

# Superintendent Report

1

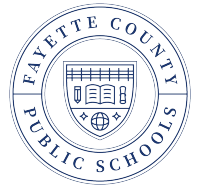
Academic Services: Back to School Edition  
August 28, 2023



# Back to School 2023

Education Beyond Expectation

# Alignment to Goals



Strategic Plan:

Student  
Achievement

Stakeholder  
Engagement

District  
Improvement Plan:

Accelerated  
Learning

Culture/Climate

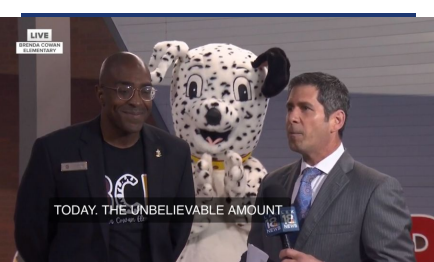
Superintendent  
Standards:

Instructional

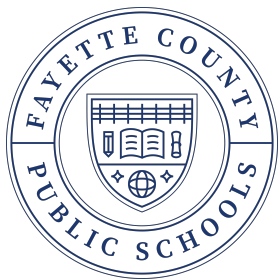
Cultural



# First 3 days of School







# First 3 days of School



**BY THE  
NUMBERS**

**41,000+**

*# of students  
\*as of 8/24/23*

**2,000+**

*# of classrooms*

**96+**

*# of languages spoken*

**3,000+**

*# of teachers/support staff*

**100%**

*Commitment from staff to contribute to every student receiving a world class education*

# Focus for 2022 - 2025

## Development of Curriculum, Instruction, Assessment, and Student Supports

### Diversity, Equity, Inclusion and Belonging are the cornerstones of our work

#### 2022 - 2023

#### Essential Standards & Frameworks

Culturally responsive Tier-I curriculum for all core content areas around the essential standards

Common unit assessments for all core content areas around the essential standards

District frameworks for Curriculum, MTSS and PLCs

Feedback regarding the district frameworks

#### 2023 - 2024

#### Instructional Strategies & Impact on Student Learning

Instructional playbook that include evidence-based practices

Culturally responsive formative assessment practices and progress monitoring

District focus on collective efficacy

Instructional responsiveness to data

Feedback regarding the district frameworks

#### 2024 - 2025

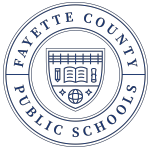
#### Full implementation

Continued implementation of evidence-based instructional practices

Full implementation of assessment practices and progress monitoring

Continued instructional responsiveness to data

Feedback regarding the district frameworks



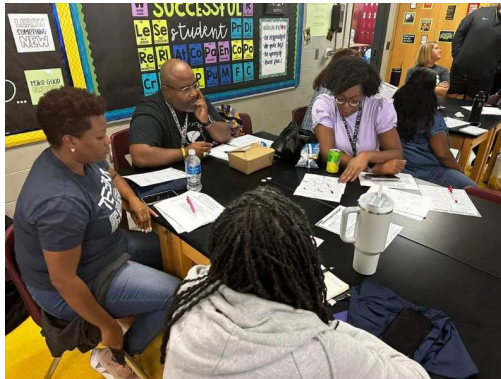
# What does this look like in FCPS?

## Planning/Environment- FCPS Frameworks

Grade: 3      2022-2023 ELA Unit Framework DRAFT      Unit 1   Unit 2   Unit 3   Unit 4  
 Kentucky Academic Standards - ELA

Unit Title	Estimated Time Frame	
Connections and Perspectives	36 days	
<b>Big Idea</b> Understanding texts causes us to make connections and see perspectives.		
<b>Essential Question(s)</b> How do characters affect the plot of the story? How are people, events, and/or ideas connected in a text? How do different perspectives shape a text and my understanding? How can summarizing my experiences show perspective? How can context clues help to comprehend what is read?		
<b>Literacy Practices</b> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, ideational, and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline-specific literacy practices. 9. Apply high-level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning.		
KAS Standards	Samples of Learning Intention	Samples of Success Criteria
<b>RL.3.3</b> Describe characters in a story, including but not limited to their traits, motivations, goals or feelings, and how they affect the plot.  <b>Prerequisite Skills:</b> • Describe characters, setting, and	I am learning how characters affect the plot.	I can define traits, motivations, and feelings. I can identify characters' traits, motivations, and feelings.  I can describe a character using their traits, motivations, feelings, and/or actions.

Fayette County Public Schools - PLC Framework



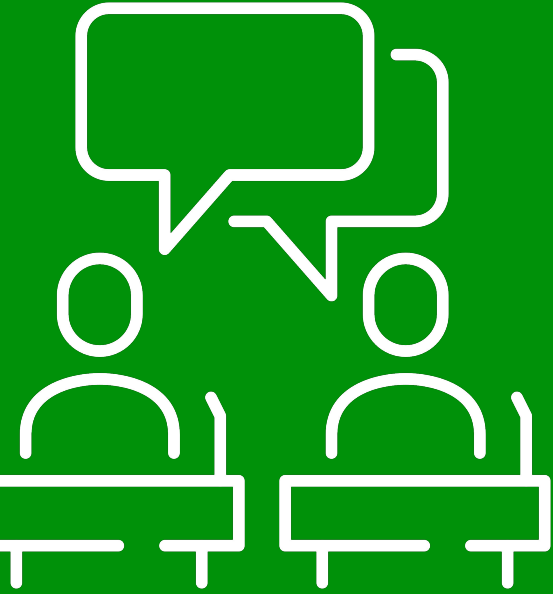
FCPS PLC Expectations Building an Environment of Distributed Leadership and Collective Efficacy	
Tight Elements of a PLC	Loose Elements of a PLC
<p><b>What are the core principles of the PLC work we are all expected to adhere to?</b></p> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• Educators work collaboratively and engage in collegial inquiry toward achieving common school and district goals.</li> <li>• Educators will take collective responsibility for the learning of all students in every class and every course.</li> <li>• PLC protocol must follow the continuous improvement cycle of Plan, Do, Study, Act cycle.</li> <li>• Exploration to support adult learning</li> </ul>	<p><b>What aspects of PLC work are we empowered to make decisions?</b></p> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• Schools may create their own protocol using the Plan, Do, Study, Act cycle.</li> <li>• Educators will create PLC common goals that align with school and district goals.</li> </ul>
<p><b>Collaborative Teams:</b> All educators participate in a collaborative team, including, but not limited to</p> <ul style="list-style-type: none"> <li>• <b>Certified Teachers Team:</b> School level grade and Pre-K teachers, content or course specific team include (classroom teachers, English Learner (EL) teachers, Pre-school, Special Education (SpEd) LEO teachers; Interventionists, Gifted/Talented (GT) teachers).</li> <li>• <b>MTSS Team:</b> MTSS Lead, SpEd ACC, Student Support Lead, Behavior Support (where applicable)</li> <li>• <b>School Level Interdisciplinary Team:</b> exploratory, elective or special area teachers, cross content teams</li> <li>• <b>Leadership Team:</b> Administrator, Instructional Leads, Teacher Leaders, Student Support Leaders</li> <li>• <b>Support Staff Team:</b> Counselors, Social Workers, District Mental Health Specialist, Family Resource/Youth Service Center Coordinators, Behavior Support (where applicable)</li> <li>• <b>District Network Team:</b> Consist of staff in schools that are the only one in that role, content, or course at school level. (<a href="#">See Network model</a>)</li> </ul>	<p><b>Collaborative Teams</b></p> <ul style="list-style-type: none"> <li>• School administrators may create additional collaborative teams based on school improvement goals or a specific purpose or decision making needs.</li> </ul>





# What does this look like in FCPS?

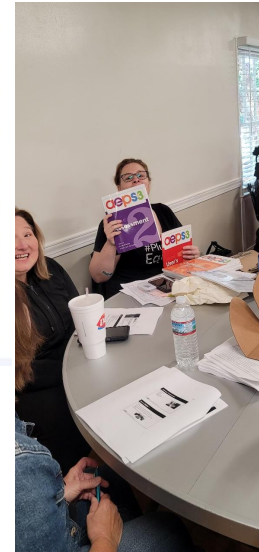
## Teacher Collective Efficacy





# What does this look like in FCPS?

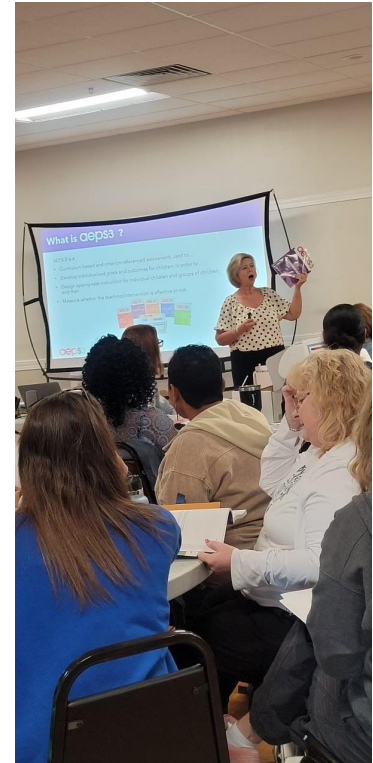
## Balanced Assessment System



Month	Assessment	Grade-Level	Testing Window	National State District
August	Bridge	K	August 1 - September 26	State
September	MAP	K-9	August 26 - September 11	District
	DESA	K-12	October 9-20	District
October	ACT	12	October 10 - 12 - 19	District
	PSAT	10, 11	October 9-31	National
	AETS	Pre-K	October 31	District
November	Cognit lows	3	November 1 - 30	District
	Abscote Kentucky	3-8, 10-11	November 13 - December 15	State
December	MAP	K-9	December 4 - 15	District
	AETS	Pre-K	January 31	District
January	ACCESS Alternate ACCESS	K-12	January 4 - February 16	State
February	NAEP	4-8	January 29 - March 8	National
	CTE-EDP	12	February 26 - March 30	State

# What does this look like in FCPS?

Data informed decision making





# What does this look like in FCPS?

## Leadership Teams





# What does this look like in FCPS Classrooms?

## Focused Instruction

Culturally responsive Tier-I curriculum for all core content areas around the essential standards

Learning Intentions

Success Criteria

Intentional Focus on Vocabulary

High quality instructional activities

Balanced Assessment System

## High Levels of Cognitive Engagement

Kagan Strategies

Authentic Learning Experiences

STEM Integration

Social Emotional Learning Competencies

Increased levels of student-to-student discourse

Evidence-based instructional Strategies

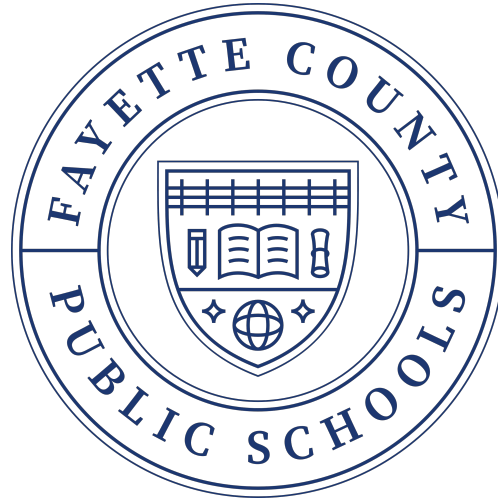
## Consistent Monitoring of Student Progress

Common formative and summative assessments

Instructional responsiveness to data

Student goal-setting and monitoring of learning

Student progress in literacy and numeracy



**Thank you!**