



# **Comprehensive District Improvement Plan**

## **Fayette County**

Emmanuel Caulk, Superintendent  
1126 Russell Cave Rd  
Lexington, KY 40505

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## **Introduction**

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators District Diagnostic**

## **Introduction**

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - District**

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	<p>Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Data.		FCPS District Equity Diagnostic Spreadsheet

**Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

Based on the data the Partnership Zone schools have a greater number of inexperienced teachers (0 - 3 years) compared to Non-Partnership Zone schools. In addition, the PZ schools consistently have higher rates of students living in poverty, as well as a greater percentage of minority populations.

**After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

Based on the data analysis, challenges include but are not limited to:

1. Higher teacher turnover in Partnership Zone Schools, which leads to a higher rate of inexperienced teachers (0-3 years) filling those positions.
2. The greater percentage of minority populations in our PZ schools also presents a greater number of languages spoken and the need for additional instructional supports.

Root Causes:

- 1a. Perception of the work environment at a Partnership Zone School vs. a Non-Partnership Zone school
- 1b. Support of the Leadership Team for New and Inexperienced Teachers
- 1c. Lack of Systematic On-Boarding at each work location
2. Lack of consistent structures in schools to support students whose primary language is not English.



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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Goals Data.	See the FCPS Equity Access Diagnostic spreadsheet downloaded for the first response -- self selected indicator in the far right column.	

**Strategies and Activities** Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

**OR**

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

## Goal 1:

By the end of the 2019-2020 school year, FCPS will increase the efficacy of our new and inexperienced teachers.

## Measurable Objective 1:

collaborate to increase the professional efficacy of our new and inexperienced teachers by 06/30/2017 as measured by the number of differentiated and continuous professional learning opportunities offered and by the attendance at each of those opportunities.

## Strategy1:

Professional Learning - This strategy will work through the implementation of the New Teacher Induction program and the learning opportunities offered at the Professional Learning Center at Linlee.

Category: Professional Learning & Support

Research Cited:

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Activity - New Employee Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FCPS certified employees who are new to the profession or new to the district participate in a two day New Employee Orientation prior to the start of the school year. Topics include: Benefits, Evaluation Overview, Culturally Responsive Teaching and Learning, Classroom Management/Discipline, Legal 101, Introduction to the Danielson Framework as tied to evaluations, KTIP overview, as well as a variety of classroom technology options.	Professional Learning	07/28/2016	06/30/2017	\$10000 - District Funding	Human Resources, Financial Services/Benefits, Technology, Curriculum and Instruction, General Counsel

Activity - New Teacher Induction Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Fayette County Public Schools will implement the New Teacher Induction program for all teachers new to the profession for the 2016-17 school year. This program is for the purpose of building foundational skills in the areas of Planning and Preparation, Classroom Management, Differentiated Instruction and Assessment Literacy. The year consists of 4 full day release days which focus on module delivery including Classroom Management, Differentiation and Assessment Literacy and 4 after school sessions which focus primarily on data analysis of the teacher's own classroom data. Teachers are able to build a cohort of professional learners in which they can call upon throughout the year for support, guidance and feedback. The goal is to ensure that all teachers new to the profession are equipped with the same foundational skill set.	Professional Learning	08/10/2016	06/30/2017	\$99000 - District Funding	Associate Director of Human Resources and the Curriculum and Instruction department

Activity - Professional Learning Center at Linlee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By opening the Professional Learning Center at Linlee, the district can offer a differentiated menu of professional learning opportunities both during and outside of the school day conducive to all schedules. New and inexperienced teachers would be encouraged to participate in any and all of the offerings.	Professional Learning	12/01/2016	06/30/2017	\$0 - No Funding Required	Human Resources, Educational Technology, and Curriculum, Instruction, and Assessment departments, Title 1, Safe Schools, and GT/ELL/Magnet programs.

Activity - National Board Certified Teacher Mentor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Those interested in pursuing National Board Certification are provided the opportunity to be assigned a NBCT mentor. The goal is to provide continued collegial support for teachers through the development of each module of the the NBCT process. Mentors and mentees will meet monthly in "like" content areas for the purpose of reviewing progress on modules and gaining feedback on written components.	Professional Learning	10/01/2016	06/30/2017	\$12000 - District Funding	Human Resources and Curriculum and Instruction

# **Phase I - GAP Target Assurance**

## **Introduction**

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

**Gap Target Assurance**

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	Arlington, Ashland, Athens-Chilesburg, BT Washington, Cardinal Valley, Cassidy, Deep Springs, Garden Springs, Glendover, James Lane Allen, Julius Marks, Lansdowne, Mary Todd, Meadowthorpe, Millcreek, Northern, Russell Cave, Squires, Tates Creek Elem, Yates Elementaries. Beaumont, Bryan Station Crawford, EJ Hayes, JM Clark, Lex Traditional, Morton, SCAPA Middle, Southern Middle, Tates Creek Middle, Winburn Middle Schools. Bryan Station High, Henry Clay, PL Dunbar, Tates Creek High Schools.	

# **Phase I - Needs Assessment**

## **Introduction**

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?  
What does the data/information not tell you?**

In early 2016, a Diagnostic Review, and a review of numerous documents prompted Superintendent Caulk to produce a master plan of strategic action to move the district forward with urgency. The Blueprint for Student Success was designed and implemented in Spring 2016, as a cohesive super-plan to draw all of the defined needs into action. The willingness of so many constituents to share their honest and candid feedback about both the strengths of our district and the challenges we face has made this a comprehensive needs assessment.

Data collection activities included:

- Comprehensive District Diagnostic, Review and Action Plan
- Career and Technical Education Institutional Review
- Data Analysis and Review that included TELL surveys, KPREP and ACT data, school report card data, other noncognitive data and progress monitoring data, Key Core Work Processes analysis by district and Tier 3 schools
- English as a Second Language Services Review
- Student/Staff Surveys
- Gifted and Talented Services Review)
- Individual Meetings, Formal and Informal Conversations with Superintendent and Staff
- Listening Sessions
- Review of District Documents, Plans, and Reports
- Special Education Services Review
- School and Special Program Visits

In addition, state assessment scores were examined to inform our work.

Questions we were attempting to answer were:

1. How is the work of the district supporting all schools and students to achieve success, particularly the low performing schools and students with challenging situations?
2. Specifically, what strategies and programs are most effective in closing the achievement gap among the various subgroups, reducing the number of novice learners and getting all students to proficiency?
3. Are the Tier 3 intervention strategies currently being utilized at the district level successful?
4. What systems do we have in place that will produce a seamless continuous use of data to increase student learning, solve problems that produce barriers to that learning and create quality collaboration that can enhance and verify student learning?
5. Is the system's set of academic standards, academic achievement expectations and efforts towards having all students college and career ready on target to achieve our mission and goals?
6. Which strategies are most effective in our educator diversity recruitment efforts?

What do the data tell us?

1. The total number of students receiving targeted or intensive academic and/or behavioral interventions.
2. The total number of students who exited targeted or intensive academic and/or behavioral interventions.
3. The types of scientifically based research interventions utilized in the district, including particular programs, strategies and resources used for their implementation.



4. There is an on-going need for professional learning focused on high yield instructional strategies.
5. A high percentage of low income students are entering school less than kindergarten ready.

What do the data not tell us?

1. Which research based instructional strategies are yielding the greatest impact on student growth?
2. Which early childhood programs/models using best practices are having the most success in preparing students for kindergarten readiness based on student growth data?

## Areas of Strengths

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

What were the areas of strength you noted?

- In 2015-16, 10 Elementary, 4 middle and 1 high school increased their Overall Accountability scores.
- In 2015-16, four elementary and two middle schools were Schools of Distinction.
- In 2015-16, 11 elementary, 4 middle and 2 high schools were labeled distinguished schools.
- In 2015-16, five elementary and one high school were labeled proficient schools.
- According to other data, including the Diagnostic Review, our district has fully funded and supported PGES coaches at every school to promote, and verify student learning at every level.
- Implementing and monitoring the Partnership Zone Schools (Tier 3 interventions from the district) is providing additional and intentional support and resources to the 12 schools in greatest need.
- A staffing formula for the equitable distribution of human and fiscal resources has been initiated by the Board of Education and was designed to provide smaller class size and extra Section 7 money for intervention services at our lowest performing schools.
- The Blueprint for Student Success plan was developed and implemented in Spring 2016 which identified eight pillars as those which affirm the district's purpose, core beliefs and values and has all stakeholders focused on educational excellence for all students.

Effective Governance and Leadership

Student Success: Educational Excellence and Equity

School Management, Improvement, and Innovation

Great Staff

World-Class Operations

Data, Research, and Accountability

Student, Family, Community Engagement and Strategic Partnerships

Communications and External Affairs

NOTE: A Strategic Plan is in its final stages of public review. The CDIP, Blueprint and Strategic Plan all compliment and promote the district goal of student success for all students.

What actions are you implementing to sustain the areas of strength?

- Implementing a Balanced Assessment Plan continues to be a focus of our PLCs.
- The Blueprint for Student Success is tied to the CDIP and Strategic Plan and is being monitored on a monthly basis.
- Data are being collected and placed in a dashboard on the public website for all to see and monitor.
- An Instructional Process has been developed. The FCPS Instructional Process promotes academic excellence by ensuring students are clearly informed of learning expectations and standards of performance, authentically engaged in the learning process, and provided feedback that moves learning forward.

What is there cause to celebrate?

- Employed CCR Coaches, School Based Instructional Specialists and additional ELL and Special Education Staff to provide direct support to students in an effort to address areas of need as identified by KPREP and other assessment data.

- Instituted a cohesive service delivery model for all schools. This includes direct services and support for Tier 1 instruction at all schools; by SY 2016-2017

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request for those needing support for Tier 2; and Partnership Zone and Student Support School team services for those needing Tier 3 reinforcement and support.

- The Fayette County Public Schools implemented a New Teacher Induction program for all teachers new to the profession for the 2016-17 school year. There are currently 137 participants in general education and 35 participants in special education who meet monthly with cadre facilitators for the purpose of building foundational skills in the areas of Planning and Preparation, Classroom Management, Differentiated Instruction and Assessment Literacy. The year consists of 4 full day release days which focus on module delivery including Classroom Management, Differentiation and Assessment Literacy and 4 after school sessions which focus primarily on data analysis of the teacher's own classroom data. Teachers are able to build a cohort of professional learners in which they can call upon throughout the year for support, guidance and feedback. Those unable to attend one of the module sessions offered can acquire the information through video follow up session provided by the district. The goal is to ensure that all teachers new to the profession are equipped with the same foundational skill set.

- Provided a four-day summer Leadership Institute for all district leaders to ensure intentional professional learning on new and revised district initiatives prior to the beginning of the new school year.

- Established a Leadership Academy for all new and nearly new Principals. (NISL)

- Held a convocation prior to the start of the school year for all district staff to affirm the district's mission (purpose) and core values and beliefs.

## Opportunities for Improvement

### What were areas in need of improvement? What plans are you making to improve the areas of need?

What were areas in need of improvement?

- In 2015-16 state scores, 10 elementary, 7 middle and four high schools were all considered Focus Schools.
- In 2015-16 state scores, the district as a whole and 30 schools were rated as Needs Improvement.
- In 2015-16 gap analysis, 35 schools missed their Gap targets for two years in a row.
- In other data, the Diagnostic Review showed that areas in our Key Core Work Processes show the need for monitoring. Indications show that the district needs to continue to monitor processes for continuous improvement in curriculum delivery with a focus on instructional practices and strategies for reaching all students. Our need for a comprehensive data system including dashboards for the district and schools is in progress. The district needs to implement a standard operating procedure (SOP) to ensure consistency in the analysis and use of data across the district.

Specific Improvement Priorities were identified as:

1.2: Create and implement guiding documents (e.g., policies, procedures, plans, protocols) that clearly establish expectations for individual schools to systematically review, revise and communicate a school purpose and direction for improvement in student achievement that commits to high expectations for learning. Ensure that these processes include clear timeline for implementation and are inclusive of all stakeholder groups.

1.4: Develop and implement a process that shifts the values, beliefs and culture of leadership at all levels to a collaborative school system rather than a system of schools. The plan shall address, but not be limited to, how 1) System leadership and school level leadership will collaborate on developing a systemic process for improving student learning and the conditions that support learning, 2) all stakeholder groups will work collaboratively and consistently in meaningful ways to build and sustain ownership of the systems purpose, direction and activities, 3) comprehensive student and system performance data will be used to develop measurable performance targets that incorporate measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals, and 4) system personnel will hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies.

3.2: Develop and implement a systemic and systematic plan and process to monitor and adjust curriculum, instruction and assessment based on student performance data. Sure of the process aligns with a purpose and direction of the district's goals for student achievement.

3.4: Implement and evaluate a systemic process for school and district leaders to monitor the effectiveness of classroom instructional practices (e lesson plans, examination of standardized and local assessment data, review of student work).g., regular collection of walk three data, review of unit/lesson plans, examination of standardized and local assessment data, review of student work) and ensure her teachers are provided with immediate feedback and support to address the learning needs of all students.

3.6, 3.3, 2.6: develop and implement a district-wide instructional process that ensures students are 1) clearly informed of learning expectations and standards of performance, 2) provided exemplars of high-quality work, 3) assessed formatively (e.g., assessment elicits data to make differentiated instructional and learning strategy adjustments) and 4) provided specific and timely feedback about their learning. Ensure the process is monitored for effectiveness during regular and systematic classroom observations.

5.1, 2.3: Develop, implement and continuously evaluate the effectiveness of a comprehensive student assessment system that generates data and information from multiple assessment measures. Ensure these measures include locally developed and standardized assessment  
SY 2016-2017

of student learning. Ensure all personnel use data to design, implement and evaluate continuous improvement plans to improve instruction and student learning and to determine the effectiveness of all programs that support student learning. Ensure all professional and support staff members are regularly and systematically trained and can implement a rigorous, individualized professional development program related to the evaluation, interpretation and use of data.

- While we do have a MultiTiered Instructional Framework, its use across schools varies greatly.

What plans are you making to improve the areas of need?

- To address the areas identified as in need of improvement resulting from the various analyses of data, diagnostics, stakeholder input and observation, the Blueprint for Student Success intentionally addresses these areas within the eight pillars. Each of the identified areas has been assigned priority and a plan developed for improvement including specific actions, follow-up and monitoring on a regular basis.
- Continue to monitor the Improvement Priorities from the Diagnostic Review of 2016.
- The district dashboard has been developed and can be seen on the fcps.net web page. The data are being collected for 2015-16 and 2016-17 and an average will be posted as it becomes available.
- The walkthrough and Instructional Round data are being collected and discussed with the School Directors and principals to inform instructional change in the classroom to positively impact student achievement.
- MAP has been implemented as an interim benchmark assessment and data are being collected now. Baseline was set in Fall of 2016-17.
- Directors meet monthly with each Principal to review as specified in the Principal Performance Timeline (PPTL). This includes examining staff's use of curriculum, common assessments and monitoring of other district instructional procedures.
- MTSS Coaches hold monthly meetings with school contacts.
- Novice Reduction Co-Leads hold weekly meetings and get input and status reports from the Coaches.
- Beginning in January there will be extended learning opportunities provided after school.
- To help ensure persistence to graduation the College and Career Coaches are using among other things a CCR calculator to help identify students for opportunities including: internships, scholarships, externships, shadowing, parent follow-up and other supports.
- Plans are being formalized for a New Comer's Center to help Students new to the country acclimate and learn quickly in a safe and supportive environment tailored to their specific language and needs.
- Drop-out Prevention and Re-engagement Center: The district has identified approximately 127 students as being under credited but over aged for their grade level. With many of them not having experienced success in the traditional high school setting, the district is establishing a Center to provide them with an alternative to graduation success.
- Language Line: Provides immediate translation and support for students and their families whose primary language is non-English. The language line is immediate and eliminates the often time consuming option of searching for and depending upon the availability of an on-site translator.
- School Readiness: The district has sharpened its efforts to engage and inform the community around the need for and importance of school readiness.

## Oversight and Monitoring

### Describe your processes and interventions for monitoring continuous improvement.

Describe your processes and interventions for monitoring continuous improvement.

1. The Blueprint for Student Success strategies are listed on the fcps.net home page and are indicated by a green, yellow or red dot that indicates work completed, started and not begun, respectively. This is available to staff and community members.

Monthly Blueprint For Success Reporting Schedule: Pillar Standard Bearers report on the progress of the strategies within their pillar on a monthly basis. Each strategy is briefly outlined and includes a verbal update provided to the Superintendent and the Executive Leadership Team. The report provides details as to the steps taken since the last report, causes for celebration, identification of any additional support needed to ensure the intended outcome, budget specifics if/as appropriate. Team members can offer input and seek clarification as needed. The Blueprint document is posted on the district's web site and updated monthly using red, green, yellow to indicate the progression/status.

- Week 1 Pillar 1: Effective Governance and Leadership, Pillar 8: Communications and External Affairs

- Week 2 Pillar 2: Student Success: Educational Excellence and Equity, Pillar 7: Student, Family, and Community Engagement

- Week 3 Pillar 3: School Management, Improvement and Innovation, Pillar 6: Data, Research and Accountability

- Week 4 Pillar 4: Great Staff, Pillar 5: World- Class Operations

NOTE: This correlates to the CDIP and the Strategic Plan so indicators for the Blueprint will be similar to the CDIP progress.

2. Support Teams are deployed to provide direct services and monitoring to Partnership Zone and Student Support Schools.

- The Partnership Zone Schools are identified based on academic indicators including but not limited to state assessment scores and achievement gaps in under performing populations. Currently, those schools are Cardinal Valley, Deep Springs, James Lane Allen, Mary Todd, Northern and William Wells Brown elementaries; Bryan Station, Crawford and Winburn middle schools; Bryan Station High School.

- The Student Support Schools are identified based on nonacademic indicators such as chronic absenteeism, attendance, out of school removal and in school removal resulting in loss of instructional time. The goal is to reduce the percentages of students in the aforementioned areas and to increase attendance at the schools. Currently, the schools are Tates Creek Elementary, Middle and High Schools (all on the same campus).

3. Implemented several processes and programs to ensure monitoring for continuous improvement which include:

- Standard Operating Procedures: Modeled from the Board of Education's Standard Operating Procedures - every school was provided models and it was suggested that SBDM Councils implement Standard Operating Procedures (SOP). SOPs serve as a protocol for how a governing body will function and helps to ensure it remains laser focused on that which leads to increased student achievement.

4. Principal Performance Timeline (walk- throughs and Instructional Rounds) The Principal's Performance Timeline is a monthly organizational guideline based on Standards 1-6. It is an I & I Check, (Implementation & Impact Check), for Principals.

The PPT consists of:

1. Instructional Leadership

4. Organizational Management

2. School Climate & Culture

5. Communications & Community

3. Human Resources Management

6. Professionalism

- Walkthroughs provide data to determine the impact professional learning, initiatives, instructional supports and resources are having on student learning. Providing ongoing feedback about data collected during Walkthroughs can enhance conversations related to teaching and as well as identify needs for Professional Learning Communities. Procedures : All schools will use the electronic Walkthrough tool adopted by Fayette County Public Schools and adhere to the following Walkthrough procedures to ensure systemic implementation of this practice.

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1. Walk-through data must be collected electronically. 2. Walkthrough data must be collected in each standard identified in tool. 3. This tool can be adapted to capture additional data related school-based initiatives in addition to district requirements. For example: SIOPI Implementation, Questioning Techniques, Guided Reading, Co-teaching, Technology integration, MTSS.

a. Walk-throughs should be conducted at least twice each month.

b. Data, summaries and next steps from Walkthrough findings should be shared with staff and the School Director within a week of completion.

c. As a part of communicating walk-through data, school leaders and teachers should reflect upon patterns in their current reality based school-wide data.

d. The first Walkthrough will provide baseline data. Subsequent walk-through data should be analyzed to determine: Have teaching and learning behaviors moved along the continuum toward the accomplished or exemplary cells? Are curriculum and instructional strategies being implemented as planned during PLCs? Are students engaged in rigorous content? Is data being used throughout the lesson to inform instruction? Are initiatives and strategies outlined in the School Improvement Plan being implemented with fidelity? Do the data show implementation of the PBIS plan?

In addition to reviewing Walkthrough data submitted electronically by the principals, School Directors will discuss progress toward goals during site visits.

- Instructional Rounds (IR) is a practice designed to support continuous improvement strategies at both the school or systems level. Instructional Rounds focus on patterns of practices within schools or systems that concentrate on identified problem of practice for improvement. Through Instructional Rounds, networks of school leaders learn to build a collective vision around effective teaching and learning practices which will result in accelerating student achievement for all.

During the 2016-2017 school year all principals will actively participate in professional learning around Instructional Rounds through professional development sessions and school-visits for authentic practice opportunities. The Instructional Rounds District Team, which includes the Superintendent, School Directors and Principals at all levels, will modify experiences they shared through participating in the Harvard Instructional Rounds Institute to build capacity across the district.

5. Multi-Tiered System of Support (MTSS)

6. Tiered Fidelity Inventory (TFI) The Tiered Fidelity Inventory is PBIS self-reflection for schools. Faith will actually be the contact for the 5W's because her dynamic PBIS Coaches are the team members responsible for completing the inventory with schools.

7. PLC protocols: The PLC process is being managed and monitored through the Novice Reduction Plan process in Continuous Improvement (Big Rock 2).

8. Continue to monitor the Improvement Priorities from the Diagnostic Review of 2016.

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

This school year has been one of foundation laying for several new initiatives as we focus on strengthening teaching and learning as outlined in the Blueprint for Student Success: Achieving Educational Excellence and Equity For All.

1. Continue to work alongside the Board to intentionally educate and focus on that which we know strengthen efforts to improve educational outcomes for all students.
2. Implement and monitor the Blueprint for Student Success that encompasses the CDIP goals and align with the district Strategic Plan.
3. Continue to provide focus and support to our Partnership Zone and Student Support schools.
4. Establish a data review timeline and regularly communicate findings to all stakeholders.



# **Plan for Comprehensive District Improvement Plan 16-17 (Longterm 2020)**

## **Overview**

### **Plan Name**

Plan for Comprehensive District Improvement Plan 16-17 (Longterm 2020)

### **Plan Description**

Fayette County Public Schools CDIP for 2016 - 2020

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2016 to 2018-19 Increase the percentage of students college and/or career ready from 60.0% to 83.0% in HS and 53% to 76.7% in MS (based on Combined Reading-Math Delivery Targets).	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$560000
2	2016-2020 Increase the graduation rate from 83.2% to 92.6% by 2020.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
3	2016 to 2018-19: Increase the average combined reading and math proficiency for all students in the non-duplicated gap group from 41.1% to 67.8%% for elementary, from 36% to 67.9%% for MS, and from 36.1% to 67.8% for HS (based on KDE delivery targets).	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$906000
4	2016 to 2020: Reduce the percent of students scoring novice in reading and math by 50% by 2020. Reading: ES 22.7% to 11.4%, MS 21.7% to 11%, HS 32.8% to 16.4%. Math: ES 17.% to 8.8%, MS 17.7% to 8.8%, HS 21.3% to 10.7%.(based on Delivery Targets)	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$100000
5	2016 to 2018-19: Increase the average combined reading and math proficiency rating for all students from 55.2% to 76.0% for elementary, 53.0% to 76.7% for middle, and from 53.3% to 77.6% for high school by 2018-19.	Objectives: 1 Strategies: 2 Activities: 12	Organizational	\$0
6	By the end of the 2019-2020 school year, the percentage of teachers in agreement with the statement "Professional development is differentiated to meet the needs of individual teachers" will increase from 65.9% to 71.9%.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
7	By the end of the 2019-2020 school year, FCPS will increase the efficacy of our new and inexperienced teachers.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$121000

**Goal 1: 2016 to 2018-19 Increase the percentage of students college and/or career ready from 60.0% to 83.0% in HS and 53% to 76.7% in MS (based on Combined Reading-Math Delivery Targets).**

**Measurable Objective 1:**

collaborate to increase HS CCR from 60.0% to 73.1% and MS from 53% to 67.4% by 2016-17 by 06/01/2017 as measured by District Report Card.

**Strategy 1:**

College and Career Readiness and Pathways - This strategy will ensure that all district high schools, technical and alternative programs graduate students prepared for a successful transition to college and/or career through exposure to rigorous coursework and career pathways that align with student goals and local, state, national and global business/industries needs.

Category: Career Readiness Pathways

Activity - Equity (BP P2:10): Equitable access to rigorous coursework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Require and pay for all 9th and 10th grade students to take the PSAT during the 2016-17 school year in order to determine Advanced Placement potential for all students and increase diversity of students enrolled in Advanced Placement courses during the 2017-18 school year  Schools: Martin Luther King Credit Recovery, Martin L King Acad for Excellence Alt, Fayette County Learning Center, Bryan Station High School, Locust Trace Agriscience Center, Family Care Center, The Stables, Tates Creek High School, Henry Clay High School, Lafayette High School, Lexington Day Treatment, Carter G. Woodson Academy, Paul Laurence Dunbar High School	Academic Support Program	07/01/2016	06/30/2018	\$60000	District Funding	Associate Director of Student Support Services-Faith Thompson District Assessment Coordinator (DAC)- Peggy Hayes

Activity - College and Career Readiness Coaches (BP P2:11)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Add college and career coaches at all high schools ( to include new high school) to support students with guidance, college/career readiness, post-secondary transitions and utilizing the Individual Learning Plan  Schools: Bryan Station High School, Tates Creek High School, Henry Clay High School, Lafayette High School, Paul Laurence Dunbar High School	Academic Support Program, Career Preparation/Orientation, Behavioral Support Program, Community Engagement	07/01/2016	06/30/2017	\$500000	District Funding	Associate Director of Student Support Services-Faith Thompson High School Principals are evaluators of CC Coaches

# Comprehensive District Improvement Plan

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Activity - CTE Pathway alignment (BP P3:13)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Implement three key career and technical education audit findings for the district and high schools/programs to align pathways and increase students college and career readiness, which should be reflected in Comprehensive School Improvement Plans and the Comprehensive District Improvement Plan</p> <p>Schools: Fayette County Learning Center, Locust Trace Agriscience Center, Lafayette High School, Southside Technical Center, Martin L King Acad for Excellence Alt, Bryan Station High School, Eastside Technical Center, The Stables, Henry Clay High School, Bates Creek Middle School, STEAM Academy, Paul Laurence Dunbar High School, Opportunity Middle College, Carter G. Woodson Academy</p>	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Career and Technical Education Funds	Senior Director, School leadership- Schuronda Morton (SD), Jack Hayes, Randy Peffer, and vacant high school Director Strategic Partnership Manager, Kim Lyon

Activity - Individualized Learning Plan (ILP) (BP. P7:7)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources</p> <p>Schools: Beaumont Middle School, Crawford Middle School, Bryan Station Traditional Magnet School, Leestown Middle School, Edythe Jones Hayes Middle School, Martin L King Acad for Excellence Alt, Bryan Station High School, Jessie M Clark Middle School, Winburn Middle School, Bates Creek High School, Bates Creek Middle School, Southern Middle School, Carter G. Woodson Academy, Fayette County Learning Center, Locust Trace Agriscience Center, Scapa At Bluegrass, Bryan Station Middle School, Morton Middle School, Lafayette High School, Southside Technical Center, Lexington Day Treatment, Lexington Trad Magnet School, The Stables, Eastside Technical Center, Henry Clay High School, STEAM Academy, Paul Laurence Dunbar High School, Opportunity Middle College</p>	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	District Funding	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon

Activity - Career Academies and Pathways (BP. P7:8)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive District Improvement Plan**

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<p>) Explore Ford Next Generation Partnership with the Lexington Chamber of Commerce and Business Education Network to create career academies and pathways to support students career readiness</p> <p>Schools: Fayette County Learning Center, Locust Trace Agriscience Center, Lafayette High School, Southside Technical Center, Martin L King Acad for Excellence Alt, Bryan Station High School, Eastside Technical Center, The Stables, Henry Clay High School, Tates Creek High School, STEAM Academy, Paul Laurence Dunbar High School, Opportunity Middle College, Carter G. Woodson Academy</p>	<p>Academic Support Program, Career Preparation/Orientation</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>CCR Grant</p>	<p>Kim Lyon-Strategic Partnership Manager</p>
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Activity - Dual Credit (BP. P7:15)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>15) Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions</p> <p>Schools: Martin L King Acad for Excellence Alt, Fayette County Learning Center, Bryan Station High School, Locust Trace Agriscience Center, Scapa At Bluegrass, Family Care Center, Eastside Technical Center, Tates Creek High School, Henry Clay High School, Lafayette High School, Southside Technical Center, Opportunity Middle College, Paul Laurence Dunbar High School</p>	<p>Academic Support Program</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>School Directors- Jack Hayes, Randy Peffer and Vacant high School Director</p>

**Goal 2: 2016-2020 Increase the graduation rate from 83.2% to 92.6% by 2020.**

**Measurable Objective 1:**

improve graduation rate to 88.6 by 06/01/2017 as measured by District Report Card.

**Strategy 1:**

Persistence to Graduation - Persistence to Graduation Tool Utilization - School guidance counselors and other staff will use the Persistence to Graduation Tool to identify and meet with students who are at risk of dropping out or not completing graduation credits on time. They will provide students with support, resources, connections and options that will enable them to stay engaged in school and graduate on time.

Category: Persistence to Graduation

Research Cited: Research Cited: KDE Open House data; current PLD non-academic data; Barr, R.D. & Parrett, W.H. (2007). Saving our Students, Saving Our Schools: 50 Proven Strategies For Helping Underachieving Students and Improving Schools. Thousand Oaks, CA: Corwin Press.

Activity - Counseling Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Persistence to Graduation Report will be reviewed frequently by district and school personnel and meetings will be scheduled with students who are at-risk of dropping out or not completing their credits.	Academic Support Program	07/01/2016	06/30/2017	\$0	No Funding Required	School Directors, School Administrator s, School Guidance Counselors, College and Career Readiness Coaches.
Schools: Bryan Station High School, Tates Creek High School, Henry Clay High School, Lafayette High School, Paul Laurence Dunbar High School						

### Strategy 2:

Individualized Learning Plan - Individual Learning Plan Advising - Refine use of ILP Advising to communicate school activities and engage uninvolved students.

Category: Persistence to Graduation

Activity - Individualized Learning Plan Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advise students through guidance and ILP planned sessions of opportunities for involvement as well as encourage all students to use the ILP for college/scholarship/career search.	Academic Support Program	07/01/2016	07/01/2017	\$0	No Funding Required	School directors, school principals, guidance staff, teachers.
Schools: Bryan Station High School, Tates Creek High School, Henry Clay High School, Lafayette High School, Paul Laurence Dunbar High School						

Activity - Dual Credit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions.	Career Preparation/O rientation	07/01/2016	06/30/2017	\$0	No Funding Required	Senior Director of Leadership, School Directors
Schools: Bryan Station High School, Locust Trace Agriscience Center, Eastside Technical Center, Tates Creek High School, Henry Clay High School, Lafayette High School, STEAM Academy, Carter G. Woodson Academy, Paul Laurence Dunbar High School						

**Goal 3: 2016 to 2018-19: Increase the average combined reading and math proficiency for all students in the non-duplicated gap group from 41.1% to 67.8%% for elementary, from 36% to 67.9%% for MS, and from 36.1% to 67.8% for HS (based on KDE delivery targets).**

### Measurable Objective 1:

# Comprehensive District Improvement Plan

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collaborate to increase the combined reading and math proficiency for all students in the non-duplicated gap group from 41.1%% to 54.9% for elementary, from 36% to 55.1% for middle, and from 36.1% to 54.9% for high schools by 06/01/2017 as measured by KPREP and EOC Assessments. (using Delivery Targets).

## Strategy 1:

System to Deliver Guaranteed and Viable Curriculum with Differentiation - Establish a system to ensure that all schools deliver a guaranteed and viable curriculum, utilizing strategies to differentiate instruction for all learners, including students with special needs and English language learners.

Category: Learning Systems

Research Cited: Marzano,R. (2003) What Works in Schools: Translating Research into Action. ASCD.

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire additional teachers for special education and place them in select schools, based on data, to support the implementation of a high-quality co-teaching mode (including professional learning, fidelity checks, and coaching) while developing a plan to hire enough teachers to support co-teaching across the district over the next four years.  Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$250000	District Funding	Director of Special Education

Activity - Transition Process from Preschool to K for students with disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicate the process for transitioning from level to level (specifically preschool to kindergarten) with families of students with exceptionalities and articulate specific, planned transition activities.  Schools: All Schools	Academic Support Program, Parent Involvement	07/01/2016	06/30/2017	\$1000	IDEA	Director of Special Education, Associate Director of Early Childhood

Activity - ELL "Just in Time" student growth data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a plan with supporting tools to provide "just-in-time" student growth data for ELL students in all schools.  Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$80000	District Funding	Associate Director of Federal, State, and Magnet Programs

Activity - SIOP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.  Schools: Arlington Elementary School, James Lane Allen Elementary School, Cardinal Valley Elementary School, Crawford Middle School, Glendover Elementary School, William Wells Brown Elementary, Leestown Middle School, Sandersville Elementary, Dixie Elementary Magnet School, Mary Todd Elementary School, Booker T. Washington Elementary, Morton Middle School, Meadowthorpe Elementary School, Deep Springs Elementary School, Russell Cave Elementary School, Madeline M Breckinridge Elem School, Tates Creek Elementary School, Yates Elementary School, Paul Laurence Dunbar High School	Academic Support Program	07/01/2016	06/30/2017	\$45000	Title II Part A	Associate Director of State, Federal and Magnet Programs
<b>Activity - Newcomer Program</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Research, explore, and evaluate implementation of an opt-in Newcomer program for non-English speaking students who score between a 1.0 and 1.9 on the WAPT assessment (Interrupted Scholars, Refugees) for the 2017-18 school year.  Schools: All Schools	Academic Support Program, Parent Involvement	07/01/2016	06/30/2017	\$5000	Title III	Associate Director of State, Federal and Magnet Programs
<b>Activity - Additional ELL Teachers</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Hire additional teachers of English Language Learners and place them in schools with the highest need, while developing a plan to achieve best practice targets for teacher caseloads across the district over the next four years.  Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$525000	District Funding	Associate Director of State, Federal and Magnet Programs
<b>Activity - Supports to Schools failing to meet targets 2 years</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Develop and implement processes to provide supports for schools failing to meet targets for reducing achievement gap two years in a row.  Schools: All Schools	Policy and Process	07/01/2016	06/30/2017	\$0	No Funding Required	School Directors

## Strategy 2:

Equity and Diversity - THIS NEEDS FURTHER REVIEW - EITHER THE STRATEGY SHOULD BE MORE NARROW, OR ADDITIONAL ACTIVITIES ARE NEEDED. To ensure equitable delivery of resources and high quality professional staff and instruction for all students the district will implement focused instruction and supports from the district to the schools. Many of the activities are informed by the ongoing work of the district Equity Council in their recommendations (ECR).

Category: Professional Learning & Support

Research Cited: Egalite, Kisida, Winters (2013). Representation in the classroom: The effect of own-race teachers on student achievement. Economics of Education Review

## Comprehensive District Improvement Plan

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Activity - Diverse Principals and Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a plan for recruiting highly effective and diverse candidates for principal and leadership vacancies. Schools: All Schools	Recruitment and Retention	07/01/2016	06/30/2017	\$0	No Funding Required	Director of Human Resources and Equity Officer

Activity - Diverse Teaching Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the diversity of the pool of teaching candidates in order to improve principal supports for recruiting and hiring a highly effective and diverse teaching staff. Schools: All Schools	Recruitment and Retention	07/01/2016	06/30/2017	\$0	No Funding Required	Director of Human Resources and Equity Officer

**Goal 4: 2016 to 2020: Reduce the percent of students scoring novice in reading and math by 50% by 2020. Reading: ES 22.7% to 11.4%, MS 21.7% to 11%, HS 32.8% to 16.4%. Math: ES 17.% to 8.8%, MS 17.7% to 8.8%, HS 21.3% to 10.7%.(based on Delivery Targets)**

### Measurable Objective 1:

collaborate to decrease the percentage of students scoring novice in reading (ES:22.7% to 20%, MS: 21.7% to 19.5%, HS: 32.8% to 29.8%) and math: (ES: 17.6% to 15.9%, MS: 17.7% to 15.9%, HS: 21.3% to 19.2%) (Delivery Targets) by 06/30/2017 as measured by KPREP Assessment and EOC.

### Strategy 1:

Identify Academic Priorities and Supports for Partnership Zone(PZ) Schools - This strategy will be implemented through the work done with PZ schools and the Novice Reduction plan.

Category: Continuous Improvement

Activity - Establish Academic Priorities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish academic priorities for all schools that will be supported and monitored by central office Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$0	General Fund	District Leadership

Activity - MTSS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# Comprehensive District Improvement Plan

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Implement Multi-Tiered Systems of Support for all schools. Schools: All Schools	Academic Support Program, Behavioral Support Program	07/01/2016	06/30/2017	\$0	General Fund	MTSS Staff
<b>Activity - Partnership Zone (PZ) Schools</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
In partnership with staffing committee, design and implement a staffing model that is close to cost neutral and reduces class size at the primary grades in Partnership Zone (PZ) Schools during 2017-18 school year Schools: Northern Elementary School, James Lane Allen Elementary School, Deep Springs Elementary School, Cardinal Valley Elementary School, Crawford Middle School, Bryan Station High School, Bryan Station Middle School, William Wells Brown Elementary, Mary Todd Elementary School, Booker T. Washington Elementary, Winburn Middle School	Academic Support Program, Behavioral Support Program	07/01/2016	06/30/2017	\$0	General Fund	School Leadership
<b>Activity - Summer Bridge Program</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Plan and implement a summer bridge program for students entering 6th and 9th grades at PZ schools for summer 2017. Schools: Crawford Middle School, Bryan Station High School, Bryan Station Middle School, Winburn Middle School	Academic Support Program	07/01/2016	06/30/2017	\$0	General Fund	Title 1 Coordinator, School Directors
<b>Activity - Professional Learning</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Pilot the implementation of increasing the number of professional learning days for teachers at PZ schools Schools: Northern Elementary School, Deep Springs Elementary School, Cardinal Valley Elementary School, Crawford Middle School, Bryan Station High School, Bryan Station Middle School, William Wells Brown Elementary, Mary Todd Elementary School, Booker T. Washington Elementary	Professional Learning	07/01/2016	06/30/2017	\$0	General Fund	District and School Leadership
<b>Activity - School Novice Reduction Activities</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Require all schools to develop Novice Reduction strategies and activities as part of the CSIP. Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$0	General Fund	School Leadership
<b>Activity - Summer Learning and More</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

**Comprehensive District Improvement Plan**

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Plan and implement a Summer Learning and More Program for elementary students at Partnership Zone schools for Summer 2017.  Schools: Northern Elementary School, James Lane Allen Elementary School, Deep Springs Elementary School, Cardinal Valley Elementary School, William Wells Brown Elementary, Mary Todd Elementary School, Booker T. Washington Elementary	Academic Support Program	01/01/2017	06/30/2017	\$100000	General Fund	Title 1 Coordinator, School Directors
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**Goal 5: 2016 to 2018-19: Increase the average combined reading and math proficiency rating for all students from 55.2% to 76.0% for elementary, 53.0% to 76.7% for middle, and from 53.3% to 77.6% for high school by 2018-19.**

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency rating for all students from 55.2% to 66.3% for elementary, from 53.0% to 67.4% for middle, and 53.3% to 68.6% for high school by 06/01/2017 as measured by KPREP Assessment.

**Strategy 1:**

System for Guaranteed and Viable Curriculum - The district will establish a system to ensure that all schools deliver a guaranteed and viable Kentucky Academic Standards-based curriculum, including strategies to differentiate instruction for all learners by May 2017.

Category: Learning Systems

Activity - Academic Priorities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish academic priorities for all schools that will be supported and monitored by the central office.  Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$0	General Fund	Lori Bowen, Soraya Matthews
Activity - Balanced Assessment System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement a district wide balanced assessment system.  Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$0	General Fund	Lori Bowen, Soraya Matthews
Activity - Data Analysis Benchmark Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# Comprehensive District Improvement Plan

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Design and implement professional learning and data analysis benchmark protocol for teachers/school leaders to improve instruction at the classroom and school level.  Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$0	General Fund	School Leadership (Heather Bell, Jack Hayes, Jimmy Meadows, Randy Peffer, Edwina Smith)
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Activity - Instructional Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a districtwide instructional process that ensures students are 1) clearly informed of learning expectations and standards of performance, 2) provided exemplars of high quality work, 3) assessed formatively (e.g., assessment elicits data to make differentiated instructional and learning strategy adjustments) and 4) provided specific and timely feedback about their learning. Ensure the process is monitored for effectiveness during regular and systematic classroom observations by May 2017.  Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$0	General Fund	Lori Bowen, Soraya Matthews

Activity - Systemic & Systematic Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a systemic and systematic plan and process to monitor and adjust curriculum, instruction and assessment based on student performance data by 2017. Ensure the process aligns with the purpose and direction of the district's goals for student achievement.  Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$0	General Fund	Lori Bowen, Soraya Matthews

Activity - Comprehensive Student Assessment System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By May 2017, develop, implement, and continuously evaluate the effectiveness of a comprehensive student assessment system that generates data and information from multiple assessment measures. Ensure these measures include locally developed and standardized assessments of student learning. Ensure all personnel use data to design, implement and evaluate continuous improvement plans to improve instruction and student learning and to determine the effectiveness of all programs that support student learning. Ensure all professional and support staff members are regularly and systematically trained and can implement a rigorous, individualized professional development program related to the evaluation, interpretation and use of data.  Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$0	General Fund	Lori Bowen, Soraya Matthews

# Comprehensive District Improvement Plan

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## Strategy 2:

Academic Priorities for Schools - Academic priorities for all principals and schools will be established, supported, and monitored by the central office by May 2017.

Category: Management Systems

Activity - School Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure School Directors and the Department of Curriculum, Instruction and Assessment are providing coordinated and high-quality supports to all schools and ensuring that all principals are highly effective instructional leaders.  Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$0	General Fund	Heather Bell, Lori Bowen, Jack Hayes, Soraya Matthews, Jimmy Meadows, Randy Pepper, Edwina Smith, Janice Wyatt-Ross
Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Instructional Rounds for school and district improvement.  Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$0	General Fund	Lori Bowen, Soraya Matthews
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to support principals and schools with implementation of Professional Learning Communities.  Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$0	General Fund	Nicole Mitchell, Diann Shuffett
Activity - Monitor Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement informal walkthrough and classroom visit process for school leaders that incorporates technology to monitor instruction.  Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$0	General Fund	Heather Bell, Jack Hayes, Jimmy Meadows, Randy Pepper, Edwina Smith
Activity - Data Scorecard and Warehouse	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design data scorecard and data warehouse for monitoring, accountability, and school/district improvement.  Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$0	General Fund	Peggy Hayes Billy Buchanan

## Comprehensive District Improvement Plan

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Activity - Classroom Practice Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and evaluate a systemic process for school and district leaders to monitor the effectiveness of classroom instructional practices (e.g., regular collection of walkthrough data, review of unit/lesson plans, examination of standardized and local assessment data, review of student work) and ensure teachers are provided with immediate feedback and support to address the learning needs of all students.  Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$0	General Fund	Heather Bell, Jack Hayes, Jimmy Meadows, Randy Peffer, Edwina Smith

**Goal 6: By the end of the 2019-2020 school year, the percentage of teachers in agreement with the statement "Professional development is differentiated to meet the needs of individual teachers" will increase from 65.9% to 71.9%.**

### Measurable Objective 1:

collaborate to increase the percentage of teachers in agreement with the statement "Professional development is differentiated to meet the needs of individual teachers" from 65.9% to 68.9% by 06/30/2017 as measured by the TELL Survey.

### Strategy 1:

Professional Learning Differentiation - This strategy is to ensure that professional learning differentiation is occurring to meet the needs and implementation levels of teachers. This strategy and its activities will be initiated at the district level.

Category: Professional Learning & Support

Activity - Electronic Platform Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A new electronic platform is being developed for everyone to post specific school professional development being offered so that teachers from around the district can attend to meet their differentiated needs, if space is available.  Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Education Technology and Human Resources Departments

Activity - Professional Learning Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will provide differentiated topics of professional learning during the day and after school at the Professional Learning Center at Linlee.  Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Human Resources Department

## Comprehensive District Improvement Plan

Fayette County

Activity - Professional Development Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the development of each school's Professional Development Plan, school leaders will perform a needs assessment survey to give teachers an opportunity to request topics for which they would like to have more professional learning and support. Required school professional development trainings should include follow-up and differentiated support as needed.  Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Human Resources Department and Individual School Principals

## Goal 7: By the end of the 2019-2020 school year, FCPS will increase the efficacy of our new and inexperienced teachers.

### Measurable Objective 1:

collaborate to increase the professional efficacy of our new and inexperienced teachers by 06/30/2017 as measured by the number of differentiated and continuous professional learning opportunities offered and by the attendance at each of those opportunities.

### Strategy 1:

Professional Learning - This strategy will work through the implementation of the New Teacher Induction program and the learning opportunities offered at the Professional Learning Center at Linlee.

Category: Professional Learning & Support

Activity - New Teacher Induction Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Fayette County Public Schools will implement the New Teacher Induction program for all teachers new to the profession for the 2016-17 school year. This program is for the purpose of building foundational skills in the areas of Planning and Preparation, Classroom Management, Differentiated Instruction and Assessment Literacy. The year consists of 4 full day release days which focus on module delivery including Classroom Management, Differentiation and Assessment Literacy and 4 after school sessions which focus primarily on data analysis of the teacher's own classroom data. Teachers are able to build a cohort of professional learners in which they can call upon throughout the year for support, guidance and feedback. The goal is to ensure that all teachers new to the profession are equipped with the same foundational skill set.  Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$99000	District Funding	Associate Director of Human Resources and the Curriculum and Instruction department

Activity - Professional Learning Center at Linlee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# Comprehensive District Improvement Plan

Fayette County

By opening the Professional Learning Center at Linlee, the district can offer a differentiated menu of professional learning opportunities both during and outside of the school day conducive to all schedules. New and inexperienced teachers would be encouraged to participate in any and all of the offerings.  Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Human Resources, Educational Technology, and Curriculum, Instruction, and Assessment departments, Title 1, Safe Schools, and GT/ELL/Magnet programs.
<b>Activity - New Employee Orientation</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
FCPS certified employees who are new to the profession or new to the district participate in a two day New Employee Orientation prior to the start of the school year. Topics include: Benefits, Evaluation Overview, Culturally Responsive Teaching and Learning, Classroom Management/Discipline, Legal 101, Introduction to the Danielson Framework as tied to evaluations, KTIP overview, as well as a variety of classroom technology options.  Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$10000	District Funding	Human Resources, Financial Services/Benefits, Technology, Curriculum and Instruction, General Counsel
<b>Activity - National Board Certified Teacher Mentor Program</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Those interested in pursuing National Board Certification are provided the opportunity to be assigned a NBCT mentor. The goal is to provide continued collegial support for teachers through the development of each module of the the NBCT process. Mentors and mentees will meet monthly in "like" content areas for the purpose of reviewing progress on modules and gaining feedback on written components.  Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$12000	District Funding	Human Resources and Curriculum and Instruction

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Newcomer Program	Research, explore, and evaluate implementation of an opt-in Newcomer program for non-English speaking students who score between a 1.0 and 1.9 on the WAPT assessment (Interrupted Scholars, Refugees) for the 2017-18 school year.	Academic Support Program, Parent Involvement	07/01/2016	06/30/2017	\$5000	Associate Director of State, Federal and Magnet Programs
<b>Total</b>					\$5000	

### Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CTE Pathway alignment (BP P3:13)	Implement three key career and technical education audit findings for the district and high schools/programs to align pathways and increase students college and career readiness, which should be reflected in Comprehensive School Improvement Plans and the Comprehensive District Improvement Plan	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School leadership-Schuronda Morton (SD), Jack Hayes, Randy Peffer, and vacant high school Director Strategic Partnership Manager, Kim Lyon
<b>Total</b>					\$0	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Comprehensive District Improvement Plan

Fayette County

Comprehensive Student Assessment System	By May 2017, develop, implement, and continuously evaluate the effectiveness of a comprehensive student assessment system that generates data and information from multiple assessment measures. Ensure these measures include locally developed and standardized assessments of student learning. Ensure all personnel use data to design, implement and evaluate continuous improvement plans to improve instruction and student learning and to determine the effectiveness of all programs that support student learning. Ensure all professional and support staff members are regularly and systematically trained and can implement a rigorous, individualized professional development program related to the evaluation, interpretation and use of data.	Academic Support Program	07/01/2016	06/30/2017	\$0	Lori Bowen, Soraya Matthews
Classroom Practice Monitoring	Implement and evaluate a systemic process for school and district leaders to monitor the effectiveness of classroom instructional practices (e.g., regular collection of walkthrough data, review of unit/lesson plans, examination of standardized and local assessment data, review of student work) and ensure teachers are provided with immediate feedback and support to address the learning needs of all students.	Academic Support Program	07/01/2016	06/30/2017	\$0	Heather Bell, Jack Hayes, Jimmy Meadows, Randy Peffer, Edwina Smith
Balanced Assessment System	Implement a district wide balanced assessment system.	Academic Support Program	07/01/2016	06/30/2017	\$0	Lori Bowen, Soraya Matthews
Data Scorecard and Warehouse	Design data scorecard and data warehouse for monitoring, accountability, and school/district improvement.	Academic Support Program	07/01/2016	06/30/2017	\$0	Peggy Hayes Billy Buchanan
Monitor Instruction	Implement informal walkthrough and classroom visit process for school leaders that incorporates technology to monitor instruction.	Academic Support Program	07/01/2016	06/30/2017	\$0	Heather Bell, Jack Hayes, Jimmy Meadows, Randy Peffer, Edwina Smith
Professional Learning	Pilot the implementation of increasing the number of professional learning days for teachers at PZ schools	Professional Learning	07/01/2016	06/30/2017	\$0	District and School Leadership
Academic Priorities	Establish academic priorities for all schools that will be supported and monitored by the central office.	Academic Support Program	07/01/2016	06/30/2017	\$0	Lori Bowen, Soraya Matthews

# Comprehensive District Improvement Plan

Fayette County

School Support	Ensure School Directors and the Department of Curriculum, Instruction and Assessment are providing coordinated and high-quality supports to all schools and ensuring that all principals are highly effective instructional leaders.	Academic Support Program	07/01/2016	06/30/2017	\$0	Heather Bell, Lori Bowen, Jack Hayes, Soraya Matthews, Jimmy Meadows, Randy Pepper, Edwina Smith, Janice Wyatt-Ross
Summer Bridge Program	Plan and implement a summer bridge program for students entering 6th and 9th grades at PZ schools for summer 2017.	Academic Support Program	07/01/2016	06/30/2017	\$0	Title 1 Coordinator, School Directors
MTSS	Implement Multi-Tiered Systems of Support for all schools.	Academic Support Program, Behavioral Support Program	07/01/2016	06/30/2017	\$0	MTSS Staff
Systemic & Systematic Plan	Develop and implement a systemic and systematic plan and process to monitor and adjust curriculum, instruction and assessment based on student performance data by 2017. Ensure the process aligns with the purpose and direction of the district's goals for student achievement.	Academic Support Program	07/01/2016	06/30/2017	\$0	Lori Bowen, Soraya Matthews
School Novice Reduction Activities	Require all schools to develop Novice Reduction strategies and activities as part of the CSIP.	Academic Support Program	07/01/2016	06/30/2017	\$0	School Leadership
Summer Learning and More	Plan and implement a Summer Learning and More Program for elementary students at Partnership Zone schools for Summer 2017.	Academic Support Program	01/01/2017	06/30/2017	\$100000	Title 1 Coordinator, School Directors
Instructional Process	Develop and implement a districtwide instructional process that ensures students are 1) clearly informed of learning expectations and standards of performance, 2) provided exemplars of high quality work, 3) assessed formatively (e.g., assessment elicits data to make differentiated instructional and learning strategy adjustments) and 4) provided specific and timely feedback about their learning. Ensure the process is monitored for effectiveness during regular and systematic classroom observations by May 2017.	Academic Support Program	07/01/2016	06/30/2017	\$0	Lori Bowen, Soraya Matthews
Instructional Rounds	Implement Instructional Rounds for school and district improvement.	Academic Support Program	07/01/2016	06/30/2017	\$0	Lori Bowen, Soraya Matthews
Establish Academic Priorities	Establish academic priorities for all schools that will be supported and monitored by central office	Academic Support Program	07/01/2016	06/30/2017	\$0	District Leadership

## Comprehensive District Improvement Plan

Fayette County

Partnership Zone (PZ) Schools	In partnership with staffing committee, design and implement a staffing model that is close to cost neutral and reduces class size at the primary grades in Partnership Zone (PZ) Schools during 2017-18 school year	Academic Support Program, Behavioral Support Program	07/01/2016	06/30/2017	\$0	School Leadership
Data Analysis Benchmark Protocol	Design and implement professional learning and data analysis benchmark protocol for teachers/school leaders to improve instruction at the classroom and school level.	Academic Support Program	07/01/2016	06/30/2017	\$0	School Leadership (Heather Bell, Jack Hayes, Jimmy Meadows, Randy Peffer, Edwina Smith)
Professional Learning Communities	Continue to support principals and schools with implementation of Professional Learning Communities.	Academic Support Program	07/01/2016	06/30/2017	\$0	Nicole Mitchell, Diann Shuffett
<b>Total</b>					<b>\$100000</b>	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dual Credit (BP. P7:15)	15) Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors- Jack Hayes, Randy Peffer and Vacant high School Director
Additional ELL Teachers	Hire additional teachers of English Language Learners and place them in schools with the highest need, while developing a plan to achieve best practice targets for teacher caseloads across the district over the next four years.	Academic Support Program	07/01/2016	06/30/2017	\$525000	Associate Director of State, Federal and Magnet Programs
National Board Certified Teacher Mentor Program	Those interested in pursuing National Board Certification are provided the opportunity to be assigned a NBCT mentor. The goal is to provide continued collegial support for teachers through the development of each module of the the NBCT process. Mentors and mentees will meet monthly in "like" content areas for the purpose of reviewing progress on modules and gaining feedback on written components.	Professional Learning	07/01/2016	06/30/2017	\$12000	Human Resources and Curriculum and Instruction

# Comprehensive District Improvement Plan

Fayette County

College and Career Readiness Coaches (BP P2:11)	Add college and career coaches at all high schools ( to include new high school) to support students with guidance, college/career readiness, post-secondary transitions and utilizing the Individual Learning Plan	Academic Support Program, Career Preparation/Orientation, Behavioral Support Program, Community Engagement	07/01/2016	06/30/2017	\$500000	Associate Director of Student Support Services-Faith Thompson High School Principals are evaluators of CC Coaches
New Employee Orientation	FCPS certified employees who are new to the profession or new to the district participate in a two day New Employee Orientation prior to the start of the school year. Topics include: Benefits, Evaluation Overview, Culturally Responsive Teaching and Learning, Classroom Management/Discipline, Legal 101, Introduction to the Danielson Framework as tied to evaluations, KTIP overview, as well as a variety of classroom technology options.	Professional Learning	07/01/2016	06/30/2017	\$10000	Human Resources, Financial Services/Benefits, Technology, Curriculum and Instruction, General Counsel
Co-Teaching	Hire additional teachers for special education and place them in select schools, based on data, to support the implementation of a high-quality co-teaching mode (including professional learning, fidelity checks, and coaching) while developing a plan to hire enough teachers to support co-teaching across the district over the next four years.	Academic Support Program	07/01/2016	06/30/2017	\$250000	Director of Special Education
New Teacher Induction Program	The Fayette County Public Schools will implement the New Teacher Induction program for all teachers new to the profession for the 2016-17 school year. This program is for the purpose of building foundational skills in the areas of Planning and Preparation, Classroom Management, Differentiated Instruction and Assessment Literacy. The year consists of 4 full day release days which focus on module delivery including Classroom Management, Differentiation and Assessment Literacy and 4 after school sessions which focus primarily on data analysis of the teacher's own classroom data. Teachers are able to build a cohort of professional learners in which they can call upon throughout the year for support, guidance and feedback. The goal is to ensure that all teachers new to the profession are equipped with the same foundational skill set.	Professional Learning	07/01/2016	06/30/2017	\$99000	Associate Director of Human Resources and the Curriculum and Instruction department
ELL "Just in Time" student growth data	Develop and implement a plan with supporting tools to provide "just-in-time" student growth data for ELL students in all schools.	Academic Support Program	07/01/2016	06/30/2017	\$80000	Associate Director of Federal, State, and Magnet Programs

# Comprehensive District Improvement Plan

Fayette County

Equity (BP P2:10): Equitable access to rigorous coursework	Require and pay for all 9th and 10th grade students to take the PSAT during the 2016-17 school year in order to determine Advanced Placement potential for all students and increase diversity of students enrolled in Advanced Placement courses during the 2017-18 school year	Academic Support Program	07/01/2016	06/30/2018	\$60000	Associate Director of Student Support Services- Faith Thompson District Assessment Coordinator (DAC)- Peggy Hayes
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
<b>Total</b>					<b>\$1536000</b>	

## IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Transition Process from Preschool to K for students with disabilities	Communicate the process for transitioning from level to level (specifically preschool to kindergarten) with families of students with exceptionalities and articulate specific, planned transition activities.	Academic Support Program, Parent Involvement	07/01/2016	06/30/2017	\$1000	Director of Special Education, Associate Director of Early Childhood
<b>Total</b>					<b>\$1000</b>	

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Comprehensive District Improvement Plan

Fayette County

Professional Learning Center at Linlee	By opening the Professional Learning Center at Linlee, the district can offer a differentiated menu of professional learning opportunities both during and outside of the school day conducive to all schedules. New and inexperienced teachers would be encouraged to participate in any and all of the offerings.	Professional Learning	07/01/2016	06/30/2017	\$0	Human Resources, Educational Technology, and Curriculum, Instruction, and Assessment departments, Title 1, Safe Schools, and GT/ELL/Magnet programs.
Professional Learning Center	We will provide differentiated topics of professional learning during the day and after school at the Professional Learning Center at Linlee.	Professional Learning	07/01/2016	06/30/2017	\$0	Human Resources Department
Electronic Platform Development	A new electronic platform is being developed for everyone to post specific school professional development being offered so that teachers from around the district can attend to meet their differentiated needs, if space is available.	Professional Learning	07/01/2016	06/30/2017	\$0	Education Technology and Human Resources Departments
Professional Development Planning	During the development of each school's Professional Development Plan, school leaders will perform a needs assessment survey to give teachers an opportunity to request topics for which they would like to have more professional learning and support. Required school professional development trainings should include follow-up and differentiated support as needed.	Professional Learning	07/01/2016	06/30/2017	\$0	Human Resources Department and Individual School Principals
Individualized Learning Plan Counseling	Advise students through guidance and ILP planned sessions of opportunities for involvement as well as encourage all students to use the ILP for college/scholarship/career search.	Academic Support Program	07/01/2016	07/01/2017	\$0	School directors, school principals, guidance staff, teachers.
Diverse Principals and Leaders	Develop and implement a plan for recruiting highly effective and diverse candidates for principal and leadership vacancies.	Recruitment and Retention	07/01/2016	06/30/2017	\$0	Director of Human Resources and Equity Officer
Supports to Schools failing to meet targets 2 years	Develop and implement processes to provide supports for schools failing to meet targets for reducing achievement gap two years in a row.	Policy and Process	07/01/2016	06/30/2017	\$0	School Directors



**Comprehensive District Improvement Plan**

Fayette County

Counseling Connections	The Persistence to Graduation Report will be reviewed frequently by district and school personnel and meetings will be scheduled with students who are at-risk of dropping out or not completing their credits.	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors, School Administrator s, School Guidance Counselors, College and Career Readiness Coaches.
Diverse Teaching Staff	Increase the diversity of the pool of teaching candidates in order to improve principal supports for recruiting and hiring a highly effective and diverse teaching staff.	Recruitment and Retention	07/01/2016	06/30/2017	\$0	Director of Human Resources and Equity Officer
Dual Credit	Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions.	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director of Leadership, School Directors
<b>Total</b>					<b>\$0</b>	

**Title II Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
<b>Total</b>					<b>\$45000</b>	

**CCR Grant**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Academies and Pathways (BP. P7:8)	) Explore Ford Next Generation Partnership with the Lexington Chamber of Commerce and Business Education Network to create career academies and pathways to support students career readiness	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Kim Lyon-Strategic Partnership Manager
<b>Total</b>					<b>\$0</b>	

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Priorities	Establish academic priorities for all schools that will be supported and monitored by the central office.	Academic Support Program	07/01/2016	06/30/2017	\$0	Lori Bowen, Soraya Matthews
Balanced Assessment System	Implement a district wide balanced assessment system.	Academic Support Program	07/01/2016	06/30/2017	\$0	Lori Bowen, Soraya Matthews
Data Analysis Benchmark Protocol	Design and implement professional learning and data analysis benchmark protocol for teachers/school leaders to improve instruction at the classroom and school level.	Academic Support Program	07/01/2016	06/30/2017	\$0	School Leadership (Heather Bell, Jack Hayes, Jimmy Meadows, Randy Peffer, Edwina Smith)
School Support	Ensure School Directors and the Department of Curriculum, Instruction and Assessment are providing coordinated and high-quality supports to all schools and ensuring that all principals are highly effective instructional leaders.	Academic Support Program	07/01/2016	06/30/2017	\$0	Heather Bell, Lori Bowen, Jack Hayes, Soraya Matthews, Jimmy Meadows, Randy Peffer, Edwina Smith, Janice Wyatt-Ross
Instructional Rounds	Implement Instructional Rounds for school and district improvement.	Academic Support Program	07/01/2016	06/30/2017	\$0	Lori Bowen, Soraya Matthews
Professional Learning Communities	Continue to support principals and schools with implementation of Professional Learning Communities.	Academic Support Program	07/01/2016	06/30/2017	\$0	Nicole Mitchell, Diann Shuffett

# Comprehensive District Improvement Plan

Fayette County

Monitor Instruction	Implement informal walkthrough and classroom visit process for school leaders that incorporates technology to monitor instruction.	Academic Support Program	07/01/2016	06/30/2017	\$0	Heather Bell, Jack Hayes, Jimmy Meadows, Randy Peffer, Edwina Smith
Data Scorecard and Warehouse	Design data scorecard and data warehouse for monitoring, accountability, and school/district improvement.	Academic Support Program	07/01/2016	06/30/2017	\$0	Peggy Hayes Billy Buchanan
Co-Teaching	Hire additional teachers for special education and place them in select schools, based on data, to support the implementation of a high-quality co-teaching mode (including professional learning, fidelity checks, and coaching) while developing a plan to hire enough teachers to support co-teaching across the district over the next four years.	Academic Support Program	07/01/2016	06/30/2017	\$250000	Director of Special Education
Transition Process from Preschool to K for students with disabilities	Communicate the process for transitioning from level to level (specifically preschool to kindergarten) with families of students with exceptionalities and articulate specific, planned transition activities.	Academic Support Program, Parent Involvement	07/01/2016	06/30/2017	\$1000	Director of Special Education, Associate Director of Early Childhood
ELL "Just in Time" student growth data	Develop and implement a plan with supporting tools to provide "just-in-time" student growth data for ELL students in all schools.	Academic Support Program	07/01/2016	06/30/2017	\$80000	Associate Director of Federal, State, and Magnet Programs
Newcomer Program	Research, explore, and evaluate implementation of an opt-in Newcomer program for non-English speaking students who score between a 1.0 and 1.9 on the WAPT assessment (Interrupted Scholars, Refugees) for the 2017-18 school year.	Academic Support Program, Parent Involvement	07/01/2016	06/30/2017	\$5000	Associate Director of State, Federal and Magnet Programs
Additional ELL Teachers	Hire additional teachers of English Language Learners and place them in schools with the highest need, while developing a plan to achieve best practice targets for teacher caseloads across the district over the next four years.	Academic Support Program	07/01/2016	06/30/2017	\$525000	Associate Director of State, Federal and Magnet Programs
Diverse Principals and Leaders	Develop and implement a plan for recruiting highly effective and diverse candidates for principal and leadership vacancies.	Recruitment and Retention	07/01/2016	06/30/2017	\$0	Director of Human Resources and Equity Officer
Diverse Teaching Staff	Increase the diversity of the pool of teaching candidates in order to improve principal supports for recruiting and hiring a highly effective and diverse teaching staff.	Recruitment and Retention	07/01/2016	06/30/2017	\$0	Director of Human Resources and Equity Officer

# Comprehensive District Improvement Plan

Fayette County

Supports to Schools failing to meet targets 2 years	Develop and implement processes to provide supports for schools failing to meet targets for reducing achievement gap two years in a row.	Policy and Process	07/01/2016	06/30/2017	\$0	School Directors
Electronic Platform Development	A new electronic platform is being developed for everyone to post specific school professional development being offered so that teachers from around the district can attend to meet their differentiated needs, if space is available.	Professional Learning	07/01/2016	06/30/2017	\$0	Education Technology and Human Resources Departments
Professional Learning Center	We will provide differentiated topics of professional learning during the day and after school at the Professional Learning Center at Linlee.	Professional Learning	07/01/2016	06/30/2017	\$0	Human Resources Department
Professional Development Planning	During the development of each school's Professional Development Plan, school leaders will perform a needs assessment survey to give teachers an opportunity to request topics for which they would like to have more professional learning and support. Required school professional development trainings should include follow-up and differentiated support as needed.	Professional Learning	07/01/2016	06/30/2017	\$0	Human Resources Department and Individual School Principals
Establish Academic Priorities	Establish academic priorities for all schools that will be supported and monitored by central office	Academic Support Program	07/01/2016	06/30/2017	\$0	District Leadership
MTSS	Implement Multi-Tiered Systems of Support for all schools.	Academic Support Program, Behavioral Support Program	07/01/2016	06/30/2017	\$0	MTSS Staff
School Novice Reduction Activities	Require all schools to develop Novice Reduction strategies and activities as part of the CSIP.	Academic Support Program	07/01/2016	06/30/2017	\$0	School Leadership
New Teacher Induction Program	The Fayette County Public Schools will implement the New Teacher Induction program for all teachers new to the profession for the 2016-17 school year. This program is for the purpose of building foundational skills in the areas of Planning and Preparation, Classroom Management, Differentiated Instruction and Assessment Literacy. The year consists of 4 full day release days which focus on module delivery including Classroom Management, Differentiation and Assessment Literacy and 4 after school sessions which focus primarily on data analysis of the teacher's own classroom data. Teachers are able to build a cohort of professional learners in which they can call upon throughout the year for support, guidance and feedback. The goal is to ensure that all teachers new to the profession are equipped with the same foundational skill set.	Professional Learning	07/01/2016	06/30/2017	\$99000	Associate Director of Human Resources and the Curriculum and Instruction department

# Comprehensive District Improvement Plan

Fayette County

Professional Learning Center at Linlee	By opening the Professional Learning Center at Linlee, the district can offer a differentiated menu of professional learning opportunities both during and outside of the school day conducive to all schedules. New and inexperienced teachers would be encouraged to participate in any and all of the offerings.	Professional Learning	07/01/2016	06/30/2017	\$0	Human Resources, Educational Technology, and Curriculum, Instruction, and Assessment departments, Title 1, Safe Schools, and GT/ELL/Magnet programs.
New Employee Orientation	FCPS certified employees who are new to the profession or new to the district participate in a two day New Employee Orientation prior to the start of the school year. Topics include: Benefits, Evaluation Overview, Culturally Responsive Teaching and Learning, Classroom Management/Discipline, Legal 101, Introduction to the Danielson Framework as tied to evaluations, KTIP overview, as well as a variety of classroom technology options.	Professional Learning	07/01/2016	06/30/2017	\$10000	Human Resources, Financial Services/Benefits, Technology, Curriculum and Instruction, General Counsel
National Board Certified Teacher Mentor Program	Those interested in pursuing National Board Certification are provided the opportunity to be assigned a NBCT mentor. The goal is to provide continued collegial support for teachers through the development of each module of the the NBCT process. Mentors and mentees will meet monthly in "like" content areas for the purpose of reviewing progress on modules and gaining feedback on written components.	Professional Learning	07/01/2016	06/30/2017	\$12000	Human Resources and Curriculum and Instruction
Instructional Process	Develop and implement a districtwide instructional process that ensures students are 1) clearly informed of learning expectations and standards of performance, 2) provided exemplars of high quality work, 3) assessed formatively (e.g., assessment elicits data to make differentiated instructional and learning strategy adjustments) and 4) provided specific and timely feedback about their learning. Ensure the process is monitored for effectiveness during regular and systematic classroom observations by May 2017.	Academic Support Program	07/01/2016	06/30/2017	\$0	Lori Bowen, Soraya Matthews
Systemic & Systematic Plan	Develop and implement a systemic and systematic plan and process to monitor and adjust curriculum, instruction and assessment based on student performance data by 2017. Ensure the process aligns with the purpose and direction of the district's goals for student achievement.	Academic Support Program	07/01/2016	06/30/2017	\$0	Lori Bowen, Soraya Matthews

# Comprehensive District Improvement Plan

Fayette County

Comprehensive Student Assessment System	By May 2017, develop, implement, and continuously evaluate the effectiveness of a comprehensive student assessment system that generates data and information from multiple assessment measures. Ensure these measures include locally developed and standardized assessments of student learning. Ensure all personnel use data to design, implement and evaluate continuous improvement plans to improve instruction and student learning and to determine the effectiveness of all programs that support student learning. Ensure all professional and support staff members are regularly and systematically trained and can implement a rigorous, individualized professional development program related to the evaluation, interpretation and use of data.	Academic Support Program	07/01/2016	06/30/2017	\$0	Lori Bowen, Soraya Matthews
Classroom Practice Monitoring	Implement and evaluate a systemic process for school and district leaders to monitor the effectiveness of classroom instructional practices (e.g., regular collection of walkthrough data, review of unit/lesson plans, examination of standardized and local assessment data, review of student work) and ensure teachers are provided with immediate feedback and support to address the learning needs of all students.	Academic Support Program	07/01/2016	06/30/2017	\$0	Heather Bell, Jack Hayes, Jimmy Meadows, Randy Peffer, Edwina Smith
<b>Total</b>					<b>\$982000</b>	

## Yates Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
<b>Total</b>					<b>\$45000</b>	

## Winburn Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Comprehensive District Improvement Plan

Fayette County

Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
Partnership Zone (PZ) Schools	In partnership with staffing committee, design and implement a staffing model that is close to cost neutral and reduces class size at the primary grades in Partnership Zone (PZ) Schools during 2017-18 school year	Academic Support Program, Behavioral Support Program	07/01/2016	06/30/2017	\$0	School Leadership
Summer Bridge Program	Plan and implement a summer bridge program for students entering 6th and 9th grades at PZ schools for summer 2017.	Academic Support Program	07/01/2016	06/30/2017	\$0	Title 1 Coordinator, School Directors
<b>Total</b>					\$0	

### William Wells Brown Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
Partnership Zone (PZ) Schools	In partnership with staffing committee, design and implement a staffing model that is close to cost neutral and reduces class size at the primary grades in Partnership Zone (PZ) Schools during 2017-18 school year	Academic Support Program, Behavioral Support Program	07/01/2016	06/30/2017	\$0	School Leadership
Professional Learning	Pilot the implementation of increasing the number of professional learning days for teachers at PZ schools	Professional Learning	07/01/2016	06/30/2017	\$0	District and School Leadership
Summer Learning and More	Plan and implement a Summer Learning and More Program for elementary students at Partnership Zone schools for Summer 2017.	Academic Support Program	01/01/2017	06/30/2017	\$100000	Title 1 Coordinator, School Directors

**Comprehensive District Improvement Plan**

Fayette County

**Total**

**\$145000**

**The Stables**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Equity (BP P2:10): Equitable access to rigorous coursework	Require and pay for all 9th and 10th grade students to take the PSAT during the 2016-17 school year in order to determine Advanced Placement potential for all students and increase diversity of students enrolled in Advanced Placement courses during the 2017-18 school year	Academic Support Program	07/01/2016	06/30/2018	\$60000	Associate Director of Student Support Services-Faith Thompson District Assessment Coordinator (DAC)- Peggy Hayes
CTE Pathway alignment (BP P3:13)	Implement three key career and technical education audit findings for the district and high schools/programs to align pathways and increase students college and career readiness, which should be reflected in Comprehensive School Improvement Plans and the Comprehensive District Improvement Plan	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership-Schuronda Morton (SD), Jack Hayes, Randy Peffer, and vacant high school Director Strategic Partnership Manager, Kim Lyon
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon



## Comprehensive District Improvement Plan

Fayette County

Career Academies and Pathways (BP. P7:8)	) Explore Ford Next Generation Partnership with the Lexington Chamber of Commerce and Business Education Network to create career academies and pathways to support students career readiness	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Kim Lyon-Strategic Partnership Manager
<b>Total</b>					\$60000	

### Tates Creek Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CTE Pathway alignment (BP P3:13)	Implement three key career and technical education audit findings for the district and high schools/programs to align pathways and increase students college and career readiness, which should be reflected in Comprehensive School Improvement Plans and the Comprehensive District Improvement Plan	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School leadership-Schuronda Morton (SD), Jack Hayes, Randy Peffer, and vacant high school Director Strategic Partnership Manager, Kim Lyon
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
<b>Total</b>					\$0	

### Tates Creek High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Comprehensive District Improvement Plan

Fayette County

Equity (BP P2:10): Equitable access to rigorous coursework	Require and pay for all 9th and 10th grade students to take the PSAT during the 2016-17 school year in order to determine Advanced Placement potential for all students and increase diversity of students enrolled in Advanced Placement courses during the 2017-18 school year	Academic Support Program	07/01/2016	06/30/2018	\$60000	Associate Director of Student Support Services-Faith Thompson District Assessment Coordinator (DAC)- Peggy Hayes
College and Career Readiness Coaches (BP P2:11)	Add college and career coaches at all high schools ( to include new high school) to support students with guidance, college/career readiness, post-secondary transitions and utilizing the Individual Learning Plan	Academic Support Program, Career Preparation/Orientation, Behavioral Support Program, Community Engagement	07/01/2016	06/30/2017	\$500000	Associate Director of Student Support Services-Faith Thompson High School Principals are evaluators of CC Coaches
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors-Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
Career Academies and Pathways (BP. P7:8)	) Explore Ford Next Generation Partnership with the Lexington Chamber of Commerce and Business Education Network to create career academies and pathways to support students career readiness	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Kim Lyon-Strategic Partnership Manager
Dual Credit (BP. P7:15)	15) Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors-Jack Hayes, Randy Peffer and Vacant high School Director

## Comprehensive District Improvement Plan

Fayette County

Counseling Connections	The Persistence to Graduation Report will be reviewed frequently by district and school personnel and meetings will be scheduled with students who are at-risk of dropping out or not completing their credits.	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors, School Administrators, School Guidance Counselors, College and Career Readiness Coaches.
Individualized Learning Plan Counseling	Advise students through guidance and ILP planned sessions of opportunities for involvement as well as encourage all students to use the ILP for college/scholarship/career search.	Academic Support Program	07/01/2016	07/01/2017	\$0	School directors, school principals, guidance staff, teachers.
Dual Credit	Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions.	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director of Leadership, School Directors
<b>Total</b>					<b>\$560000</b>	

### Tates Creek Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
<b>Total</b>					<b>\$45000</b>	

### Southside Technical Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Comprehensive District Improvement Plan

Fayette County

CTE Pathway alignment (BP P3:13)	Implement three key career and technical education audit findings for the district and high schools/programs to align pathways and increase students college and career readiness, which should be reflected in Comprehensive School Improvement Plans and the Comprehensive District Improvement Plan	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School leadership- Schuronda Morton (SD), Jack Hayes, Randy Peffer, and vacant high school Director Strategic Partnership Manager, Kim Lyon
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
Career Academies and Pathways (BP. P7:8)	) Explore Ford Next Generation Partnership with the Lexington Chamber of Commerce and Business Education Network to create career academies and pathways to support students career readiness	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Kim Lyon- Strategic Partnership Manager
Dual Credit (BP. P7:15)	15) Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors- Jack Hayes, Randy Peffer and Vacant high school Director
<b>Total</b>					<b>\$0</b>	

## Southern Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Comprehensive District Improvement Plan

Fayette County

Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
<b>Total</b>					\$0	

### Scapa At Bluegrass

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
Dual Credit (BP. P7:15)	15) Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors- Jack Hayes, Randy Peffer and Vacant high School Director
<b>Total</b>					\$0	

### Sandersville Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Comprehensive District Improvement Plan

Fayette County

SIOB	Implement the Sheltered Instruction Observation Protocol (SIOB) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
<b>Total</b>					<b>\$45000</b>	

## STEAM Academy

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CTE Pathway alignment (BP P3:13)	Implement three key career and technical education audit findings for the district and high schools/programs to align pathways and increase students college and career readiness, which should be reflected in Comprehensive School Improvement Plans and the Comprehensive District Improvement Plan	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership-Schuronda Morton (SD), Jack Hayes, Randy Peffer, and vacant high school Director Strategic Partnership Manager, Kim Lyon
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors-Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
Career Academies and Pathways (BP. P7:8)	) Explore Ford Next Generation Partnership with the Lexington Chamber of Commerce and Business Education Network to create career academies and pathways to support students career readiness	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Kim Lyon-Strategic Partnership Manager

# Comprehensive District Improvement Plan

Fayette County

Dual Credit	Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions.	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director of Leadership, School Directors
<b>Total</b>					\$0	

## Russell Cave Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
<b>Total</b>					\$45000	

## Paul Laurence Dunbar High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
Equity (BP P2:10): Equitable access to rigorous coursework	Require and pay for all 9th and 10th grade students to take the PSAT during the 2016-17 school year in order to determine Advanced Placement potential for all students and increase diversity of students enrolled in Advanced Placement courses during the 2017-18 school year	Academic Support Program	07/01/2016	06/30/2018	\$60000	Associate Director of Student Support Services- Faith Thompson District Assessment Coordinator (DAC)- Peggy Hayes

# Comprehensive District Improvement Plan

Fayette County

College and Career Readiness Coaches (BP P2:11)	Add college and career coaches at all high schools ( to include new high school) to support students with guidance, college/career readiness, post-secondary transitions and utilizing the Individual Learning Plan	Academic Support Program, Career Preparation/Orientation, Behavioral Support Program, Community Engagement	07/01/2016	06/30/2017	\$500000	Associate Director of Student Support Services-Faith Thompson High School Principals are evaluators of CC Coaches
CTE Pathway alignment (BP P3:13)	Implement three key career and technical education audit findings for the district and high schools/programs to align pathways and increase students college and career readiness, which should be reflected in Comprehensive School Improvement Plans and the Comprehensive District Improvement Plan	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership-Schuronda Morton (SD), Jack Hayes, Randy Peffer, and vacant high school Director Strategic Partnership Manager, Kim Lyon
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors-Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
Career Academies and Pathways (BP. P7:8)	) Explore Ford Next Generation Partnership with the Lexington Chamber of Commerce and Business Education Network to create career academies and pathways to support students career readiness	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Kim Lyon-Strategic Partnership Manager



**Comprehensive District Improvement Plan**

Fayette County

Dual Credit (BP. P7:15)	15) Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors- Jack Hayes, Randy Peffer and Vacant high School Director
Counseling Connections	The Persistence to Graduation Report will be reviewed frequently by district and school personnel and meetings will be scheduled with students who are at-risk of dropping out or not completing their credits.	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors, School Administrators, School Guidance Counselors, College and Career Readiness Coaches.
Individualized Learning Plan Counseling	Advise students through guidance and ILP planned sessions of opportunities for involvement as well as encourage all students to use the ILP for college/scholarship/career search.	Academic Support Program	07/01/2016	07/01/2017	\$0	School directors, school principals, guidance staff, teachers.
Dual Credit	Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions.	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director of Leadership, School Directors
<b>Total</b>					<b>\$605000</b>	

**Opportunity Middle College**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Comprehensive District Improvement Plan**

Fayette County

CTE Pathway alignment (BP P3:13)	Implement three key career and technical education audit findings for the district and high schools/programs to align pathways and increase students college and career readiness, which should be reflected in Comprehensive School Improvement Plans and the Comprehensive District Improvement Plan	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School leadership-Schuronda Morton (SD), Jack Hayes, Randy Peffer, and vacant high school Director Strategic Partnership Manager, Kim Lyon
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors-Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
Career Academies and Pathways (BP. P7:8)	) Explore Ford Next Generation Partnership with the Lexington Chamber of Commerce and Business Education Network to create career academies and pathways to support students career readiness	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Kim Lyon-Strategic Partnership Manager
Dual Credit (BP. P7:15)	15) Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors-Jack Hayes, Randy Peffer and Vacant high school Director
<b>Total</b>					<b>\$0</b>	

**Northern Elementary School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Comprehensive District Improvement Plan

Fayette County

Partnership Zone (PZ) Schools	In partnership with staffing committee, design and implement a staffing model that is close to cost neutral and reduces class size at the primary grades in Partnership Zone (PZ) Schools during 2017-18 school year	Academic Support Program, Behavioral Support Program	07/01/2016	06/30/2017	\$0	School Leadership
Professional Learning	Pilot the implementation of increasing the number of professional learning days for teachers at PZ schools	Professional Learning	07/01/2016	06/30/2017	\$0	District and School Leadership
Summer Learning and More	Plan and implement a Summer Learning and More Program for elementary students at Partnership Zone schools for Summer 2017.	Academic Support Program	01/01/2017	06/30/2017	\$100000	Title 1 Coordinator, School Directors
<b>Total</b>					<b>\$100000</b>	

### Morton Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
<b>Total</b>					<b>\$45000</b>	

### Meadowthorpe Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Comprehensive District Improvement Plan

Fayette County

SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
<b>Total</b>					\$45000	

### Mary Todd Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
Partnership Zone (PZ) Schools	In partnership with staffing committee, design and implement a staffing model that is close to cost neutral and reduces class size at the primary grades in Partnership Zone (PZ) Schools during 2017-18 school year	Academic Support Program, Behavioral Support Program	07/01/2016	06/30/2017	\$0	School Leadership
Professional Learning	Pilot the implementation of increasing the number of professional learning days for teachers at PZ schools	Professional Learning	07/01/2016	06/30/2017	\$0	District and School Leadership
Summer Learning and More	Plan and implement a Summer Learning and More Program for elementary students at Partnership Zone schools for Summer 2017.	Academic Support Program	01/01/2017	06/30/2017	\$100000	Title 1 Coordinator, School Directors
<b>Total</b>					\$145000	

### Martin Luther King Credit Recovery

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Equity (BP P2:10): Equitable access to rigorous coursework	Require and pay for all 9th and 10th grade students to take the PSAT during the 2016-17 school year in order to determine Advanced Placement potential for all students and increase diversity of students enrolled in Advanced Placement courses during the 2017-18 school year	Academic Support Program	07/01/2016	06/30/2018	\$60000	Associate Director of Student Support Services- Faith Thompson District Assessment Coordinator (DAC)- Peggy Hayes

**Comprehensive District Improvement Plan**

Fayette County

**Total**

\$60000

**Martin L King Acad for Excellence Alt**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Equity (BP P2:10): Equitable access to rigorous coursework	Require and pay for all 9th and 10th grade students to take the PSAT during the 2016-17 school year in order to determine Advanced Placement potential for all students and increase diversity of students enrolled in Advanced Placement courses during the 2017-18 school year	Academic Support Program	07/01/2016	06/30/2018	\$60000	Associate Director of Student Support Services-Faith Thompson District Assessment Coordinator (DAC)- Peggy Hayes
CTE Pathway alignment (BP P3:13)	Implement three key career and technical education audit findings for the district and high schools/programs to align pathways and increase students college and career readiness, which should be reflected in Comprehensive School Improvement Plans and the Comprehensive District Improvement Plan	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership-Schuronda Morton (SD), Jack Hayes, Randy Peffer, and vacant high school Director Strategic Partnership Manager, Kim Lyon
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon

## Comprehensive District Improvement Plan

Fayette County

Career Academies and Pathways (BP. P7:8)	) Explore Ford Next Generation Partnership with the Lexington Chamber of Commerce and Business Education Network to create career academies and pathways to support students career readiness	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Kim Lyon-Strategic Partnership Manager
Dual Credit (BP. P7:15)	15) Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors- Jack Hayes, Randy Peffer and Vacant high School Director
<b>Total</b>					<b>\$60000</b>	

### Madeline M Breckinridge Elem School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
<b>Total</b>					<b>\$45000</b>	

### Locust Trace Agriscience Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Equity (BP P2:10): Equitable access to rigorous coursework	Require and pay for all 9th and 10th grade students to take the PSAT during the 2016-17 school year in order to determine Advanced Placement potential for all students and increase diversity of students enrolled in Advanced Placement courses during the 2017-18 school year	Academic Support Program	07/01/2016	06/30/2018	\$60000	Associate Director of Student Support Services- Faith Thompson District Assessment Coordinator (DAC)- Peggy Hayes

# Comprehensive District Improvement Plan

Fayette County

CTE Pathway alignment (BP P3:13)	Implement three key career and technical education audit findings for the district and high schools/programs to align pathways and increase students college and career readiness, which should be reflected in Comprehensive School Improvement Plans and the Comprehensive District Improvement Plan	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School leadership-Schuronda Morton (SD), Jack Hayes, Randy Peffer, and vacant high school Director Strategic Partnership Manager, Kim Lyon
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors-Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
Career Academies and Pathways (BP. P7:8)	) Explore Ford Next Generation Partnership with the Lexington Chamber of Commerce and Business Education Network to create career academies and pathways to support students career readiness	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Kim Lyon-Strategic Partnership Manager
Dual Credit (BP. P7:15)	15) Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors-Jack Hayes, Randy Peffer and Vacant high School Director
Dual Credit	Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions.	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director of Leadership, School Directors
<b>Total</b>					<b>\$60000</b>	

**Comprehensive District Improvement Plan**

Fayette County

**Lexington Trad Magnet School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
<b>Total</b>					<b>\$0</b>	

**Lexington Day Treatment**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Equity (BP P2:10): Equitable access to rigorous coursework	Require and pay for all 9th and 10th grade students to take the PSAT during the 2016-17 school year in order to determine Advanced Placement potential for all students and increase diversity of students enrolled in Advanced Placement courses during the 2017-18 school year	Academic Support Program	07/01/2016	06/30/2018	\$60000	Associate Director of Student Support Services- Faith Thompson District Assessment Coordinator (DAC)- Peggy Hayes



**Comprehensive District Improvement Plan**

Fayette County

Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
<b>Total</b>					\$60000	

**Leestown Middle School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
<b>Total</b>					\$45000	

**Lafayette High School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Comprehensive District Improvement Plan

Fayette County

Equity (BP P2:10): Equitable access to rigorous coursework	Require and pay for all 9th and 10th grade students to take the PSAT during the 2016-17 school year in order to determine Advanced Placement potential for all students and increase diversity of students enrolled in Advanced Placement courses during the 2017-18 school year	Academic Support Program	07/01/2016	06/30/2018	\$60000	Associate Director of Student Support Services-Faith Thompson District Assessment Coordinator (DAC)- Peggy Hayes
College and Career Readiness Coaches (BP P2:11)	Add college and career coaches at all high schools ( to include new high school) to support students with guidance, college/career readiness, post-secondary transitions and utilizing the Individual Learning Plan	Academic Support Program, Career Preparation/Orientation, Behavioral Support Program, Community Engagement	07/01/2016	06/30/2017	\$500000	Associate Director of Student Support Services-Faith Thompson High School Principals are evaluators of CC Coaches
CTE Pathway alignment (BP P3:13)	Implement three key career and technical education audit findings for the district and high schools/programs to align pathways and increase students college and career readiness, which should be reflected in Comprehensive School Improvement Plans and the Comprehensive District Improvement Plan	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School leadership-Schuronda Morton (SD), Jack Hayes, Randy Peffer, and vacant high school Director Strategic Partnership Manager, Kim Lyon

**Comprehensive District Improvement Plan**

Fayette County

Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
Career Academies and Pathways (BP. P7:8)	) Explore Ford Next Generation Partnership with the Lexington Chamber of Commerce and Business Education Network to create career academies and pathways to support students career readiness	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Kim Lyon- Strategic Partnership Manager
Dual Credit (BP. P7:15)	15) Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors- Jack Hayes, Randy Peffer and Vacant high School Director
Counseling Connections	The Persistence to Graduation Report will be reviewed frequently by district and school personnel and meetings will be scheduled with students who are at-risk of dropping out or not completing their credits.	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors, School Administrators, School Guidance Counselors, College and Career Readiness Coaches.
Individualized Learning Plan Counseling	Advise students through guidance and ILP planned sessions of opportunities for involvement as well as encourage all students to use the ILP for college/scholarship/career search.	Academic Support Program	07/01/2016	07/01/2017	\$0	School directors, school principals, guidance staff, teachers.

# Comprehensive District Improvement Plan

Fayette County

Dual Credit	Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions.	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director of Leadership, School Directors
<b>Total</b>					<b>\$560000</b>	

## Jessie M Clark Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
<b>Total</b>					<b>\$0</b>	

## James Lane Allen Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
Partnership Zone (PZ) Schools	In partnership with staffing committee, design and implement a staffing model that is close to cost neutral and reduces class size at the primary grades in Partnership Zone (PZ) Schools during 2017-18 school year	Academic Support Program, Behavioral Support Program	07/01/2016	06/30/2017	\$0	School Leadership
Summer Learning and More	Plan and implement a Summer Learning and More Program for elementary students at Partnership Zone schools for Summer 2017.	Academic Support Program	01/01/2017	06/30/2017	\$100000	Title 1 Coordinator, School Directors
<b>Total</b>					<b>\$145000</b>	

# Comprehensive District Improvement Plan

Fayette County

## Henry Clay High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Equity (BP P2:10): Equitable access to rigorous coursework	Require and pay for all 9th and 10th grade students to take the PSAT during the 2016-17 school year in order to determine Advanced Placement potential for all students and increase diversity of students enrolled in Advanced Placement courses during the 2017-18 school year	Academic Support Program	07/01/2016	06/30/2018	\$60000	Associate Director of Student Support Services-Faith Thompson District Assessment Coordinator (DAC)- Peggy Hayes
College and Career Readiness Coaches (BP P2:11)	Add college and career coaches at all high schools ( to include new high school) to support students with guidance, college/career readiness, post-secondary transitions and utilizing the Individual Learning Plan	Academic Support Program, Career Preparation/Orientation, Behavioral Support Program, Community Engagement	07/01/2016	06/30/2017	\$500000	Associate Director of Student Support Services-Faith Thompson High School Principals are evaluators of CC Coaches
CTE Pathway alignment (BP P3:13)	Implement three key career and technical education audit findings for the district and high schools/programs to align pathways and increase students college and career readiness, which should be reflected in Comprehensive School Improvement Plans and the Comprehensive District Improvement Plan	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School leadership-Schuronda Morton (SD), Jack Hayes, Randy Peffer, and vacant high school Director Strategic Partnership Manager, Kim Lyon

# Comprehensive District Improvement Plan

Fayette County

Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
Career Academies and Pathways (BP. P7:8)	) Explore Ford Next Generation Partnership with the Lexington Chamber of Commerce and Business Education Network to create career academies and pathways to support students career readiness	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Kim Lyon- Strategic Partnership Manager
Dual Credit (BP. P7:15)	15) Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors- Jack Hayes, Randy Peffer and Vacant high School Director
Counseling Connections	The Persistence to Graduation Report will be reviewed frequently by district and school personnel and meetings will be scheduled with students who are at-risk of dropping out or not completing their credits.	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors, School Administrators, School Guidance Counselors, College and Career Readiness Coaches.
Individualized Learning Plan Counseling	Advise students through guidance and ILP planned sessions of opportunities for involvement as well as encourage all students to use the ILP for college/scholarship/career search.	Academic Support Program	07/01/2016	07/01/2017	\$0	School directors, school principals, guidance staff, teachers.

## Comprehensive District Improvement Plan

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Dual Credit	Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions.	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director of Leadership, School Directors
<b>Total</b>					<b>\$560000</b>	

### Glendover Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
<b>Total</b>					<b>\$45000</b>	

### Fayette County Learning Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Equity (BP P2:10): Equitable access to rigorous coursework	Require and pay for all 9th and 10th grade students to take the PSAT during the 2016-17 school year in order to determine Advanced Placement potential for all students and increase diversity of students enrolled in Advanced Placement courses during the 2017-18 school year	Academic Support Program	07/01/2016	06/30/2018	\$60000	Associate Director of Student Support Services-Faith Thompson District Assessment Coordinator (DAC)- Peggy Hayes
CTE Pathway alignment (BP P3:13)	Implement three key career and technical education audit findings for the district and high schools/programs to align pathways and increase students college and career readiness, which should be reflected in Comprehensive School Improvement Plans and the Comprehensive District Improvement Plan	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School leadership-Schuronda Morton (SD), Jack Hayes, Randy Peffer, and vacant high school Director Strategic Partnership Manager, Kim Lyon

## Comprehensive District Improvement Plan

Fayette County

Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
Career Academies and Pathways (BP. P7:8)	) Explore Ford Next Generation Partnership with the Lexington Chamber of Commerce and Business Education Network to create career academies and pathways to support students career readiness	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Kim Lyon- Strategic Partnership Manager
Dual Credit (BP. P7:15)	15) Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors- Jack Hayes, Randy Peffer and Vacant high School Director
					<b>Total</b>	\$60000

### Family Care Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Equity (BP P2:10): Equitable access to rigorous coursework	Require and pay for all 9th and 10th grade students to take the PSAT during the 2016-17 school year in order to determine Advanced Placement potential for all students and increase diversity of students enrolled in Advanced Placement courses during the 2017-18 school year	Academic Support Program	07/01/2016	06/30/2018	\$60000	Associate Director of Student Support Services- Faith Thompson District Assessment Coordinator (DAC)- Peggy Hayes



## Comprehensive District Improvement Plan

Fayette County

Dual Credit (BP. P7:15)	15) Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors- Jack Hayes, Randy Peffer and Vacant high School Director
<b>Total</b>					\$60000	

### Edythe Jones Hayes Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
<b>Total</b>					\$0	

### Eastside Technical Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CTE Pathway alignment (BP P3:13)	Implement three key career and technical education audit findings for the district and high schools/programs to align pathways and increase students college and career readiness, which should be reflected in Comprehensive School Improvement Plans and the Comprehensive District Improvement Plan	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School leadership- Schuronda Morton (SD), Jack Hayes, Randy Peffer, and vacant high school Director Strategic Partnership Manager, Kim Lyon

## Comprehensive District Improvement Plan

Fayette County

Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton, High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
Career Academies and Pathways (BP. P7:8)	) Explore Ford Next Generation Partnership with the Lexington Chamber of Commerce and Business Education Network to create career academies and pathways to support students career readiness	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Kim Lyon- Strategic Partnership Manager
Dual Credit (BP. P7:15)	15) Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors- Jack Hayes, Randy Peffer and Vacant high School Director
Dual Credit	Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions.	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director of Leadership, School Directors
<b>Total</b>					\$0	

### Dixie Elementary Magnet School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
<b>Total</b>					\$45000	

### Deep Springs Elementary School

## Comprehensive District Improvement Plan

Fayette County

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
Partnership Zone (PZ) Schools	In partnership with staffing committee, design and implement a staffing model that is close to cost neutral and reduces class size at the primary grades in Partnership Zone (PZ) Schools during 2017-18 school year	Academic Support Program, Behavioral Support Program	07/01/2016	06/30/2017	\$0	School Leadership
Professional Learning	Pilot the implementation of increasing the number of professional learning days for teachers at PZ schools	Professional Learning	07/01/2016	06/30/2017	\$0	District and School Leadership
Summer Learning and More	Plan and implement a Summer Learning and More Program for elementary students at Partnership Zone schools for Summer 2017.	Academic Support Program	01/01/2017	06/30/2017	\$100000	Title 1 Coordinator, School Directors
<b>Total</b>					<b>\$145000</b>	

### Crawford Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton, High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon

## Comprehensive District Improvement Plan

Fayette County

Partnership Zone (PZ) Schools	In partnership with staffing committee, design and implement a staffing model that is close to cost neutral and reduces class size at the primary grades in Partnership Zone (PZ) Schools during 2017-18 school year	Academic Support Program, Behavioral Support Program	07/01/2016	06/30/2017	\$0	School Leadership
Summer Bridge Program	Plan and implement a summer bridge program for students entering 6th and 9th grades at PZ schools for summer 2017.	Academic Support Program	07/01/2016	06/30/2017	\$0	Title 1 Coordinator, School Directors
Professional Learning	Pilot the implementation of increasing the number of professional learning days for teachers at PZ schools	Professional Learning	07/01/2016	06/30/2017	\$0	District and School Leadership
<b>Total</b>					<b>\$45000</b>	

### Carter G. Woodson Academy

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Equity (BP P2:10): Equitable access to rigorous coursework	Require and pay for all 9th and 10th grade students to take the PSAT during the 2016-17 school year in order to determine Advanced Placement potential for all students and increase diversity of students enrolled in Advanced Placement courses during the 2017-18 school year	Academic Support Program	07/01/2016	06/30/2018	\$60000	Associate Director of Student Support Services-Faith Thompson District Assessment Coordinator (DAC)- Peggy Hayes
CTE Pathway alignment (BP P3:13)	Implement three key career and technical education audit findings for the district and high schools/programs to align pathways and increase students college and career readiness, which should be reflected in Comprehensive School Improvement Plans and the Comprehensive District Improvement Plan	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School leadership-Schuronda Morton (SD), Jack Hayes, Randy Peffer, and vacant high school Director Strategic Partnership Manager, Kim Lyon

# Comprehensive District Improvement Plan

Fayette County

Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
Career Academies and Pathways (BP. P7:8)	) Explore Ford Next Generation Partnership with the Lexington Chamber of Commerce and Business Education Network to create career academies and pathways to support students career readiness	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Kim Lyon- Strategic Partnership Manager
Dual Credit	Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions.	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director of Leadership, School Directors
<b>Total</b>					<b>\$60000</b>	

## Cardinal Valley Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
Partnership Zone (PZ) Schools	In partnership with staffing committee, design and implement a staffing model that is close to cost neutral and reduces class size at the primary grades in Partnership Zone (PZ) Schools during 2017-18 school year	Academic Support Program, Behavioral Support Program	07/01/2016	06/30/2017	\$0	School Leadership
Professional Learning	Pilot the implementation of increasing the number of professional learning days for teachers at PZ schools	Professional Learning	07/01/2016	06/30/2017	\$0	District and School Leadership

**Comprehensive District Improvement Plan**

Fayette County

Summer Learning and More	Plan and implement a Summer Learning and More Program for elementary students at Partnership Zone schools for Summer 2017.	Academic Support Program	01/01/2017	06/30/2017	\$100000	Title 1 Coordinator, School Directors
<b>Total</b>					\$145000	

**Bryan Station Traditional Magnet School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
<b>Total</b>					\$0	

**Bryan Station Middle School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon

## Comprehensive District Improvement Plan

Fayette County

Partnership Zone (PZ) Schools	In partnership with staffing committee, design and implement a staffing model that is close to cost neutral and reduces class size at the primary grades in Partnership Zone (PZ) Schools during 2017-18 school year	Academic Support Program, Behavioral Support Program	07/01/2016	06/30/2017	\$0	School Leadership
Summer Bridge Program	Plan and implement a summer bridge program for students entering 6th and 9th grades at PZ schools for summer 2017.	Academic Support Program	07/01/2016	06/30/2017	\$0	Title 1 Coordinator, School Directors
Professional Learning	Pilot the implementation of increasing the number of professional learning days for teachers at PZ schools	Professional Learning	07/01/2016	06/30/2017	\$0	District and School Leadership
<b>Total</b>					<b>\$0</b>	

### Bryan Station High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Equity (BP P2:10): Equitable access to rigorous coursework	Require and pay for all 9th and 10th grade students to take the PSAT during the 2016-17 school year in order to determine Advanced Placement potential for all students and increase diversity of students enrolled in Advanced Placement courses during the 2017-18 school year	Academic Support Program	07/01/2016	06/30/2018	\$60000	Associate Director of Student Support Services-Faith Thompson District Assessment Coordinator (DAC)- Peggy Hayes
College and Career Readiness Coaches (BP P2:11)	Add college and career coaches at all high schools ( to include new high school) to support students with guidance, college/career readiness, post-secondary transitions and utilizing the Individual Learning Plan	Academic Support Program, Career Preparation/Orientation, Behavioral Support Program, Community Engagement	07/01/2016	06/30/2017	\$500000	Associate Director of Student Support Services-Faith Thompson High School Principals are evaluators of CC Coaches

# Comprehensive District Improvement Plan

Fayette County

CTE Pathway alignment (BP P3:13)	Implement three key career and technical education audit findings for the district and high schools/programs to align pathways and increase students college and career readiness, which should be reflected in Comprehensive School Improvement Plans and the Comprehensive District Improvement Plan	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School leadership-Schuronda Morton (SD), Jack Hayes, Randy Peffer, and vacant high school Director Strategic Partnership Manager, Kim Lyon
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors-Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
Career Academies and Pathways (BP. P7:8)	) Explore Ford Next Generation Partnership with the Lexington Chamber of Commerce and Business Education Network to create career academies and pathways to support students career readiness	Academic Support Program, Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Kim Lyon-Strategic Partnership Manager
Dual Credit (BP. P7:15)	15) Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors-Jack Hayes, Randy Peffer and Vacant high school Director



## Comprehensive District Improvement Plan

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Counseling Connections	The Persistence to Graduation Report will be reviewed frequently by district and school personnel and meetings will be scheduled with students who are at-risk of dropping out or not completing their credits.	Academic Support Program	07/01/2016	06/30/2017	\$0	School Directors, School Administrators, School Guidance Counselors, College and Career Readiness Coaches.
Individualized Learning Plan Counseling	Advise students through guidance and ILP planned sessions of opportunities for involvement as well as encourage all students to use the ILP for college/scholarship/career search.	Academic Support Program	07/01/2016	07/01/2017	\$0	School directors, school principals, guidance staff, teachers.
Dual Credit	Explore expansion and acceleration of dual credit opportunities in partnership with post-secondary institutions.	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director of Leadership, School Directors
Partnership Zone (PZ) Schools	In partnership with staffing committee, design and implement a staffing model that is close to cost neutral and reduces class size at the primary grades in Partnership Zone (PZ) Schools during 2017-18 school year	Academic Support Program, Behavioral Support Program	07/01/2016	06/30/2017	\$0	School Leadership
Summer Bridge Program	Plan and implement a summer bridge program for students entering 6th and 9th grades at PZ schools for summer 2017.	Academic Support Program	07/01/2016	06/30/2017	\$0	Title 1 Coordinator, School Directors
Professional Learning	Pilot the implementation of increasing the number of professional learning days for teachers at PZ schools	Professional Learning	07/01/2016	06/30/2017	\$0	District and School Leadership
<b>Total</b>					<b>\$560000</b>	

### Booker T. Washington Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs

## Comprehensive District Improvement Plan

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Partnership Zone (PZ) Schools	In partnership with staffing committee, design and implement a staffing model that is close to cost neutral and reduces class size at the primary grades in Partnership Zone (PZ) Schools during 2017-18 school year	Academic Support Program, Behavioral Support Program	07/01/2016	06/30/2017	\$0	School Leadership
Professional Learning	Pilot the implementation of increasing the number of professional learning days for teachers at PZ schools	Professional Learning	07/01/2016	06/30/2017	\$0	District and School Leadership
Summer Learning and More	Plan and implement a Summer Learning and More Program for elementary students at Partnership Zone schools for Summer 2017.	Academic Support Program	01/01/2017	06/30/2017	\$100000	Title 1 Coordinator, School Directors
<b>Total</b>					\$145000	

### Beaumont Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Learning Plan (ILP) (BP. P7:7)	Develop and implement a process to ensure MS and HS staff, students, and families have access and training to effectively use the Individualized Learning Plan and other Career Cruising program resources	Career Preparation/Orientation	07/01/2016	06/30/2017	\$0	Senior Director, School Leadership Schuronda Morton , High School Directors- Jack Hayes and Randy Peffer and Strategic Planning Manager- Kim Lyon
<b>Total</b>					\$0	

### Arlington Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP	Implement the Sheltered Instruction Observation Protocol (SIOP) model in schools serving large numbers of ELL students.	Academic Support Program	07/01/2016	06/30/2017	\$45000	Associate Director of State, Federal and Magnet Programs
<b>Total</b>					\$45000	

## **Phase II - Assurances - District**

## **Introduction**

KDE Assurances for Districts

**District Assurances**

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	N/A		

Label	Assurance	Response	Comment	Attachment
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

# Comprehensive District Improvement Plan

Fayette County

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

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Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

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Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		



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Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	N/A		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A		

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Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

## **Phase II - Compliance and Accountability - Districts**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

**Planning and Accountability Requirements**

The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. **Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.**

**Goal 1:**

2016-17 GOAL 3: Increase the percentage of students college and career ready from 66.4% to 77.6% in HS by 2018-19.

**Measurable Objective 1:**

collaborate to increase college and career readiness by at least 4 percent by 09/30/2017 as measured by the School Report Card from the Kentucky Department of Education..

**Strategy1:**

College and Career Pathways - This strategy will assist students in becoming college and career-ready in viable careers, align career pathways offerings at high schools, technical schools and alternative schools to student career goals and state/regional business and industry needs.

Category: Career Readiness Pathways

Research Cited:

Activity - Further develop and implement FCPS CTE programming and refine career pathways programming at high schools, technical schools and alternative schools to align with post-secondary college and career options.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results and recommendations from KDE 2015 institutional review of CTE programs and other state/regional economic data. With the high schools, technical schools and alternative schools, refine career pathways offerings and/or develop additional career pathways.	Career Preparation/ Orientation	01/04/2016	06/02/2017	\$0 - No Funding Required	Secondary and CTE Directors, Program Manager

Activity - Review all career pathways offered and align with established KY career pathways as published by KDE.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure career pathways offerings at high schools, technical schools and alternative schools have or make available sufficient course offerings to allow students to complete a pathway leading to post-secondary college or viable career.	Career Preparation/ Orientation	01/04/2016	04/29/2016	\$0 - No Funding Required	Secondary, CTE Directors, Program Manager Counselors (HS, Tech Center, Alt Schools)

**Strategy2:**

Learning Culture and Environment - Creating an environment conducive to learning for all students is assured through the data analysis,

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assessing needs for social, emotional, behavioral and academic supports for every student..

Category: Management Systems

Research Cited:

Activity - Support Plans to close CCR gaps through MTSS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement positive learning culture and environment in all schools.	Behavioral Support Program	07/01/2016	07/01/2017	\$0 - Grant Funds	Senior Director of Curriculum, Instruction and Assessment.

Activity - Align and integrate academic, behavioral and social emotional support systems at targeted schools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social workers at three schools in the Bryan Station feeder pattern will assist the schools to expanding access to counseling services and braid academic, behavioral and social emotional support systems within the MTSS framework	Behavioral Support Program Academic Support Program	08/31/2015	05/30/2018	\$300000 - Grant Funds	Safe Schools/PBIS Coordinator Coordinator of Student Supports

Activity - CSIP Help Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide principals/schools with CSIP help sessions to assist, analyze data and develop CSIPs for quality assurance and the inclusion of required delivery targets such as College and Career Readiness and various analysis of data to inform practice.	Policy and Process	10/26/2015	01/04/2016	\$0 - No Funding Required	Partnership zone facilitators/teams, Instructional Directors, rocks 2 & 3 team members

Activity - Develop standard operating procedures for PBIS implementation to include measurable outcomes and monitoring.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use PBIS Implementation Blueprint to create action plans for districtwide PBIS implementation	Behavioral Support Program Academic Support Program	10/19/2015	06/02/2017	\$0 - Safe Schools	District PBIS Team

Activity - Develop and implement a plan for the reduction of harassment and bullying in schools.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Distribute self-assessment of essential elements of bullying/harassment prevention to schools to determine needs. The results of the self-assessment will be used to develop district guidelines for staff and student training and support.	Academic Support Program Behavioral Support Program	01/04/2016	06/02/2017	\$0 - Safe Schools	Coordinator of Safe Schools/PBIS, Coordinator of Student Support Services and Director of Human Resources

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Activity - Assess current implementation and effectiveness status of PBIS (all tiers) in schools and programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued facilitation of PBIS training and self-assessment using the Tiered Fidelity Inventory (TFI) in all schools and programs and compile data for district.	Academic Support Program Behavioral Support Program	09/21/2015	06/02/2017	\$240000 - Safe Schools	PBIS Coordinator and Coaches

### Strategy3:

Professional Learning and Support of Career Pathways - Through professional learning and support, district staff will provide all staff the knowledge to lead all students on a successful career pathway.

Category: Professional Learning & Support

Research Cited:

Activity - Ensure students and parents/guardians are familiar with and able to utilize Career Cruising including the student individual learning plan (ILP) module.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement plan for training HS and MS staff as Career Cruising and ILP trainers so that students and families can derive the full benefit of this free resource as students move from career exploration to career planning/preparation.	Professional Learning	01/04/2016	03/31/2016	\$3500 - Perkins	Secondary Directors, CTE Directors, Program Manager

Activity - Ensure HS administrators, counselors and teachers are knowledgeable about career pathways and criteria that determines students being considered college and career ready.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning opportunities for administrators, counselors and teachers to increase knowledge and understanding of the criteria to determine college or career readiness, career pathways, career-ready options and business/industry needs.	Professional Learning	01/04/2016	06/02/2017	\$10000 - Perkins	Secondary Directors, CTE Directors, Program Manager

The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

### Goal 1:

By the end of the 2019-2020 school year, the percentage of teachers in agreement with the statement "Professional development is differentiated to meet the needs of individual teachers" will increase from 65.9% to 71.9%.

### Measurable Objective 1:

collaborate to increase the percentage of teachers in agreement with the statement "Professional development is differentiated to meet the needs of individual teachers" from 65.9% to 68.9% by 06/30/2017 as measured by the TELL Survey.

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## Strategy1:

Professional Learning Differentiation - This strategy is to ensure that professional learning differentiation is occurring to meet the needs and implementation levels of teachers. This strategy and its activities will be initiated at the district level.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide more differentiated topics of professional learning during the day and after school at the Professional Learning Center at Linlee.	Professional Learning	01/02/2017	06/30/2017	\$0 - No Funding Required	Human Resources Department

Activity - Professional Development Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the development of each school's Professional Development Plan, school leaders will perform a needs assessment survey to give teachers an opportunity to request topics for which they would like to have more professional learning and support. Required school professional development trainings should include follow-up and differentiated support as needed.	Professional Learning	01/02/2017	06/30/2017	\$0 - No Funding Required	Human Resources Department and Individual School Principals

Activity - Electronic Platform Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A new electronic platform is being developed for everyone to post specific school professional development being offered so that teachers from around the district can attend to meet their differentiated needs, if space is available.	Professional Learning	06/01/2017	06/30/2017	\$0 - No Funding Required	Education Technology and Human Resources Departments



# **Executive Summary**

## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School System**

**Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?**

Serving nearly 41,000 students, Fayette County Public Schools is the second largest district in Kentucky and has a long and proud history of academic excellence. Our students and staff rate among the best in the state and nation, and regularly bring home top honors in academic, artistic and professional competitions. Our dedicated employees share a common goal of providing a world-class education for each and every child, and it shows. Time and again, our students and staff members earn state and national accolades in academic, athletic and professional arenas. We also have amazing support from our families, business community and civic leaders, who are all intent on creating a positive environment for students to learn and succeed.

FCPS is a rapidly growing school district, gaining an average of 750 students per year for each of the last several years. In the Fall of 2017, a new high school on Winchester Road will open to serve our ever expanding neighborhood growth. The community is diverse, both ethnically and economically, with approximately half the students in the district qualifying for free/reduced price meals. The racial makeup of our district student enrollment is 52 percent white, 22 percent African-American, 16 percent Hispanic, and 4 percent Asian. Lexington-Fayette County is home to a growing Hispanic population, and also serves as a relocation center for immigrants from all corners of the world. That is reflected in the school district by more than 4,089 students learning English as their second language who require instructional and parental support in more than 80 languages. Roughly 11 percent of the students in FCPS receive special education services.

### Number of Schools:

- Elementary schools: 36
- Middle schools: 12
- High schools: 5
- Technical centers: 3
- Other academic and alternative programs: 10

### 2016-17 student population

- Grades K-5: 19,810
- Grades 6-8: 9,262
- Grades 9-12: 11,692
- Other (preschool and over 18): 922
- Specialized programs & alternative schools: 1,480 (included above)
- Total students enrolled: 41,686

### FCPS employees

- Student support staff & administrative/office staff: 2,616
- Full-time teachers: 2,852
- Teachers with advanced degrees: 2,791
- Teachers with National Board certification: 202



## **System's Purpose**

**Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.**

We believe in our mission/purpose and we believe it is possible. Our intention is to ensure our purpose of providing each and every student a world-class education and set them firmly on the path for lifelong success. This mission is transparent, cogent, laser focused and "we are all in" to make it possible.

### **Mission:**

Our mission is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

### **Vision:**

All students will graduate from high school prepared for college and careers, ready to excel in a global society. In order to achieve this, we will:

- \* foster rich and diverse learning experiences that challenge and inspire (student achievement);
- \* foster a student - centered school system (student engagement);
- \* foster a culture of caring and mutual respect that supports lifelong learning (staff engagement);
- \* foster collaborative family partnerships (family engagement); and
- \* foster collaborative community partnerships (community engagement).

### **Core Values:**

- \* Students First
- \* Victory is in the Classroom
- \* Leadership, Capacity Building, Shared Accountability and Collaboration for Results are Keys to Success
- \* Families are Our Partners
- \* It Takes an Entire Community to Ensure the Success of Our Public Schools

### **Theory of Action:**

If we collaborate, unify and problem solve to support schools, then our team will provide school leaders, teachers and staff with the resources needed to accelerate student achievement for all.

### **Beliefs:**

Our beliefs as an instructionally focused leadership team articulate what we hold true:

- \* That all students can learn and must have an equal opportunity to achieve academic and social success;
- \* That the foundation for student success is an educational system that is well-designed, implemented with fidelity, monitored, and continuously improved to meet the goal of all students becoming college and career ready.
- \* That educational success is dependent on educating the whole child in academics, arts, vocational skills, special interests, and social/emotional skills to increase student achievement in all schools;
- \* That teachers, staff and administrators should feel empowered to take educated risks to reach all students;

\* That if leadership provides and models a systematic use of data for continuous improvement, then school staff will learn to use data continuously to support learning.

## **Notable Achievements and Areas of Improvement**

**Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.**

This list represents a sampling of the achievements of Fayette County's district office, student, staff and schools. It is not to be considered all-inclusive.

- In efforts to ensure that all students have access to vigorous coursework and to increase the diversification of advanced level courses and AP potential the district has underwritten the expenses for all freshman and sophomores to take the PSAT. This will afford students access and opportunity to financial support through scholarships and interaction and opportunity with programs and services such as KHAN Academy.
- Applied for and was awarded an AWARE grant which provides every school in the district timely access to community mental health services/providers to support district personnel providing services to students and families in need.
- In partnership with Commerce Lexington (local Chamber of Commerce), the district was accepted as a participant in the Next Generation Learning (NGL) initiative sponsored by Ford. This initiative's focus is to ensure college and career readiness through the transformation of high schools and the engagement of business partners with the district.

As a result of the Ford NGL initiative, Bryan Station and Frederick Douglas (2017) High Schools have adopted the Career Academy model which promotes smaller learning communities based on career and interest themes. The academies will offer all students the opportunity of rigor and relevant curriculum designed to prepare them for college and career.

Also as a result of the Ford NGL initiative, Tates Creek High School will unveil a Freshman Academy in fall of 2017 as a preparatory step toward implementation of the career academy model in 2018.

- In direct response to student voiced need for additional counseling support, six College and Career Coaches were hired (one per high school). The CCR Coaches bring a plethora of direct and quality experience in CCR and focus their efforts solely on CCR initiatives including awareness, preparedness and support for all students as they prepare for the transition beyond secondary school.

Academic honors:

- FCPS is home to five blue ribbon schools: Dixie Elementary, Glendover Elementary, Rosa Parks Elementary, the School for the Creative and Performing Arts and Veterans Park Elementary.
- Tates Creek High School: winner in the international Future Problem-Solving competition;
- Paul Laurence Dunbar High School: honors at the Intel International Science and Engineering Fair;
- Henry Clay High and Winburn Middle schools: winners in the National History Day Contest;
- Tates Creek Middle: award in the National PTA Reflections competition;
- Southern Middle and Lafayette High: kudos at the Technology Student Association's national conference;
- Beaumont Middle and Bryan Station High: medalists at the FCCLA's National Leadership Conference.
- Governor's School for the Arts: 39 students;
- Governor's Scholars: 57 students;
- National Merit Scholarship winners: 19.

Employee honors:

- 202 National Board Certified Teachers
- Two state awards from the Kentucky Association of Health, Physical Education, Dance and Recreation, at SCAPA at Bluegrass;
- A statewide Science Teacher of the Year, at William Wells Brown Elementary;
- Kentucky's 2016 School Social Worker of the Year, at Tates Creek High School;

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- National New Teacher of the Year from the Association for Career and Technical Education, at Locust Trace AgriScience Center;
- Nationwide Platypus Award for innovative and creative teaching, at SCAPA at Bluegrass;
- Copper Black Award for Creative Achievement from the Mensa Foundation, at Lafayette High;
- State-level Office Professional Award, at Bryan Station High;
- Statewide Outstanding Orchestra Director, at Edythe J. Hayes Middle;
- Community Leadership Award from the President's Council on Fitness, Sports & Nutrition, for FCPS;
- Honorary Life Award from the national Technology Student Association, at Dunbar High School;
- Southern region's Language Teacher of the Year, at Beaumont Middle.

### Outstanding students:

- Fayette County Public Schools students turned in a strong showing at the 2016 Central Kentucky Regional Science and Engineering Fair, hosted by the University of Kentucky. In the high school division, Paul Laurence Dunbar received top honors, Lafayette placed third overall. In the middle school field, Winburn took overall top honors; and in the fourth-grade contest, Athens-Chilesburg Elementary earned the first-place award.
- Students from SCAPA Bluegrass Middle and Paul Laurence Dunbar received top honors in violin and piano competitions sponsored by the Kentucky Music Teachers Association (KMTA) and the Music Teachers National Association (MTNA). Bryan Station High School: runner-up in the state High School Drama Festival;

### Green initiatives:

- FCPS: 2016 Best of Green Schools award from the Center for Green Schools at USGBC, in collaboration with the Green Schools National Network;
- Russell Cave Elementary: a National Green Ribbon School, award from the U.S. Department of Education;
- Morton Middle: model school for the Kentucky Green & Healthy Schools program.

### Striving to Achieve in next three years:

Fortunately, we know how to improve going forward. Fayette County has outstanding educators serving an informed and passionate community demanding excellent schools that effectively serve all of our students. But we need high-quality systems, structures, processes, and execution that are aligned to a clear vision for schooling.

The Blueprint for Student Success, the CDIP and the Strategic Plan work in tandem to set the direction for successfully serving the needs of all students. Embedded in the Blueprint are opportunities for improvement.



## Additional Information

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

In Fayette County, we are fortunate to have a community that truly desires to have a great school system. The support of the 16th District PTA, the Business and Industry community, Commerce Lexington, Inc., the United Way and other organizations have provided consultation and input to the plan currently being implemented. In the data collection phase for the Blueprint for Student Success which is informing the CDIP, more than 4,600 people completed surveys, participated in focus groups and consented to interviews. By Spring 2016, more than 6,150 more responses, written or face to face, from students, employees, families and community members, principals, district-level staff, business partners and parents of children with special needs had been received.

Major Themes:

Triangulation occurs when multiple sources of data point to the same conclusion. It has been truly incredible to see how the information gleaned from so many different people through audits, surveys, data, and conversations point to the same areas of challenge and opportunity for our school district.

- Access: The residents of Lexington-Fayette County care deeply about their schools and take pride in the many rigorous programs available for students. World class music and arts offerings, language immersion schools, advanced placement courses, rigorous specialized programs, and targeted career and technical pathways were all cited as strengths for the district. However, educational opportunities and programs vary from school to school and not all students reap the benefits of these rigorous offerings.

- Class Size and Teacher Caseloads: Although the district staffs schools at levels below the state maximum class size, there are not enough teachers providing instruction for students identified as gifted and talented or students whose native language is not English. There is also a need to revise the special education staffing model to support a districtwide co-teaching model.

- Communication and Engagement: Fayette County is fortunate to have an incredible amount of existing family and community engagement, but there are many opportunities to make even more connections. All schools need to create welcoming environments where families from diverse backgrounds are welcomed, treated respectfully, and treated as partners in their children's education. Communication must be accessible, reliable, transparent, timely, and up-to-date.

- Counseling: In listening sessions and on surveys, students resoundingly identified the need for additional counselors as a top priority, particularly to help juniors and seniors with college and career planning, improving general understanding of the student Individual Learning Plan (ILP) as a tool for academic planning, and improving general academic advising to align academic planning with student post-secondary aspirations.

- Curriculum and Instruction: FCPS must develop systems and structures to ensure the delivery of a "guaranteed and viable" curriculum in all schools for all learners and monitor student outcomes. Students with special needs and students learning English as a second language are not being exposed to the core material. The curriculum must be tied to authentic learning opportunities, responsive to students' strengths and weaknesses to differentiate instruction, and offer interactive learning opportunities.

- Equity: With community input, FCPS must define equity both in terms of student outcomes and student opportunities. Programs and services should address the needs of all children and engage all families. Considerations should be given to ensuring access and opportunities are equitable across the district, providing equity of resources across all schools, hiring more diverse staff and educating existing staff to better reach and serve minority students, meeting the needs of students with additional needs

- Global Competitiveness and Rigor: Being the best in the state or nation is no longer good enough for today's students. The district has a moral imperative to accelerate the learning for students who have already reached proficiency and challenge them to become globally

competitive. Classroom instruction must meet the needs and learning styles of all students, assisting struggling learners while including enrichment, depth, and complexity for students who are ready to move ahead. While some specialized programs provide high levels of rigor, students who do not enroll in those pull-out programs still need to be challenged.

- High-Quality Teachers: The single most important school-level factor for increasing student outcomes, regardless of demographics, is having a great teacher in every classroom. The district must do everything possible to focus on hiring and retaining effective and diverse teachers so students receive high-quality, engaging and differentiated instruction.

- School-Based Decision Making Councils: The district needs to recalibrate the balance between centralized management and school-based management. Under Kentucky law, SBDM councils have broad responsibility and authority, but FCPS could centralize more aspects of district operations - such as staffing, systems, use of resources, and school- improvement strategies - to ensure academic excellence and equity. Additionally, many family and community members expressed a lack of familiarity with the SBDM process and shared concerns about perceived barriers to participation, such as meeting times.