

2020 VISION: CHANGING THE FACE OF EDUCATION IN FAYETTE COUNTY

PROGRESS REPORT 2005-2007

**Prepared for the Members of the Fayette County Board of Education
February 2008**

HISTORY OF 2020 VISION

In the Spring of 2005, the Fayette County Board of Education put a call out to our community to help “change the face of education in Fayette County.” On May 9, 2005, our community answered that call when more than 1,300 community members gathered together to begin an effort to ensure that every single student in the Fayette County Public Schools receives a world-class education. Through this demonstration of civic will, the *2020 Vision* project was born. That night, twenty-one workgroups formed and over the course of the next six months spent countless hours studying different topic areas as they developed specific recommendations to chart the course for a world-class school district.

With literally dozens of exceptional recommendations delivered to us in October 2005, the next challenge was for our district leaders to develop a strategic, coordinated and cohesive approach to ensure the desired educational outcomes. As our leadership began delving into the recommendations, several themes emerged:

- Focus on developing critical thinking, problem solving, analytical skills.
- Demand high quality teaching.
- Provide a safe and healthy learning environment.
- Provide targeted assistance and interventions.
- Develop community and business partnerships.
- Prepare our children for employment in a global economy.

It was recognized that some of the recommendations could be quickly implemented either at no cost or through a reallocation or restructuring of existing resources. It was clear, however, that to achieve the goals and expectations of our community, most needed to be enveloped in a long-range plan. Those recommendations were examined, not in isolation, but within the framework of numerous state and federal mandates including the No Child Left Behind Act. The first 2020 Vision implementation plan was developed and, to ensure its progress, was incorporated into the District’s 2006-2008 District Improvement Plan through which the Fayette County Board of Education received monthly progress reports. Through the collective wisdom of the Board, District leaders and school administrators, we have made productive changes over the course of two years and have reached unprecedented academic gains. But this is only the start. As we press forward toward the year 2020, we cannot rest on the laurels of our successes. The 2020 Vision Plan will remain at the forefront of all we do and we will accept no less than a world-class education for EVERY child.

The following report is a summary of 2020 Vision implementation activities since the adoption of the 2020 Vision Plan in 2006. The implementation activities identified are just a snapshot of the exceptional activities taking place in our district but these specific activities find their origin in the 2020 Vision recommendations.

**SUMMARY OF MONETARY RESOURCES ALLOCATED FOR IMPLEMENTATION OF THE 2020 VISION PLAN
2005-2007**

FCPS General Funds Specified For 2020 Vision Activities			
2005-2006		2006-2007	
Competitive Awards (RFP)	\$ 2,400,000	Competitive Awards (RFP)	\$ 1,800,000
Instructional Software	375,000	Musical Instruments Purchase/Repairs	750,000
2020 Vision	1,000,000	Technology Equipment (RFP)	1,000,000
		2020 Vision	2,000,000
TOTAL 2005-2006	\$ 3,775,000	TOTAL 2006-2007	\$ 5,550,000

Grant Funds With <u>Portions</u> Directed Toward Meeting 2020 Vision Goals			
2005-2006		2006-2007	
		Reading Recovery	\$ 30,000
Reading First	\$ 1,924,559	Reading First	2,140,817
Read to Achieve	490,000	Read to Achieve	1,240,000
KETS	339,152	KETS	489,506
Elementary Arts and Humanities	48,400	Elementary Arts and Humanities	48,400
GEAR UP	150,000	GEAR UP	194,524
Math and Science Partnership	250,000	Adolescent Literacy Coach	40,000
School to Career	4,000	School to Career	5,250
Service Learning	2,575	Service Learning	3,400
Title II	1,361,221	LFUCG Anti-Bullying	14,000
Fayette Education Foundation	100,000	Safe Schools	324,717
		Foreign Language Assistance Program	300,000
		Math Achievement	140,000
		Pre-Engineering	62,500
		Private Donation - Musical Instruments	2,850
		Fayette Education Foundation	140,000
TOTAL 2005-2006	\$ 4,669,907	TOTAL 2006-2007	\$ 5,175,964

WORK GROUP: ARTS

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- Arts education builds a school climate of high expectation, discipline, and academic rigor, strengthens student problem-solving and critical thinking skills and provides another opportunity for family, community, and business involvement with schools, including arts and humanities organizations.
- Research has linked experiences in the arts with higher achievement in reading, math and science, more regular attendance, lower dropout rates, decreased delinquent behavior, increased involvement in community service and the development of leadership skills.
- Arts education makes a tremendous impact on the developmental growth of every child and has proven to help level the learning field across socio-economic boundaries.
- Quality classroom experiences in the arts have been shown to narrow the academic achievement gap between low-income children and their more affluent peers.

SUMMARY OF WORK GROUP RECOMMENDATIONS:

- Arts education for every student
- Arts coordinator at each school
- District Arts Content Leader Position
- District Arts Council
- Incorporate arts across curriculum
- District Arts Calendar
- Greater access to arts performances
- Artist in Residence Program
- Arts education training for all teachers

IMPLEMENTATION ACTIVITIES 2006-2007:

- Created Arts Content Leader supplemental positions at the elementary, middle and high school levels. Content leaders provide on-going support for art staff – as a group and for individuals.
- Created online district arts calendar that is updated daily and is also presented on Channel 13.
- Established a Visiting Artist Grant Program to bring professional, practicing artists to our schools. The program provides up to \$1000 per school for visiting artist programs that have an instructional component tied to core content, have student involvement and deliver high quality arts and arts learning to students. For the 2006-07 school year, twenty-three visiting artist programs were funded and for the 2007-08 school year, fifty-five programs were funded.
- Facilitate monthly art staff meetings for elementary schools at which core content-focused professional development is provided and teachers collaborate on and share lesson plans.
- Distribute monthly arts newsletter for elementary arts teachers.
- Facilitating development of assessment items, communication strategies and other content documents.
- Students' artwork from District calendar displayed at local art gallery.

WORK GROUP: COMMUNITY PARTNERSHIPS AND MENTORING

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- Healthy and consistent relationships between schools and community partners can contribute to greater student achievement, better understanding between educators and the public and increased support for schools and students.
- The identification of a strong, consistent and diverse network of community partners is critical to the success of all our kids.
- Committed and consistent mentoring is one way to provide students with more individualized attention, encouragement and support.
- Every child should have at least one positive adult role model who demonstrates on-going care and concern, advocates on their behalf and ensures that they are not left to face challenges or celebrate successes alone.

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- Create Community Partnership Leadership Team
- Coordinator position
- Maintain and support “high performance partnerships”
- Student mentoring program

IMPLEMENTATION ACTIVITIES 2006-2007:

- Hired a Family/Community Liaison whose responsibilities include those recommended for a Community Partnership coordinator.
- Adopted the work group’s definition of high performance partnerships and developed and maintain a database of school/community partnerships.
- Forming the Community Partnership Leadership Team.
- Partnered with the Fayette Education Foundation to direct funds toward meeting 2020 Vision goals. To date, the Fayette Education Foundation has awarded nearly \$250,000 to schools across the district. These funds were provided as *rewards* to eight schools in recognition of raising achievement while also closing achievement gaps and as *grant awards* to thirteen schools for programs that were aligned with 2020 Vision.
- Mentoring Programs in our schools vary but all of them provide additional support for targeted high-need students to improve student achievement. Family Resource and Youth Service Coordinators along with some of the counselors and social workers coordinate mentoring initiatives in their schools
- Sponsored by the Fayette Education Foundation, local community leaders participated in school visits across the district. Likewise, through initiatives such as Leadership Lexington, FCPS staff members have been connected to local community and business organizations.
- In collaboration with Commerce Lexington, the Business Education Network was developed and Commerce Lexington has hired a coordinator for the program. Acting as a clearinghouse for mentoring opportunities with our schools, the Business Education Network will operate an online tool that will match those who want to volunteer personal time to serve as mentors to students needing adult support and encouragement in the pursuit of academic and personal goals with the participating schools’ needs and requests.
- Partnered with community leaders to establish the Japanese School at E. J. Hayes Middle School.

WORK GROUP: CONNECTING TO THE WORLD

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- In the 21st century, globalization – the increasingly intense interaction of individuals, nations, companies, organizations – is a fact of life. Some say we live in a global village. Thomas Friedman writes that we live in a "flat world" and asserts that our kids are going to have to compete and collaborate on that flat playing field (flattened largely because of technology) with new players all over the world in innovation and discovery.
- During the 1990s Kentucky had the fourth highest rate of export growth among all 50 states. On a per-capita basis, Kentucky is a top-ten state in terms of exports and the only state in the top ten without a major port of entry or border with Canada or Mexico. Canada is our largest foreign market, then Japan, the United Kingdom, France, and Mexico.

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- Create Office of International Education
- International travel scholarship program
- Curriculum development training to incorporate global perspective
- Virtual learning experiences
- Encourage voter registration and passport applications for high school seniors

IMPLEMENTATION ACTIVITIES 2006-2007:

- Teacher summer world travel scholarship program established which provided 3 teachers with \$2,000 academic-enhancing travel scholarships.
- Hired an International / Social Studies Content Leader who coordinates professional development for teachers, assists with curriculum development and establishes community partnerships that enhance global learning opportunities.
- Collaborated with UK Asia Center on International/Social Studies content support and curriculum.
- Collaborated with UK Office of International Affairs on professional development, support, and resources for classrooms.
- Partnered with the Lexington History Museum on the 2nd Annual Lexington History Fair.
- Collaborated with the Lincoln Bicentennial Committee and the Lexington Public Library.
- Purchased mobile technology setups that have been used for national and international 2-way videoconferencing in the classroom. Examples: Tates Creek High School to France for French Class and Squires Elementary to Pennsylvania for a community service project.

WORK GROUP: CRITICAL THINKING SKILLS, CHESS AND STRATEGIC GAMES

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- Research has linked learning to play chess with better student achievement, stronger math performance, higher standardized test scores and higher self-esteem.
- Educators around the world acknowledge that chess is a powerful tool for developing higher order thinking skills, creativity, numerical and verbal aptitudes, and memory. In many other countries, chess is a required part of the curriculum.
- The problem solving-skills developed by playing chess or other strategic games translates to success in math and science.
- Playing chess improves a child's visual memory, attention span, spatial reasoning skills, capacity to predict and anticipate consequences, critical thinking skills, intellectual, social and emotional maturity, ability to use criteria to drive decision making and evaluate alternatives.
- Students must develop critical thinking skills to do well on state assessments and in life.

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- Incorporate chess and other strategic games into lesson plans at all grade levels
- Critical thinking skills program coordinator
- Training for teachers in chess and strategic games
- Chess clubs and tournaments

IMPLEMENTATION ACTIVITIES 2006-2007:

- Piloted a "cup stacking" program in three schools. Cup stacking uses physical and mental capacities, exercising both body and brain. Participating in the cup stacking "sport" enhances basic motor skills, hand-eye coordination/accuracy and trains in focus/concentration/reaction.
- Funds were allocated for Chess materials and activities.
- Formed additional chess clubs across the district.
- Lexington Traditional Middle School hosted the Scholastic Chess Tournament for K-12 chess teams.

WORK GROUP: EARLY CHILDHOOD EXPERIENCES

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- Children who have high quality early childhood experiences have higher graduation rates and are less likely to repeat a grade or be assigned to special education classes.
- The experiences children have before they enter the formal school setting lay the foundation for healthy cognitive, physical and social development. Ensuring that children have a healthy start in life paves the way for school readiness, self-esteem and important social skills.
- Too many children enter kindergarten lacking school-readiness and pre-literacy skills.
- An environment rich in literacy, conversation, brain stimulation and strong emotional attachments is critical to building a child's cognitive development and capacity for success.
- Given that early experiences have a profound and long-lasting effect on children's ability to learn, on their health and their social and emotional well-being, our community's investment in the future must support children from the start.

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- Expand from K-12 system to a Pre-K-12 system
- Expand Early Childhood Department
- Create Community Steering Committee
- Community partnerships to encourage high standards in public and private early care settings
- Provide age appropriate playgrounds and outdoor spaces for pre-K students

IMPLEMENTATION ACTIVITIES 2006-2007:

- Expanded the FCPS Early Childhood Office into the Early Childhood Department which provides centralized administration for all early childhood services and activities.
- Early childhood classrooms were added at three elementary schools.
- Developed early childhood clusters that improves our ability to serve all children in every area of Lexington.
- Established the Early Childhood Steering Committee.
- The Early Childhood Steering Committee, in collaboration with the Child Care Council, initiated the Annual Early Childhood Summit. The 3rd Annual Early Childhood Summit will be held in the fall of 2008. The Summit provides professional development courses in Kentucky early childhood standards, transition, culturally responsive teaching, literacy and infant/toddler workshops. The Summit is open to every licensed child care facility in Lexington, Early Childhood agencies and advocates in the community and FCPS staff.
- Implemented a continuous assessment system that includes screening, diagnostic and classroom/instruction. Screenings are conducted within 30 days of the child's enrollment.
- Developed a kindergarten screening process that will be implemented with the 2008-09 school year.
- An Arts and Humanities Teacher was hired who works with a cluster of 5 schools, for a total of 9 classrooms. Bi-weekly lesson plans were forwarded to all elementary schools teachers to aid in lesson planning.
- Enhanced learning opportunities for preschool children through special programs and initiative including the "instrument petting zoo".

WORK GROUP: FAMILY INVOLVEMENT

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- Families are not only their children's first teachers, they are essential school clients and partners for educators.
- Teachers, administrators and students all benefit from family involvement.
- Families have insights about their children that can be of substantial value to teachers as they design learning experiences.
- All families want the best education possible for their children.
- Family involvement can positively impact a student's attitude, attendance and achievement.
- To reap its benefits, schools must actively encourage and promote family involvement, by developing a welcoming atmosphere, training staff on family involvement strategies, being sensitive to diversity, keeping lines of communication open between home and school, involving families in school governance and accommodating parent work schedules.

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- PR campaign for family and community involvement in schools
- Family Involvement Liaison position
- Enhance communication between schools and families
- Parent education on involvement strategies
- Increase school and family interaction opportunities targeting hard-to-reach families
- Culturally responsive training for staff and teachers
- Create family-friendly school environments

IMPLEMENTATION ACTIVITIES 2006-2007:

- Hired a Family/Community Liaison.
- Advertised the Parent Involvement Tool Kit that is available online and at each school.
- Parent Involvement Web page developed with release scheduled for 2007-08 school year.
- Established the Super Council (for SBDM councils) which meets monthly.
- Promoted the school registration process at community locations including local churches and community and resource centers.
- Provided interpreters and translators during school enrollment.
- Enhanced communication to families about CATS testing and results.
- Changed design/content of district calendar to a family involvement focus.
- Increased number of Academic Challenge teams to 218.
- Conducted culturally responsive training for faculty, staff, SBDM council members, PTA members and community groups.
- Culturally responsive family involvement training provided at new teacher orientation sessions.
- DVD has been produced in Spanish to help with the registration process for Latino Families.
- Liaison working with community partners; United Way – Success by Six, OCOV, Knight Foundation, Community Action and others to communicate with families about what children need to be ready for school. This information will be included in a public relations campaign.
[http://www.fcps.net/board/Community Partnerships and Mentoring-All.pdf](http://www.fcps.net/board/Community_Partnerships_and_Mentoring-All.pdf) .
- Each school has identified a family involvement component lead at their schools.
- Liaison has shared resources for best practices and rubric for family involvement developed by CPAC with schools for self assessment and as a guide to write their family involvement component.

WORK GROUP: FINANCIAL LITERACY

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- Financial literacy is lacking in most young adults today. Many projects, organizations and coalitions have formed to address financial literacy and how it affects our kids.
- The average student who graduates from high school lacks basic skills in the management of personal financial affairs. Many are unable to balance a checkbook and most simply have no insight into the basic survival principles involved with earning, spending, saving and investing.
- Many young people fail in the management of their first consumer credit experience, establish bad financial management habits, and stumble through their lives learning by trial and error. "Every day, consumers spend money – or do something that involves money – whether it is balancing a checking account; shopping for a mortgage or auto loan; researching ways to pay for a college education; checking credit card statements; putting money away for retirement; understanding a credit report; or simply deciding whether to pay cash or charge a purchase...the list goes on and on."

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- Encourage SBDM councils to adopt national curriculum standards for personal finance
- Incorporate financial literacy activities across subject areas
- Teacher training in financial literacy
- External advisory committee and district steering committee

IMPLEMENTATION ACTIVITIES 2006-2007:

- Selected the Junior Achievement BizKids financial literacy curriculum as the standard.
- Piloting BizKids with all 7th grade students beginning with the 2008 school year.
- Fayette County Bar Association's CARE (Credit Abuse Resistance Education) financial literacy program is being taught by local attorneys and judges at all high schools.

WORK GROUP: HIGH SCHOOL REFORM

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- Too many students who go on to postsecondary institutions need remedial classes.
- The academic gains being made at many of our elementary schools have not translated into higher test scores in our middle and high schools.
- Surveys reveal that many of our middle and high school youngsters feel disengaged.
- The high school curriculum must be both relevant and rigorous if we are to prepare students for high-skilled jobs.
- Student success hinges on better alignment between our middle schools, high schools and postsecondary institutions.
- One in five students who enter the ninth grade in Fayette County don't graduate four years later.

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- Offer more opportunities to take college courses while still in high school.
- Develop partnerships with businesses and community organizations.
- Ensure curriculum is relevant to college and workplace requirements.
- Require a community service learning project prior to graduation.
- Ensure curriculum from elementary to high school is aligned and includes a focus on higher order critical thinking skills.
- Create smaller learning environments.
- Develop uniform, district-wide end-of-course exams.
- Implement policies and practices that support a positive school climate and raise behavior expectations.
- Make changes in the structure of high schools to better prepare students for the global economy.

IMPLEMENTATION ACTIVITIES 2006-2007:

- Each high school leadership team presented their school reform measures plan to the Board.
- Reorganized to provide an instructional support specialist.
- Participating in the STEM (Science, Technology, Engineering and Math) Task Force efforts to align K-12, higher education, and the business community needs.
- Grant funds allocated by the FCPS Board of Education were used to establish after-school clubs at two high schools which were focused on instructional assistance, careers orientation and social/behavioral enhancement.
- Collaborated with Commerce Lexington and Lexmark International to develop the "Lexmark Teacher Institute" that brings FCPS teachers together with higher education and business community representatives.
- Working with the University of Kentucky College of Agriculture to assist in shifting the FCPS Ag program toward an AgScience model.
- Continuing Freshman Academy programs at three high schools.
- Supported implementation of the Tates Creek High School International Baccalaureate Diploma Programme which opened with the 2007-08 school year. The goal of the program is to raise the academic bar for all students, raise the rigor and relevance for all students and reduce the achievement gap for all students. The programme's inaugural class was comprised of 121 freshman and 67 sophomores in the ACE Pre-Diploma Programme and 32 students in the full Diploma Programme. There are currently 40 faculty members who are directly involved with the ACE Pre-Diploma and IB Diploma Programme.

WORK GROUP: INNOVATIVE OPTIONS

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- It is important to consider innovative approaches while exploring ways to enhance our kids' learning and examining the barriers they face. The Innovative Options workgroup has as its main topic, "What would the ideal school look like to you?"

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- Establish a standing committee to further facilitate the 2020 Vision efforts and goals.
- Use the environment as a unifying theme for teaching.

IMPLEMENTATION ACTIVITIES 2006-2007:

- Providing routine status reports to the Board on 2020 Vision implementation activities.
- Hired a 2020 Vision program support manager.
- Hired a Staff Recruiter to attract diverse, highly-qualified teachers and staff.
- Enhanced environmental awareness efforts.
- Implemented the Waste Busters Recycling Program.
- Collaborating with the Bluegrass Partnership for a Green Community.

WORK GROUP: LITERACY

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- Early childhood language and literacy experiences are the foundation upon which reading, writing and oral language proficiency develop.
- Students who are not proficient readers by the end of third grade are more likely to have lower self-confidence, be retained in subsequent grade levels or drop out of school.
- No single program or method of instruction can successfully teach all children to read. Teachers must understand how children develop into mature readers in order to create a balanced reading curriculum that supports the development of reading proficiency.
- Advanced levels of thought, comprehension and effective written and oral communication are expectations set by state assessments, postsecondary educational institutions and the workplace.

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- Develop reading and writing mentoring program for public and private Pre-K teachers
- Support all-day kindergarten across district
- Literacy coach at all elementary schools
- Literacy intervention teacher at all elementary schools
- Enhance teacher training opportunities in literacy
- Reduce elementary class sizes
- Parent involvement program
- Daily literacy workshops for all middle school students
- Mandatory literacy workshops for high schools students scoring two years below grade level
- Summer reading program

IMPLEMENTATION ACTIVITIES 2006-2007:

- Literacy coaches/specialists on staff at each school who provide continuous classroom-based professional development.
- Continue to support all-day kindergarten.
- Established the 90-90-90 Teacher Panel.
- Grant funds allocated by the FCPS Board of Education were awarded to more than 25 schools for literacy-related enhancements which included hiring of additional intervention teachers and coaches and professional development.
- Offering monthly training sessions in writing to K/1, 2/3 and 4/5 teachers. The training is provided to a team of 2 teachers from the registered schools who then take the training back to their schools and train the teachers in their buildings.
- Provided professional development training to K-3 teachers on literacy practices including guided reading, question answer relationships, comprehension strategies, connecting core content to core reading programs and intervention strategies.
- All middle and high schools have developed and provide summer reading programs for students.

WORK GROUP: MENTAL HEALTH AND WELL-BEING

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- Mild, moderate, or severe psychosocial problems can result in low academic performance, increased absenteeism or truancy rates, higher drop out rates and lower graduation rates.
- In response to a dramatic increase in prevalence of psychosocial problems in children—including but not limited to mood disorders, anxiety disorders, disruptive disorders and abuse disorders—roughly 60 percent of Fayette County schools have contracted with community mental health providers for services.
- Ensuring that all youngsters have an equal opportunity to succeed at school requires both primary prevention and accessible intervention in order to promote emotional well-being, and to address barriers to development, learning and overall mental health.
- Providing for the mental health and well-being of children is a shared responsibility between families, the community and our schools.

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- Safe and caring environments at all schools
- Diversity education
- Smaller learning environments
- Coordinator for Learning Support Resource Teams in each school
- District coordinator
- Identify and provide supports for at-risk students
- Set expectations that all staff will promote positive relationships with students

IMPLEMENTATION ACTIVITIES 2006-2007:

- Created two levels of highly-structured classrooms at the elementary school level.
- Developed alternative satellite programs at the middle and high schools.
- Established a committee to study continuum of alternative placement services.
- Developed a stronger focus on mental health issues at the Family Resource and Youth Services Centers.

WORK GROUP: MIDDLE SCHOOL REFORM

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- Too many students who go on to postsecondary institutions need remedial classes.
- The academic gains being made at many of our elementary schools have not translated into higher test scores in our middle and high schools.
- Surveys reveal that many of our middle and high school youngsters feel disengaged.
- The high school curriculum must be both relevant and rigorous if we are to prepare students for high-skilled jobs.
- Student success hinges on better alignment between our middle schools, high schools and postsecondary institutions.
- One in five students who enter the ninth grade in Fayette County do not graduate four years later.

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- Smaller class sizes
- Testing and training coordinator at each middle school
- Develop additional methods of student and school assessment
- Develop small group setting activity clusters
- Teacher training in middle school concept
- Improve school climate through emphasis on relationships, character education and open communication
- Daily physical activity for each student

IMPLEMENTATION ACTIVITIES 2006-2007:

- Began “activity cluster” initiative in 2 middle schools, one that is considered to be low performing and one with low attendance rates.
- Transition teams were established at all middle schools focusing on the 5th – 6th transition and the 8th – 9th transition. The transition teams assist students and parents in becoming familiar with the middle school concept and developing a transition curriculum that is centered around students’ needs, concerns, and interests.
- Established Learning Environment Climate committees at each middle school.
- Funding provided for Building Assessment (testing) Coordinators.
- Weekly newsletters distributed by all middle schools.
- Anti-bullying initiatives implemented at all middle schools.
- Providing on-going, job-embedded professional development focusing on middle school best practices.
- Data-mining systems developed and maintained by each middle school.
- Using the Teaching as Leading concept to guide collaboration between middle and high schools for teacher/peer visits.
- Developed Individual Learning Plans (ILP) for all middle school students.
- Sharing EXPLORE data/student ILPs with high schools and will monitor student achievement.
- Collaborating with Family/Community Liaison to expand parent involvement activities

WORK GROUP: MIDDLE TO HIGH SCHOOL TRANSITION

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- Too many students who go on to postsecondary institutions need remedial classes.
- The academic gains being made at many of our elementary schools have not translated into higher test scores in our middle and high schools.
- Surveys reveal that many of our middle and high school youngsters feel disengaged.
- The middle and high school curriculums must be both relevant and rigorous if we are to prepare students for high-skilled jobs.
- Student success hinges on better alignment between our middle schools, high schools and postsecondary institutions.

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- Year round calendar
- Add additional day at beginning of year for incoming freshmen
- Vertical curriculum alignment (elementary, middle, high)
- End of course exams
- Opportunities for high school students to take college classes
- Explore alternate ways for awarding class credit
- Smaller class sizes
- Intervention and remedial instruction
- Training for intervention teachers
- Create Successful Transition Teams
- Incentives for master teachers to teach students who most need help
- Bonus structure for teachers who work with students who have fallen behind

IMPLEMENTATION ACTIVITIES 2006-2007:

- Reorganized to provide a K-12 Instructional Support Specialist.
- Began facilitation of curriculum and assessment articulation across grade levels focusing, in part, on the Bryan Station High School feeder pattern through a grant from the Fayette County Education Foundation.
- Implemented guidance sessions for 8th graders led by ninth grade counselors, teachers, and/or students to discuss high school curriculum, expectations, student responsibilities and to develop schedules in preparation for high school transition.
- Place an intentional focus on transition at freshmen orientations.
- Increased and improved vertical communication at all levels.

WORK GROUP: MUSIC

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- Music is an essential part of our culture, crossing racial, cultural, social, educational, and economic barriers.
- Research has linked early music experiences to the advanced development of spatial-temporal reasoning, and higher achievement in reading, mathematics and science.
- Music instruction enhances attitudes, social skills and creativity and helps to develop higher order thinking skills, including analysis, synthesis and evaluation.
- Music provides an outlet for creativity, self-expression and individual uniqueness, opening avenues of success for students who may have problems in other areas.
- Students who experience success in music develop more self-confidence and a willingness to take learning risks that translate into success in other curriculum areas.
- Music is another way of reaching kids, providing opportunities for self-expression and the development of both independence and collaboration.
- Making music engages, and is increasingly seen to strengthen, a vast array of brain power.
- Students who study music and the arts earn more academic honors and awards and score higher on the verbal and math portions of college entrance exams than students with no coursework or experience in the arts.

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- Music education for all students
- All students attend at least one musical performance annually
- District music coordination team
- Develop partnerships with community organizations
- Seek external funding for music education and resources
- Inventory of quality instruments for student use
- Musical performance by students at each Board meeting
- Music festivals
- Increase awareness of school performance events

IMPLEMENTATION ACTIVITIES 2006-2007:

- Created Music Content Leader supplemental duty positions at the elementary, middle and high school levels. The role of the music content leaders includes facilitating professional development sessions, facilitating development of curriculum and assessments and developing the schedule for band and orchestra directors who are shared at the elementary and middle school levels.
- Began opening each Board meeting with a performance by students.
- Developed and began an instrument replacement schedule and purchased new instruments.
- Offer monthly professional development opportunities and review sessions of core content in vocal music. There has been a special emphasis on collaborating across grade levels as well as vertical alignment of curriculum and ensuring that music activities are offered that involve all students.
- Sponsoring Elementary Vocal Music Festival at the Singletary Center for Performing Arts.
- Coordinated 5th grade String Day at the University of Kentucky.
- Managed a music donation program that provides instruments for students in need.
- Exploring strategies to recruit more orchestra teachers.

WORK GROUP: NUMERACY

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- Those who understand and excel in math and its applications will have significantly more confidence and increased opportunities in work and life.
- A challenging math curriculum builds problem-solving skills, reasoning and an understanding of connectivity. Students learn that there is more than one approach to complex problems.
- As new knowledge, tools and ways of doing and communicating mathematics continues to emerge and evolve, the ability to use and understand mathematics becomes increasingly important.
- All students can benefit from a rigorous, relevant and integrated math curriculum and high-quality, engaging math instruction.
- To meet the increasingly technical demands of today's workplace, we must ensure better articulation between elementary, middle, high school and post-secondary mathematics instruction. Math concepts must be linked to and built upon one another.
- Students can develop a deeper understanding of mathematics with the appropriate use of technology.
- Numeracy requires more than rote memorization of abstract formulas. Students must be able to apply their understanding of mathematics to everyday situations and problems.

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- Require math each of the four years of high school
- Decrease math class sizes to maximum of 25 students
- Increase class time for math to minimum of 60 minutes per day
- Math Specialist at each elementary school
- Training for administrators on evaluating math programs
- Cover cost of technology to support math instruction

IMPLEMENTATION ACTIVITIES 2006-2007:

- Developed and conducted professional development opportunities for school administrators and teachers with a focus on best practice math strategies and evaluating math programs and resources.
- As part of the curriculum vertical alignment for middle and high schools, assisted math teachers in development of a common Algebra I course framework for middle schools.
- Grant funds allocated by the FCPS Board of Education were awarded to more than 15 schools for numeracy-related enhancements which included hiring of additional math coaches and to more than 24 schools for math software.
- SuccessMaker math software being used at 34 schools.
- Complying with state law which requires math each of the four years of high school.

WORK GROUP: PHYSICAL HEALTH AND WELL-BEING

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- Healthy kids miss fewer days of school and have higher academic achievement.
- Coordinated school health education encourages healthy lifestyles, provides needed supports to at-risk students, and helps to reduce the prevalence of health problems that impair academic success.
- To successfully raise the achievement of all kids, schools must find ways to mitigate behaviors and lifestyles that act as roadblocks to learning.
- Obesity is a problem facing many of our students.
- Our children need more physical activity.
- Limited access to health care is a problem for some of our children.

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- Establish five School Health Councils to represent each high school and their respective feeder schools
- Improve the ratio of registered nurses to students
- Expand the school-based clinic model
- State-of-the-art school lunch and breakfast program
- Develop policy against using food as rewards for good behavior or academic performance
- High quality physical education programs at all schools
- 50 hours of health instruction for each student annually
- Daily physical exercise for all students

IMPLEMENTATION ACTIVITIES 2006-2007:

- Adopted District Student Wellness Policy and Plan.
- Implemented the School Health Advisory Council that will initially focus on the Coordinated School Health 8-Component Model.
- Created Practical Living Content Specialist supplemental duty position.
- Developed middle school health and wellness curriculum documents and learning checks.
- Working with University of Kentucky to implement research-based health and wellness curriculum at elementary schools.
- Provided professional development training for elementary school teachers.
- Continue to train cafeteria staff to prepare nutritious/appealing meals.
- School menus are planned in accordance with the recommended daily allowances (RDA) and must meet the meal pattern requirements as specified by USDA for entrees, fruits, vegetables, and milk.
- Food and beverage items that are sold extra on the cafeteria lines, in the vending machines or in the school stores meet the minimum nutrition standards required by Kentucky Board of Education. These standards are designed to limit access to items with little or no nutrient density. No sales from vending machines or school sales take place until 30 minutes after the last lunch period.
- The After-School Snack Program allows after-school care programs that offer regularly scheduled activities in an organized, structured environment to provide snacks to school-age children. Nutritious food and beverages are served to ensure children receive the nutrition they need to learn, plan and grow.
- Developed an equipment replacement cycle designed to reduce and/or eliminate fried foods by ensuring no food is fried on site.
- Participating in the USDA Healthier US School Challenge in which 19 elementary schools are eligible for Gold Certification and 14 eligible for Bronze Status.
- Increased on-campus nursing services provided by UK and the Fayette County Health Department.

WORK GROUP: SCHOOL SAFETY AND ALTERNATIVE PLACEMENTS

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- Research shows that in schools with a positive and welcoming climate, students are more likely to succeed academically and less likely to engage in high risk behaviors.
- The study of school safety helps us to understand and address its various dimensions and components, including the general atmosphere or spirit of the school, the traits students and school staff bring to the campus, the organizational and interpersonal processes that occur in and around the school, and the physical conditions in which education takes place.
- Helping our students achieve at the highest levels involves the use of effective student disciplinary procedures, which must include proactive prevention strategies for all students and staff, targeted interventions for some students, and intensive strategies for the 1 percent to 7 percent of the students who continue to have chronic problems with disruptive, destructive, or violent behaviors in school.
- Suspension, expulsion, retention, chronic failure, and alienation contribute to unacceptable dropout and incompleteness rates.
- A safe school is equipped to respond in emergency situations and provides for the both the physical and emotional safety of students and staff.
- A segment of our student population is not well-served by our existing academic offerings and school structures.

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- Identify and provide case management and alternative discipline strategies for at-risk students
- Comprehensive safe school climate plan for each school
- Develop instructional discipline plans for each school
- Training in classroom behavior management
- On-campus mental health services and clinical counseling
- Targeted prevention and intervention programs
- Student assistance teams at each school
- Alternative school settings for student with emotional or behavioral disabilities
- Alternatives to suspension
- Highly structured classrooms for at-risk students
- Expand technical and vocational offerings for middle school students

IMPLEMENTATION ACTIVITIES 2006-2007:

- Updated materials and programs (K-12) have been purchased in the areas of tobacco, alcohol, binge drinking, marijuana, club drugs, prescription drugs, methamphetamines etc. Spanish versions are available in some areas. New materials are also available addressing violence, threatening behavior, conflict resolution, bullies and harassment issues. Materials are made available for classroom instruction or small groups as needed.
- Teams in the 35 FCPS schools that participate in the Foundations process continue developing and maintaining school-wide discipline plans which contribute to a safe and orderly school climate. The Foundations process recommends an ongoing "improvement cycle" whereby schools are continually examining data and responding to those discipline issues which are specific to their school.
- Training is offered on-site and is prescriptive based on individual school needs. Monitoring and support for sustainability is in place to continue and ensure safe learning environments.
- Elevated support is in place for schools deemed in need of targeted support for improved school climate.
- Safe Schools personnel have revised the threat assessment protocol and have provided an updated overview for school principals and directors. School psychologists have been trained and training is being provided for "threat assessment teams" at each school.
- Established a committee to study continuum of alternative placement services.

WORK GROUP: SCIENCE AND TECHNICAL EDUCATION

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- A gap exists between today's work force needs and the students graduating from our high schools.
- In order to prepare our students for life after high school, we must infuse the curriculum with real-world relevance, pathways to exploring career interests, and strong math and science offerings.
- Today's employers are looking for graduates with job-related skills, problem solving capacity, a willingness to learn new things, the ability to apply knowledge in context and workplace ethics.
- Research has shown that students who take vocational and technical education courses go on to earn more than those who don't, and are more likely to be employed, to join the military or to be enrolled in a postsecondary education program.
- We must change the public perception of technical education. All students, including those college-bound, can benefit from stronger ties between academic content and technical education experiences, internships or cooperative work programs.
- Scientific investigations, hands-on

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- Integrate all science disciplines and technical education into "applied science"
- Building block approach to integrated sciences curriculum
- Training for teachers in integrated sciences
- Smaller class sizes
- Learning environments that develop problem solving and analytical thinking skills

IMPLEMENTATION ACTIVITIES 2006-2007:

- Facilitated development of common course frameworks and assessments for high school science courses.
- Participating in the University of Kentucky's STEM Initiative, to focus greater attention in the quality of science and math curriculum and instruction, and that work is integrating technical education into commonly taught science courses.
- In collaboration with Lexmark International and Commerce Lexington, aligned and enhanced K-12 science and math technical courses. Provided professional development training in math/science technical education.
- Facilitated monthly science content academy professional development for elementary and middle school science teachers which were focused on content enrichment through hands on inquiry and implementation, content integration as correlated to the revised Kentucky Program of Studies and Core Content for Assessment, and technology integration.
- Continuing programs such as Math, Science and Technology Center; Pre-engineering; and International Baccalaureate at the high school level which aide in providing real world relevance and pathways to exploring career interests.
- Common end of semester assessments were developed for core high school science courses through a collaborative effort of all high schools for each core science area in an effort to ensure high levels of teaching at all schools throughout the District.
- Partnering with LFUCG, the Prichard Committee and UK on a community-wide STEM committee.
- Added STEM component to Academic Challenge.
- Implemented a technology schools marketing grant.

WORK GROUP: STUDENT LEADERSHIP AND SERVICE LEARNING

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- Research shows that well-designed service-learning programs boost student achievement, test scores, engagement, higher order thinking skills and personal and social skills.
- Service learning helps students translate what they're learning in school to real life.
- Students involved in leadership development activities and service-learning projects develop stronger ties to the community and a sense of civic responsibility.
- Tomorrow's leaders are today's students.

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- Offer service opportunities at all grade levels
- Seminar in civic education for all seniors
- Mandatory school- or community-based service internship for seniors
- Teacher and staff training in service learning strategies

IMPLEMENTATION ACTIVITIES 2006-2007:

- Created District Service Learning Content Leader supplemental position to identify and develop service learning opportunities for FCPS students.
- Lafayette & Henry Clay High Schools: "Community Service for 9th Grade". 9th grade Citizenship students are required to complete Community Service projects. They can create independent projects or can seek assistance from a staff member in the creation of a project.
- Bryan Station & Henry Clay High Schools: "Saturday Assistance at Crawford". High school students are recommended by core teachers in areas of Language Arts & Reading/Writing, Math, Social Studies & Science to assist at Saturday tutoring sessions at Crawford Middle School where they work one-on-one with students to help develop math skills, portfolio pieces, assist with credit recovery and skills enhancement activities.
- Henry Clay High School: "Breckinridge Buddies". Henry Clay Spanish III students visit Breckinridge Elementary twice weekly to work with ESL students. The HC students work closely with the ESL teachers to create lessons and activities that will enhance what is happening in the classroom. This program creates a win-win situation for students from both schools. Students from Breckinridge receive much needed mentoring & tutoring from Henry Clay students and the Henry Clay students gain the opportunity to utilize language skills, develop leadership skills and gain the confidence that comes from serving as a mentor and being a vital part of a community.
- Bryan Station High School: "Key Club Projects". Gods Pantry - collecting food for local food bank. Ronald McDonald House - Preparing food for families; collecting pop tops for donation; raking leaves and helping with upkeep. HOPE Center - collecting toiletries for homeless men and women; serving meals. Book Collecting for The Nest, Spouse Abuse Centers and various elementary schools. Band-Aids for Boo-Boo's- collecting Band-Aids for Healthy Kids Centers in the elementary schools. Project Linus - make fleece blankets for children in the hospital. Holiday parties for children at local hospitals. Polar Bear Plunge fundraiser for Special Olympics
- ALL FAYETTE COUNTY HIGH SCHOOLS: "Project Graduation". Several high school seniors are working with an assigned teacher mentor to create a new Project Graduation event for Fayette County students and committees have been established at each high school. While this is a Henry Clay driven project, this alcohol & drug free celebration is a program benefitting ALL graduating seniors in Fayette County. The original Project Graduation was discontinued due a lack of funding, but fundraising efforts have been successful. This district wide project has raised over \$6500 dollars from local businesses, \$2000 in donated items from Party City, has 11 Executive Board members and 23 General members.
- Henry Clay High School: "UK College of Social Work & 9th Grade Voice". Students at the UK College of Social Work work with students to develop Service Learning Projects in a variety of areas. They meet twice a month with students and serve as facilitators and mentors on the projects.

WORK GROUP: TECHNOLOGY

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- Not all students have computers at home. It is up to schools to use their resources to close the digital divide.
- State and national guidance call for greater use of technology for instruction and assessment.
- An increasing body of research shows that technology positively effects student achievement.
- Technology has tremendous potential to motivate students by giving them hands-on, authentic learning experiences.
- To become fully literate in today's world, students must become proficient in information and communication technology, including its safe and responsible use.
- Maximized educational technology can provide expanded opportunities for student-centered learning, flexible pacing, critical thinking in real-world contexts, and regular communication between home and school.
- State and federal funding for technology has dropped in recent years, and Kentucky has fallen from first or second in the nation on most measures of technology to forty-eighth.

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- Software selection process to ensure relevance, quality and compatibility
- Hardware and software should be current in all schools
- Portable computer or other communication device for all students
- Continue/enhance Student Technology Leadership Program
- Appropriate training for students, parents and staff on computer programs
- Wireless capabilities to allow student and parent access to computer programs regardless of physical location
- Adopt national standards for technology
- Data warehousing to assist in strategic decision-making
- Seek external funding for technology needs
- Develop virtual classrooms

IMPLEMENTATION ACTIVITIES 2006-2007:

- Tied KETS and district technology funds to multiple 2020 initiatives via technology RFP process.
- Kentucky's Technology Program of Studies has been adopted and the district's Curriculum Framework has been adapted to reflect the new program of studies.
- Technology Resource Teachers developed grade level checklists for every grade and school technology coordinators from every school received training. The checklists are based on expectations of Kentucky's Program of Studies.
- Expand the current District Technology Assessment to include measures of district support mechanisms and tools, basic infrastructure and hardware concerns, as well as classroom practices.
- A District computer inventory system is in place and is providing data used for allocation of workstation units to schools. The goal is for all computers to be less than 5 years old and have 1:1 ratio for staff whose job requires PC usage and the KETS standard of 6:1 student to computer ratio.
- Installed Gigabit Fiber services and all schools are online and using the new network. The new network has made it possible to begin such projects such as server consolidation, centralized file storage and remote disaster recovery site. The new capacity has had a positive impact on student and staff satisfaction with Internet Access and has made possible activities like interactive video to remote sites.

- Made SharePoint available district-wide. There are nearly 9,000 registered users and over 500 gigabytes of stored documents and other digital content in 900 SharePoint websites. Teachers use SharePoint for course management and sharing files with students and peers. Staff have access to district wide information such as the curriculum framework, projects, and committees. Individual schools have SharePoint sites that are used for in-school communication, calendars, curriculum development, grade level and content area communications.
- Two mobile setups have been purchased. They have been used for holding some district-wide meetings virtually via one-way webcast. They have also been used for 2-way videoconferencing in the classroom. Examples: Tates Creek High School to France for French Class and Squires Elementary to Pennsylvania for a community service project. Following is a list of distance-learning events for the 2007-2008 school year. There have also been 5 webcasts within the district and 3 sessions using Skype.

Title	Begin	End	Description
CVCN/Somerset	8/9/2007 9:00	8/10/2007 12:00	Commonwealth VideoConferencing Network annual summer meeting
Woodford Co. Moodle	8/16/2007 8:00	8/16/2007 10:00	Presentation on Moodle installation
New STC Orientation Webcast	8/16/2007 16:00	8/16/2007 17:00	Districtwide meeting for school technology coordinators
World Languages Teachers Meeting	8/30/2007 16:30	8/30/2007 18:00	Henry Clay and Lafayette world language teachers
CVCN Monthly Meeting	9/6/2007 10:00	9/6/2007 11:00	
Eric the Red	9/17/2007 10:00	9/17/2007 13:00	Presentation of Squires for ACE Elementary
STC Webcast	9/27/2007 15:00	9/27/2007 18:00	Districtwide STC meeting
CVCN Meeting	10/4/2007 10:00	10/4/2007 11:00	
Author Webcast - Scott Westerfeld/HCHS	10/15/2007 8:40	10/15/2007 9:30	Webcast and Chat using Moodle
Author Webcast - Scott Westerfeld /PLDHS	10/15/2007 14:00	10/15/2007 15:00	Webcast and Chat using Moodle
Flat Stanley videoconference test	10/23/2007 10:30	10/23/2007 12:00	Preparation for Dec. 13
MIC Cohort Connection	10/29/2007 11:30	10/29/2007 14:00	Masters with Initial Certification for TCHS and BSHS
I2 Focus Group Meeting	10/29/2007 13:00	10/29/2007 16:00	Internet 2 meeting
Pumpkins!	10/30/2007 9:00	10/30/2007 11:00	Videoconference culminating event for Pumpkins project, ACE, Stonewall, and Texas

KEN Celebration/Annex Computer Lab	10/30/2007 10:00	10/30/2007 11:30	KDE statewide event to demonstrate high speed network
CVCN	11/1/2007 10:00	11/1/2007 11:00	
MAGPI Test	11/2/2007 0:00	11/2/2007 16:00	Test for STAND UP, SPEAK OUT, LEND A HAND!
US Regions Project Test	11/13/2007 10:00	11/13/2007 15:00	Test for 11/30/07
Ace/Squires - First person presentation of Gov. Hutchinson	11/14/2007 10:00	11/14/2007 12:00	
BSHS - Stand Up, Speak Out, Lend a Hand	11/15/2007 10:00	11/15/2007 14:00	
US Regions Project Event	11/30/2007 13:00	11/30/2007 14:15	Regional info from KY, TX, PA, MI, CA, and Alaska
Videoconference with Ky History museum at Squires	12/6/2007 9:00	12/6/2007 12:00	
TCHS - NCC Exchange Religious Expressions in School	12/6/2007 13:00	12/6/2007 15:00	Videoconference event with National Constitution Center's The Exchange (Philadelphia)
Flat Stanley Test (Dayna Lykins, ACE)	12/13/2007 12:30	12/13/2007 13:00	
Ashland/Smithsonian (test)	12/14/2007 12:30	12/14/2007 13:00	
Flat Stanley Writing Project/ACE Elementary	12/14/2007 13:00	12/14/2007 14:00	
Smithsonian Art Institute -Ashland Elementary	1/10/2008 11:15	1/10/2008 14:00	Smithsonian Art Institute in Washington, DC
Test - SpaceBots Videoconference/NASA (PLD, Jennifer Humble)	1/16/2008 13:30	1/16/2008 14:00	
NASA SpaceBots with Jennifer Humble/PLD	2/12/2008 9:30	2/12/2008 10:20	
BIG BLUE Inflatable Wing Project - PLD (Jennifer Humble)	2/27/2008 10:30	2/27/2008 12:00	Interactive collaborative research project with UK, NASA
BSHS - Stand Up, Speak Out, Lend a Hand	3/4/2008 10:00	3/4/2008 15:00	

WORK GROUP: WORLD LANGUAGES

FOUNDATIONAL MESSAGE AND CHARGE TO THE WORK GROUP:

- Individuals and society as a whole accrue educational, cognitive, socio-cultural, and economic benefits when intensive study of a second and even a third language is included in the educational program.
- Students who acquire advanced levels of proficiency in other languages experience cognitive and linguistic advantages in school and are able to take professional roles that cross linguistic boundaries.
- Children who are exposed to foreign languages at a young age develop stronger problem solving skills, perform better in their native language and are more open to other cultures.
- Children who learn more than one language from a young age are more likely to retain fluency later in life.

SUMMARY OF WORKGROUP RECOMMENDATIONS:

- One hour of foreign language instruction daily at all grade levels including Kindergarten
- Expansion of immersion programs
- Ensure foreign language teachers are highly qualified and effective
- Expand the diversity of world language course offerings to include French, German, Latin, Spanish, Japanese and Arabic
- Opportunity for all high school students to pursue and international baccalaureate diploma
- Graduation requirement of proficiency in at least one language in addition to English

IMPLEMENTATION ACTIVITIES 2006-2007:

- World Language Content Specialist position increased from half-time to full-time and serves on the advisory board of the UK Asia Center.
- Supported implementation of the Tates Creek High School International Baccalaureate Diploma Programme which opened with the 2007-08 school year. The goal of the program is to raise the academic bar for all students, raise the rigor and relevance for all students and reduce the achievement gap for all students. The programme's inaugural class was comprised of 121 freshman and 67 sophomores in the ACE Pre-Diploma Programme and 32 students in the full Diploma Programme. There are currently 40 faculty members who are directly involved with the ACE Pre-Diploma and IB Diploma Programme.
- Awarded a Foreign Language Assistance Program Grant (FLAP) to implement elementary and middle school Chinese and Japanese language programs in six schools.
- Hosts the Annual Regional World Languages Festival, now in its 2nd year. The Festival not only highlights the communicative competencies of FCPS students, but with the support of the international business community establishes strong connections to real-life opportunities made available as a result of acquiring other languages and learning about other cultures.
- Three schools (Maxwell Elementary, Bryan Station Middle and Bryan Station High) were officially designated "International Spanish Academies" and were recognized by the Government of Spain for their excellent program.
- Plans for new Spanish immersion programs at five elementary schools being proposed to respective elementary SBDM councils in January/February 2008 for implementation in August 2008.
- Began Japanese instruction for all Kindergarten students at two elementary schools and six graders at one middle school.
- Began Chinese instruction for all Kindergarten students at two elementary schools and six graders at one middle school.
- Collaborating with KDE to implement an international visiting faculty program.
- Professional development training was provided to teachers on international video-conferencing capabilities, immersion education strategies, content-based instruction, and performance assessment.
- Partnered with the Center for Applied Linguistics (Washington DC) to develop a K-5 Chinese Language Curriculum.

- Joined the National K-12 Foreign Language Resource Center (Iowa State) longitudinal research study on Chinese K-5 FLES (Foreign Language in the Elementary School) programs (2007-2010)
- Developed virtual partnerships/classrooms with two elementary schools in China.
- Facilitating World Languages articulation meetings between middle and high school teachers designed to establish a well-sequenced curriculum of language instruction within each feeder pattern.
- Developed a World Languages website to share current research, teachers and students resources in the target language, and information on assessment, community cultural connections and relevant events.
- Partnered with community leaders to establish the Japanese School at E. J. Hayes Middle School.