31%. • By May 2024, Fayette County Public Schools will decrease Science Novice in - o Elementary School Science ▪ African American Students to 14%, ▪ English Learners to 15%, and ▪ Students with Disabilities to 22%; - o Middle School Science ▪ African American Students to 33%, ▪ English Learners to 38%, and ▪ Students with Disabilities to 38%; - o High School Science ▪ African American Students to 38%,	- and ▪ Students with Disabilities to >15%; - o Middle School Math ▪ African American Students to >15%, ▪ English Learners to >15%, and ▪ Students with Disabilities to >15%; - o High School Math ▪ African American Students to >15%, ▪ English Learners to >15%, and ▪ Students with Disabilities to >15%. • By May 2025, Fayette County Public Schools will decrease Science Novice in - o Elementary School Science ▪ African American Students to >10%, ▪ English Learners to >10%, and ▪ Students with Disabilities to >10%; - o Middle School Science ▪ African American Students to >21%, ▪ English Learners to >21%, and ▪ Students with Disabilities to >21%; - o High School Science ▪ African American Students to >21%,
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▪ English Learners to 66%, and ▪ Students with Disabilities to 61%. • By May 2023, Fayette County Public Schools will decrease Social Studies Novice in ○ Elementary School Social Studies ▪ African American Students to 43%, ▪ English Learners to 40%, and ▪ Students with Disabilities to 47%; ○ Middle School Social Studies ▪ African American Students to 45%, ▪ English Learners to 55%, and ▪ Students with Disabilities to 55%; ○ High School Social Studies ▪ African American Students to 49%, ▪ English Learners to 61%, and ▪ Students with Disabilities to 58%. • By May 2023, Fayette County Public Schools will decrease Combined Writing Novice in ○ Elementary School Combined Writing ▪ African American Students to 24%,	▪ English Learners to 44%, and ▪ Students with Disabilities to 41%. • By May 2024, Fayette County Public Schools will decrease Social Studies Novice in ○ Elementary School Social Studies ▪ African American Students to 34%, ▪ English Learners to 31%, and ▪ Students with Disabilities to 35%; ○ Middle School Social Studies ▪ African American Students to 35%, ▪ English Learners to 45%, and ▪ Students with Disabilities to 45%; ○ High School Social Studies ▪ African American Students to 37%, ▪ English Learners to 41%, and ▪ Students with Disabilities to 40%. • By May 2024, Fayette County Public Schools will decrease Combined Writing Novice in ○ Elementary School Combined Writing ▪ African American Students to 17%,	▪ English Learners to >21%, and ▪ Students with Disabilities to >21%. • By May 2025, Fayette County Public Schools will decrease Social Studies Novice in ○ Elementary School Social Studies ▪ African American Students to >23%, ▪ English Learners to >23%, and ▪ Students with Disabilities to >23%; ○ Middle School Social Studies ▪ African American Students to >23%, ▪ English Learners to >23%, and ▪ Students with Disabilities to >23%; ○ High School Social Studies ▪ African American Students to >23%, ▪ English Learners to >23%, and ▪ Students with Disabilities to >23%. • By May 2025, Fayette County Public Schools will decrease Combined Writing Novice in ○ Elementary School Combined Writing ▪ African American Students to >10%,
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▪ English Learners to 22%, and ▪ Students with Disabilities to 42%; - o Middle School Combined Writing ▪ African American Students to 42%, ▪ English Learners to 55%, and ▪ Students with Disabilities to 44%; - o High School Combined Writing ▪ African American Students to 32%, ▪ English Learners to 44%, and ▪ Students with Disabilities to 47%.	▪ English Learners to 15%, and ▪ Students with Disabilities to 25%; - o Middle School Combined Writing ▪ African American Students to 25%, ▪ English Learners to 55%, and ▪ Students with Disabilities to 26%; - o High School Combined Writing ▪ African American Students to 20%, ▪ English Learners to 26%, and ▪ Students with Disabilities to 28%.	▪ English Learners to >10%, and ▪ Students with Disabilities to >10%; - o Middle School Combined Writing ▪ African American Students to >10%, ▪ English Learners to >10%, and ▪ Students with Disabilities to >10%; - o High School Combined Writing ▪ African American Students to >10%, ▪ English Learners to >10%, and ▪ Students with Disabilities to >10%.
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English Learner Progress Objectives		
Year 1	Year 2	Year 3
• By 2023, 100% of EL students will grow by at least .5 in their composite score.	• By 2024, 100% of EL students will grow by at least .5 in their composite score.	• By 2025, 100% of EL students will grow by at least .5 in their composite score.

Quality of School Climate and Safety		
Year 1	Year 2	Year 3
• By 2023, Fayette County Public Schools	• By 2024, Fayette County Public Schools	• By 2025, Fayette County Public Schools

will increase the Quality of School Climate and Safety index to 83.9% as measured by KSA. Current level is 76.9%.	will increase the Quality of School Climate and Safety index to 90.9% as measured by KSA. Current level is 76.9%.	will increase the Quality of School Climate and Safety index to 97.9% as measured by KSA. Current level is 76.9%.
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Post-Secondary Readiness Objectives (High School only)		
Year 1	Year 2	Year 3
By 2023, Fayette County Public Schools will increase the percentage of students who are Post-Secondary Ready to 77.3%. Current level is 72.3%.	By 2024, Fayette County Public Schools will increase the percentage of students who are Post-Secondary Ready to 82.3%. Current level is 72.3%.	By 2025, Fayette County Public Schools will increase the percentage of students who are Post-Secondary Ready to 87.3%. Current level is 72.3%.

Graduation Rate Objectives (High School only)		
Year 1	Year 2	Year 3
By 2023, Fayette County Public Schools will increase the graduation rate to 90.8% as measured by the combined 4-year and 5-year rate. Current rate is 89.8%.	By 2024, Fayette County Public Schools will increase the graduation rate to 91.8% as measured by the combined 4-year and 5-year rate. Current rate is 89.8%.	By 2025, Fayette County Public Schools will increase the graduation rate to 92.8% as measured by the combined 4-year and 5-year rate. Current rate is 89.8%.

Year 1 Focus Areas

PLC: All school PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA : Plan- Do - Focus on Learning)				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	All schools will complete the PLC self-assessment to determine priority areas for improvement which includes processes to support standards based instruction (focus on	PLC Self-Assessment Where Do We Go from Here? Plan	n/a

		learning) within the Plan- Do - Study - Act model.	PDSA model	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	All schools will create a PLC schedule that will be inclusive of special education and English language teachers.	PLC Self-Assessment Where Do We Go from Here? Plan PLC Schedule	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	Provide training to All Principals, AP/PGES and Instructional Transformation Leaders (ITL) in the district framework and resources of PLCs, emphasizing the connection to the learning intentions and success criteria from the curriculum framework to plan instruction and formative assessments as the foundation of the PLC process.	PLC Observations Classroom Observations PLC Evidence (minutes, agenda, district PLC framework components, etc) Professional Learning Artifacts	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2 & 4	Create an effective PLC guided by the District PLC framework. This will follow the PDSA model and include an aligned focus to the district strategic plan, and provide opportunities for coaching, professional learning and data analysis.	Principal PLC/cadre agendas and products District PLC framework ITL agendas and products EL/Migrant meetings and feedback Office of School Leadership Agendas	Title II
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2	Provide training to teachers and support staff on diversity, equity and inclusion to develop a district common language/framework to be integrated in the curriculum planning, review and feedback process and included in the PLC process.	Diversity, Equity and Inclusion Meetings D.E.I. B district TIP chart	General Funds- DEIB
<u>Progress Monitoring</u>				

January, 2023:
 March, 2023:
 June, 2023:

Assessment: All schools will develop a balanced assessment system.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	District teams and teachers will develop district common unit assessments with district assessment team. Elementary: ELA and math for the first year of recovery work; science and social studies for the second year of recovery with full implementation of all core content benchmarks in the third year of recovery. Secondary: ELA, Math, Science and Social Studies for the first year. The second year of recovery with full implementation. These common unit assessments will be designed to be given at regular intervals (end of quarter, end of nine-weeks) and align to standards in content and level of thinking. For year 1, these will be given 2x/year for grades 3-5. 6-12 will be given at the end of each unit for the core subjects of math, english, science and social studies. The common unit assessment will include items that mirror formats on state assessment as appropriate.	ELA and Math common unit assessments (3-HS) Science (5, 8, 10) and Social Studies (4, 7, 11) District common unit assessment rubrics and calendars FCPS ROIS	District Assessment
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using	Navigator products FCPS ROIS District Data Protocols	n/a

		technology and district resources as much as possible. The Navigator site will also house supports and expectations for district level instructional software, the balanced assessment system and MTSS.	PLC products	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Utilize a district-wide formative assessment tool to monitor student learning by grade level and by standard to determine next steps and “just in time” supports to principals and school teams. Provide district formative and summative updates on student learning throughout the year of the progress made based on district benchmark assessments and state level assessments	ADAM District Common Unit Assessments District Team Meetings and products Board of Education Student Achievement reports	District Assessment
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Incorporate explicit data review, analysis and application components into all district level teams and meetings.	District team meetings and products District formative and summative data District Data protocols	n/a
<u>Progress Monitoring</u> January, 2023: March, 2023: June, 2023:				

Accelerated Learning: All schools will develop and implement standard-based instruction to accelerate learning.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	Focus on standard-based instruction, including the reimagining of current resources to develop a common district learning platform that will be utilized by all staff that houses current curriculum frameworks, resources, materials, etc.	Navigator website DLM, SLI, TLI and New Teacher Orientation training materials and attendance	Title II
Achievement Gap, English Learner Progress	KCWP 5	Collaborate to identify and align curriculum and instructional supports to reduce the achievement gap.	Support team meeting documents and products	Title II Title III Special Education
<u>Progress Monitoring</u> January, 2023: March, 2023: June, 2023:				

Culture/Climate: All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Graduation Rate	KCWP 4	Establish a protocol to review district instructional supports and programs and determine effectiveness.	District instructional support protocol document and products	n/a

Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate	KCWP 1 & 5	Provide professional learning during the summer and throughout the school year to support the needs of students and staff. Feedback structures will be developed to adapt professional learning offerings to the current needs and expand opportunities for staff to collaborate across the district in a meaningful way. The current needs in the district are as follows: (Components of Accelerated Learning, Balanced Assessment System, Diversity, Equity and Inclusion, High Yield Instructional Strategies, Foundations (SEL and self-care for staff), Engagement Strategies, Effective/efficient use of technology, Compliance, Consistency and Confidence(special education focus) , EL strategies)	Professional learning day plans and products Principal PLCs/cadres District Professional Learning Plan School Professional Learning Plans Professional learning catalog ITL and MTSS team agendas/products	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6	Provide training, coaching and support to MTSS (social) work in the district. Teacher leaders and district leaders will continue the work pre-pandemic done related to common area expectations in schools. This will be expanded to focus on the development of school culture agreements, student of concern teams and embedding social emotional learning components within the classroom.	MTSS (social) meeting agendas and products School Culture Agreements Student of Concern team meetings and products	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate	KCWP 6	Lead schools in improving opportunities to receive additional academic support (i.e. ESS, Summer Ignite, Saturday School, etc.) District administrators, in collaboration with school-based administrators and teachers will evaluate existing programs to identify improvements that need to be made. Support programs should have a clearly defined purpose, learning intentions and success criteria, evidence of success and meet any	Extended School Services plans and products	n/a

		applicable state/federal guidelines. Students served in the academic support programs should be monitored for progress and students' families should understand the purpose for the additional support.		
Post-Secondary Readiness, Graduation Rate	KCWP 6	Assist high schools with developing short and long term goals to increase the number of students who are post-secondary ready. Align CTE courses to the KDE program of studies for instructional effectiveness. Implement district CTE PLCs to assist with alignment and to develop course crosswalks that will lead to unit frameworks. Implement CTE instructional coaching to support teachers. Expand and develop a tracking system for work-based learning experiences such as apprenticeships and continuous growth of Dual Credit and AP course offerings.	CTE PSR documents AP and Dual Credit enrollment/completion data Community Partnerships Work Ready Seal documents and products Elevate	Title IV Perkins V LAVEC General Funds
<u>Progress Monitoring</u> January, 2023 March, 2023: June, 2023:				

Year 2 Focus Areas

PLC: All school PLCs will use a PDSA model effectively to improve student learning. (Focus on Results - Study- Act)				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined	KCWP 6	Collaborate with school and teacher leaders will create a PLC monitoring system to monitor the effectiveness of PLC practices	PLC monitoring/feedback form	n/a

Writing, English Learner Progress		established by tights and integration of DEIB elements (district PLC priorities)		
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Provide Principals, APs, ITLs and PLC teams professional learning and networking opportunities to develop their skills on co-constructing success criteria aligned to essential standards with learners to engage them in learning and increase self-efficacy.	Professional learning agenda Site Visit Feedback form	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Provide Principals, APs, ITLs and PLC teams tools to analyze student work aligned to essential standards to provide specific feedback to students and inform teaching, learning and assessment practices.	Student work analysis protocols Curriculum pacing Common assessment data	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Collaborate with Principals, APs, ITLs and teacher leaders will develop tools to expand opportunities for students to monitor their learning and the PLC's to monitor student growth.	Student monitoring tools and processes	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Train on processes to integrate literacy standards across content areas; create varied methods of success criteria; formative assessment and interdisciplinary approach to analysis to adjust instructional strategies across multiple content areas.	Literacy integration - unit frameworks	n/a

Assessment: All schools will develop a balanced assessment system.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	District teams and teachers will develop district common unit assessments with district assessment team Elementary: ELA and math for the second year of recovery work; science and social	ELA and Math common unit assessments (2-HS) Science (4, 7, Biology) and Social Studies (5, 8, US Hlstory)	District Assessment

		studies for the second year of recovery with full implementation of all core content benchmarks in the third year of recovery. Secondary: ELA, Math, Science and Social Studies for the second year of recovery with full implementation. These common unit assessments will be designed to be given at regular intervals (end of quarter, end of nine-weeks) and align to standards in content and level of thinking. For year 2, these will be given multiple/year for grades 2-5. 6-12 will be given at the end of each unit for the core subjects of math, english, science and social studies. The common unit assessment will include items that mirror formats on state assessment as appropriate, including multiple choice, technology enhanced items, short answer, and extended responses.	District common unit assessment rubrics and calendars FCPS ROIS	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Continue to collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible. The Navigator site will also house supports and expectations for district level instructional software, the balanced assessment system and MTSS.	Navigator products FCPS ROIS District Data Protocols PLC products	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Utilize a district-wide formative assessment tool to monitor student learning by grade level and by standard to determine next steps and "just in time" supports to principals and school teams. Provide district formative and summative	ADAM District Common Unit Assessments District Team Meetings and products	District Assessment

		updates on student learning throughout the year of the progress made based on district benchmark assessments and state level assessments	Board of Education Student Achievement reports	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Develop and implement Assessment Guidance Document	District Team Meetings District Data Protocols	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Incorporate explicit data review, analysis and application components into all district level teams and meetings.	District team meetings and products District formative and summative data District Data protocols	n/a
<u>Progress Monitoring</u> January, 2024 March, 2024: June, 2024:				

Accelerated Learning: All schools will develop and implement standard-based instruction to accelerate learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	Utilize the district developed frameworks, based on the state standards leveraging the PLC implementation processes to plan for grade appropriate instruction, which is cognitively engaging.	Navigator website DLM, SLI, TLI and New Teacher Orientation training materials and attendance	Title II

Achievement Gap, English Learner Progress	KCWP 5	Collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for students.	Support team meeting documents and products	Title II Title III Special Education
Achievement Gap, Staff Support	KCWP 4	Utilize data to inform coaching and actionable feedback.	Data resources (i.e. walkthrough tool, subgroup data, universal screening data, progress monitoring data)	N/A
<u>Progress Monitoring</u> January, 2024 March, 2024: June, 2024:				

Culture/Climate: All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate, Postsecondary Readiness	KCWP 5 & 6	Identify and provide opportunities for students/families to engage in culturally responsible and multilingual family literacy programs. Engage families in supporting their students' academic and career planning through Individual Learning Plans. Identify and increase opportunities for students to engage with business/industry partners. Continue to align CTE courses to the KDE program of studies for instructional effectiveness, create and foster CTE PLCs, complete course crosswalks and unit frameworks.	Annual school/district family survey ELEVATE platform Attendance/ participation CTE Unit Frameworks CTE PSR documents AP and Dual Credit enrollment/completion data	n/a

		Expand work-based learning experiences such as apprenticeships and continuous growth of Dual Credit and AP course offerings.		
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate, Quality of School Climate and Safety,	KCWP 5 & 6	Develop and implement a model of support and professional learning for all staff utilizing the Dual-Capacity Framework for Home-School Partnerships.	Surveys Attendance/ participation	n/a
Quality of School Climate and Safety, English Learner Progress, Graduation Rate	KCWP 5 & 6	Create a facilitation/communication model that engages all stakeholders (students, families, schools, staff and community) in consistent dialogue that support student success.	Annual school/district family survey	n/a
Quality of School Climate and Safety, English Learner Progress,	KCWP 5 & 6	Create a system of support that aligns with the adopted framework, Dual-Capacity Framework for Home-School Partnerships. Establish intentional processes and structures of resources that align supports to students, families, schools and staff.		n/a
<u>Progress Monitoring</u> January, 2024: March, 2024: June, 2024:				

Year 3 Focus Areas

PLC: All school PLCs will use a PDSA model effectively to improve student learning. (PLC Networks - Opportunities to Grow)				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Establish PLC networks to enhance effective PLC practices to minimally include: teaching and learning practices, assessment analysis processes, students' opportunities to respond to learning and becoming assessment capable learners.	PLC Network artifacts	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Provide Principals, AP, ITLs and teacher leaders process for interdisciplinary PLC practices for utilizing the integrated content within the unit frameworks to include clarity of teaching and learning practices, student self-assessment practices across multiple areas of learning.	Interdisciplinary team processes Integration Framework	n/a
<u>Progress Monitoring</u> January, 2025: March, 2025: June, 2025:				

Assessment: All schools will develop a balanced assessment system.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	District teams and teachers will develop district common unit assessments with district assessment team Elementary:ELA, math, science,and social studies with full implementation of all core content benchmarks in the third year of recovery.	ELA and Math common unit assessments (3-HS) Science (4, 7, Biology) and Social Studies (5, 8, US History) District common unit assessment rubrics and calendars	District Assessment

		Secondary: ELA, Math, Science and Social Studies with full implementation in the third year of recovery. These common unit assessments will be designed to be given at regular intervals (end of quarter, end of nine-weeks) and align to standards in content and level of thinking. For year 1, these will be given multiple/year for grades 1-5. 6-12 will be given at the end of each unit for the core subjects of math, english, science and social studies. The common unit assessment will include items that mirror formats on state assessment as appropriate.	FCPS ROIS	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Reflect and align collection of data used for student learning data from common unit assessments to inform classroom instruction and curriculum decisions.	Navigator products FCPS ROIS District Data Protocols PLC products	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Deploy assessment practices to ensure a balanced approach of standard mastery	District team meetings and products District formative and summative data District Data protocols Assessment Guidance Document	n/a
<u>Progress Monitoring</u> January, 2025 March, 2025: June, 2025:				

Accelerated Learning: All schools will develop and implement standard-based instruction to accelerate learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Achievement Gap, Student Progress	KCWP 4	Measure student outcomes through data platforms, ensuring the reduction of achievement gaps.	Data platforms (MAP, Pearson, FastBridge, etc.)	District Assessment Title II Title III Special Education
Achievement Gap, Student Progress	KCWP 1,2	Continue to monitor student progress in all tiers of instruction with fidelity checks of curriculum, unit framework alignment and student learning outcomes.	Walkthrough tools, PLC documentation, student artifacts, assessment outcomes	District Assessment Title II Title III Special Education
<u>Progress Monitoring</u> January, 2025 March, 2025: June, 2025:				

Culture/Climate: All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate, Postsecondary Readiness	KCWP 5 & 6	Identify and provide opportunities for students/families to engage in culturally responsible and multilingual family literacy programs. Engage families in supporting their students' academic and career planning through Individual Learning Plans. Identify and increase opportunities for students to engage with business/industry partners. Support schools through PLCs and continued	Annual school/district family survey ELEVATE platform Attendance/ participation CTE Unit Frameworks CTE PSR documents AP and Dual Credit enrollment/completion data	n/a

		review of CTE courses aligned to the KDE program of studies Expand work-based learning experiences such as apprenticeships and continuous growth of Dual Credit and AP course offerings.		
Quality of School Climate and Safety	KCWP 5 & 6	Track Quality of School Climate and Safety survey throughout the year about student's sense of belonging and their feelings toward culture and climate in the moment. Tracking their feelings toward diversity, equity, inclusion, and belonging would serve to give progress monitoring on achieving the yearly goal and course correct, if needed.	Surveys	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate, Quality of School Climate and Safety,	KCWP 5 & 6	Develop and implement a model of support and professional learning for all staff utilizing the Dual-Capacity Framework for Home-School Partnerships.	Surveys Attendance/ participation	n/a
Quality of School Climate and Safety, English Learner Progress, Graduation Rate	KCWP 5 & 6	Create a facilitation/communication model that engages all stakeholders (students, families, schools, staff and community) in consistent dialogue that support student success.	Annual school/district family survey	n/a
Quality of School Climate and Safety, English Learner Progress,	KCWP 5 & 6	Create a system of support that aligns with the adopted framework, Dual-Capacity Framework for Home-School Partnerships. Establish intentional processes and structures of resources that align supports to students, families, schools and staff.		n/a
Progress Monitoring				

January, 2025
March, 2025:
June, 2025: