

# **FAYETTE COUNTY PUBLIC SCHOOLS**

## **DISTRICT IMPROVEMENT PLAN**

**SCHOOL YEARS 2010-2012**

### **Assurance Certification**

I CERTIFY THAT TO THE BEST OF MY KNOWLEDGE, THE INFORMATION CONTAINED IN THIS PLAN IS CORRECT AND COMPLETE, AND THAT THE AGENCY NAMED IN THIS PLAN HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO OBLIGATE THIS AGENCY TO CONDUCT ANY ENSUING PROGRAM OR ACTIVITY IN ACCORDANCE WITH ALL APPLICABLE FEDERAL AND STATE LAWS, REGULATIONS, AND SPECIFIC PROGRAM ASSURANCES CONTAINED IN THE *KENTUCKY COMPREHENSIVE DISTRICT IMPROVEMENT PLANNING GUIDEBOOK*. IT IS UNDERSTOOD THAT THIS PLAN, ONCE POSTED TO OUR LOCAL DISTRICT SERVER FOR PUBLIC ACCESS, CONSTITUTES AN OFFER, AND IF ACCEPTED BY THE KENTUCKY DEPARTMENT OF EDUCATION (KDE) OR NEGOTIATED TO ACCEPTANCE, WILL FORM A BINDING AGREEMENT.

SUPERINTENDENT \_\_\_\_\_ BOARD CHAIRPERSON \_\_\_\_\_

**Link to current District Assurances on KDE web page:**

# **DISTRICT IMPROVEMENT PLAN EXECUTIVE SUMMARY:**

## **PLAN SUMMARY**

FCPS has committed to continuing its quest for creating a world-class school system in which every child is engaged in a stimulating academic environment that encompasses a wide variety of learning goals, to include not just literacy and math, but the arts, world languages and cultures, technology, community leadership & service, and other critical areas important for full participation in our twenty first century community. This plan reflects that broad vision for our world-class school system.

The district's 2008-2010 plan reflected significant change over previous District Improvement Plans. First, through the One Community / One Voice and 2020 Vision visioning processes, thousands of Fayette County residents came together to provide input and to define their vision of a world-class school district. In addition, the plan incorporated activities intended to serve the academic needs of individual students across the district, the best way to target student achievement in general, and achievement gaps more specifically. Historically improvement plans provided for focus on programs and grants to help create structural change across the district, however, those changes have traditionally failed (across the nation) to enhance learning and close achievement gaps. Previous improvement plans have included activities aimed at providing support for the interaction between teachers and students directly (coaching as Professional Development, school walkthroughs focusing on instructional practice, analysis of student work, etc).

It is important to note that although FCPS continues to reflect achievement gaps and room for academic improvement, the district continued to show remarkable gains, with achievement at an all-time high. 24 schools have surpassed the mark of 100 on accountability measures (up from 3 just a few years ago), nearly 3000 students received distinguished rankings in all content areas (many times more than the previous year), and the district hit 24 of 25 targets for AYP last year (the most of any large-sized district in Kentucky). A number of schools hit all AYP targets for the first time in history, including middle-level schools who have achieved increase focused and support. This plan, then, is largely a continuation of the previous plan, with increased focus on those activities that moved the district forward: face-to-face accountability and leadership, deepening teacher understanding of Kentucky curriculum standards, refining classroom assessment for learning strategies, etc.

## PROCESS SUMMARY:

1. The Mission of the Fayette County Public Schools, with a commitment to equity and excellence, is to educate all students through effective teaching for learning. Every activity in the district begins with this mission in mind.
2. The Fayette County community has had unprecedented input into the development of this plan. First, the One Community/One Voice Committee, a broad-based, diverse group of local citizens representing the civic, faith-based, corporate, and educational communities developed a series of recommendations adopted by the Board of Education that became the anchor for the district's Improvement Plan. In May 2005 over 1,500 community members joined together to initiate a community-wide visioning process focused on the "simple" idea of describing a world-class school system for the year 2020. After 6 months of committee-level work, a 600+ page series of recommendations was accepted by the Board of Education as a long-range strategic plan for creating that world-class school system. That community-wide input has driven improvement planning in Fayette County to focus on the goal of a "world class school district."
3. During the 2008-2009 school year a Kentucky Department of Education Scholastic Review team affirmed the district's planning processes by rating each indicator in the planning standard at the "4" level.
4. This plan was presented to the Fayette County Board of Education for its review in February 2010
5. This plan was presented to the Fayette County Board of Education for its approval in March 2010.
6. Implementation & Impact Checks are provided for the Board of Education's review at each monthly meeting.

# Academic Performance - Early Childhood Education

Component Leader: Jack Hayes

**District Goal 1:** 100% of students will perform at the Proficient/Distinguished levels in Reading and Math. Interim progress toward this goal will be measured through analysis of achievement and achievement gaps on the Kentucky Core Content Test and *No Child Left Behind* reports.

## Early Childhood Education

	Activity	Measuring For Success		Cost/Lead		Implementation & Impact Check	
		Data Source	Data Assessed				
Leadership Development and Support	EC-A1	In an effort to maintain a sense of urgency toward <b>elimination of achievement gaps</b> , district leadership will consistently <b>focus on progress monitoring</b> in all meetings and dialogue sessions	Success of this activity will be measured through review of meeting agendas, walkthrough reports, professional development activity agendas, etc.	> Percentage of agendas and reports that contain reference to progress monitoring, obtained through random sampling.	N/A	Cabinet Members	Jan, June
	EC-A2	In an effort to provide <b>more effective formative assessment</b> for principals, district leadership will provide training for administrators on <b>new 5-level evaluation rating system</b>	Success of this activity will be measured through review of principal evaluations	> Percentage of principals falling within all evaluation levels.	N/A	Dir of HR	June
	EC-A3	In an effort to <b>build instructional leadership capacity</b> , district leadership will include <b>school administrators and teacher leaders in the walkthrough process</b>	Success of this activity will be measured through review of walkthrough reports	> Number of walkthroughs conducted and number of administrators/teacher leaders participating per school.	\$22,500 subs Title II Funds	Dir of SAS & ES Coord	Jan, June
	EC-B1	In an effort to <b>build teacher leadership capacity</b> and to engage teachers in <b>professional learning communities</b> , district leadership will include <b>classroom teachers in the walkthrough process</b>	Success of this activity will be measured through review of walkthrough reports, scoring session results, and teacher evaluation	> Number of walkthroughs conducted and number of teachers participating per school.	Contained in EC-A3	Dir of SAS & ES Coord	Oct, Mar

Instructional Program Support	EC-B2	In an effort to build a body of knowledge around <b>effective instructional design</b> , district leadership will provide <b>professional development on language acquisition and language development strategies</b>	Success of this activity will be measured through review of training agendas, walkthrough reports, and administrator evaluations	> Number of PDs provided and number in attendance compared to number eligible to attend. > Use of strategies in the classroom.	\$10K EC ARRA Funds	Dir of SAS & ES Coord	Oct, April	
	EC-B3	In an effort to assist principals in <b>screening and identifying teaching candidates with high potential</b> , district leadership will provide training in use of the <b>Gallup teacher perceiver tool</b> .	Success of this activity will be measured through review of walkthrough reports, and staff formative and summative evaluations	> Number of new teacher classrooms visited during walkthroughs at each school. > Use of successful strategies in the new teacher classrooms.	N/A	Dir of HR	Nov	
	EC-B4	In an effort to increase teacher capacity to <b>align instruction to curriculum standards</b> , and to <b>use formative assessment practices to monitor student growth</b> , district leadership will provide <b>training on instructional outcomes and formative assessment</b>	Success of this activity will be measured through review of training agendas and walkthrough reports	> Number of PDs provided and number in attendance compared to number eligible to attend. > Use of data and strategies in the classroom.	\$10K Title I PD Fnds	Dir of SAS	Nov, April	
	EC-C1	In an effort to make earlier contact for <b>communicating school readiness standards</b> , district leadership will initiate activities to <b>increase early registration for Kindergarten</b> , and provide multiple forms of communication welcoming families to schools and informing them of productive activities to help prepare students	Success of this activity will be measured through review of registration data and materials targeted for family transition activities	> Number, frequency and mode of communication for early registration. > Number, frequency and mode of communication for welcoming and student preparation.	\$10K EC ARRA Funds	EC Comm Liaison	June, Sept	

Equity	EC-C2	In an effort to <b>monitor progress toward elimination of achievement gaps</b> , district leadership will conduct <b>regular review of achievement data sources</b>	Success of this activity will be measured through review of achievement data	<ul style="list-style-type: none"> <li>&gt; Improvement in student mastery of core content.</li> <li>&gt; Trends to indicate progress or need for interventions</li> </ul>	N/A	Dir of SAS & ES Coord	Sept, Nov, Mar	
	EC-C3	In an effort to continue and deepen understanding of issues related to <b>culture and its effect on student achievement</b> , district leadership will provide <b>training in Culturally-Responsive Teaching and Learning for all staff</b>	Success of this activity will be measured through review of training materials and walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Number of CRTL PDs provided and number in attendance compared to number eligible to attend.</li> <li>&gt; Use of strategies campus-wide.</li> </ul>	\$20K Title I PD Funds	Dir of SAS & ES Coord	Feb	
	EC-C4	In an effort to reward schools for <b>targeting, planning and focusing on aggressive plans for eliminating achievement gaps</b> , district leadership will provide funding for <b>internal RFPs to fund school program needs</b>	Success of this activity will be measured through review of proposal evaluation plans and achievement data	<ul style="list-style-type: none"> <li>&gt; Appropriate and measurable plans.</li> <li>&gt; Trends to indicate student progress or need for revised strategies.</li> </ul>	\$1.5M (total district-wide) Gen Fund	Dir of SAS	Nov	
Student Academic Support	EC-D1	In an effort to focus the instructional program on <b>meeting individual student needs, and providing appropriate intervention</b> as needed, district staff will provide training and continue to <b>support school-level development of a three-tier Response to Intervention (RTI) model</b>	Success of this activity will be measured through review of school RTI plans and SpED referral data	<ul style="list-style-type: none"> <li>&gt; Number of RtI PDs provided and number in attendance compared to number eligible to attend.</li> <li>&gt; Appropriate RtI strategies.</li> <li>&gt; Use of strategies in classrooms.</li> <li>&gt; SpED referral data trends to indicate impact of RtI strategies</li> </ul>	\$10K Title II Funds	Dir of SAS & Dir of SpED	Nov	

2020 Vision / Program Enrichment	EC-E1	In an effort to <b>increase instructional leadership capacity</b> through the use of technology, district leadership will provide <b>FLIP video cameras</b> for use in <b>monitoring effective instruction and teacher development</b>	Success of this activity will be measured through review of video products, principal and teacher feedback, and walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Number of principals utilizing FLIP cameras for teacher development.</li> <li>&gt; Appropriate utilization of camera and video product.</li> <li>&gt; Effective teaching in classrooms.</li> </ul>	\$500 Gen Fund	Dir of SAS & ES Coord	March	
	EC-E2	In an effort to place increased focus on use of <b>instructional technology as a tool to increase student engagement and achievement</b> , district leadership will place increased focus in walkthroughs on <b>incorporating technology into classroom instruction</b>	Success of this activity will be measured through review of walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Percentage of classrooms observed during walkthroughs utilizing available technology.</li> <li>&gt; Percentage of teachers observed during walkthroughs that include use of technology in lesson plans.</li> </ul>	N/A	Dir of SAS & ES Coord	Nov, March	
	EC-E3	In an effort to reward schools for <b>innovative planning and for targeting use of instructional technology to increase student engagement and improve student achievement</b> , district leadership will continue to provide funds for <b>internal technology RFPs</b>	Success of this activity will be measured through review of proposal evaluation plans and achievement data	<ul style="list-style-type: none"> <li>&gt; Appropriate and measurable plans.</li> <li>&gt; Trends to indicate student progress or need for revised strategies.</li> </ul>	\$1M (total district-wide) Gen Fund	Dir of Tech	Nov	
	EC-E4	In an effort to place increased focus on <b>use of instructional technology as a tool to increase student engagement and achievement</b> , district leadership will provide <b>school-based PD training on instructional technology implementation</b>	Success of this activity will be measured through review of instructional technology PD "course offerings," school participation, and walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Number of PDs provided and number in attendance compared to number eligible to attend.</li> <li>&gt; Use of strategies and technology in the classroom.</li> </ul>	\$100K Title II	Dir of Tech	Nov	

# Academic Performance - Elementary School Education

Component Leader: Jack Hayes

**District Goal 1:** 100% of students will perform at the Proficient/Distinguished levels in Reading and Math. Interim progress toward this goal will be measured through analysis of achievement and achievement gaps on the Kentucky Core Content Test and *No Child Left Behind* reports.

## Elementary Education

	Activity		Measuring For Success		Cost/Lead		Implementation & Impact Check	
			Data Source	Data Assessed				
Leadership Development and Support	EL-A1	In an effort to maintain a sense of urgency toward elimination of achievement gaps, district leadership will consistently focus on progress monitoring in all meetings and dialogue sessions	Success of this activity will be measured through review of meeting agendas, walkthrough reports, professional development activity agendas, etc.	> Percentage of agendas and reports that contain reference to progress monitoring, obtained through random sampling.	N/A	Cabinet Members	Jan, June	
	EL-A2	In an effort to provide <b>more effective formative assessment</b> for principals, district leadership will provide training for administrators on <b>new 5-level evaluation rating system</b>	Success of this activity will be measured through review of principal evaluations	> Percentage of principals falling within all evaluation levels.	N/A	Dir of HR	June	
	EL-A3	In an effort to <b>build instructional leadership capacity</b> , district leadership will include <b>school administrators and teacher leaders in the walkthrough process</b>	Success of this activity will be measured through review of walkthrough reports	> Number of walkthroughs conducted and number of administrators/teacher leaders participating per school.	Contained in EC-A3	Dir of ES	Jan, June	
	EL-A4	In an effort to <b>build future administrator capacity</b> , district leadership will conduct <b>training/dialogue/study sessions with PSAs</b>	Success of this activity will be measured through review of meeting agendas, walkthrough reports, and staff evaluations	> Number and focus of trainings and sessions conducted with PSAs. > PSAs exhibiting leadership initiative	\$50K Title I PD Funds	Dir of SAS	May	

	EL-A5	In an effort to build a <b>body of knowledge around effective instructional design</b> , district leadership will provide <b>professional development on student engagement (5E's)</b> for administrators.	Success of this activity will be measured through review of training agendas, walkthrough reports, and administrator evaluations	> Number of PDs provided and number in attendance compared to number eligible to attend. > Use of strategies in the classroom.	\$25K Title I PD Funds	Dir if ES	May	
	EL-A6	In an effort to assist principals in <b>identifying and hiring top quality teaching staff</b> , district leadership will assist in piloting a " <b>mass screening</b> " session in which all applicants will be reviewed for teaching potential	Success of this activity will be measured through review of elementary staffing distribution patterns, principal surveys and teacher formative and summative evaluations	>New teacher effectiveness based on comparison of baseline survey data and end-of-year survey data along with teacher formative and summative assessments.	N/A	Dir of HR	June, Dec	
	EL-B1	In an effort to <b>build teacher leadership capacity</b> and to engage teachers in <b>professional learning communities</b> , district leadership will include <b>classroom teachers in the walkthrough process</b>	Success of this activity will be measured through review of walkthrough reports, scoring session results, and teacher evaluation	> Number of walkthroughs conducted and number of teachers participating per school.	Contained in EC-A3	Dir of ES	Oct, Mar	
	ES-B2	In an effort to build a <b>body of knowledge around effective instructional design</b> , district leadership will provide <b>professional development on student engagement (5E's)</b> for PSAs, instructional coaches and classroom teachers	Success of this activity will be measured through review of training agendas and walkthrough reports	> Number of PDs provided and number in attendance compared to number eligible to attend. > Use of strategies in the classroom.	\$50K Title I PD Funds	Dir of ES	May	

Instructional Program Support	ES-B3	In an effort to <b>improve the rigor and critical thinking content</b> of the instructional program, district leadership will provide <b>professional development around effective questioning and student inquiry</b>	Success of this activity will be measured through review of walkthrough reports	> Number of PDs provided and number in attendance compared to number eligible to attend. > Use of strategies in the classroom.	\$20K Title I PD Funds	Dir of SAS	Oct, Mar	
	ES-B4	In an effort to assist principals in <b>screening and identifying teaching candidates with high potential</b> , district leadership will provide training in use of the <b>Gallup teacher perceiver tool</b> .	Success of this activity will be measured through review of walkthrough reports, and staff formative and summative evaluations	> Number of PDs provided and number in attendance compared to number eligible to attend. > Use of strategies in the classroom.	N/A	Dir of HR	Nov	
	ES-B5	In an effort to increase teacher capacity to <b>align instruction to curriculum standards</b> , and to <b>use formative assessment practices to monitor student growth</b> , district leadership will provide <b>training on instructional outcomes and formative assessment</b>	Success of this activity will be measured through review of training agendas and walkthrough reports	> Number of PDs provided and number in attendance compared to number eligible to attend. > Use of data and strategies in the classroom.	\$10K Title I PD Fnds	Dir of SAS	Nov, April	
	ES-B6	In an effort to <b>calibrate rigor and expectations across grade levels</b> and across schools, district leadership will <b>engage school administrators and teacher leaders in scoring and student work analysis sessions</b>	Success of this activity will be measured through review of meeting notes and walkthrough reports	> Number of scoring and analysis sessions held with school leaders per school. > Appropriate/effective teaching and intervention strategies in the classroom.	N/A	Dir of ES	Nov, April	

Equity	ES-C1	In an effort to <b>accelerate learning and to close achievement gaps and critical transition points</b> , district leadership will provide funding for <b>summer programming</b> to extend learning time and accelerate learning for students at risk of failure in reading and math	Success of this activity will be measured through review of pre- and post- achievement data	<ul style="list-style-type: none"> <li>&gt;Number, type and school location of summer programs.</li> <li>&gt; Improvement in student mastery of core content.</li> <li>&gt; Identification of highly successful strategies to be recommended for replication.</li> </ul>	\$200K Title I ARRA Funds	Title I Coord	Sept	
	ES-C2	In an effort to <b>monitor progress toward elimination of achievement gaps</b> , district leadership will conduct <b>regular review of achievement data sources</b>	Success of this activity will be measured through review of achievement data	<ul style="list-style-type: none"> <li>&gt; Improvement in student mastery of core content.</li> <li>&gt; Trends to indicate progress or need for interventions</li> </ul>	N/A	Dir of ES	Sept, Nov, Mar	
	ES-C3	In an effort to make earlier contact for <b>communicating school readiness standards</b> , district leadership will initiate activities to <b>increase early registration for Kindergarten</b> , and provide multiple forms of communication welcoming families to schools and informing them of productive activities to help prepare students	Success of this activity will be measured through review of registration data.	<ul style="list-style-type: none"> <li>&gt; Number of early registrants versus total new registrants.</li> </ul>	\$10K EC ARRA Funds	EC Comm Liaison	June, Sept	
	ES-C4	In an effort to continue and deepen understanding of issues related to <b>culture and its effect on student achievement</b> , district leadership will provide <b>training in Culturally-Responsive Teaching and Learning for all staff</b>	Success of this activity will be measured through review of training materials and walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Number of CRTL PDs provided and number in attendance compared to number eligible to attend.</li> <li>&gt; Use of strategies campus-wide.</li> </ul>	\$20K Title I PD Funds	Dir of ES	Feb	

	ES-C5	In an effort to reward schools for <b>targeting, planning and focusing on aggressive plans for eliminating achievement gaps</b> , district leadership will provide funding for <b>internal RFPs to fund school program needs</b>	Success of this activity will be measured through review of proposal evaluation plans and achievement data	<ul style="list-style-type: none"> <li>&gt; Appropriate and measurable plans.</li> <li>&gt; Trends to indicate student progress or need for revised strategies.</li> </ul>	\$1.5M (total district-wide) Gen Fund	Dir of SAS	Nov	
Student Academic Support	ES-D1	In an effort to focus the instructional program on <b>meeting individual student needs, and providing appropriate intervention</b> as needed, district staff will provide training and continue to <b>support school-level development of a three-tier Response to Intervention (RTI) model</b>	Success of this activity will be measured through review of school RTI plans and SpED referral data	<ul style="list-style-type: none"> <li>&gt; Number of Rtl PDs provided and number in attendance compared to number eligible to attend.</li> <li>&gt; Appropriate Rtl strategies.</li> <li>&gt; Use of strategies in classrooms.</li> <li>&gt; SpED referral data trends to indicate impact of Rtl strategies</li> </ul>	\$10K Title II Funds	Dir of SAS & Dir of SpED	Nov	
	ES-D2	In an effort to continue development of a <b>continuum of mental health and alternative program services</b> , district leadership will <b>establish a committee to make recommendations</b> for programming and services for students with at risk emotional and behavioral needs	Success of this activity will be measured through review of committee meeting agendas, program development, and student service plans	<ul style="list-style-type: none"> <li>&gt; Number of and strategic agenda content for committee meetings as indicator of active progress toward goal.</li> <li>&gt; Appropriate program and services recommendations.</li> <li>&gt; Adoption of program and implementation of student service plans.</li> </ul>	N/A	Dir of SAS & Dir of SpED	Oct	
	ES-E1	In an effort to <b>increase instructional leadership capacity</b> through the use of technology, district leadership will provide <b>FLIP video cameras</b> for use in <b>monitoring effective instruction and teacher development</b>	Success of this activity will be measured through review of video products, principal and teacher feedback, and walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Number of principals utilizing FLIP cameras for teacher development.</li> <li>&gt; Appropriate utilization of camera and video product.</li> <li>&gt; Effective teaching in</li> </ul>	\$5K Gen Fund	Dir of ES	Mar	

2020 Vision / Program Enrichment	ES-E2	In an effort to place increased focus on use of <b>instructional technology as a tool to increase student engagement and achievement</b> , district leadership will place increased focus in walkthroughs on <b>incorporating technology into classroom instruction</b>	Success of this activity will be measured through review of walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Percentage of classrooms observed during walkthroughs utilizing available technology.</li> <li>&gt; Percentage of teachers observed during walkthroughs that include use of technology in lesson plans.</li> </ul>	N/A	Dir of ES	Nov, Mar	
	ES-E3	In an effort to reward schools for <b>innovative planning and for targeting use of instructional technology to increase student engagement and improve student achievement</b> , district leadership will continue to provide funds for <b>internal technology RFPs</b>	Success of this activity will be measured through review of proposal evaluation plans and achievement data	<ul style="list-style-type: none"> <li>&gt; Appropriate and measurable plans.</li> <li>&gt; Trends to indicate student progress or need for revised strategies.</li> </ul>	\$1M (total district-wide) Gen Fund	Dir of Tech	Nov	
	ES-E4	In an effort to place increased focus on <b>use of instructional technology as a tool to increase student engagement and achievement</b> , district leadership will provide <b>school-based PD training on instructional technology implementation</b>	Success of this activity will be measured through review of instructional technology PD "course offerings," school participation, and walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Number of PDs provided and number in attendance compared to number eligible to attend.</li> <li>&gt; Use of strategies and technology in the classroom.</li> </ul>	\$100K Title II	Dir of Tech	Nov	

# Academic Performance - Middle School Education

Component Leader: Jack Hayes

**District Goal 1:** 100% of students will perform at the Proficient/Distinguished levels in Reading and Math. Interim progress toward this goal will be measured through analysis of achievement and achievement gaps on the Kentucky Core Content Test and *No Child Left Behind* reports.

## Middle Level Education

	Activity	Measuring For Success		Cost/Lead		Implementation & Impact Check	
		Data Source	Data Assessed				
Leadership Development and Support	MS-A1	In an effort to maintain a sense of urgency toward elimination of achievement gaps, district leadership will consistently focus on progress monitoring in all meetings and dialogue sessions	Success of this activity will be measured through review of meeting agendas, walkthrough reports, professional development activity agendas, etc.	> Percentage of agendas and reports that contain reference to progress monitoring, obtained through random sampling.	N/A	Cabinet Members	Jan, June
	MS-A2	In an effort to provide more <b>effective formative assessment for administrators</b> , district leadership will provide <b>training for administrators on new 5-level evaluation rating system</b>	Success of this activity will be measured through review of principal evaluations	> Percentage of principals falling within all evaluation levels.	N/A	Dir of HR	June
	MS-A3	In an effort to <b>build instructional leadership capacity</b> , district leadership will include <b>school administrators and teacher leaders in the walkthrough process</b>	Success of this activity will be measured through review of walkthrough reports	> Number of walkthroughs conducted and number of administrators/teacher leaders participating per school.	Contained in EC-A3	Dir of MS	Jan, June
	MS-A4	In an effort to <b>build future administrator capacity</b> , district leadership will conduct <b>training/dialogue/study sessions with associate principals</b>	Success of this activity will be measured through review of meeting agendas, walkthrough reports, and staff evaluations.	> Number and focus of trainings and sessions conducted with associate principals. > Associate principals exhibiting leadership initiative	\$25K Title I PD Funds	Dir of MS	May

	MS-A5	In an effort to <b>build a body of knowledge around effective instructional design</b> , district leadership will provide <b>professional development on student engagement (5E's)</b> for administrators.	Success of this activity will be measured through review of training agendas, walkthrough reports, and administrator evaluations	> Number of PDs provided and number in attendance compared to number eligible to attend. > Use of strategies in the classroom.	\$25K Title I PD Funds	Dir of MS	May	
Instructional Program Support	MS-B1	In an effort to <b>build teacher leadership capacity</b> and to engage teachers in <b>professional learning communities</b> , district leadership will include <b>classroom teachers in the walkthrough process</b>	Success of this activity will be measured through review of walkthrough reports, scoring session results, and teacher evaluation	> Number of walkthroughs conducted and number of teachers participating per school.	Contained in EC-A3	Dir of MS	Oct, Mar	
	MS-B2	In an effort to <b>build a body of knowledge around effective instructional design</b> , district leadership will provide <b>professional development on student engagement (5E's)</b> for instructional coaches and classroom teachers	Success of this activity will be measured through review of training agendas and walkthrough reports.	> Number of PDs provided and number in attendance compared to number eligible to attend. > Use of strategies in the classroom.	\$25K Title I PD Funds	Dir of MS	May	
	MS-B3	In an effort to <b>improve the rigor and critical thinking content</b> of the instructional program, district leadership will provide <b>professional development around effective questioning and student inquiry</b>	Success of this activity will be measured through review of walkthrough reports	> Number of PDs provided and number in attendance compared to number eligible to attend. > Use of strategies in the classroom.	\$10K Title I PD Funds	Dir of SAS	Oct, Mar	
	MS-B4	In an effort to assist principals in <b>screening and identifying teaching candidates with high potential</b> , district leadership will provide training in use of the <b>Gallup teacher perceiver tool</b> .	Success of this activity will be measured through review of walkthrough reports, and staff formative and summative evaluations	> Number of PDs provided and number in attendance compared to number eligible to attend. > Use of strategies in the classroom.	N/A	Dir of HR	Nov	

	MS-B5	In an effort to increase teacher capacity to <b>align instruction to curriculum standards, and to use formative assessment practices to monitor student growth</b> , district leadership will provide <b>training on instructional outcomes and formative assessment</b>	Success of this activity will be measured through review of training agendas and walkthrough reports	> Number of PDs provided and number in attendance compared to number eligible to attend. > Use of data and strategies in the classroom.	\$5K Title I PD Fnds	Dir of SAS	Nov, April	
Equity	MS-C1	In an effort to <b>accelerate learning and to close achievement gaps and critical transition points</b> , district leadership will provide funding for <b>summer programming</b> to extend learning time and accelerate learning for students at risk of failure in reading and math	Success of this activity will be measured through review of pre- and post- achievement data	>Number, type and school location of summer programs. > Improvement in student mastery of core content. > Identification of highly successful strategies to be recommended for replication.	\$200K Title I ARRA Funds	Title I Coord	Sept	
	MS-C2	In an effort to <b>monitor progress toward elimination of achievement gaps</b> , district leadership will conduct <b>regular review of achievement data sources</b>	Success of this activity will be measured through review of achievement data	> Improvement in student mastery of core content. > Trends to indicate progress or need for interventions	N/A	Dir of MS	Sept, Nov, Mar	
	MS-C3	In an effort to focus all efforts on <b>increasing overall student achievement and accelerating achievement for students "in the gap,"</b> district leadership will require <b>all schools to set goals and develop plans for eliminating achievement gaps in reading and math</b>	Success of this activity will be measured through review of plans and student achievement data	> Number of schools with approved goals and plans. > Appropriate and measurable plans. > Trends to indicate student progress or need for revised strategies. > Elimination of achievement gaps.	N/A	Dir of MS	Oct	

	MS-C4	In an effort to continue and deepen understanding of issues related to <b>culture and its effect on student achievement</b> , district leadership will provide <b>training in Culturally-Responsive Teaching and Learning for all staff</b>	Success of this activity will be measured through review of training materials and walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Number of CRTL PDs provided and number in attendance compared to number eligible to attend.</li> <li>&gt; Use of strategies campus-wide.</li> </ul>	\$10K Title I PD Funds	Dir of MS	Feb	
	MS-C5	In an effort to reward schools for <b>targeting, planning and focusing on aggressive plans for eliminating achievement gaps</b> , district leadership will provide funding for <b>internal RFPs to fund school program needs</b>	Success of this activity will be measured through review of proposal evaluation plans and achievement data	<ul style="list-style-type: none"> <li>&gt; Appropriate and measurable plans.</li> <li>&gt; Trends to indicate student progress or need for revised strategies.</li> </ul>	\$1.5M (total district-wide) Gen Fund	Dir of SAS	Nov	
	MS-D1	In an effort to focus the instructional program on <b>meeting individual student needs, and providing appropriate intervention</b> as needed, district staff will provide training and continue to <b>support school-level development of a three-tier Response to Intervention (RTI) model</b>	Success of this activity will be measured through review of school RTI plans and SpED referral data	<ul style="list-style-type: none"> <li>&gt; Number of RtI PDs provided and number in attendance compared to number eligible to attend.</li> <li>&gt; Appropriate RtI strategies.</li> <li>&gt; Use of strategies in classrooms.</li> <li>&gt; SpED referral data trends to indicate impact of RtI strategies</li> </ul>	\$10K Title II Funds	Dir of SAS & Dir of SpED	Nov	

Student Academic Support	MS-D2	In an effort to further refine the <b>development of a continuum of services for providing effective alternative programs</b> , district leadership will <b>expand the number of students assigned to The Learning Center (TLC)</b> .	Success of this activity will be measured through review of TLC enrollment data, as well as review of student service plans & achievement data	<ul style="list-style-type: none"> <li>&gt; Number of returning and newly enrolled students.</li> <li>&gt; Appropriate service plans.</li> <li>&gt; Student mastery of core content.</li> <li>&gt; Trends to indicate student progress or need for interventions.</li> </ul>	N/A	Dir of MS	Nov	
	MS-D3	In an effort to monitor progress toward <b>reduction of suspension levels at targeted schools</b> , district leadership will <b>collaborate with BUILD staff</b> to monitor suspension reduction plans	Success of this activity will be measured through review of suspension data at targeted schools	<ul style="list-style-type: none"> <li>&gt; Use of strategies in plan.</li> <li>&gt; Reduction in suspensions</li> </ul>	N/A	Dir of MS & Dir of SAS	June, Nov	
2020 Vision / Program Enrichment	MS-E1	In an effort to <b>increase instructional leadership capacity</b> through the use of technology, district leadership will provide <b>FLIP video cameras</b> for use in <b>monitoring effective instruction and teacher development</b>	Success of this activity will be measured through review of video products, principal and teacher feedback, and walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Number of principals utilizing FLIP cameras for teacher development.</li> <li>&gt; Appropriate utilization of camera and video product.</li> <li>&gt; Effective teaching in classrooms.</li> </ul>	\$2K Gen Fund	Dir of MS	Mar	
	MS-E2	In an effort to place increased focus on use of <b>instructional technology as a tool to increase student engagement and achievement</b> , district leadership will place increased focus in walkthroughs on <b>incorporating technology into classroom instruction</b>	Success of this activity will be measured through review of walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Percentage of classrooms observed during walkthroughs utilizing available technology.</li> <li>&gt; Percentage of teachers observed during walkthroughs that include use of technology in lesson plans.</li> </ul>	N/A	Dir of MS	Nov, Mar	

	MS-E3	In an effort to reward schools for <b>innovative planning and for targeting use of instructional technology to increase student engagement and improve student achievement</b> , district leadership will continue to provide funds for <b>internal technology RFPs</b>	Success of this activity will be measured through review of proposal evaluation plans and achievement data	<ul style="list-style-type: none"> <li>&gt; Appropriate and measurable plans.</li> <li>&gt; Trends to indicate student progress or need for revised strategies.</li> </ul>	\$1M (total district-wide) Gen Fund	Dir of Tech	Nov	
	MS-E4	In an effort to place increased focus on <b>use of instructional technology as a tool to increase student engagement and achievement</b> , district leadership will provide <b>school-based PD training on instructional technology implementation</b>	Success of this activity will be measured through review of instructional technology PD "course offerings," school participation, and walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Number of PDs provided and number in attendance compared to number eligible to attend.</li> <li>&gt; Use of strategies and technology in the classroom.</li> </ul>	\$100K Title II	Dir of Tech	Nov	

# Academic Performance - High School Education

Component Leader: Jack Hayes

**District Goal 1:** 100% of students will perform at the Proficient/Distinguished levels in Reading and Math. Interim progress toward this goal will be measured through analysis of achievement and achievement gaps on the Kentucky Core Content Test and *No Child Left Behind* reports.

High School Education								
	Activity		Measuring For Success		Cost/Lead		Implementation & Impact Check	
			Data Source	Data Assessed				
Leadership Development and Support	HS-A1	In an effort to maintain a sense of urgency toward elimination of achievement gaps, district leadership will consistently focus on progress monitoring in all meetings and dialogue sessions	Success of this activity will be measured through review of meeting agendas, walkthrough reports, professional development activity agendas, etc.	> Percentage of agendas and reports that contain reference to progress monitoring, obtained through random sampling.	N/A	Cabinet Members	Jan, June	
	HS-A2	In an effort to provide <b>more effective formative assessment</b> for principals, district leadership will provide training for administrators on <b>new 5-level evaluation rating system</b>	Success of this activity will be measured through review of principal evaluations	> Percentage of principals falling within all evaluation levels.	N/A	Dir of HR	June	
	HS-A3	In an effort to <b>build instructional leadership capacity</b> , district leadership will include <b>school administrators and teacher leaders in the walkthrough process</b>	Success of this activity will be measured through review of walkthrough reports	> Number of walkthroughs conducted and number of administrators/teacher leaders participating per school.	Contained in EC-A3	Dir of HS	Jan, June	

	HS-A4	In an effort to <b>build future administrator capacity</b> , district leadership will conduct <b>training/dialogue/study sessions with associate principals.</b>	Success of this activity will be measured through review of meeting agendas, walkthrough reports, and staff evaluations.	<ul style="list-style-type: none"> <li>&gt; Number and focus of trainings and sessions conducted with associate principals.</li> <li>&gt; Associate principals exhibiting leadership initiative</li> </ul>	\$25K Title I PD Funds	Dir of HS	May	
Instructional Program Support	HS-B1	In an effort to <b>build teacher leadership capacity and to engage teachers in professional learning communities</b> , district leadership will include <b>classroom teachers and department chairs in the walkthrough process</b>	Success of this activity will be measured through review of walkthrough reports, scoring session results, and teacher evaluation	<ul style="list-style-type: none"> <li>&gt; Number of walkthroughs conducted and number of teachers and department chairs participating per school.</li> </ul>	Contained in EC-A3	Dir of HS	Oct, Mar	
	HS-B2	In an effort to <b>improve the rigor and critical thinking content</b> of the instructional program, district leadership will provide <b>professional development around effective questioning and student inquiry</b>	Success of this activity will be measured through review of walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Number of PDs provided and number in attendance compared to number eligible to attend.</li> <li>&gt; Use of strategies in the classroom.</li> </ul>	\$10K Title I PD Funds	Dir of SAS	Oct, Mar	
	HS-B3	In an effort to assist principals in <b>screening and identifying teaching candidates with high potential</b> , district leadership will provide training in use of the <b>Gallup teacher perceiver tool.</b>	Success of this activity will be measured through review of walkthrough reports, and staff formative and summative evaluations	<ul style="list-style-type: none"> <li>&gt; Number of PDs provided and number in attendance compared to number eligible to attend.</li> <li>&gt; Use of strategies in the classroom.</li> </ul>	N/A	Dir of HR	Nov	
	HS-B4	In an effort to increase teacher capacity to <b>align instruction to curriculum standards</b> , and to <b>use formative assessment practices to monitor student growth</b> , district leadership will provide <b>training on instructional outcomes and formative assessment</b>	Success of this activity will be measured through review of training agendas and walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Number of PDs provided and number in attendance compared to number eligible to attend.</li> <li>&gt; Use of data and strategies in the classroom.</li> </ul>	\$5K Title I PD Fnds	Dir of SAS	Nov, April	

	HS-B5	In an effort to specifically <b>target achievement gaps in Math</b> , district leadership will provide <b>training on instructional design and student engagement in Math</b>	Success of this activity will be measured through review of walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Number of PDs provided and number in attendance compared to number eligible to attend.</li> <li>&gt; Use of strategies in the classroom.</li> </ul>	\$5K Title I PD Fnds	Dir of HS	Nov, April	
Equity	HS-C1	In an effort to <b>accelerate learning and to close achievement gaps and critical transition points</b> , district leadership will provide funding for <b>summer programming</b> to extend learning time and accelerate learning for students at risk of failure in reading and math	Success of this activity will be measured through review of pre- and post- achievement data	<ul style="list-style-type: none"> <li>&gt;Number, type and school location of summer programs.</li> <li>&gt; Improvement in student mastery of core content.</li> <li>&gt; Identification of highly successful strategies to be recommended for replication.</li> </ul>	\$50K Title I ARRA Funds	Title I Coord	Sept	
	HS-C2	In an effort to <b>monitor progress toward elimination of achievement gaps</b> , district leadership will conduct <b>regular review of achievement data sources</b>	Success of this activity will be measured through review of achievement data	<ul style="list-style-type: none"> <li>&gt; Improvement in student mastery of core content.</li> <li>&gt; Trends to indicate progress or need for interventions</li> </ul>	N/A	Dir of HS	Sept, Nov, Mar	
	HS-C3	In an effort to focus all efforts on <b>increasing overall student achievement and accelerating achievement for students "in the gap,"</b> district leadership will require <b>all schools to set goals and develop plans for eliminating achievement gaps in reading and math</b>	Success of this activity will be measured through review of plans and student achievement data	<ul style="list-style-type: none"> <li>&gt; Number of schools with approved goals and plans.</li> <li>&gt; Appropriate and measurable plans.</li> <li>&gt; Trends to indicate student progress or need for revised strategies.</li> <li>&gt; Elimination of achievement gaps.</li> </ul>	N/A	Dir of HS	Oct	

	HS-C4	In an effort to continue and deepen understanding of issues related to <b>culture and its effect on student achievement</b> , district leadership will provide <b>training in Culturally-Responsive Teaching and Learning for all staff</b>	Success of this activity will be measured through review of training materials and walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Number of CRTL PDs provided and number in attendance compared to number eligible to attend.</li> <li>&gt; Use of strategies campus-wide.</li> </ul>	\$5K Title I PD Funds	Dir of HS	Feb	
	HS-C5	In an effort to reward schools for <b>targeting, planning and focusing on aggressive plans for eliminating achievement gaps</b> , district leadership will provide funding for <b>internal RFPs to fund school program needs</b>	Success of this activity will be measured through review of proposal evaluation plans and achievement data	<ul style="list-style-type: none"> <li>&gt; Appropriate and measurable plans.</li> <li>&gt; Trends to indicate student progress or need for revised strategies.</li> </ul>	\$1.5M (total district-wide) Gen Fund	Dir of SAS	Nov	
	HS-D1	In an effort to focus the instructional program on <b>meeting individual student needs, and providing appropriate intervention</b> as needed, district staff will provide training and continue to <b>support school-level development of a three-tier Response to Intervention (RTI) model</b>	Success of this activity will be measured through review of school RTI plans and SpED referral data	<ul style="list-style-type: none"> <li>&gt; Number of Rtl PDs provided and number in attendance compared to number eligible to attend.</li> <li>&gt; Appropriate Rtl strategies.</li> <li>&gt; Use of strategies in classrooms.</li> <li>&gt; SpED referral data trends to indicate impact of Rtl strategies</li> </ul>	\$10K Title II Funds	Dir of SAS & Dir of SpED	Nov	

Student Academic Support	HS-D2	In an effort to further refine the <b>development of a continuum of services for providing effective alternative programs</b> , district leadership will <b>expand the number of students assigned to The Learning Center (TLC)</b>	Success of this activity will be measured through of TLC enrollment data, as well as review of student service plans & achievement data	<ul style="list-style-type: none"> <li>&gt; Number of returning and newly enrolled students.</li> <li>&gt; Appropriate service plans.</li> <li>&gt; Student mastery of core content.</li> <li>&gt; Trends to indicate student progress or need for interventions.</li> </ul>	N/A	Dir of HS	Nov	
	HS-D3	In an effort to further refine the <b>development of a continuum of services for providing effective alternative programs</b> , district leadership will <b>expand the number of students assigned to the Middle College program</b>	Success of this activity will be measured through of Middle College enrollment data, as well as review of student service plans & achievement data	<ul style="list-style-type: none"> <li>&gt; Number of returning and newly enrolled students.</li> <li>&gt; Appropriate service plans.</li> <li>&gt; Student mastery of core content.</li> <li>&gt; Student progress toward college credits</li> </ul>	N/A	Dir of HS	Nov	
	HS-E1	In an effort to <b>increase instructional leadership capacity</b> through the use of technology, district leadership will provide <b>FLIP video cameras</b> for use in <b>monitoring effective instruction and teacher development</b>	Success of this activity will be measured through review of video products, principal and teacher feedback, and walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Number of principals utilizing FLIP cameras for teacher development.</li> <li>&gt; Appropriate utilization of camera and video product.</li> <li>&gt; Effective teaching in classrooms.</li> </ul>	\$1K Gen Fund	Dir of HS	March	

2020 Vision / Program Enrichment	HS-E2	In an effort to place increased focus on use of <b>instructional technology as a tool to increase student engagement and achievement</b> , district leadership will place increased focus in walkthroughs on <b>incorporating technology into classroom instruction</b>	Success of this activity will be measured through review of walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Percentage of classrooms observed during walkthroughs utilizing available technology.</li> <li>&gt; Percentage of teachers observed during walkthroughs that include use of technology in lesson plans.</li> </ul>	N/A	Dir of HS	Nov, March	
	HS-E3	In an effort to <b>access student expertise and to meet the 21st century needs of Fayette County students</b> , district leadership will form a <b>Student Technology "Think Tank"</b> to guide instructional technology program improvements	Success of this activity will be measured through review of "Think Tank" records and pilot program results	<ul style="list-style-type: none"> <li>&gt; Member representation from all high schools.</li> <li>&gt; Number of regularly scheduled meetings.</li> <li>&gt; Recommendations produced by group.</li> <li>&gt; Pilot projects implemented.</li> </ul>	\$1,000 Gen Fund	Dir of HS & Dir of Tech	March	
	HS-E4	In an effort to <b>align college readiness programming beyond HS</b> , district leadership will continue to <b>co-sponsor "summit"-type dialogue with University of Kentucky</b> leadership team members	Success of this activity will be measured through review of "summit" agendas and pilot program results	<ul style="list-style-type: none"> <li>&gt; Number of and strategic agenda content for summit meetings as indicator of active progress toward goal.</li> <li>&gt; Recommendations produced by group.</li> <li>&gt; Pilot programs implemented.</li> </ul>	N/A	Dir of HS & Dir of SAS	March	

	HS-E5	In an effort to reward schools for <b>innovative planning and for targeting use of instructional technology to increase student engagement and improve student achievement</b> , district leadership will continue to provide funds for <b>internal technology RFPs</b>	Success of this activity will be measured through review of proposal evaluation plans and achievement data	<ul style="list-style-type: none"> <li>&gt; Appropriate and measurable plans.</li> <li>&gt; Trends to indicate student progress or need for revised strategies.</li> </ul>	\$1M (total district-wide) Gen Fund	Dir of Tech	Nov	
	HS-E6	In an effort to place increased focus on <b>use of instructional technology as a tool to increase student engagement and achievement</b> , district leadership will provide <b>school-based PD training on instructional technology implementation</b>	Success of this activity will be measured through review of instructional technology PD "course offerings," school participation, and walkthrough reports	<ul style="list-style-type: none"> <li>&gt; Number of PDs provided and number in attendance compared to number eligible to attend.</li> <li>&gt; Use of strategies and technology in the classroom.</li> </ul>	\$100K Title II	Dir of Tech	Nov	

# Equity

Component Leader: Barbara Connor

Goal 1: 100% of students will perform at the Proficient/Distinguished levels in Reading and Math. Interim progress toward this goal will be measured through analysis of achievement and achievement gaps on the Kentucky Core Content Test and No Child Left Behind reports.

		Measuring for Success					
Activity		Data Source	Data Assessed	Cost/Lead		Implementation & Impact Check	
Equity	EQ-1	In an effort to monitor progress toward elimination of achievement gaps, district leadership will conduct regular reviews of achievement data sources.	Success of this activity will be measured through a review of achievement data by subgroups and major groups to verify if schools are intentionally focusing on the students in the gap and using best practices to help them make adequate progress to close the gap.	>Increase in the number of students in the subgroups scoring proficient and distinguished in reading and math.	N/A	Cabinet Member and Equity Office	August May

	EQ-2	FCPS Summer Leadership Institute PD (Culturally Responsive Student Achievement)	Success of this activity will be measured through the number of schools and departments requesting Module I & II of the CRTL Professional Development and follow-up sessions; the number of principals and administrators trained in CRTL; incremental and end-of-year data gathered through school and classroom walkthrough using instructional "look fors", observation forms and school culture audits.	>An increase in the number of schools requesting Module I & II of the CRTL Professional Development and follow-up sessions. > Percent participation of schools and IAKSS departments in CRTL Professional Development.	N/A	Director of SBDM and Cabinet Members	August	
	EQ-3	Culturally Responsive Teaching and Learning Profession Development for school personnel.	Success of this activity will be measured through the examination of incremental and end-of-year data gathered through school and classroom walkthrough using instructional "look for" observation forms and school culture audits.	>An increase in the number of schools requesting Module I & II of the CRTL Professional Development and follow-up sessions. > Percent participation of schools and IAKSS departments in CRTL Professional Development.		Director of SBDM , Equity Accountability Officer and Cabinet Members	August May	

	EQ-4	Monitoring school suspensions for disproportionate rates for low-income, minority and special education students.	Success of this activity will be measured through the examination of District and school suspension data.	<p>&gt; Number of schools that developed and implemented action plans to address disparities in the incidence of suspension by subgroups and the majority group.</p> <p>&gt; 10% decline in suspensions rates for identified subgroups.</p>	N/A	Directors, Equity Score Card Equity Council's Ad Hoc Committee	October March	
	EQ-5	Implementation of a comprehensive, intentional and systemic approach to superior customer service in FCPS. This will include training, on-going evaluation and celebrations.	Success of this activity will be measured through the examination of pre and post surveys; the results of mystery shoppers, mystery callers and mystery visitors; on-site visits; and the number of schools that volunteer to participate in the customer service initiative.	<p>&gt; Number of schools volunteering to participate in the Customer Service Program for the district.</p> <p>&gt; Increase in customer satisfaction through a comparison of pre and post survey results.</p>		Equity Accountability Officer, Customer Service Task Force, Family/Community Liaison and Customer Service Awards Program	August May	
	EQ-6	Continue to monitor efforts to improve diversity of applicant pool for district Magnet programs.	Success of this activity will be measured through the examination of Infinite Campus, KDE G/T annual report and Fayette County Equity Score Card.	> Increase in the number of diverse students that qualify and are referred for the G/T program.	N/A	Associate Director for G/T & Magnet Programs, Equity Score Card & Equity Accountability	August May	

	EQ-7	Develop strategies for correctly identifying low-income and minority students who qualify to receive G/T program services.	Success of this activity will be measured through the examination of Infinite Campus, KDE G/T annual report and Fayette County Equity Score Card.	Success of this activity will be measured through the >Target of doubling minority population (to hit 55) through expansion of MSTC freshman call for 2010-11. > Increase in the number of diverse students that qualify and are referred for the G/T program.	N/A	Associate Director for G/T & Magnet Programs, Equity Score Card & Equity Accountability Officer	August May	
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# Family and Community Involvement

Component Leader: Alice Nelson

Goal 1: Focus family and community involvement in FCPS to support student achievement

	Activity	Measuring For Success		Cost/Lead		Implementation & Impact Check		
		Data Source	Data Assessed					
<b>Objective 1 -- Relationship Building</b> :_ District staff provide training to involve all stakeholders in the process of improving the interaction between school, home, and community. This will include: Culturally Responsive, Customer Service, and Family Involvement - Best Practice professional development	FC-1A	Culturally Responsive Teaching and Learning Professional Development for school personnel.	Success of this activity will be measured through the examination of incremental and end-of-year data gathered through school and classroom walkthroughs using instructional "look for"" observation forms and school culture audits.	> Increase in the number of schools requesting Module I & II of the CRTL Professional Development and follow-up sessions.  > Percent participation of schools and IAKSS departments in CRTL Professional Development.	N/A	Director of SBDM , Equity Accountability Officer and Cabinet Members	Oct., March	

	FC-1B	Implementation of a comprehensive, intentional and systemic approach to superior customer service in FCPS. This will include training, on-going evaluation and celebrations.	Success of this activity will be measured through the examination of pre and post surveys; the results of mystery shoppers, mystery callers and mystery visitors; on-site visits; and the number of schools that volunteer to participate in the customer service initiative.	<p>&gt; Percent of schools volunteering to participate in the Customer Service Program for the district.</p> <p>&gt; Increase in customer satisfaction through a comparison of pre and post survey results.</p>	N/A	Equity Accountability Officer Family/Community Liaison, Customer Service Task Force Customer Service Awards Program	Oct., March	
	FC-1C	Training will be provided to School Councils, staff, and parents on strategies for engaging families in student achievement and the effective use of the objectives and performance descriptors in the Missing Piece of the Proficiency Puzzle recommendations from KDE	Evidence of the use of the family involvement best practice objectives will be measured through data collected on the number of parent/teacher conferences, phone calls, personal contact, home visits, use of multiple forms of 2 way communication between home and school, participation in SBDM councils and committees, academic information workshops for parents, community partnerships.	> Percentage participation of schools in training on, and the implementation of the objectives and performance descriptors in the Missing Piece of the Proficiency Puzzle Report	N/A	Family/Community Liaison	Sept., Feb., June	

<p><b><u>Objective 2:</u></b>  <b><u>Communication:</u></b>  <b>Two-way information in many forms flows regularly between school staff and parents about student's academic achievement and individual needs</b></p>	<p>FC-2A</p>	<p>Schools implement systematic efforts to inform parents about academic goals, class work, grades, and homework and offers varied ways that parents can share information with teachers about their children's learning needs.</p>	<p>Success of this activity will be measured through data collected on the use of student assignment books, homework web sites, online grades, classroom newsletters, e-mail, and the number of phone contacts, parent conferences, and home visits.</p>	<p>&gt;Number of schools (and District) that have reached the proficient level on the Missing Piece communication rubric.</p>	<p>N/A</p>	<p>Family/Community Liaison</p>	<p>Sept., Feb., June</p>	
<p><b><u>Objective 3: Decision Making:</u></b> District and School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement</p>	<p>FC-3A</p>	<p>District and school staff offers workshops, and accessible written information to interest parents in and equip them for service on SBDM councils and committees</p>	<p>Success of this activity will be measured by the number of face to face workshops, and trainings offered on web site, printed information available in hard copy and on the web site, number of parents serving on SBDM committees, and % of parents voting in SBDM elections</p>	<p>&gt; Number of schools (and District) that have reached the proficient level on the Missing Piece Decision Making rubric.</p>	<p>N/A</p>	<p>Family/Community Liaison</p>	<p>Sept., June</p>	

<p><b>Objective 4:</b> <b>Advocacy:</b> For each student, school staff identifies and supports a parent or another adult who can speak up for their learning needs</p>	FC-4A	District encourages and school staff ensures that every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and learning needs.	Success of this activity will be measured by the number of parent/teacher conferences; follow-up steps taken if parent cannot be reached; use of Individual Education Plans, Individual Learning Plans, gifted Student Service Plans, 504 plans.	The data will be assessed to determine number of schools (and District) that have reached the proficient level on the Missing Piece Advocacy rubric.	N/A	Family/Community Liaison	Sept., Feb., June	
<p><b>Objective 5: Learning Opportunities:</b> District and School staff ensures that families have multiple learning opportunities to understand how to support their children's learning</p>	FC-5A	District and school staff, in partnership with PTA, Title I and FRYSC, offers parent workshops, meetings, and information on web sites to help parents understand academic expectations and develop skills for supporting their children's learning.	Success of this activity will be measured by the number of learning opportunities offered at the school and district level.	> Number of schools (and District) that have reached the proficient level on the Missing Piece Learning Opportunities rubric.	N/A	Family/Community Liaison	Sept., Feb., June	
<p><b>Objective 6: Community Partnerships:</b> District and school staff engages and partners with community members to plan and implement activities to support student achievement</p>	FC-6A	The Community Partnership Leadership Team (CPLT), consisting of community representatives from business, city government, community organizations, and faith based organizations will develop and monitor guidelines for defining High Performance Partnerships in every FCPS school	Success of this activity will be measured by the number of community partners at the district level and at each school, number meeting high performance partnership criteria, recognition through the Partners for Education program on Channel 13 and community awards.	The data will be assessed to determine number of schools (and District) that have reached the proficient level on the Missing Piece Community Partnerships rubric.	N/A	Family/Community Liaison	Sept., April	

# Student Support Services

Component Leader: Michelle Beverly

**Goal 1:** Provide appropriate and effective resources and services to students and schools to create an environment conducive to learning at the highest levels for all students.

				Measuring For Success			
		Activity	Data Source	Data Assessed	Cost/Lead		Implementation & Impact Check
Safe Schools	SS-1	Work with targeted schools to lower in /out of school suspensions to increase student access to classroom instruction. Provide consultation , PD and applicable resources that utilize evidence based practices related to student behavioral needs.	Measure suspension rates for targeted schools at set review dates	> Monitor and review suspension data for changes in suspension rates.		Director of Student Support Services	Oct., May
	SS-2	Assist schools in developing evidence based behavioral strategies for Response to Intervention ( RTI)	Analysis of behavioral data, including office referrals, and review with schools	> Monitor for behavioral data changes resulting from RTI.		Director of Student Support Services	Sept., Jan., June
Special Education	SE-1	Design a 3 year implementation/framework plan for Response to Intervention (RTI)	Pick no more than 3 targeted schools based on special education referrals, KCCT and NCLB reports, to monitor student performance over time	>Implementation of plan at 3 schools. >Trends to indicate student progress or need for revised strategies. >Student performance for targeted schools		Director of Special Ed	Oct., May

	SE-2	Develop a framework to address alternatives to suspensions for all students ( with and without disabilities)	Review Kentucky Continuous Monitoring Process(KCMP) to determine decreases in Fayette County Suspension rates	> Suspension rates for all students >Change in suspension rates as measured against baseline data.		Director of Special Ed	Oct., May	
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# Efficiency - Budget & Staffing

Component Leader: Julane Mullins

Goal 1: All business and operational divisions will provide to the district/schools strategic, effective and efficient support services aimed at creating an environment conducive to learning at the highest levels for all students.

## Budget & Staffing

	Activity	Measuring For Success		Cost/Lead	Implementation & Impact Check	
		Data Source	Data Assessed			
BS-1	In an effort to provide principals/directors a more time- efficient method for determining staffing needs, fully implement the web-based staffing process/system that provides real-time staffing data including enrollment projections, staffing budgets and staff rosters.	Principals and directors fully utilizing the web-based tool in their staffing decision making process; end of year principal and director surveys of system efficiency and effectiveness.	<ul style="list-style-type: none"> <li>&gt;Percentage of principals and directors utilizing web-based staffing tool.</li> <li>&gt; Results of surveys to determine future needs/enhancements.</li> </ul>	Director of Budget and Staffing	Nov., April	
BS-2	In an effort to assist schools with effectively maximizing their monetary resources to meet student needs, provide school administrators and budget managers with routine budget training through districtwide and individual trainings.	Routine budget reviews, data indicating zero-based budgeting practices and RFP-funded program cost/benefit assessments.	<ul style="list-style-type: none"> <li>&gt; Percentage of principals attending annual budget/staffing work sessions.</li> <li>&gt; Number of districtwide trainings provided and percent of administrators/budget managers attending compared to number eligible.</li> <li>&gt; Number of individual trainings provided.</li> <li>&gt; Decrease in the number of budget transfers processed each year.</li> </ul>	Director of Budget and Staffing	Nov., April	

# Efficiency - Construction Services

Component Leader: Julane Mullins

Goal 1: All business and operational divisions will provide to the district/schools strategic, effective and efficient support services aimed at creating an environment conducive to learning at the highest levels for all students.

## Construction Services

	Activity		Measuring For Success		Cost/Lead		Implementation & Impact Check	
			Data Source	Data Assessed				
			Facility Design & Construction	CS-1				
Facility Design & Construction	CS-2	Communicate/interface with community on progress of construction/renovation projects	Success of this activity will be measured through timely information disseminated to the public through local and district media sources	> Reduction in public complaints		Staff Architect	Nov., April	
Facility Design & Construction	CS-3	Address facility needs that impact student learning as identified by external and internal stakeholders (arts projects, special education design, etc.)	Success of this activity will be measured through completion of approved project proposals submitted by individual schools	> Number of approved projects completed based on criteria submitted by individual schools to support the project proposal		Staff Architect	Nov., April	

# Efficiency - Financial Services

Component Leader: Julane Mullins

**Goal 1: All business and operational divisions will provide to the district/schools strategic, effective and efficient support services aimed at creating an environment conducive to learning at the highest levels for all students.**

## Financial Services

	Activity	Measuring For Success		Cost/Lead		Implementation & Impact Check	
		Data Source	Data Assessed				
Financial Support Services	FN-1	In an effort to <b>maintain a sense of urgency</b> toward elimination of School Activity Fund Audit Management Comments. Financial Services working with Budget/Staffing will consistently focus on progress monitoring in all meetings, on site reviews, and roundtable sessions	Success of this activity will be measured through review of School Business Officer Trainer site visits, bookkeeper roundtables, competency tests, and ultimately the annual audit reports for the external auditors.	Percentage of school activity fund management audit comments less than 15 % error average among all the schools audited.	N/A	Financial Svs & Budget Staffing	Dec & April
	FN-2	In an effort to provide <b>more effective formative assessment</b> for principals, district leadership, & bookkeepers. Fin Srv will provide training for all stakeholders and offer a test out competency test for demonstrated proficiency in the areas of SAF, Grants Mgt, and Payroll	Success of this activity will be measured through successful passing of the competency tests after attending the appropriate training with a grade of 80% or higher.	> Percentage of principals, bookkeepers, and administrators falling within all evaluation levels.	N/A	Dir or Financial Services.	March, April, May
	FN-3	In an effort to <b>build leadership capacity</b> , Financial Services leadership will identify and seek out professional development opportunities to train and better educate all levels of the department in providing support to all Stakeholders of the district in protecting the revenues and expenditure of the district	Success of this activity will be measured through review of evaluations, customer service surveys, and the advancement of internal staff for promotions within the district.	> Number of advancements > Number of complaints received from year to year based on survey data and secret shopper reviews	N/A	Financial Services Admin Team	Dec & April

# Efficiency - Food Service

Component Leader: Julane Mullins

**Goal 1: All business and operational divisions will provide to the district/schools strategic, effective and efficient support services aimed at creating an environment conducive to learning at the highest levels for all students.**

## Food Services

	Activity	Measuring For Success		Cost/Lead		Implementation & Impact Check	
		Data Source	Data Assessed				
	FS-1 In an effort to assist in the improvement of overall student learning & school attendance, the focus will be on increasing breakfast participation. Breakfast plays a key role in stimulating the student's mind to learn and keeping them healthy. If a child is hungry, they can be distracted from learning to their full potential.	Success of this activity will be assessed at each school site providing breakfast.	>Increased participation in school breakfast as measured against a baseline for each school site.	NA	CN Director & Supervisor	Nov., April	

# Efficiency - Human Resources

Component Manager: Julane Mullins

Goal 1: All business and operational divisions will provide to the district/schools strategic, effective and efficient support services aimed at creating an environment conducive to learning at the highest levels for all students.

Human Resources							
	Activity	Measuring For Success		Cost/Lead	Implementation & Impact Check		
		Data Source	Data Assessed				
Strategic Management	<ul style="list-style-type: none"> <li>☑ Current and regular updates on Employment Law</li> <li>☑ ASLP (cert) and ASLP (class) training/seminar</li> <li>☑ New Administrators Mentor Program (monthly meetings/mentoring through the first 2 years)</li> <li>☑ HR self-audit for the 2010 – 2011 school year</li> </ul>	<ul style="list-style-type: none"> <li>☑ Revise policy/practice to align with any federal/state changes in employment law</li> <li>☑ Support professional growth and succession planning with current staff</li> <li>☑ Support for new administrators to ensure success in the operational day to day duties</li> <li>☑ Improve efficiency and effectiveness in HR</li> </ul>	<ul style="list-style-type: none"> <li>☑ Updated policies/practices aligned to federal/state employment laws</li> <li>☑ Continue to plan/budget for ASLP Certified and Classified seminar (follow-up with feedback surveys regarding improvements)</li> <li>☑ Survey new admins. on New Admin Mentor Program to determine success/growth areas</li> <li>☑ Results from HR self-audit will guide next steps</li> </ul>		Director of Human Resources	Nov., April	
Workforce Planning and Employment	<ul style="list-style-type: none"> <li>☑ Resume and interview workshops for current employees and community members</li> <li>☑ Application updates/improvements</li> <li>☑ Succession/retention initiatives</li> <li>☑ Hiring toolkit updates as necessary</li> <li>☑ I-9 self-audit</li> </ul>	<ul style="list-style-type: none"> <li>☑ Professional support for current employees and community members (building relationships)</li> <li>☑ Improve the efficiency of the application process</li> <li>☑ "Growing our own" programs in all areas</li> <li>☑ Support for hiring managers; all information in one location (as much as possible)</li> <li>☑ Compliance to federal law</li> </ul>	<ul style="list-style-type: none"> <li>☑ Organize/schedule/advertise workshops (survey at the end of each workshop)</li> <li>☑ Address areas of concerns from applicants/hiring managers regarding process (retain data on changes)</li> <li>☑ Refer to "data assessed" info for New Admin Mentors and ASLP programs</li> <li>☑ Hiring Toolkit will be distributed by 03/2010 (feedback will be gathered throughout the year for improvements)</li> <li>☑ Results of 1-9 audit will guide next steps</li> </ul>		Director of Human Resources	Nov., April	

<p><b>Human Development</b></p>	<p>HR-3</p>	<ul style="list-style-type: none"> <li>☑ Evaluation training for all hiring managers</li> <li>☑ ROI and CBA on HR programs</li> <li>☑ Recruitment/Retention initiatives</li> <li>☑ Workforce Readiness initiative with schools, community colleges and community members</li> <li>☑ Evaluation training for all hiring managers</li> <li>☑ ROI and CBA on HR programs</li> <li>☑ Recruitment/Retention initiatives</li> <li>☑ Workforce Readiness initiative with schools, community colleges and community members</li> </ul>	<ul style="list-style-type: none"> <li>☑ Efficient and effective use of the evaluation tools for employees/hiring managers to improve performance</li> <li>☑ Measuring “return on investment” and “cost benefit” on all projects in HR on a regular basis</li> <li>☑ Attracting high quality employees (certified/classified/administrators)</li> <li>☑ Growing our future workforce; building relationships with community colleges and community members</li> </ul>	<ul style="list-style-type: none"> <li>☑ Evaluations will be completed and turned in by deadline</li> <li>☑ Quarterly measures/data will be collected within each HR department</li> <li>☑ GALLLUP will be used as certified/admins are hired; classified will be assessed for required skills based on position</li> <li>☑ HR and Community will work to implement and participate in Workforce Readiness projects for the 2010 - 2011 school year</li> </ul>		<p><b>Director of Human Resources</b></p>	<p>Nov., April</p>	
<p><b>Employee Relations</b></p>	<p>HR-4</p>	<ul style="list-style-type: none"> <li>☑ SAT program (cert/clas)</li> <li>☑ Updates to employment policies and procedures</li> <li>☑ Improving hiring processes (technology solutions)</li> </ul>	<ul style="list-style-type: none"> <li>☑ Provide support to employees and hiring managers</li> <li>☑ Keeping all hiring managers and employees aware of any policy/procedure revision (updates to handbooks and website)</li> <li>☑ Continuous growth in improving the hiring process in every manner</li> </ul>	<ul style="list-style-type: none"> <li>☑ Hiring managers will use the SAT in dealing with employee issues (results of SAT committees are kept with Professional Development)</li> <li>☑ HR will yearly update the Hiring Toolkit with any hiring/staff policy revisions/additions</li> <li>☑ Quarterly measures/data will be collected within each HR department/HR self-audit will also guide next steps</li> </ul>		<p><b>Director of Human Resources</b></p>	<p>Nov., April</p>	

<p><b>Risk Management</b></p>	<p>HR-5</p>	<ul style="list-style-type: none"> <li>☑ Support on-line required training</li> <li>☑ EAP</li> <li>☑ Wellness program</li> <li>☑ ADAAA management/documentation</li> <li>☑ Crisis Management training/assistance</li> </ul>	<ul style="list-style-type: none"> <li>☑ Track and assist as needed in on-line employee updates in risk management</li> <li>☑ Efficient use of EAP; communication/advertisement of EAP services</li> <li>☑ Continue to communicate out on wellness programs offered through EAP and other organizations to employees</li> <li>☑ Updates on ADAAA changes and regulations; working closely with legal on compliance issues</li> <li>☑ Up to date training on crisis management to assist Safe School Office as needed</li> </ul>	<ul style="list-style-type: none"> <li>☑ 100% completion/participation in on-line risk management training/updates</li> <li>☑ Review EAP quarterly/yearly reports; send reminders and updated information to each location</li> <li>☑ Ensure wellness information is distributed quarterly to each location (EAP)</li> <li>☑ Spreadsheet kept on all ADAAA data; paperwork scanned into personnel files; continually communication with Risk Management/Legal regarding compliance</li> <li>☑ 100% completion/participation in on-line risk management training/updates</li> </ul>	<p><b>Director of Human Resources</b></p>	<p>Nov., April</p>	
<p><b>Total Rewards</b></p>	<p>HR-6</p>	<ul style="list-style-type: none"> <li>☑ Review/update current job descriptions</li> <li>☑ Continue to research voluntary benefit options</li> </ul>	<ul style="list-style-type: none"> <li>☑ Compliance with all employment laws in updated and accurate job descriptions (special attention to essential functions and qualifications needed for the position)</li> <li>☑ Improve voluntary benefit selection to current employees</li> </ul>	<ul style="list-style-type: none"> <li>☑ Begin review each job description for accuracy in qualifications and essential functions (10 job descriptions in each area each quarter, until all have been reviewed)</li> <li>☑ One new voluntary benefit per year will be added to the employment benefit website</li> </ul>	<p><b>Director of Human Resources</b></p>	<p>Nov., April</p>	

# Efficiency - Law Enforcement

Component Leader: Julane Mullins

Goal 1: All business and operational divisions will provide to the district/schools strategic, effective and efficient support services aimed at creating an environment conducive to learning at the highest levels for all students.

## Law Enforcement

	Activity	Measuring For Success		Cost/Lead		Implementation & Impact Check	
		Data Source	Data Assessed				
LW-1	Increase efforts to provide a sense of safety and security to students.	Officers will increase their visibility in high traffic areas such as hallways and the cafeteria.	Success will be measured by the decrease in violent and/or otherwise confrontational incidents in these areas.	N/A	Director and Senior Officers	Nov., April	

# Efficiency - Maintenance

Component Leader: Julane Mullins

Goal 1: All business and operational divisions will provide to the district/schools strategic, effective and efficient support services aimed at creating an environment conducive to learning at the highest levels for all students.

## Maintenance

	Activity		Measuring For Success		Cost/Lead		Implementation & Impact Check	
			Data Source	Data Assessed				
			MA-1	Continue efforts to plan work around instruction creating a seamless maintained process by working behind the scenes to ensure little or no distraction to the classroom.				
MA-2	Develop a Maintenance Communications plan to enhance customer service and relationships with school and department personnel outside of the School Dude software currently used by schools and departments to submit work orders.	Implement communication process that notifies appropriate personnel of maintenance site visits or progress being made to address problem or issue.	<ul style="list-style-type: none"> <li>&gt;Track number of inquiries of progress being done to complete work done outside of what information is available in school dude.</li> </ul>		Director of Maintenance	Nov., April		

# Efficiency - Plant Operations

Component Leader: Julane Mullins

**Goal 1: All business and operational divisions will provide to the district/schools strategic, effective and efficient support services aimed at creating an environment conducive to learning at the highest levels for all students.**

## Plant Operations

	Activity	Measuring for Success		Cost/Lead		Implementation & Impact Check	
		Data Source	Data Assessed				
<b>Physical Support Services - Division of Plant Operations</b>	PO-1 To continue to promote the recycling program in the schools in conjunction with Bluegrass Pride and the Wastebusters program of the LFUCG to reduce the number of dumpster tips, hence reducing the annual cost for dumpsters.	The number of tips per year and the amount of recycle materials collected for the year.	>Number of tips for one year as compared to baseline data >Cost savings due to change in number of tips	N/A	Dir. Of Plant Operations	Nov., April	
	PO-2 Continue preventive maintenance and to continue to educate staff on proper cleaning and maintenance procedures to reduce the number of work orders for Plant Operations that pulls them away from their daily mowing schedules.	The number of work orders during the year that has caused a break in the routine schedule of Plant Operations staff.	>Number of work orders for one year as compared to baseline data.	N/A	Dir. Of Plant Operations	Nov., April	
	PO-3 Continue adjustment to current mowing schedule to help maintain the 9-10 day mowing cycle.	Document travel time and mowing time for each application to see that there is an order of consistency in the mowing schedule.	>Compare travel and mowing time for each application for one mowing season wotj baseline data.	N/A	Dir. Of Plant Operations	Nov., April	

# Efficiency - Risk Management and Safety

Component Leader: Julane Mullins

**Goal 1: All business and operational divisions will provide to the district/schools strategic, effective and efficient support services aimed at creating an environment conducive to learning at the highest levels for all students.**

## Risk Management and Safety

	Activity	Measuring For Success		Cost/Lead	Implementation & Impact Check	
		Data Source	Data Assessed			
RM-1	In an effort to ensure indoor air quality meets all standards and guidelines, the District will provide indoor air quality screenings of all occupied facilities.	Conduct 20 random indoor air quality screenings annually in different facilities. Take appropriate measures to cost effectively address any problems found.	>The number of Work Orders/complaints received relative to indoor air quality. > Reduction in IAQ complaints.	Director, Risk Management and Safety	Nov., April	
RM-2	Fully implement the District Worker's Compensation Program with the goal of keeping the academic staff in classrooms to maintain the continuity of learning.	Number of work days lost due to injury	> Number of lost work days. > Percentage completion of employee safety and job-skill training education in lost work days due to accident or injury.	Director, Risk Management and Safety	Nov., April	

	RM-3	In an effort to provide the safest, healthiest learning environment possible, the District conducts or manages inspections of buildings, playgrounds, sports venues and equipment beyond those required by statute or policy. Also, provide inspection and supervision training to appropriate staff members.	Number , type and severity of accidents resulting in lost classroom time (More than trip to nurse, first aid).	> Trends, unusual events or quantities of specific accidents that keep students away from the classroom. > Equipment/activities that present an unacceptable risk to students. > Reduction in lost classroom days due to accident or injury.		Supervisor, Health Safety and Environmental Compliance	Nov., April	
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# Efficiency - Technology

Component Leader: Julane Mullins

**Goal 1: All business and operational divisions will provide to the district/schools strategic, effective and efficient support services aimed at creating an environment conducive to learning at the highest levels for all students.**

## Technology

	Activity	Measuring For Success		Cost/Lead	Implementation & Impact Check	
		Data Source	Data Assessed			
TC-1	Provide and support resources that promote virtual learning, including district web resources, online instruction (e.g., SuccessMaker), online assessment (e.g., MAP), course management (e.g., iSchool), and content management (e.g., SharePoint).	Catalog of tools and resources available to schools and teachers.	> Percentage of schools and teachers utilizing available resources as compared to number eligible.		CIO	Nov., April
TC-2	Monitor usage of the district's wide area network (WAN) and Internet bandwidth so that students and staff have "near-instant" access to resources. <i>This activity addresses Federal requirements for e-rate funding.</i>	Software for monitoring WAN and Internet activity.	> Quarterly Review with daily monitoring identifying need for modifying bandwidth.		CIO	Nov., April
TC-3	Provide local telephone service, and long distance to enable voice communications. <i>This activity addresses Federal requirements for e-rate funding.</i>	Phone service records.	> Quarterly review with daily monitoring of phone operations identifying instances of service drops.		CIO	Nov., April

	TC-4	<p>Convert phone systems to voice over Internet protocol (VOIP) focused primarily as Renovations/New Construction occurs or as systems need replacement <i>This activity addresses Federal requirements for e-rate funding.</i></p>	Records showing schools and facilities converted to VoIP.	> Number of schools and facilities converted to VoIP.	Funded as part of renovations and routine repair/maintenance and Erate	CIO	Nov., April	
	TC-5	<p>Continue adjusting the technology staffing structure to move toward 2020 Vision recommendations and to better address changing needs in technology, such as:</p> <ul style="list-style-type: none"> <li>• Distance learning</li> <li>• Course management systems</li> <li>• Storage and analysis of instructional data</li> <li>• Better staff training</li> <li>• Evaluating instructional and technological innovations</li> <li>• Centralized technical services (e.g. central servers)</li> </ul> <p>Include district and school-based staff. Target implementation of recommendations for July 1, 2010.</p> <p><i>This activity addresses Federal requirements for e-rate funding</i></p>	Review of organizational chart and comparison with functional needs of the district determined through principal surveys and school requests.	<p>&gt; Staffing adjustments made to correlate with functional needs of the district.</p> <p>&gt; Comparison of pre- and post-adjustment surveys and school requests.</p>		CIO	Nov., April	

	TC-6	<p>Develop a business continuation plan to ensure that vital functions of the district can continue in the event of a disaster. This plan should include remote-site daily backup of critical data, as well as automated within-site redundancy and system restore.</p> <p><i>This activity addresses Federal requirements for e-rate funding.</i></p>	<p>Implementation plan for Business Continuity Plan based on various types of disasters.</p>	<p>&gt; Percentage of departments and functional areas that have completed a BCP for each disaster type.</p>		CIO	Nov., April	
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# Efficiency - Transportation

Component Leader: Julane Mullins

**Goal 1: All business and operational divisions will provide to the district/schools strategic, effective and efficient support services aimed at creating an environment conducive to learning at the highest levels for all students.**

## Transportation

	Activity		Measuring For Success		Cost/Lead		Implementation & Impact Check	
			Data Source	Data Assessed				
TR-1	Provide a reasonable option for transportation from home to school and back.		Comparison of yearly average for students being transported by school bus and privately owned vehicles.	> Comparison ratios of eligible to actual ridership will be made annually for five years to establish a trend.	N/A	Routing Section, Transportation Division	Nov	
TR-2	Provide reasonably priced field trip services to meet the needs of all students.		Comparison will be made of the field trips taken by schools and school student achievement data.	> Number of fields trips per school and average transportation cost per student. > Student achievement impact correlation will be assessed.	N/A	Trip Coordinator	Nov., April	
TR-3	Retrofitting school buses with clean air filtration systems		Improvement of bus fleet will be measured by number of buses retrofitted with hardware verified by EPA	> Number of vehicles retrofitted compared to total number of vehicles eligible.		Maintenance Shop	Nov., April	

	TR-4	Provide After- School Activity Buses	Number of schools with activity buses.	> Number of schools with activity buses compared with end of each year baseline data.		Routing Section.	Nov., April	
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