Comprehensive School Improvement Plans 2025 - 2026

High Schools

Bryan Station
- Professional Learning Communities (PLCs)
- Instructional Coaching and Feedback
- Aggressive monitoring of English Learners and Students with Disabilities

Frederick Douglass
- Data analysis in Professional Learning Communities
- Monitor schoolwide Multi-Tiered System of Support processes

Henry Clay
- Professional Learning Communities (PLCs)
- Student Support and Intervention
- Formative Assessment

Lafayette
- Deeper Learning and student-centered learning opportunities
- Balanced Assessment System
- Student Supports

Paul Laurence Dunbar
- Instructional Practices
- Data-based decision making
- School Culture and Support Systems

Tates Creek
- Professional Learning Communities (PLCs) Processes
- Instructional Coaching and Feedback

Middle Schools

Beaumont
- Implement Plan, Do, Study, Act (PDSA)
- Teachers facilitate student talk around complex texts and writing (writing to learn)

Bryan Station
- Implement Station's Scope and Sequence instructional model
- Reteaching based on weekly formative assessments
- Special Education Teachers will work in a PLC and backward design, visible learning, and design assessments

Crawford
- Deconstruction of standards and assessments analysis
- Collaborative planning with Kagan Coaching

E.J. Hayes
- Continuous Classroom Improvement Model
- Use of the Plan, Do, Study, Act (PDSA) to analyze assessment data

Jessie Clark
- Professional learning for the Plan, Do, Study, Act (PDSA) model to include backward design and formative assessment
- Professional learning on close reading and other reading strategies.

Leestown
- Develop a process for backward lesson design, focusing on standards and assessment development through exemplars and instructional design models

Lexington Middle
- Consistent and rigorous implementation of the High-Quality Instructional Resources (HQIR)
- Common Formative Assessments are used school-wide to close student gaps

Mary E. Britton
- Teacher Clarity
- Plan, Do, Study, Act (PDSA) Model

Morton
- Review, Analyze, Apply Data Results through a 30-60-90-120 Plan

SCAPA
- Implement a Plan, Do, Study, Act (PDSA) around summative assessment and data analysis
- Student transfer of learning to new, complex situations

Southern
- Writing strategies for student engagement
- Close reading strategies

Tates Creek
- Intentional Professional Learning for Language and Literature Teachers
- Clarity for Learning

Winburn
- Deconstruction of standards and use of Plan, Do, Study, Act (PDSA)
- Use of academic vocabulary in daily instruction

Elementary Schools

Arlington
- Professional Learning with Reading and Math High-Quality Instructional Resources (HQIR)
- Professional Learning Communities (PLCs)

Ashland

- Staff continued work on the deconstruction of reading and writing standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria.
- Staff learning involves the selection and monitoring of priority standards to teach for mastery before exiting grade level.

Athens-Chilesburg
- Implement i-Ready MyPath schoolwide and add two interventionists to provide Tier II/III support for Reading.
- Implement i-Ready MyPath schoolwide and add two interventionists to provide Tier II/III support for Math.

Booker T. Washington
- In Professional Learning Communities (PLCs), all staff consistently use complete documents, preserving the standard's intent.
- Will complete the PLC self-assessment to determine priority areas for improvement, which include processes to support standards-based instruction (focus on learning) within the PDSA model.

Breckinridge
- Professional Learning Communities (PLCs) to plan strategically in the selection of high-yield instructional strategies within lessons. Teachers will then utilize knowledge of the best practices/high-yield instructional strategies to aid in curricular adjustments when students fail to meet mastery in reading.
- Continue to analyze assessment data to make informed decisions on reading instruction. This will include decisions made for the whole class, small group, and individual instruction/reteaches.

Brenda Cowan
- Implement a tiered system of evidence-based intervention for targeted student subgroups in reading.

- Integrate explicit instruction and concrete-representational-abstract (CRA) methods into core math lessons, with a focus on foundational skills.

Cardinal Valley
- Focus on utilizing Professional Learning Communities (PLCs) time specifically for reviewing, analyzing, and applying data results.
- Offer professional learning opportunities that emphasize effectively interpreting data to inform teaching practices.

Cassidy
- Professional Learning with Reading and Math High Quality Instructional Resource (HQIR)
- Professional Learning Communities (PLCs)

Clays Mill
- Professional Learning Communities (PLCs) using the Plan, Do, Study, Act (PDSA) model
- Professional Learning with Reading and Math High Quality Instructional Resources (HQIRs)

Coventry Oak
- Continue to monitor and adjust lessons and units to ensure high-quality and rigorous instruction is occurring at Tier 1, 2, and 3.
- Continue to monitor instruction and provide coaching and feedback to ensure that instructional delivery is rigorous and engaging.

Deep Springs
- Complete the PLC self-assessment to determine priority areas for improvement, which include processes to support standards-based instruction (focus on learning) within the Plan, Do, Study, Act (PDSA) model.

Dixie

- Develop, implement, and monitor strong, effective Professional Learning Communities (PLCs) utilizing the district PLC framework and protocol. Capacity will be built with grade-level team leaders for facilitating effective Professional Learning Communities (PLCs) meetings and data analysis.
- 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.

Garden Springs
- Teachers will meet the expectations outlined in our Garden Springs Elementary Instructional Expectations.
- Teachers will meet the expectations included in our school's Kagan Structures and Kagan Grade Level "Must Dos." Each grade level and department team will present on Kagan Engagement Strategies at Faculty Meetings.

Garrett Morgan
- Clarity for Learning process of determining concepts and skills, learning progress, learning intentions, and success criteria.
- Increased use of authentic texts in reading and use of concrete representational and abstract experiences in mathematics in the High Quality Instructional Resources (HQIR)

Glendover
- Schoolwide writing strategies
- Professional Learning on student engagement strategies

Harrison
- Implementation of FCPS Unit frameworks using the district-provided High Quality Instructional Resources (HQIR); Benchmark Reading, i-Ready Math

- Arts integration: Integrate visual art, theater, dance, music, and digital media into the Kentucky Academic Standards for reading, math, science, social studies, and writing.

James Lane Allen
- Teachers collaborate to design lessons using Backward Design and develop formative assessments aligned to standards. Teams will share their work, provide feedback, and refine their plans.
- Provide ongoing professional learning opportunities for all teachers to engage in the co-teaching model. Engage with the implementation checklist

Julius Marks
- Continue the Professional Learning Communities (PLC) process for assessing instruction of state standards and their congruence with curriculum resources.
- Continue PLCs with backward planning, data talks, and refine the systematic phonics program for primary students.

Lansdowne
- Establish a practice to ensure that students have an opportunity to "unpack" standards
- Establish a practice that ensures planning and implementation of active student engagement strategies and strategically select high/yield instructional strategies for lessons

Liberty
- Increase time on Grade Level Text for all student Increase fidelity of High Quality Instructional Resources (HQIR) strategic practice on higher-level thinking skills for multiple reads on texts
- High Quality Instructional Resources (HQIR) use with fidelity and the use of math academic vocabulary within practice

Mary Todd

- Flexible grouping with differentiated instruction and supports
- Multi-Tiered System of Support (MTSS) Process

Maxwell
- 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.
- Staff will use the training from 7 Steps to a Language Rich Classroom to accelerate students' language and content acquisition. In addition to the engagement strategies from Kagan

Meadowthorpe
- Continue Professional Learning around Professional Learning Communities (PLCs)
- Identify high-yield strategies

Millcreek
- Establish a practice to ensure students understand expectations (learning targets, goal setting, and purpose) and know the criteria for success.
- Establish a practice to employ the most appropriate and effective high-yield strategies to teach foundational skills to support reading for understanding. Teachers will design unit plans and lessons that incorporate a Concrete, Representational, & Abstract model.

Northern
- Develop, implement, and monitor strong, effective Professional Learning Communities (PLCs) utilizing the district PLC framework and protocol. Capacity will be built with grade-level team leaders for facilitating effective Professional Learning Communities (PLCs) meetings and data analysis.
- 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, utilizing technology and district resources whenever possible.

Picadome
- Increase the fidelity of High Quality Instructional Resource (HQIR) and access to grade-level text for all students
- Increase the fidelity of High Quality Instructional Resource (HQIR) and the use of math academic vocabulary within practice

Rosa Parks
- Align core reading instruction school-wide to the rigorous demands of the Kentucky Academic Standards (KAS) reading standards, with a focus on complex text and evidence-based analysis.
- Develop and use high-quality formative and common assessments that mirror the rigor and problem-solving demands of Kentucky Academic Standards (KAS) Math.

Russell Cave
- Provide ongoing Professional Learning opportunities for all teachers, PreK-5, to engage in best practices when utilizing the High Quality Instructional Resource (HQIR) resources.
- A coaching and feedback system to provide immediate feedback for teachers
- Provide professional learning opportunities for high-yield instructional strategies

Sandersville
- Shift in instructional priority to Writing across domains with different types of writing (Writing to learn, Writing to demonstrate learning, Writing to publish)
- Shift in instructional math priority to implementing evidenced based problem solving practices aligned to Kentucky Academic Standards (KAS) from concrete to abstract instructional process.

Southern
- Maintaining a comprehensive assessment system (formative, diagnostic, interim/benchmark, summative) to support educational decision-making.
- Consistently communicating and implementing a sustainable system for reviewing, analyzing, and applying data through the Professional Learning Communities (PLC) process to determine priorities for student growth

Squires
- Continue to implement a Professional Learning Communities (PLCs) schedule and master
- that will be inclusive of Special Education, Gifted and Talented, Intervention, and English Language Teachers.
- Use a balanced assessment system to analyze individual student data, including MAP, KSA, iReady, and common formative

Stonewall
- Use of Professional Learning Communities (PLCs) to process, analyze, and implement Unit Frameworks, develop learning intentions, success criteria, and formative assessment aligned to standards
- Continue Professional Learning around evidence-based practices and high-yield strategies

Tates Creek
- Assure the current curriculum is valid (e.g., aligned to state/essential standards, components that support the instruction
- Create a system to re-adjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)

Veterans Park
- Professional learning on reading and math practices connected to the High Quality Instructional Resource (HQIR)
- Utilize a formative assessment tool to monitor student learning by grade level and by standard to determine next steps and

Wellington
- Utilize the Professional Learning Communities (PLCs) Process and Plan, Do, Study, Act (PDSA) model effectively to improve student learning and teacher clarity
- Teachers and support staff will engage in ongoing professional learning in the areas of district-provided High Quality Instructional Resource (HQIR), differentiation, and student engagement.

William Wells Brown
- Create a system for vertical common academic language, instruction, and practices.
- Create consistent processes for designing and delivering instruction that are teacher-led through Professional Learning Teams (PLTs): student self-reflection of mastery of standards, scaffolding and differentiation, and using student data to analyze the success of instructional programs.

Yates
- In Professional Learning Communities (PLCs), all staff consistently use complete documents, preserving the standard's intent.
- Will complete the Professional Learning Communities (PLC) self-assessment to determine priority areas for improvement, which include processes to support standards-based instruction (focus on learning) within the Plan, Do, Study, Act (PDSA) model.