



Comprehensive District Improvement Plan (CDIP)

Needs Assessment: Priorities

Key Core Work Process (KCWP) 1: Design and Deploy Standards
Key Core Work Process (KCWP) 2: Design and Delivery Instruction

Needs Assessment: Processes, Practices, or Conditions

Focus Area 1: Professional Learning Communities (PLCs) All school PLCs will use a PDSA model effectively to improve student learning.
Focus Area 2: Assessment All schools will develop a balanced assessment system.
Focus Area 3: Acceleration All schools will develop and implement standard-based instruction to accelerate learning.
Focus Area 4: Culture and 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.

Kentucky Summative Indicators: Status and Change

Indicator	Status - ES/MS/HS	Change - ES/MS/HS
State Assessment Results in reading and mathematics	ES- 67.5; MS- 63.7; HS- 60.0	ES- 66.6; MS- 66.6; HS- 58.6
State Assessment Results in science, social studies, and writing	ES- 64.3; MS- 58.3; HS- 50.0	ES- 64.6; MS- 56.7; HS- 51.4
English Learner Progress	ES- 68.3; MS- 32.2; HS- 28.2	ES- 74.6; MS- 27.8; HS- 23.3
Quality of School Climate and Safety	ES- 76.8; MS- 65.2; HS- 63.4	ES- 76.8; MS- 64.0; HS- 61.9
Postsecondary Readiness	HS- 82.7	HS- 76.8
Graduation Rate	HS- 92.7	HS- 90.8

1: State Assessment Results in Reading and Mathematics

By October 2025, Fayette County Public Schools will increase Reading and Math proficiency to Elementary 72.5, Middle 68.7, and High 65.0 measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, Fayette County Public Schools will increase Reading proficiency in Elementary School to 69%, Middle School to 68%, High School to 67% as measured by KSA.	-Professional learning for Backward Design, Formative Assessment, and Visible Learning	-Provide ongoing professional learning opportunities for all teachers PreK-12 to engage in best practices when utilizing the HQIR anchor resources.	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs	-Teaching and Learning -Assessment -Title II
	-Professional learning on high-yield instructional strategies	-Provide ongoing professional learning opportunities for all teachers PreK-12 to collaborate, implement, and analyze high-yield instructional strategies.	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs	-Teaching and Learning -Assessment -Title II
Objective 2: By May 2025, Fayette County Public Schools will increase Math proficiency in Elementary School to 69%, Middle School to 61%, High School to 62% as measured by KSA.	-Professional learning on concrete representation, abstract, and mathematical practices to HQIR resources.	- Incorporate HQIRs as a resource and support teachers in designing lessons that effectively scaffold math concepts for deeper understanding.	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs	-Teaching and Learning -Assessment -Title II
	-Professional learning for Backward Design, Formative Assessment, and Visible Learning	-Teachers work in collaborative teams to design units using Backward Design, develop formative assessments aligned to standards, and create visible learning strategies to clarify objectives for students. Teams share their work, provide feedback, and refine their plans together.	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs	-Teaching and Learning -Assessment -Title II

2: State Assessment Results in Science, Social Studies, and Combined Writing

By October 2025, Fayette County Public Schools will increase Science, Social Studies, and Combined Writing proficiency to Elementary 69.3, Middle 63.3, and High 55.0 measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, Fayette County Public Schools will increase Science proficiency in Elementary School to 52%, Middle School to 46%, High School to 41% as measured by KSA.	-Ensure that science is taught in all grade levels K-5 daily with a foundation of teaching and learning based on HQIR anchor resources.	-Provide ongoing professional learning opportunities for all teachers K-5 to engage in best practices when utilizing the HQIR anchor resources.	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs	-General -Title II
	-Ensure that aligned HQIRs are made available to all secondary teachers to use as a foundational anchor resource for teaching and learning.	-Provide ongoing professional learning opportunities for all secondary teachers to engage in best practices when utilizing the HQIR anchor resources.	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs	-General -Title II
Objective 2: By May 2025, Fayette County Public Schools will increase Social Studies proficiency in Elementary School to 60%, Middle School to 62%, High School to 57% as measured by KSA.	-Ensure that social studies is taught in all grade levels K-5 daily with a foundation of teaching and learning based on HQIR anchor resources.	-Provide ongoing professional learning opportunities for all teachers K-5 to engage in best practices when utilizing the HQIR anchor resources.	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs	-General -Title II
	-Continued exposure to sourcing and literacy practices in content aligned with KAS Inquiry standards for Social Studies consistently across K-12.	-Provide professional learning opportunities for all teachers to embed sourcing and literacy practices across all standards.	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs	-General -Title II
Objective 3: By 2025, Fayette County Public Schools will increase Combined Writing proficiency in Elementary School to 62%, Middle School to 67%, High School to 61% as measured by KSA.	-To strengthen writing across disciplines, focus on implementing research-based writing that aligns to Kentucky Academic Standards. Embed intentional writing practices across all disciplines.	-Provide professional learning opportunities for all teachers, across all disciplines, on effective writing instruction, data analysis, and differentiated strategies.	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs	-Teaching and Learning -Title II
		-Provide writing assessment calibration for all disciplines, using rubrics, released items, and exemplars aligned to the Kentucky Academic Standards.	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs	-Teaching and Learning -General
		-Use KSA released items data and classroom formative assessment data to identify gaps and trends in student writing performance.	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs	-Assessment

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, Fayette County Public Schools will decrease Reading Novice by 5% with African American students, Students with Disabilities, and English Learners.	-Professional learning on evidence-based, high yield instructional strategies.	-Implement close reading strategies that encourage a multiple-read routine, writing to learn and writing to demonstrate learning, while incorporating culturally responsive materials.	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs -School Implementation Plan	- Teaching and Learning -Assessment
	-Establish common language structures to identify individual needs.	-Professional learning focused on implementing a "Name and Claim" system for students, using individual data to identify and address specific needs for tiered support within English Language Arts standards.	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs -School Implementation Plan	- Teaching and Learning -Assessment
Objective 2: By May 2025, Fayette County Public Schools will decrease Math Novice by 5% with African American students, Students with Disabilities, and English Learners.	-Establish consistent vertical alignment of standards and mathematical practices across grade levels.	-Teachers from each grade level meet to review standards and mathematical practices, creating a shared understanding of skill progression across grades. -Utilize MTSS framework to identify and address tiered intervention needs.	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs -School Implementation Plan	- Teaching and Learning -Assessment
	-Professional learning on evidence-based, high-yield instructional strategies.	-Implement close reading strategies that encourage writing to learn and writing to demonstrate learning of mathematical standards. -Use of co-teaching model in the math classroom	-Formative, Diagnostic, Interim Assessments -Walkthrough data	-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs -School Implementation Plan	- Teaching and Learning -Assessment

4: English Learner Progress

By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By February 2025, 80% of English learners will grow 0.5 on their comprehension (listening, reading, speaking, and writing) as measured by ACCESS.	-Provide professional learning for leaders and teachers on strategies for integrating interpretive skills (listening, viewing, and reading) during Tier 1 and small group instruction.	-Provide professional learning for all principals, ILN, and instructional specialists on the Ellevation Strategies	-ACCESS Results -Survey feedback	-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs -School Implementation Plan	-Title II
		-Provide professional learning opportunities to ensure that multilingual learners receive input they can understand and engage with effectively.	-ACCESS Results -Survey feedback	-School Chiefs and OAS Directors will monitor quarterly through support visits and walkthroughs -School Implementation Plan	-Teaching and Learning

5: Quality of School Climate and Safety

By October 2025, Fayette County Public Schools will increase belonging to Elementary 81.8, Middle 70.2, and High 68.4 measured by state accountability.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, Fayette County Public Schools will increase belonging-focused initiatives to increase student efficacy to learn at high levels.	-Launch and support at least one district-approved mentoring program in 100% of schools for marginalized/minoritized student groups.	-Develop practices, strategies, and model structures for program development for mentoring programs (age-appropriate).	-Number of student participants -QSCS Results by student groups by school (ethnicity, gender)	-Office of Unity, Belonging, and Student Efficacy will monitor through student efficacy survey, attendance at the student level by program, and academics (i.e. grades) at the student level by program	-Stronger Connections Grant
		-Provide training/PD opportunities, onboarding, and implement a PLC process among school staff responsible for leading mentoring programs.	-Number of school staff identified and supported -Program sustainability	-Office of Unity, Belonging, and Student Efficacy will monitor the participation and engagement rate of the program.	-Stronger Connections Grant
Objective 2: By May 2025, Fayette County Public Schools will increase by	-Continue to support SoAE chairs in 100% of the high school and secondary special program schools.	-Distribute Seal of Arts Excellence information to schools and the Public Engagement Office efficiently and timely.	-Number of student applicants	-Fine Arts Department will monitor student Intent to Apply applications and contact each high school SoAE chair to increase applicants and close any discipline- or school-specific gaps	-Fine Arts

By October 2025, Fayette County Public Schools will increase belonging to Elementary 81.8, Middle 70.2, and High 68.4 measured by state accountability.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
5% the awarding Seal of Arts Excellence (SoAE).				before the Nov. 1 intent to apply deadline.	
		-Provide technical support for schools throughout the process	-Number of student recipients -SoAE results by school and arts discipline	-Fine Arts Department will monitor each school's portfolio progress and provide technical support to schools through surveys, just-in-time alignment sessions, and final submissions.	-Fine Arts

6: Postsecondary Readiness

Goal 6: By October 2025, Fayette County Public Schools will increase the Post-Secondary indicator score to 85.7.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: (Academic) By May, 2025. Fayette County Schools will increase by 3% in academic readiness scores.	-District develops professional learning around dual credit opportunities for various stakeholders to increase the number of students participating and successfully completing dual credit.	-Provide workshops for schools to develop and/or expand recruitment and communication efforts for dual credit in core subjects -Create marketing tools to inform students and families about dual credit options -Create support systems to increase success rates for dual credit classes. -Provide opportunities for collaboration across schools to develop successful strategies for dual credit recruitment. -Establish a district-wide dual credit committee.	-Number of workshops provided -Number of students attending -Number of students taking and passing dual credit courses -Scheduled meetings	-High School Chief and Executive Principals, will track data each semester. -High School Chief and Executive Principals, will monitor objectives quarterly.	-High School Office
Objective 2: (Career) By May 2025, schools will	-Career and Technical Department will provide PSR data and develop strategies for	- Develop professional learning sessions around PSR strategies.	-Schools develop goals around PSR data.	-CTE Department, Executive Principals will monitor objectives quarterly.	-CTE Department

Goal 6: By October 2025, Fayette County Public Schools will increase the Post-Secondary indicator score to 85.7.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
increase by 3% in career readiness scores.	improvement for schools	- Develop CTE PLCs for CTE teachers to align standards.	-Survey from professional learning around PSR -CTE PLCs scheduled, and teacher attendance		
	-Grow the number of CTE Dual Credit course offerings.	-Collaborate with post-secondary institutions to align CTE pathways with dual credit options. -Provide workshops with school counselors, teachers, and administrators to streamline dual credit processes and provide equitable opportunities for students.	-Increased number of CTE dual credit options -Increased number of workshops around CTE dual credit.	-CTE Department, Executive Principals will monitor monthly.	-CTE Department
	-Identify and increase opportunities for students to engage with business/industry partners and ensure effective tracking of experiences.	-Expand work-based learning experiences such as apprenticeships -Provide professional learning around tracking WBL and documenting student participation in Infinite Campus.	-Increased number of students participating. -Increased number of professional learning opportunities around WBL	-CTE Department, Executive Principals will monitor objectives quarterly.	-CTE Department
	-Provide teacher support to increase students' pass rate on end-of-program assessments and industry certifications	-District Program Area Professional Learning Communities to vertically align pathway courses to industry standards with an intentional focus on the application of skills as well as an emphasis on reading and writing about industry skills -Professional learning on evidence-based, high-yield instructional strategies. -Communicate with stakeholders about the benefits of Industry Certification and End of Program Assessments <i>(college credit, industry</i>	-Increased number of students passing CTE assessments -Increased number of teachers attending CTE PLCs -Increased marketing strategies	-CTE Department, Executive Principals will monitor each semester.	-CTE Department

Goal 6: By October 2025, Fayette County Public Schools will increase the Post-Secondary indicator score to 85.7.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<i>credentials, validation of professional skills, etc.)</i>			

7: Graduation Rate

Goal 7: By May 2025, Fayette County Public Schools will increase graduation to 94.7 as measured by state accountability.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, increase access to academic content by removing non-academic barriers to instruction.	-Decrease the days of missed instruction due to out-of-school suspension based on a per-100 comparison rate	-Increase the use of supportive/restorative discipline consequences and reduce the number of days of out-of-school suspension.	-Behavior data showing the number of supportive/restorative consequences assigned and the days per 100 of out-of-school suspensions assigned.	- Student Supports Office will monitor monthly using districtwide progress monitoring relevant data (CDIP Behavior Data Monitoring Form)	-Safe Schools Funds
	-Decrease the percentage of students missing school due to out-of-school suspensions	-Increase the use of supportive/restorative discipline consequences	-Behavior data showing the number of supportive/restorative consequences assigned	- Student Supports Office will monitor monthly using districtwide progress monitoring relevant data (CDIP Behavior Data Monitoring Form)	-Safe Schools Funds
Objective 2: By May 2025, increase the number of meaningful work-based learning experiences for students.	-Evaluate current opportunities and partnerships to determine opportunity gaps.	-Collaborate with KDE and school personnel to increase business engagement within schools. -Develop a Work Based Learning tracker in Infinite Campus.	-Number of co-ops, internships, guest speaking, site visits, & apprenticeships. -Work Based Learning tracker created and implemented.	High School Office, CTE Department, & Executive Principals will monitor growth monthly.	High School Office and CTE Department
		-Collaborate with community partners to increase awareness of opportunities and to connect partners with schools.	-Number of partnerships, number of engagements with partners	High School Office, CTE Department, & Executive Principals will monitor growth monthly.	High School Office and CTE Department

8: Family Engagement

By May 2025, Fayette County Public Schools will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By February 2025, 100% of schools will have developed a FACE action plan.	-Continue to implement and monitor the strategies developed in the plan	-Collaborate with the school team and FACE Lead to develop a focus for the current school year.	-Family Survey -Participation of Staff and Families	-Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits	-Title I -General
		-Execute the expectations established on the FACE action plan.	-Analyze pre and post-action plan data -Participate data of staff and families	-Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year	-Title I -General
		-Provide professional learning to school staff on evidence-based family community and engagement strategies and best practices	-Participation of Staff -Staff Learning Feedback form	-FACE Department will monitor the professional learning request form, and staff learning feedback form	-Title I -General

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
Consider: Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.
Response: School Leadership and Office of Academic Services will deploy a system of support with the implementation of a continuous improvement learning cycle utilizing Plan, Do, Study, Act to support teaching and learning across offices and departments for all schools. This support will be small and large-scale initiatives that include just-in-time responsiveness to school-wide improvement priorities.

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions
Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?
Response: The following schools are TSI: Millcreek Elementary School, Bryan Station Middle School, Leestown Middle School, Lexington Traditional Middle School, Southern Middle School, Tates Creek Middle School, Winburn Middle School, Bryan Station High School, Frederick Douglass High School, Henry Clay High School, Lafayette High School, Paul Laurence Dunbar High School. District staff will be responsible for collaborating with school leadership teams in identifying priorities and implementing acceleration plans at each campus.