

# **FAYETTE COUNTY PUBLIC SCHOOLS**

## **DISTRICT IMPROVEMENT PLAN**

**SCHOOL YEARS 2008-2010**

### **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:

<http://www.education.ky.gov/NR/rdonlyres/efgp7cbgltjnfyfyyhqzr77s47t7oiptwzcgzaizunhciwzniuokowm6hgtseudoqpsr72afy4khwpqn2gisw76bh7b/DistrictAssurancesEmailInstructions.pdf>

# **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 2006-2008 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. The 2006-2008 plan (especially within the Academic Performance Component) 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).

That said, it is important to note that although FCPS continues to reflect achievement gaps and room for academic improvement, the district showed remarkable gains last year. 13 schools surpassed the mark of 100 on the state CATS measure (up from 3 in prior years), nearly 2000 students received distinguished rankings in all content areas (many times more than the previous year), the district hit 23 of 25 targets for AYP last year (up from only 15 the year prior), and with the exception of two schools that remained relatively "flat" in their performance, every school in the district saw significant gains in reading and math performance. 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. Everything the district does 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 2004-2006 Comprehensive District 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. Other committee work focused the 2020 Vision recommendations into Early Childhood, High School reform, and Phase I Implementation components, which were combined with the work of the One Community/One Voice recommendations and resulted in development of the 2006-2008 District Improvement Plan, the first iteration of a long-range effort to mold the Fayette County Public Schools into a world-class school system.
3. Following release of 2005-2006 NCLB and CATS reports, this plan was reviewed to ensure activities were targeted on areas in need of critical focus.
4. This plan was presented to the Fayette County Board of Education for its approval on January 28, 2008.
5. Implementation & Impact Checks are provided for the Board of Education's review at each monthly meeting.

**Action Component** Academic Performance

**District Name** Fayette County Public Schools

**Component Manager** Jack Hayes

**Date** 2008-2010

<b>Priority Need</b>	<b>Measurable Goal (Addresses the Priority Need)</b>
According to the 2006-2007 Commonwealth Accountability Testing System (CATS) report, not all students perform at the Proficient/Distinguished levels in Reading and Math on the Kentucky Core Content Test (KCCT), and achievement gaps between disaggregated populations of students continue.	By the end of the 2009-2010 school year:  100% of Fayette County students will perform at the P/D levels in Reading and Math on the KCCT

**Action Component** Academic Performance

**District Name** Fayette County Public Schools

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**Date** 2008-2010



**Instructional Leadership**

<i>Activity</i>	<i>Measure</i>	<i>Responsible Person</i>	<i>Start Date</i>	<i>Cost</i>	<i>Fund Source</i>	<i>I, P, N</i>	<i>Progress Statement</i>
<p><b>Activity IL1.</b> Identify schools and teachers who are closing achievement gaps and providing effective learning opportunities for all students, recognize them for their work, and develop their leadership capacities by putting structures in place so that they can influence their peers.</p>	<p><b>Implementation:</b> This activity will be fully implemented when criteria are established for identifying effective schools and teachers, when they are identified, and when a plan is in place to recognize them for their exceptional work and to capitalize on their expertise to assist others in meeting academic goals.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of meeting agendas and classroom walkthrough observation data.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through annual review of KCCT data from participating teachers, as well as professional colleagues with whom they have mentored.</p>	<p>Director of Student Achievement Support</p>	<p>January '08</p>	<p>\$75K</p>	<p>General Fund Title I</p>		<p><i>June</i></p>

<p><b>Activity II.2.</b> Organize P-12 teacher alignment teams to clearly define expectations across grades (curricular, instructional, behavioral) and provide compensation and time for this work.</p>	<p><b>Implementation:</b> This activity will be fully implemented when feeder-pattern teacher alignment teams are formed and meeting regularly under the facilitation of school-level contact staff.</p>	<p>Director of Student Achievement Support</p>	<p>August '09</p>	<p>\$75K</p>	<p>Title I</p>	<p><i>June</i></p>
<p><b>Activity II.3:</b> Train school leaders utilizing professional development that focuses on the critical areas of teaching/assessing for learning.</p>	<p><b>Implementation:</b> This activity will be fully implemented when district staff has developed a PD plan for supporting the learning of school-level leaders in the areas of teaching/assessing for learning.</p>	<p>Director of Student Achievement Support</p>	<p>January '08</p>	<p>\$50,000 Stipends &amp; subs</p> <p>\$100,000 Consultants, meetings, etc.</p>	<p>Title I, Title III Deferred Funds</p> <p>Title I, PD Set Aside</p>	<p><i>December, May</i></p>
<p><b>Activity II.4:</b> Provide opportunities for principals, PSA's, instructional coaches, academic deans and teachers to observe effective instructional practices in their own schools, throughout the school district,</p>	<p><b>Implementation:</b> This activity will be fully implemented when principals, PSA's, instructional coaches, teachers and academic deans regularly schedule opportunities to observe effective teaching practices outside their school sites.</p>	<p>Director of Student Achievement Support</p>	<p>January '08</p>	<p>\$10,000 subs</p>	<p>Title I, PD Set Aside</p>	<p><i>December, May</i></p>

<p>and in high-performing schools in other districts.</p>	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of the number of off-site visits, as well as review of data gathered from school and classroom walkthroughs.</p>						
<p><b>Activity IL5:</b> Continue and build on the work of programs such as Fast Forward, Junior Achievement, Partnership for Successful Schools, Blue Grass Community and Technical College, and others: Align the learning opportunities with the high school curriculum Create a process for awarding grades and credit for experience outside the classroom</p> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Job Shadowing</li> <li>• Apprenticeships</li> <li>• Dual Credit/Enrollment</li> <li>• Independent Study</li> <li>• Work Study</li> <li>• Similar opportunities in the community made available to teachers and students</li> <li>• Recruit business partners to serve as advisors to High School Career Academies.</li> </ul>	<p><b>Implementation:</b> This activity will be fully implemented when the district has developed a continuum of alternative credit options for students who learn best outside the traditional classroom setting.</p>	<p>Director of High Schools</p>	<p>January '08</p>	<p>\$30,000</p>	<p>General Fund</p>		<p><i>May</i></p>
<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through program development information, and review of graduation rate, retention, and successful transition data.</p>	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through annual review of graduation rate, retention, and successful transition data.</p>						

<p><b>Activity IL6:</b> Continue to collect the relevant data on the impact of the Freshman Academies and monitor the progress of those students. Data should include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Disciplinary referrals</li> <li>• Academic progress</li> <li>• Development and implementation of ILPs</li> <li>• Successful transition to adult life (military, postsecondary, workplace training)</li> <li>• Continue the work into the sophomore year, as some students will require the supports and structures beyond the 9<sup>th</sup> grade.</li> </ul>	<p><b>Implementation:</b> This activity will be fully implemented when each Freshman Academy is able to develop a fully-implemented ILP for each incoming freshman.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through a reduction in disciplinary referrals, improved academic performance, increase in the number of students entering 9<sup>th</sup> grade with ILPs</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through achievement data collected from KCCT, ACT, etc., through a reduction in the number of students required to take remedial courses at the postsecondary level, an increase in the number of students prepared to take more rigorous courses, and reduction in dropout rates...</p>	<p>Director of High Schools</p>	<p>January '08</p>	<p>-0-</p>		<p><i>December</i></p>
<p><b>Activity IL7:</b> Implement a 3-tiered school monitoring / support system that focuses intensive, targeted, and universal levels of support for schools according to levels of academic performance.</p>	<p><b>Implementation:</b> This activity will be fully implemented when the Instructional Directors group has collaborated with the Kentucky Department of Education to develop and implement a monitoring and support system that clearly articulates school performance goals, as well as provides support for reaching those goals.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review data gathered through leadership observations/walkthroughs in schools.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through annual review of KCCT data</p>	<p>Superintendent of Schools</p> <p>Instructional Directors</p>	<p>January '08</p>	<p>\$150,000 Salaries</p>	<p>Title 1, PD Set Aside</p>	<p><i>June, December</i></p>

<p><b>Activity IL8:</b> Establish and clearly communicate a district target for reaching the goal of becoming a “Top 10” district in the Commonwealth of Kentucky.</p>	<p><b>Implementation:</b> This activity will be fully implemented when the Superintendent of Schools has worked with district principals to identify and come to consensus on an achievement goal that will place FCPS in the “Top 10” of county districts in Kentucky in 2007.</p>	Superintendent of Schools	January '08	-0-			<i>October</i>
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of data gathered through school and classroom walkthroughs</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through review of 2007 KCCT data identifying FCPS as a “Top 10” county district in Kentucky.</p>						
<p><b>Activity IL9:</b> FCPS District Leadership will continue to support schools as they work to target ESS, Title I, or other funds to provide extended learning opportunities for students (before/after the school day, during summer, or during extended calendar sessions, daytime waiver programs, etc).</p>	<p><b>Implementation:</b> This activity will be fully implemented when all schools appropriately target funds to provide extended learning opportunities for students in need of additional academic support.</p>	Director of Student Achievement Support	January '08	-0-			<i>December</i>
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of school-level programming and resource allocation</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through annual review of KCCT data.</p>						
<p><b>Activity IL10:</b> Institute instructional leadership model that relies on face-to-face relationships/accountability in instructional supervision and leadership rather than</p>	<p><b>Implementation:</b> This activity will be fully implemented when the district develops an accountability process of instructional supervision and leadership based upon face-to-face relationships.</p>	Superintendent of Schools	January '08	-0-			<i>June</i>

bureaucratic mandates and practice.	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through the examination of data collected from meeting agendas, school and classroom walkthroughs, and review of student work.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the examination of data collected from meeting agendas, school and classroom walkthroughs, review of student work, and annual review of state assessment data.						
<b>Activity IL11:</b> During district-level learning walks, incorporate specific focus on staffing, instructional practices, curriculum, and assessment for learning activities in special needs classrooms across the district.	<b>Implementation:</b> This activity will be fully implemented when the district has incorporated a specific focus on special education services during district learning walks.	Director of Student Achievement Support	January '08	-0-			<i>December, June</i>
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of data gathered from meeting agendas, learning walk reports, etc.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be reviewed through annual review of state assessment data						
<b>Activity IL12:</b> Monitor achievement gaps identified in NCLB, SB 168, and Kentucky performance reports to assist schools in moving all students to proficiency by 2014	<b>Implementation:</b> This activity will be fully implemented when achievement gaps have been identified, and when schools develop an action plan to target students not performing at the proficient or distinguished level.	Director of SDBM, Comm. and Gov. Support  Director of student achievement	January '08	-0-			<i>December, June</i>
	<b>Short – Term Measures of Success:</b> Short-term success for this activity will be measured by test scores showing a reduction in gaps as well as showing an increase in the percentage of proficient and distinguished for all students.						

	<b>Long – Term Measures of Success:</b> Long-term success for this activity will be measured through a review of KPR, NCLB, and SB168 to see if gaps in subgroups of students for proficient and distinguished have been eliminated.						
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Literacy and Numeracy							
<p><b>Activity LN1.</b> Establish a district-wide Summer Reading Program Committee to encourage every middle and high school to participate in an organized summer reading program.</p> <p>Note: Develop partnerships with the Lexington Public Library, Community Action, neighborhood organizations, LFUCG Parks &amp; Rec., faith-based organizations, etc. to support this initiative</p>	<p><b>Implementation:</b> This activity will be fully implemented when FCPS forms a committee consisting of district Middle/High School Reading Content Specialists, interested teachers/staff and community members to develop guidelines, incentives and suggested titles for middle and high school summer reading programs.</p>	Director of Student Achievement Support	January '08	-0-			<i>May</i>
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of committee meeting agendas and work projects.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through review of committee meeting agendas and work projects.</p>						
<p><b>Activity LN2:</b> Plan and execute a K-12 Literacy and Mathematics Support Program that supports teacher development in the area of "best practice" instruction in reading, writing, and mathematics.</p>	<p><b>Implementation:</b> This activity will be fully implemented when district staff has assisted school-based staff in identifying literacy and mathematics professional development needs.</p>	Director of Student Achievement Support	January '08	\$60,000 Salaries, stipends subs	Title I, PD Set Aside		<i>April</i>
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of school PD plans</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through annual review of KCCT data for Reading and Math.</p>						
<p><b>Activity LN3.</b> Continue and refine district-wide vertical alignment of curriculum for middle and high schools to</p>	<p><b>Implementation:</b> This activity will be fully implemented when every feeder middle school aligns the curriculum for rising 9<sup>th</sup> graders.</p>	Director of Student Achievement Support	January '08	\$60,000 Salaries, stipends subs	Title I, PD Set Aside		<i>June</i>

<p>ensure all rising 9<sup>th</sup> graders have mastered the same core content material.</p>	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of classroom walkthrough and team meeting data reflecting consistent use of school-developed curriculum documents, and data gathered from school walkthroughs</p>						
<p><b>Activity LN4.</b> Develop district-wide standards for mastery of core content and assessment of mastery for all students/benchmarks for “quality student responses” to ORQs and MC items</p>	<p><b>Implementation:</b> This activity will be fully implemented when staff has developed a structure for assisting schools in the development of benchmarks for quality student work</p>	<p>Director of Student Achievement Support</p>	<p>January '08</p>	<p>\$150,000 Salaries</p>	<p>Title I, PD Set Aside</p>		<p><i>June, December</i></p>
<p><b>World-Class Standards</b></p>							
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of benchmarks for quality student work, as well as data gathered during school walkthroughs</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through review of benchmarks for quality student work, as well as data gathered during school walkthroughs</p>						

<b>Activity WC1.</b> Establish a District Arts Council.	<b>Implementation:</b> This activity will be fully implemented when FCPS has formed a District Arts Council made up of 5 teachers and 5 community members representing all grade levels and arts areas, with a clearly articulated mission statement supporting student involvement and achievement in the arts. A formal meeting schedule and protocol for communicating with FCPS will be in place.	Director of Student Achievement Support	January '08	-0-			<i>August</i>
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through a review of the Council's meeting agendas and minutes						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through a review of the Council's meeting agendas and minutes						
<b>Activity WC2.</b> Continue and expand the programs offered by Fayette County Public Schools by providing ESL classes for adults.	<b>Implementation:</b> This activity will be fully implemented when FCPS provides the opportunity for adults to take ESL classes.	Director of SBDM, Government, Community Support	January '08	\$35,000 Salary	Title I, PD Set Aside		<i>November</i>
	<b>Short-Term Measures of Success:</b> Short term success of this activity will be measured by the number of adults participating in this opportunity.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured by the number of adults participating in this opportunity.						
<b>Activity WC3.</b> Expand district immersion opportunities by implementing pilot SBDM-approved "immersion strands" in selected elementary schools, to include "dual immersion strands."	<b>Implementation:</b> This activity will be fully implemented when SBDM Councils have approved this opportunity and programs are developed and implemented.	Director of Student Achievement Support	January '08	\$20K	PD Funds  Title I, PD Set Aside		<i>May, December</i>
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review school and classroom walkthrough data.						

	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through annual review of achievement data for targeted schools/classrooms.</p>						
<p><b>Activity WC5:</b> Expand the number of elementary and middle schools in the district with Chess/Strategic Games teams, and encourage development of district game “leagues” to build enthusiasm for the game.</p>	<p><b>Implementation:</b> This activity will be fully implemented when FCPS has made available the opportunity for elementary and middle schools to expand programming in this area.</p>	Director of Student Achievement Support	January '08	\$18K	2020 Vision Phase II General		May
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of the number of schools developing chess/games programs.</p>						
	<p><b>Long-Term Success:</b> Long-term success of this activity will be measured through review of the number of students participating in the expanded chess programs.</p>						
<p><b>Activity WC6:</b> Encourage FCPS High Schools to increase diverse participation in state-wide student events such as KUNA, KYA and Future Problem Solving.</p>	<p><b>Implementation:</b> This activity will be fully implemented when FCPS has made available the opportunity for schools to increase the number of students participating in these activities</p>	Director of Student Achievement Support	January '08	\$26K	2020 Vision Phase II General		May
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of the number of schools participating in selected academic events.</p>						
	<p><b>Long-Term Success:</b> Long-term success of this activity will be measured through review of the number of students participating in selected academic events.</p>						
<p><b>Activity WC7.</b> Increase the number of computers and other emerging technologies in schools, including a 5-year replacement cycle for all</p>	<p><b>Implementation:</b> This activity will be fully implemented when: the DTA includes the specified additions and additional computers and emerging technologies are acquired.</p>	Director of Technology	January '08	-0-			July

<p>personal computing devices. The state legislature approved \$50M for KETS funds statewide to begin this process.</p> <p>*This activity satisfies requirements for eRate funding</p>	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through (A) continuing annual updates of DTA with various sources of data indicating progress in the support and use of technology, and (B) establishing a 5-year replacement cycle for personal computing devices</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through (A) continuing annual updates of DTA with various sources of data indicating progress in the support and use of technology, and (B) establishing a 5-year replacement cycle for personal computing devices.</p>						

Successful Transition							
<p><b>Activity ST1.</b> Identify 7<sup>th</sup> and 8<sup>th</sup> grade students who need supplemental, challenging enrichment experiences. Develop additional high-level exploratory courses for those students. Use Individual Learning Plans as a tool for making that happen.</p>	<p><b>Implementation:</b> This activity will be fully implemented when all students are given the opportunity to participate in enrichment experiences.</p>	Director of Middle Schools	January '08	-0-			<i>October, April</i>
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured by review of program development/implementation information</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured by successful transition from middle school to high school.</p>						
<p><b>Activity ST2.</b> Create a “Successful Transition” team at each middle school to implement transition programs.</p>	<p><b>Implementation:</b> This activity will be fully implemented when each district middle school has a “Successful Transition” team in place and operating.</p>	Director of Middle Schools	January '08	-0-			<i>October, April</i>
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of school-developed transition plans</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured by successful transition from middle school to high school.</p>						
<p><b>Activity ST3:</b> Provide eighth grade students with guidance sessions led by ninth grade counselors, teachers, and/or students to discuss high school curriculum, expectations, and student responsibilities. Create a booklet or pamphlet detailing helpful information Organize field trips throughout</p>	<p><b>Implementation:</b> This activity will be fully implemented when a counseling program is developed by MS and HS counseling staff, and is being implemented in middle schools across the district.</p>	Director of Middle Schools	January '08	-0-			<i>October, April</i>
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of school-developed transition programs.</p>						

<p>the year for middle school students to visit the high schools or for high school students/faculty to visit the middle schools</p> <p>Organize a “teacher swap-a-day” (or longer) in which 9<sup>th</sup> grade and 8<sup>th</sup> grade teachers “swap” classrooms to gain a deeper understanding of the challenges faced at the various levels.</p>	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured by successful transition from middle school to high school.</p>						
<b>Student Leadership</b>							
<p><b>Activity SL1.</b> Expand/enhance the service learning projects in high schools.</p>	<p><b>Implementation:</b> This activity will be fully implemented when school-level service learning plans are developed and implemented</p> <p>Short-Term Measures of Success: Short-term success of this activity will be measured through review of the number of students involved in service learning opportunities.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through review of the number of students involved in service learning opportunities.</p>	<p>Director of High Schools</p>	<p>January '08</p>	<p>-0-</p>			<p><i>May</i></p>

DISTRICT IMPROVEMENT PLAN TIME LINE FOR REPORTING PROGRESS  
ACADEMIC PERFORMANCE COMPONENT

Months	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec
DIP Activity				LN2 ST1 ST2 ST3	IL3 IL4 IL5 LN1 WC3 WC5 WC6 SL1	IL1 IL2 IL7 IL10 IL11 IL12 LN3 LN4	WC7	WC1		IL8 ST1 ST2 ST3	WC2	IL3 IL4 IL6 IL7 IL9 IL11 IL12 LN4 WC3

**Action Component Early Childhood Education**

District Name Fayette County Public Schools

Component Manager Mona Baker

Date 2008-2010

<b>Priority Need</b>	<b>Measurable Goal (Addresses the Priority Need)</b>
<i>According to 2005-2006 Commonwealth Accountability Testing System (CATS) report, not all students exiting primary perform at grade level in Reading and Math.</i>	<i>By the end of the 2007-2008 school year:</i> <ol style="list-style-type: none"><li>1. 100% of pre-K students will enter Kindergarten with the appropriate level of school readiness.</li><li>2. 100% of students exiting the primary program will perform on grade level in Reading and Math.</li></ol>

**Action Component Early Childhood Education**

District Name Fayette County Public Schools

Component Manager Mona Baker

Director Carmen Coleman

Date 2008-2010



**Early Childhood Department, Curriculum, and Professional Development**

Activity	Measure	Responsible Person	Start Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>Activity C1.</b> Host annual Early Childhood Summit.</p>	<p><b>Implementation:</b> The following will be invited: FCPS Principals and other admin. staff, EC staff, Kindergarten staff, child care providers, parents, community members and others with a goal of at least 250 participants the first year and expanding thereafter.</p> <ul style="list-style-type: none"> <li>At least 5 tracks will be offered for participants. Tracks may include, but not be limited to, environment, assessment, transition, standards, parent engagement, literacy, cultural responsive teaching, and ELL. All participants will receive 6 hours of professional development. (Administrators will receive EILA credit hours.)</li> <li>All professional development will be taught by credentialed trainers.</li> </ul>	<p>Early Childhood Coordinator</p>	<p>Jan 08</p>	<p>\$ 5,000</p>	<p>2020 Vision General Funds</p>		

	<p><b>Short-Term Measures of Success:</b> Will be measured by attendance. Attendees would include at least: 100 FCPS staff-principals, early childhood teachers; 100 community partners (which includes child care providers); and 50 parents.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through analysis of end-of-primary academic (GRADE, G-MADE, KCCT) and non-academic data (retention, attendance, etc.) and every year thereafter through transition to adult life.</p>						
<p><b>Activity C2.</b> All Kindergarten Classrooms will implement a continuous assessment system that includes</p> <ul style="list-style-type: none"> <li>- Screening</li> <li>- Diagnostic</li> <li>- Classroom/Instruction</li> </ul>	<p><b>Implementation:</b> Outcomes are met; learning gaps are closing; children are making progress along the developmental continuum.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through analysis of Fall GRADE/G-MADE data for pre-school students entering Kindergarten.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through analysis of end-of-primary academic (GRADE, G-MADE, KCCT) and non-academic data (retention, attendance, etc.) and every year thereafter through transition to adult life.</p>	Early Childhood Coordinator	Jan 08		ESS Funds		
<p><b>Activity C3.</b> Pre-K will include state funded eligible children*, children who are English Language Learners (ELL), and four-year-old children who meet reduced lunch criteria.</p> <p>* 3- &amp; 4-year old children with disabilities; 4-year old children who qualify at 150% poverty level.</p>	<p><b>Implementation:</b> Planning phase to serve ELL 4-year old students and 4-year old reduced lunch will take place in the 07-08 school year. ELL 4-year old students begin in the 08-09 school year and 4-year old reduced lunch students will begin in the 09-10 school year.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through analysis of Fall GRADE/G-MADE data for pre-school students entering Kindergarten.</p>	Early Childhood Coordinator	Jan 08				

	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through analysis of end-of-primary academic (GRADE, G-MADE, KCCT) and non-academic data (retention, attendance, etc.) and every year thereafter through transition to adult life.</p>						
<p><b>Activity C4.</b> All Early Childhood classrooms will include parent/family involvement. Parents will serve in the roles of</p> <ul style="list-style-type: none"> <li>- Supporter</li> <li>- Teacher</li> <li>- Advocate</li> <li>- Decision Maker</li> </ul>	<p><b>Implementation:</b> Parents are partners with the schools and knowledgeable in early childhood development and the importance of education. A Family Partnership Agreement will be designed and implemented.</p>	Early Childhood Coordinator	Jan 08	\$ 0			
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through analysis of Fall GRADE/G-MADE data for pre-school students entering Kindergarten.</p> <ul style="list-style-type: none"> <li>• Designing and implementing a parent feedback survey.</li> </ul>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through analysis of end-of-primary academic (GRADE, G-MADE, KCCT) and non-academic data (retention, attendance, etc.) and every year thereafter through transition to adult life.</p> <ul style="list-style-type: none"> <li>• Implementing a parent feedback survey.</li> </ul>						
<p><b>Activity C5.</b> Enhance the Preschool Arts and Humanities program.</p> <p>Hire a Foreign Language teacher to design and implement a developmentally appropriate preschool foreign language program.</p>	<p><b>Implementation:</b> A plan will be developed and implemented upon hiring an Arts and Humanities teacher to carry out the goals of this objective.</p> <p>9A) This teacher will serve preschool classrooms in a cluster of 4 – 5 schools.</p> <p>9B) The A&amp; H teacher will provide professional development and help plan lessons for all Early Start Teachers. Model classrooms will be a resource to provide job-embedded PD for all community preschool educators.</p>	Early Childhood Coordinator	July 08	\$50K	2020 Vision General Funds		

	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through analysis of Fall GRADE/G-MADE data for pre-school students entering Kindergarten.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through analysis of end-of-primary academic (GRADE, G-MADE, KCCT) and non-academic data (retention, attendance, etc.) and every year thereafter through transition to adult life.</p>						
Environment							
Activity	Measure	Responsible Person	Start Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>Activity E1.</b> Each program will ultimately achieve an average score of 6 on the Early Childhood Environmental Rating Scale (ECERS), or equivalent.</p> <ul style="list-style-type: none"> <li>This project applies to both public and private providers</li> </ul>	<p><b>Implementation:</b> FCPS Early Childhood Department will conduct a pre-ECERS in every early start classroom.</p> <ul style="list-style-type: none"> <li>FCPS Early Childhood Department will review the pre-ECERS with every classroom teacher and develop plans to increase score to a minimum of 6.</li> <li>FCPS Early Childhood Department will complete a post-ECERS in every early start classroom</li> </ul>	Early Childhood Coordinator	Jan 08				
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through analysis of Fall GRADE/G-MADE data for pre-school students entering Kindergarten.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through analysis of end-of-primary academic (GRADE, G-MADE, KCCT) and non-academic data (retention, attendance, etc.) and every year thereafter through transition to adult life.</p>						

<p><b>Activity E2.</b> Establish Early Start clusters where there is need.</p> <ul style="list-style-type: none"> <li>Consider making Title I schools a priority.</li> </ul>	<p><b>Implementation:</b> FCPS Early Childhood Department will collect data for the total population size, demographics and locations of the Fayette County children eligible for Early Start.</p> <ul style="list-style-type: none"> <li>FCPS Early Childhood Department will coordinate the analysis of the data collected to determine where Early Start clusters should be located.</li> </ul> <p>This project depends on these other projects:</p> <ol style="list-style-type: none"> <li>Data has been collected and a summary report has been published.</li> <li>The data has been analyzed and an implementation report has been published.</li> </ol> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through analysis of Fall GRADE/G-MADE data for pre-school students entering Kindergarten.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through analysis of end-of-primary academic (GRADE, G-MADE, KCCT) and non-academic data (retention, attendance, etc.) and every year thereafter through transition to adult life.</p>	Elementary Director 2	Jan 08	-0-			
<p><b>Activity E3.</b> Insure that appropriate outdoor space and equipment will be available for all early childhood programs. Outdoor adjacent space and equipment should be adjacent in all new and renovated construction.</p> <ul style="list-style-type: none"> <li>This project applies to both public and private providers. A 2020 Best Practice facility has:</li> <li>Outdoor space and equipment available for children with and without disabilities.</li> </ul>	<p><b>Implementation:</b> There will be appropriate adjacent outdoor space and equipment that meets American Playground Association Standards for all early childhood programs regardless of a child's abilities.</p> <ul style="list-style-type: none"> <li>FCPS Early Childhood Department will self-assess preschool outdoor playgrounds to determine need.</li> <li>FCPS Early Childhood Department will publish a summary report of the results.</li> <li>FCPS Early Childhood Department will publish a plan to upgrade FCPS outdoor playgrounds.</li> </ul>	Early Childhood Coordinator	Jan 08	-0-			

<ul style="list-style-type: none"> <li>Outdoor space and equipment that meet American Playground Association Standards.</li> </ul>	<b>Short-Term Measures of Success</b> Short-term success of this activity will be measured through analysis of Fall GRADE/G-MADE data for pre-school students entering Kindergarten.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through analysis of end-of-primary academic (GRADE, G-MADE, KCCT) and non-academic data (retention, attendance, etc.) and every year thereafter through transition to adult life.						

**Transition**

Activity	Measure	Responsible Person	Start Date	Cost	Fund Source	I, P, N	Progress Statement
<b>Activity T1.</b> Implement activities that ease transitions for early childhood students and parents. <ul style="list-style-type: none"> <li>This project applies to both public and private providers.</li> </ul>	<b>Implementation:</b> Establish a separate Open House night for Early Start students and their families. <ul style="list-style-type: none"> <li>FCPS Early Childhood Department staff and FCPS Elementary Schools will provide a “Kindergarten Roundup Day” that allows rising Kindergarten students to visit classrooms during school hours. This event should be coordinated with Kindergarten registration in the spring.</li> <li>FCPS Communications and FCPS Early Childhood Department Staff will communicate with private providers so that rising Kindergarten students are contacted directly for Kindergarten registration. This communication should include available transition activities like those listed above.</li> </ul> This project depends on these other projects: <ul style="list-style-type: none"> <li>The “Fayette County Early Childhood Interagency Transition Agreement For All Children Prenatal to Six” being developed in 2006.</li> <li>Creation of the FCPS Early Childhood Department.</li> </ul>	Early Childhood Coordinator	Jan 08				<i>May</i>

	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through analysis of Fall GRADE/G-MADE data for pre-school students entering Kindergarten.</p>						
<p><b>Activity T2:</b> Continue to review interagency agreement to improve transitions.</p>	<p><b>Implementation:</b> This activity is ongoing biannually. FCPS meets with First Steps and Head Start to review the interagency agreement and to revise it based on feedback from families and providers.</p>	<p>Early Childhood Coordinator</p>	<p>Jan 08</p>	<p>-0-</p>			<p><i>July, December</i></p>
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through parent surveys by First Steps, Head Start, and FCPS.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through children making a successful transition by their third birthday into the FCPS preschool program. Measures of success include a review of timeline data, parent surveys, and teacher surveys.</p>						

**DISTRICT IMPROVEMENT PLAN TIME LINE FOR REPORTING PROGRESS  
EARLY CHILDHOOD COMPONENT**

<b>Months</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>
<b>DIP Activity</b>	C2 E1				C4 C5 T1	C1 C2 C3	E1 E2 E3 T2		C1 C2 C3	C4 C5		T2

**Action Component Efficiency**

District Name Fayette County Public Schools

Component Manager Greg Drake

Date 2008-2010

<b>Priority Need</b>	<b>Measurable Goal (Addresses the Priority Need)</b>
<i>FCPS continues to work to create support structures to increase the district's efficiency as it works to improve student achievement.</i>	<i>By the end of the 2007-2008 school year:</i> <ol style="list-style-type: none"><li>1. In the area of Technology, infrastructure will continue to improve so as to support district efforts to impact student learning.</li><li>2. In the area of School-Based Decision Making, the district will continue to support—through training, monitoring, and consultation--SBDM Councils as they work to make student-centered decisions at the school level.</li><li>3. In the area of Communications, timely, accurate and proactive communication flow will continue to keep our community informed about the status of the district.</li><li>4. In the area of Health &amp; Nutrition FCPS will continue to take a leadership role in helping students learn to make healthy eating and lifestyle choices.</li><li>5. In the area of Physical Support, staff will continue to reduce operational barriers to ensure maximum attention is devoted to issues of improving student achievement in the district.</li></ol>

**Action Component**    **Efficiency**

District Name    Fayette County Public Schools

Component Manager    Greg Drake

Directors    Mary Browning, Vince Mattox

Date    2008-2010



**School-Based Decision Making**

Activity	Measure	Responsible Person	Start Date	Cost	Fund Source	I, P, N	Progress Statement
<b>Activity SBDM1.</b> Provide SBDM Councils policy review and feedback	<p><b>Implementation:</b> This activity will be fully implemented when ...All councils are provided opportunities for review and feedback on any and all of their policies.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of data gathered from the "Required Policy Data Base"</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through ...All councils have required policies in place, and more comprehensive and qualitative policies as measured by a random sampling or policies using a reliable qualitative measurement instrument.</p>	Director of SDBM, Comm. and Community Support	Jan 08	-0-			

<p><b>Activity SBDM2.</b> Schools are provided annual feedback through reviews of their comprehensive school improvement plans (CSIP), as well as their achievement gap initiatives.</p>	<p><b>Implementation:</b> This activity will be fully implemented when staff has recommended and has in use a planning format (DIP, grant proposal evaluations, <i>etc.</i>) that emphasizes not only <i>implementation</i> of activities, but short and long-term data collection/analysis for evaluating mid-point progress and overall program effectiveness.</p>	<p>Director of Student Achievement Support</p>	<p>Jan 08</p>	<p>-0-</p>			
<p><b>Activity SBDM3.</b> Internal Facilitators, who assist in the planning processes at schools, are provided assistance sessions throughout the year. One of the major focuses of the assistance is the use of data to drive planning.</p>	<p><b>Implementation:</b> This activity will be fully implemented when staff has recommended and has in use a planning format (DIP, grant proposal evaluations, <i>etc.</i>) that emphasizes not only <i>implementation</i> of activities, but short and long-term data collection/analysis for evaluating mid-point progress and overall program effectiveness.</p>	<p>Director of Student Achievement Support</p>	<p>Jan 08</p>	<p>-0-</p>			
<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through a review of CSIP Implementation &amp; Impact and in review of formal program evaluation reports.</p>	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through analysis of student achievement data tied directly to programs and/or initiatives (<i>e.g.</i>, GRADE and DIBELS data informing effectiveness of Reading First program, <i>etc.</i>)</p>	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through a review of CSIP Implementation &amp; Impact and in review of formal program evaluation reports.</p>	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through analysis of student achievement data tied directly to programs and/or initiatives (<i>e.g.</i>, GRADE and DIBELS data informing effectiveness of Reading First program, <i>etc.</i>)</p>				

**Communications**

<p><b>Activity C1.</b> Collaborate with local agencies to establish and maintain community relationships focused on eliminating achievement gaps:</p> <ul style="list-style-type: none"> <li>○ Connect with social services in Fayette County through the annual Community Action Poverty Conference</li> <li>○ Establish a relationship with the Partnership for Kentucky Schools to link with Partnership business initiatives</li> <li>○ Local empowerment centers and/or similar organizations,</li> </ul>	<p><b>Implementation:</b> This activity will be fully implemented when FCPS has formed long-term involvement and relationships with the Community Action Poverty Conference, local empowerment centers and/or similar organizations, and the Partnership for Kentucky Schools.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured by review of evaluations of the activity completed by participants in each event.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured by review of evaluations of the activity completed by participants in each event.</p>	Family and Community Liaison	Jan 08	-0-			
<p><b>Activity C2.</b> Recognize schools and teachers who are closing the achievement gaps among <i>all</i> students. This activity is intended to support progress toward SB 168 goals.</p>	<p><b>Implementation:</b> This activity will be fully implemented when the Director of Communications has facilitated development of a school and teacher recognition process that includes an annual formal recognition ceremony.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through completion of recognition events.</p> <p><b>Long-Term Measures of Success:</b> Short-term success of this activity will be measured through completion of recognition events.</p>	Director of Comm.	Jan 08	\$10,000			
<b>Health &amp; Nutrition</b>							
<p><b>Activity HN1.</b> Develop a district-wide health advisory council.</p>	<p><b>Implementation:</b> This activity will be fully implemented when a council is established and has an active role in the future of physical health and well-being in Fayette County Public Schools.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through completion of the process to revise the makeup of the council.</p>	Director of Pupil Personnel	Jan 08	-0-			

	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through review of school health and wellness policies and practices by the health advisory council.</p>						
<p><b>Activity HN2</b> Monitor Nutrition Integrity Policy that addresses not using food as a reward for behavior or academic success.</p>	<p><b>Implementation:</b> This activity will be fully implemented when a Nutrition Integrity Policy has been approved and followed in every school.</p>	Associate Director for Food Service	Jan 08	-0-			
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through the number of reports of teachers/staff not abiding by the policy.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the number of reports of teachers/staff not abiding by the policy.</p>						
<p><b>Activity HN3.</b> FCPS Food Service Division will achieve Gold Certification in its operations as defined by the USDA Healthier US School Challenge.</p>	<p><b>Implementation:</b> This activity will be fully implemented when 100% of Fayette County Elementary schools achieve “Gold Level” certification as defined by the USDA Healthier US School Challenge.</p>	Associate Director for Food Service	Jan 08	-0-			
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through data gathered from food service audits conducted by FCPS staff.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured by the number of elementary schools who meet “Gold Level” certification at the end of the each of the next two fiscal years.</p>						
<p><b>Activity HN4.</b> Monitor policy to ensure that each child has a thirty minutes of physical activity each day (K-12) by:</p> <ul style="list-style-type: none"> <li>Providing PD to</li> </ul>	<p><b>Implementation:</b> This activity will be fully implemented when every child in Fayette County Public Schools is provided with thirty minutes of physical activity each day as a part of their instructional day.</p>	Associate Director of Food Services	July 08	\$4655	2020 Vision funds General Fund		

<p>teachers about programs that encourage physical activity as part of instructional practices.</p> <ul style="list-style-type: none"> <li>Continuing to implement SB 172 in a consistent manner.</li> </ul> <p><i>This activity will require the district to fund a Supplemental Pay position in the area of "Physical Health and Well-Being." The district will eventually fund a full time Physical Health and Well-Being position to support this program in FCPS.</i></p>	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through the number of students participating in thirty minutes of physical activity per day.</p>						
<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through analysis of student achievement data tied directly to programs and/or initiatives.</p>							

Technology							
<p><b>Activity T1.</b> Allot \$15,000 for technology equipment to support virtual learning. This would include cameras and audio equipment necessary for students to see and hear instructional information.</p> <p>Note: This activity was originally recommended for Social Studies, World Languages, and International Education. It is being expanded here for all subject areas.</p> <p>This was implemented in the previous DIP and it is recommended that it be funded with an additional \$15,000 to purchase enough equipment to meet existing and future needs.</p>	<p><b>Implementation:</b> This activity will be fully implemented when every school has the technology needed to support a virtual classroom.</p> <p><b>Short-Term Measures of Success:</b> Short term success of this activity will be measured by the number and type of events.</p> <p><b>Long-Term Measures of Success:</b> Long term success of this activity will be measured by the number and type of events.</p>	Director of Technology	Jan 08	\$15K	2020 Vision General Funds		
<p><b>Activity T2.</b> Maintain and update the district list of recommended software, based on:</p> <ul style="list-style-type: none"> <li>• Research validation</li> <li>• Connection to curriculum framework and Program of Studies</li> <li>• Grade levels &amp; subject areas</li> <li>• Technical specifications</li> </ul> <p>Establish a formal district approval process for purchase of all software, including these factors:</p> <ul style="list-style-type: none"> <li>• System requirements</li> <li>• Research basis</li> </ul> <p><i>*This activity addresses Federal requirements for e-rate funding.</i></p>	<p><b>Implementation:</b> This activity will be fully implemented when the list is completed and available to teachers. The list will be updated annually.</p> <p><b>Short-Term Measures of Success:</b> List updated and district approval policy established.</p> <p><b>Long-Term Measures of Success:</b> List updated and district approval policy established.</p>	Director of Technology	Jan 08	-0-			

<p><b>Activity T3.</b> Monitor usage of the district's wide area network (WAN). When bandwidth usage exceeds 80%, the district should increase bandwidth.</p> <p>Maintain the district's Internet bandwidth at a sufficient level for all students and staff to have "near-instant" access to Internet resources throughout the instructional day</p> <p><i>*This activity addresses Federal requirements for e-rate funding.</i></p>	<p><b>Implementation:</b> This activity will be fully implemented when all schools are connected via gigabit fiber, internet bandwidth is increased enough in each school so that the total district's average bandwidth usage does not exceed 80% of capacity during the instructional day, and voice communications are provided.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through ability to transfer data among schools and IAKSS at a rate comparable to industry standards, average Internet bandwidth usage not to exceed 80% during the school day, and continuous provision of voice communications.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through ability to transfer data among schools and IAKSS at a rate comparable to industry standards, average Internet bandwidth usage not to exceed 80% during the school day, and continuous provision of voice communications.</p>	Director of Technology	Jan 08	-0-			
<p><b>Activity T4.</b> Provide local telephone service, and long distance to enable voice communications.</p> <p><i>*This activity addresses Federal requirements for e-rate funding.</i></p>	<p><b>Implementation:</b> This activity will need to be maintained consistently.</p> <p><b>Short-Term Measures of Success:</b> There is access to phone service in all district facilities.</p> <p><b>Long-Term Measures of Success:</b> There is access to phone service in all district facilities.</p>	Director of Technology	Jan 08	-0-			
<p><b>Activity T4A.</b> Convert phone systems to voice over Internet protocol (VOIP). Begin with IAKSS offices in 2007. Convert 20 schools in 2008.</p> <p><i>*This activity addresses Federal requirements for e-rate funding.</i></p>	<p><b>Implementation:</b> This activity will be fully implemented when all schools and facilities in the district are converted to VOIP.</p> <p><b>Short-Term Measures of Success:</b> IAKSS and 20 schools converted to VOIP.</p> <p><b>Long-Term Measures of Success:</b> All schools and facilities in the district converted to VOIP.</p>		Jan 08	??			

<p><b>Activity T5.</b> Adjust 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, 2008.</p> <p><i>*This activity addresses Federal requirements for e-rate funding.</i></p>	<p><b>Implementation:</b> This activity will be fully implemented when technology staffing structure is realigned to meet the needs described under this activity.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through technology staffing structure being realigned to meet the needs described under this activity.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through technology staffing structure being realigned to meet the needs described under this activity.</p>	Director of Technology	Jan 08				
<p><b>Activity T6.</b> 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. <i>This activity addresses Federal requirements for e-rate funding.</i></p>	<p><b>Implementation:</b> This activity will be fully implemented when a business continuation plan is developed.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through development of the business continuation plan.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through eventual funding and implementation of the business continuation plan, and resulting security of critical data.</p>	Director of Technology	Jan 08	-0-			
<p><b>Activity T7.</b> Continue development of the district's iSchool, including the content</p>	<p><b>Implementation:</b> This activity will be fully implemented when iSchool is used consistently by teachers and other staff.</p>	Director of Technology	Jan 08	??			

<p>management system (SharePoint), a course management system (Moodle), videoconferencing, webcasting, and other potential kinds of technology involving connectivity.</p> <p><i>*These activities address Federal requirements for e-rate funding.</i></p>	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through initial development of iSchool.</p>						
<p><b>Activity T8.</b> Pursue additional funding through grants and other sources as recommended in the 2020 Vision technology recommendations.</p> <p><i>*This activity addresses Federal requirements for e-rate funding.</i></p>	<p><b>Implementation:</b> This activity will be fully implemented when the district pursues at least one additional source of funding.</p>	Director of Technology	Jan 08	-0-			
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through implementation of additional 2020 Vision technology recommendations through external funding.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through implementation of additional 2020 Vision technology recommendations through external funding.</p>						
<b>Budget &amp; Finance</b>							
<p><b>Activity HR1.</b> Support efforts to identify and recruit critical shortage-area employees representing diversity and excellence.</p>	<p><b>Implementation:</b> This activity will be fully implemented when a staff recruiter is identified and joins the Human Resources staff, and when staff are retained in all critical shortage areas.</p>	Director of Human Resources	Jan 08				
	<p><b>Short-Term Measure of Success:</b> Short-term success of this activity will be measured through review of mid-year Staff distribution Report</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through review of end-of-year Staff Distribution Report.</p>						

## DISTRICT IMPROVEMENT PLAN TIME LINE FOR REPORTING PROGRESS EFFICIENCY COMPONENT

Months	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec
DIP Activity	SBDM1 SBDM2 C1 C2 HN4 HR1				C1 T1 T2 T3 T4 T5 T6 T7 T8	HN1 HN2	SBDM1 SBDM2 SBDM3 C1 C2 HN3 HR1			T4A		

**Action Component Equity**

District Name Fayette County Public Schools

Component Manager Vince Mattox

Date 2008-2010

<b>Priority Need</b>	<b>Measurable Goal (Addresses the Priority Need)</b>
<i>According to 2006-2007 Commonwealth Accountability Testing System (CATS) report, not all students perform at the Proficient/Distinguished levels in Reading and Math on the Kentucky Core Content Test (KCCT), and achievement gaps between disaggregated populations of students continue. Current achievement gaps include:</i>	<i>By the end of the 2009-2010 school year:  100% of Fayette County students will perform at the P\D level in Reading and Math on the KCCT.</i>

**Action Component Equity**

District Name Fayette County Public Schools

Component Manager Vince Mattox

Director Vince Mattox

Date 2008-2010



Activities	Measure	Responsible Person	Start Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>Activity E1:</b> Monitor achievement gaps identified in NCLB, SB 168, and Kentucky performance reports to assist schools in moving all students to proficiency by 2014.</p>	<p><b>Implementation:</b> This activity will be fully implemented when achievement gaps have been identified, and when schools develop an action plan to target students not performing at the proficient or distinguished level.</p> <p><b>Short – Term Measures of Success:</b> Short-term success for this activity will be measured by test scores showing a reduction in gaps as well as showing an increase in the percentage of proficient and distinguished for all students.</p> <p><b>Long – Term Measures of Success:</b> Long-term success for this activity will be measured through a review of KPR, NCLB, and SB168 to see if gaps in subgroups of students for proficient and distinguished have been eliminated.</p>	<p>Director of SDBM, Comm. and Gov. Support</p> <p>Director of Student Achievement</p>	<p>January 08</p>	<p>-0-</p>			<p><i>January, June, November</i></p>

<p><b>Activity E2:</b> FCPS Summer Leadership Institute PD (Culturally Responsive Student Achievement)</p>	<p><b>Implementation:</b> This activity will be fully implemented when the annual Summer Leadership Institute is planned and implemented each June.</p>	<p>Director of SDBM, Comm. and Gov. Support</p>	<p>January 08</p>	<p>-0-</p>			<p><i>December and June</i></p>
<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through the examination of data gathered from incremental data gathered through school and classroom walkthroughs using instructional “look fors” observation forms.</p>	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the examination of data gathered from incremental and end-of-year data gathered through school and classroom walkthroughs using instructional “look fors” observation forms.</p>						
<p><b>Activity E3:</b> Culturally Responsive Teaching and Learning professional development for school personnel.</p>	<p><b>Implementation:</b> This activity will be fully implemented when staff has developed a comprehensive PD calendar with multiple options for differentiated CRTL Professional Development.</p>						<p>Director of SDBM, Comm. and Gov Support</p>
<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured by the number of schools requesting sessions and through the examination of incremental and end-of-year data gathered through school and classroom walkthroughs using instructional “look fors” observation forms.</p>	<p><b>Long-Term Measures of Success:</b> Long-term 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 fors” observation forms.</p>						

<b>Activity E4:</b> Continue to monitor efforts to improve diversity of applicant pool for district Magnet programs	<b>Implementation:</b> This activity will be fully implemented when a monitoring plan is developed and ready for use.	Associate Director for G/T & Magnet Programs	January 08	-0-			<i>February</i>
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through annual review of Magnet program applicant pool.						
	<b>Long-Term Success:</b> Long-term success of this activity will be measured through analysis of demographic data for each district magnet program and an increase in the program's diversity.						
<b>Activity E5:</b> Develop strategies for correctly identifying low-income and minority students who qualify to receive G/T program services.	<b>Implementation:</b> This activity will be fully implemented when a strategic plan with a monitoring component is developed and ready for use.	Associate Director for G/T & Magnet Programs	January 08	-0-			<i>February</i>
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through annual review of G/T program status to determine if there is an increase in the number of diverse students tested.						
	<b>Long-Term Success:</b> Long-term success of this activity will be measured through analysis of demographic data for district G/T program services to determine if there is an increase in the number of diverse students that qualify and are referred.						
<b>Activity E6:</b> Monitor school suspensions for disproportionate rates for low-income, minority and special education students.	<b>Implementation:</b> This activity will be fully implemented when suspension gaps have been identified, and when schools develop an action plan to address disparities in the incidence of suspension.	Director of SDBM, Comm. and Gov. Support  Inst Directors  Equity Council Sub-	January 08				<i>February</i>
	<b>Short – Term Measures of Success:</b> Short-term success for this activity will be measured by suspension rates for sub-groups approaching the school-wide suspension rates for all students.						

	<p><b>Long – Term Measures of Success:</b>  Long-term success for this activity will be measured through a decline in school-wide suspensions for all students with no subgroups being suspended disproportionately more than others.</p>	committee					
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## DISTRICT IMPROVEMENT PLAN TIME LINE FOR REPORTING PROGRESS EQUITY COMPONENT

Months	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec
DIP Activity	E1	E4 E5 E6	E2 E3			E1			E2 E3		E1	

**Action Component Family/Community Involvement**

District Name Fayette County Public Schools

Component Manager Alice Nelson

Date 2008-2010

Priority Need	Measurable Goal (Addresses the Priority Need)
<p><i>According to the 2006-2007 Commonwealth Accountability System (CATS) report, not all students perform at the Proficient/Distinguished levels in Reading and Math on the Kentucky Core Content Test (KCCT), and achievement gaps between disaggregated populations of students continue.</i></p> <p><i>As established through research*, Family &amp; Community involvement in student learning is a contributing factor in improving student achievement and closing achievement gaps.</i></p>	<p><i>By the end of the 2009-2010 school year FCPS will show marked improvement in parent/family involvement by:</i></p> <ul style="list-style-type: none"> <li>• <i>Assessing &amp; monitoring family/community involvement using:</i> <ul style="list-style-type: none"> <li>○ <i>Existing instruments(Title I, OCOV, FRYSC)</i></li> <li>○ <i>New instruments will be created &amp; baselines established</i></li> </ul> </li> <li>• <i>All component activities will be implemented and show progress using existing and newly created measurement instruments.</i></li> </ul>
<p><i>*Harvard Family Research Project</i>  <i>*Ann Henderson &amp; Karen Mapp (2002) A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement</i>  <i>Epstein, J. (2001), School, Family, and Community Partnerships: Preparing Educators and Improving Schools, Westview</i></p>	

**Action Component Family/Community Involvement**

District Name Fayette County Public Schools

Component Manager Alice Nelson

Director Vince Mattox

Date 2008-2010



**Objective 1: Relationship-building – District and school staff builds productive, personal relationships with families of all their students.**

**The FCPS system, starting with IAKSS staff and the Board, will create and maintain a responsive and welcoming atmosphere for families. C10.31**

Activity	Measure	Responsible Person	Start Date	Cost	Fund Source	I, P, N	Progress Statement
<b>Activity PF1.</b> District staff provide training to involve all stakeholders in the process of improving the interaction between school, home, and community. <ul style="list-style-type: none"> <li>▪ Culturally Responsive Training</li> <li>▪ Customer Service Training</li> <li>▪ Family Involvement – Best Practice</li> </ul>	<b>Implementation:</b> This activity will be fully implemented when Fayette County Public Schools offers these training modules and workshops to school staff and parents.	Director of SDBM, Comm. and Community Support	January '08				
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through the number of trainings scheduled.	Family/Comm Liaison					
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through an increase in family participation in all schools.						
<b>Activity PF2.</b> The district will encourage schools to identify hard-to-reach families and ensure that all families are contacted and engaged in some	<b>Implementation:</b> This activity will be fully implemented when school personnel identify and contact hard-to-reach families so that they can be connected with the school.	Family/Comm Liaison	January '08	-0-			<i>December, May</i>

way by someone at the school.	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through an increase in family participation in all schools.						
<b>Activity PF3.</b> Student/Family feedback data on school welcoming and engagement efforts is retained in a useable confidential form and will be used to improve our efforts and measure our improvement.	<b>Implementation:</b> This activity will be fully implemented as family survey and data collection tools are developed and used across the district.	Family/Comm Liaison	January '08	-0-			<i>December, May</i>
	<b>Short-Term Measures of Success:</b> Short term success of this activity will be measured by the data gathered through the OCOV questionnaire						
	<b>Long-Term Measures of Success:</b> Long term success of this activity will be measured through the increased use of varied data collections tools and the building of a data base on parent involvement.						
<b>Objective 2: Communication – Two-way information in many forms flows regularly between staff and families about students’ academic achievement and individual needs.</b>							
<b>Activity PF4.</b> The district will ask each school to designate a family involvement component lead and encourage the establishment of a parent involvement planning committee in every school to promote better communication among home, school and community, providing specific training for parents that will support the connection between parent involvement and student	<b>Implementation:</b> This activity will be fully implemented when every school’s SBDM Council creates a Parent Involvement Planning Committee that will meet throughout the year to plan PD for staff and to coordinate activities that effectively involve parents – Family Component SIP.	Director of SDBM, Comm. and Community Support  Family/com Liaison	January '08	-0-			<i>May</i>
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through the designation of a parent involvement component lead at each school.						

achievement.	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the implementation of a school-wide parent involvement plan and staff PD that supports parent involvement connected to student achievement.</p>					
<p><b>Activity PF5.</b> Identify community-based resources that could be used to facilitate coordination of family involvement with public school staff by making use of television, newspapers, radio, transportation services, libraries, faith-based organizations, community service organizations, universities, etc., to run an extensive Public Relations campaign to make the entire school district aware of the need for community support as well as the current programs available for families in our district.</p>	<p><b>Implementation:</b> This activity will be fully implemented when television, newspapers, radio, transportation services, libraries, faith-based organizations, community service organizations, universities, etc., run extensive Public Relations campaign to make the entire school district aware of need for community support.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through an increase in family participation in all schools.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through an increase in family participation in all schools.</p>	<p>Director of SDBM, Comm. and Community Support</p> <p>Family/com Liaison</p>	<p>January '08</p>	<p>-0-</p>		<p><i>May, October</i></p>
<p><b>Activity PF6.</b> Expand and enhance the system of online information to parents regarding student information, such as grades, discipline referrals, and Individual Learning Plans.</p>	<p><b>Implementation:</b> This activity will be fully implemented when an on-line information system regarding discipline referrals, grades, and individual learning plans are available to parents.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through an increase in family participation in all schools.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the use and the publicizing of this parent tool by every school in Fayette County.</p>	<p>Family/Comm Liaison</p>	<p>January '08</p>	<p>-0-</p>		<p><i>June, December</i></p>

<p><b>Activity PF7.</b> The Family/Community Liaison will work with Community and School partners to develop parent resource materials relating to student achievement. Concentrating on Reading, Writing, Math, SBDM Councils, Student ILP's, and basic information about our schools – registration process, dress codes, transportation, calendar of events, etc.</p>	<p><b>Implementation:</b> This activity will be fully implemented when staff has developed a resource library for parents which is available online, in schools, at the district offices and in community centers and libraries.</p>	Family/Community Liaison	January '08	-0-			<i>June, December</i>
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured by gathering parent survey data centered on overall satisfaction/involvement with the school district, as well as review of usage records for the materials.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured by gathering parent survey data centered on overall satisfaction/involvement with the school district, as well as review of usage records for the materials.</p>						

**Objective 3: Decision Making – District and School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.**

**The District, starting with the Superintendent and the Board, will support parents and families as advocates and partners for life-long learning and as decision-makers and active participants in school issues and programs. C10.31**

<p><b>Activity PF8.</b> Continue to provide education related to school governance for parents by providing training that that would develop parent leaders and enhance understanding of SBDM, serve as support to encourage parents to run for council and/or serve on a SBDM committee, or PTA board.</p>	<p><b>Implementation:</b> This activity will be fully implemented when Fayette County Public Schools offers informational training for parents on school governance that would enhance understanding of SBDM and serve as support to encourage parents to run for council and/or serve on a SBDM committee and PTA boards.</p>	Family/Community Liaison	January '08	-0-			<i>May, October</i>
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through the number of new parents who receive the school governance training.</p>						

	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the number of parents who run for council positions as well as an increased interest in school governance issues evidenced by more parents being involved in school committees.</p>						
<p><b>Activity PF9.</b> The district will encourage schools to improve the impact of SBDM councils and connect with their community and under represented families by occasionally holding SBDM and subcommittee meetings in neighborhood locations rather than at the school.</p>	<p><b>Implementation:</b> This activity will be fully implemented when council meetings are regularly held at neighborhood locations which are more accessible to parents.</p>	<p>Director of SBDM, Comm. and Community Support</p> <p>Family/com Liaison</p>	<p>January '08</p>	<p>-0-</p>			<p><i>May, October</i></p>
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through the number of meetings conducted in neighborhood locations.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the number of parents who run for council positions as well as an increased interest in school governance issues evidenced by more parents being involved in school committees.</p>						

**Objective 4: Advocacy – For each student, staff identifies and supports a parent\* or another adult who can take personal responsibility for understanding and speaking for that child’s learning needs.**

**The District, with assistance from the Equity Council, will take the initiative in working to address issues related to educational equity and to provide strong advocacy for the achievement of all students, regardless of cultural or ethnic factors or conditions of disability. C10.31**

<p><b>Activity PF10.</b> The district and School staff ensures 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.</p>	<p><b>Implementation:</b> This activity will be fully implemented when each school tracks contacts and conferences with families and has an adult advocate for every child.</p>	<p>Family/Comm Liaison</p>	<p>January '08</p>	<p>-0-</p>			<p><i>December, June</i></p>
	<p><b>Short-Term Measures of success:</b> Short-term success of this activity will be measured by the conference data and student watch lists from each school.</p>						
	<p><b>Long-term Measures of success:</b> Long-term success of this activity will be measured by the conference data and student watch lists from each school.</p>						

<p><b>Activity PF11.</b> Create a cadre of community leaders, including parents of students within each school community that is willing to volunteer personal time to serve as mentors to students needing adult support and encouragement in the pursuit of academic and personal goals.</p>	<p><b>Implementation:</b> This activity will be fully implemented when a district mentoring program, using internal and external/community resources (including Juvenile and Family Court systems), is planned and fielded across the district.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through analysis of appropriate incremental attendance, discipline, and achievement data for students assigned to mentors.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through analysis of appropriate end-of-year attendance, discipline, and achievement data for students assigned to mentors.</p>	Family/Comm Liaison	January '08	-0-			<i>December, June</i>
<p><b>Objective 5: Learning Opportunities – Staff ensures that families have multiple learning opportunities to understand how to support their children’s learning.</b></p>							
<p><b>Activity PF12.</b> District and School staffs make systematic use of all communication modes to help parents understand their children’s academic progress and the progress of the school and district.</p>	<p><b>Implementation:</b> This activity will be fully implemented as the district and schools continue to increase communication opportunities and use the families’ home language (i.e.; using classroom contracts, student assignment books, homework websites, online grade books, phone and e-mail contacts, parent conferences, home and community visits.</p> <p><b>Short-Term Measures of Success:</b> Short term measure of success will be reflected in both the district and school’s Parent Involvement component and in contact logs.</p> <p><b>Long-Term Measures of Success:</b> Long term measures of success will be reflected in both the district and school’s Parent Involvement components and in contact logs.</p>	Family/Comm Liaison	January '08	-0-			<i>May, October</i>

<b>Activity PF13.</b> District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	<b>Implementation:</b> This activity will be fully implemented as the district and schools offer training, workshops and information on supporting student learning.	Family/Comm Liaison	January '08				<i>May, October</i>
	<b>Short-Term Measures of Success:</b> Short-term measures of success will be the number and variety of opportunities offered.						
	<b>Long-Term Measures of Success:</b> Long-term measures of success will be the number and variety of opportunities offered.						
<b>Activity PF14.</b> The district, independently and in partnership with the community will work to increase access to computers, the internet, and other learning tools for families in community and school facilities.	<b>Implementation:</b> This activity will be fully implemented when there are multiple locations families can access.		January '08				
	<b>Short-Term Measures of Success:</b> Short-term measure of success will be the number of locations families can use.						
	<b>Long-Term Measures of Success:</b> Long-term measure of success will be the number of locations families can use.						
<b>Objective 6: Community Partnerships – Staff engages and partners with community members and organizations to plan and implement substantive work to improve student achievement.</b>							
Activity	Measure	Responsible Person	Start Date	Cost	Fund Source	I, P, N	Progress Statement
<b>Activity PF15.</b> Consolidate and restructure existing community leadership groups to establish a Community Partnerships Leadership Team (CPLT). The Community Partnership Leadership Team will develop and adopt guidelines for defining High Performance Partnerships in every FCPS school to include, but not be	<b>Implementation:</b> This activity will be fully implemented when the district has formed a Community Partnerships Leadership Team with representatives from various civic and community organizations.	Director of SDBM, Comm. and Community Support	January 08	-0-			
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of CPLT meeting minutes	Family/com Liaison					

<p>limited to:</p> <ul style="list-style-type: none"> <li>• Focus on improving student achievement.</li> <li>• Base need on analysis and synthesis of data.</li> <li>• Sustained partnerships</li> <li>• One-to-one support of students through mentoring.</li> <li>• Volunteer training.</li> <li>• Activities integrated with improvement plans.</li> <li>• District/community recognition of high performance activities.</li> <li>• Match priorities of partners and schools</li> </ul>	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through successful school/community partnerships functioning at each level of the educational ladder</p>						
<p><b>Activity PF16.</b> The Community Partnerships Leadership Team (CPLT) will expand the existing listing of community and civic organizations and types of partnerships available. CPLT will also develop an organized system for establishing the “best match” between schools and community partners.</p>	<p><b>Implementation:</b> This activity will be fully implemented when CPLT develops and implements a system to pair all schools with a civic/community partner.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of CPLT meeting minutes.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through each Fayette County School being partnered with a civic/community organization that will enhance the learning experience of all students.</p>	<p>Director of SDBM, Comm. and Community Support</p> <p>Family/com Liaison</p>	<p>January 08</p>	<p>-0-</p>			
<p><b>Activity PF17.</b> Work with Community groups and agencies to provide school readiness and school success programming for students and families. This would include pre-school, before, after and</p>	<p><b>Implementation:</b> This activity will be fully implemented when a plan is developed for collaborating with community agencies in creating student and family readiness and school success programs (Workshops, Information Publication, etc.)</p>	<p>Family/com Liaison</p>	<p>January 08</p>				

summer school programming.	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through documentation of shared curricular expectation for students with community agencies serving our children.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through documentation of shared curricular expectations for students with community agencies serving our children.</p>						

**DISTRICT IMPROVEMENT PLAN TIME LINE FOR REPORTING PROGRESS  
FAMILY/COMMUNITY INVOLVEMENT COMPONENT**

Months	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec
<b>DIP Activity</b>					PF1 PF2 PF3 PF4 PF5 PF8 PF9 PF12 PF13	PF6 PF7 Pf10 PF11 PF14 PF15 PF16 PF17				PF5 PF8 PF9 PF12 PF13		PF1 PF2 PF3 PF6 PF7 PF10 PF11 PF14 PF15 PF16 PF17

**Action Component**    Student Support Services

District Name    Fayette County Public Schools

Component Manager    Michelle Beverly

Director    Jack Hayes

Date    2008-2010



**Intensive Strategies for a Few Students**

Activity	Measure	Responsible Person	Start Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>Activity II.</b> Establish effective mechanisms to identify “at-risk” students through a multi-tiered process of assessment and response to intervention (RtI). Data from RtI will help staff become more aware of those students’ unique needs, and provide effective programs to maximize learning and well-being. RtI will include:</p> <ul style="list-style-type: none"> <li>• Universal level supports, screening, and data collection to identify students at risk</li> <li>• Data analysis will assist in determining students in need of intervention at the targeted and</li> </ul>	<p><b>Implementation:</b> This activity will be fully implemented when FCPS has provided an effective district-wide model or process (elementary, middle and high) for response to intervention which should help identify students who are “at risk” of developing mental health symptoms, or have already been identified as having a need for services.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of school data who have implemented the RtI model, including the integrity of the process for developing interventions and the screening and progress monitoring data and for identifying students who could require additional support services.</p>	<p>Associate Director for Student Support Services</p>	<p>Jan 08</p>	<p>-0-</p>			<p><i>December</i></p>

<p>intensive levels.</p> <ul style="list-style-type: none"> <li>• Instruction/ Interventions matched to student needs based upon data.</li> </ul>	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through review of screening data identifying students who require additional support services, as well as review of retention and graduation rate data for these students.</p>						
<p><b>Activity I2.</b> Support and expand the establishment of Student Assistance Teams in all Fayette County Public Schools to assist schools in transitioning from the current SAT model to include Intervention Teams consistent with the RtI model.</p>	<p><b>Implementation:</b> This activity will be fully implemented when every school in Fayette County has a functioning Intervention Team that includes members that are trained in providing consultation to instructional staff on research based instruction/intervention strategies and assessment for providing services and progress monitoring of students identified as having needs at the targeted or intensive levels.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured by providing identified (pilot) schools with training and support for implementation of RtI.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through review of data from identified (pilot) schools in relation to integrity of the process of RtI, interventions and student progress data</p>	<p>Associate Director for Student Support Services</p>	<p>Jan 08</p>	<p>-0-</p>			<p><i>May</i></p>

<p><b>Activity I3.</b> An RtI leader will be designated at each identified school. This person will ensure that:</p> <ul style="list-style-type: none"> <li>• “Awareness” training and strategies are made available to all staff who will work with students having mental health needs</li> <li>• RtI process is implemented with integrity.</li> <li>• Will coordinate any specialized training needed is provided to FCPS employees who may be implementing interventions.</li> <li>• Work with other school based mental health staff to ensure student needs are met at the school level and that referrals are made to appropriate community agencies when applicable.</li> </ul>	<p><b>Implementation:</b> This activity will be fully implemented when schools have identified an RtI leader in their school. The RtI leader will have sufficient training and expertise to perform their duties in supporting staff and students. FCPS will provide training for the RtI leader and will have a plan for turnover if that should occur.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of records for students affected by this activity.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through review of records for students affected by this activity, as well as retention and graduation rate data for affected students.</p>	Associate Director for Student Support Services	Jan 08	-0-			<i>December</i>
<b>Prevention (Universal) Strategies for All Students</b>							
<p><b>Activity P1:</b> Develop a continuum of services for students who have social or behavioral needs (e.g., behavior support in the general education classroom, services in special education resource, self-contained classroom for students with emotional or behavioral disorders) which will be available at each elementary, middle and high school.</p>	<p><b>Implementation:</b> This activity will be fully implemented when a continuum of services for students who have social or behavioral needs is available at each level (i.e., elementary, middle and high school).</p> <p><b>Short-Term Measure of Success:</b> Short-term success of this activity will be measured through gathering in school suspension data, out of school suspension data, discipline records, and alternate placements which should show a decrease in inappropriate student behavior.</p>	Director of Special Education	Jan 08	-0-			<i>May</i>

	<p><b>Long-Term Measure of Success:</b> Long-term success of this activity will be measured through review and comparison of data (i.e. school suspension data, out of school suspension data, discipline records, and alternate placements) to see the decrease of inappropriate student behavior.</p>						
<p><b>Activity P2:</b> Continue training in school-wide discipline (e.g., Foundations) and classroom management to ensure availability for all schools in the district, including paraprofessionals, substitutes, and new teachers and staff.</p>	<p><b>Implementation:</b> This activity will be fully implemented when a service schedule is developed that reflects access to these trainings for all school-based staff. Additionally, each Fayette County school will develop and communicate a comprehensive school-wide discipline plan for creating and maintaining a safe and supportive school environment.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through collection of each school's comprehensive plan to maintain a safe and supportive learning environment and baseline and ongoing school data, such as school climate and safety surveys, common area observations, and office disciplinary referrals.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the analysis of individual school data which indicates a decrease in office disciplinary referrals, including suspensions and SAFE; and positive gains on measures of school climate and safety, such as <i>Kentucky Incentives for Prevention, Foundations, or Effective Schools</i> surveys.</p>	<p>Associate Director for Student Support Services</p>	<p>Jan 08</p>				<p><i>May</i></p>

<p><b>Activity P3:</b> Continue to provide training to school-based personnel to increase their skills in recognizing, assessing, and responding to threatening situations. Develop a student awareness session regarding the Fayette County Public Schools Threat Assessment Policy.</p>	<p><b>Implementation:</b> This activity will be fully implemented when all schools have staff members trained to recognize, assess, and respond to threatening situations, a centralized threat assessment record-keeping process has been established, and a plan is developed for promoting student awareness of the Fayette County threat assessment policy.</p>	<p>Associate Director for Student Support Services</p>	<p>Jan 08</p>				<p><i>June</i></p>
<p><b>Activity P4:</b> Monitor effective implementation of bully prevention programs to increase faculty and staff awareness and effectiveness in preventing and addressing bullying at all levels (elementary, middle, high).</p>	<p><b>Implementation:</b> This activity will be fully implemented when IAKSS staff has an effective plan in place for monitoring school safety data, bully prevention program implementation, and program evaluation.</p>	<p>Associate Director for Student Support Services</p>	<p>Jan 08</p>				<p><i>May</i></p>
<p><b>Activity P5:</b> Resource Specialists and other support staff will continue to provide ongoing training based on district learning walks and</p>	<p><b>Implementation:</b> This activity will be fully implemented each year when the professional development menu is completed and offered to staff.</p>	<p>Director of Special Education</p>	<p>Jan 08</p>	<p>-0-</p>			<p><i>May</i></p>

<p>professional growth plans of teachers to meet the diverse needs of students.</p>	<p><b>Short-Term Measure of Success:</b> Short-term success of this activity will be measured by random classroom observations, individual or group sessions with teachers, sign in sheets, training evaluation worksheets, and/or requests for on-site consultation/follow up.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through a decrease in the number of students performing at the novice and apprentice levels.</p>					
<p><b>Activity P6:</b> Special Education Department will continue to provide ongoing training for Special Education ParaEducators.</p>	<p><b>Implementation:</b> After collecting a needs assessment with Special Education ParaEducators at the targeted schools, this activity will be fully implemented each year based on the professional development menu.</p> <p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through random classroom observations, sign-in sheets, training evaluation worksheet forms, the yearly district 6 hour training for ParaEducators, and district learning walks and/or requests for on-site consultation and/or follow-up.</p> <p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through a decrease in the number of students performing at the novice and apprentice levels.</p>	<p>Director of Special Education</p>	<p>Jan 08</p>	<p>\$10K</p>	<p>IDEA</p>	<p><i>May, December</i></p>
<p><b>Activity P7:</b> The Special Education Advisory Council will be developed. The council will be comprised of a minimum of 6 parents from the broadest possible representations, a</p>	<p><b>Implementation:</b> This activity will be fully implemented when the advisory council is established to inform, advise, and provide feedback and input to the special education department.</p>	<p>Director of Special Education</p>	<p>Jan 08</p>	<p>-0-</p>		<p><i>May</i></p>

<p>minimum of 3 special education staff members, and representatives from private service providers, higher education, and community representation. A member of the district Equity Council will also be on the committee.</p>	<p><b>Short-term Measures of Success:</b> Short-term success of this activity will be measured by having the council established, conduct bi-monthly meetings, and to address concerns/issues and acknowledge and/or provide feedback to these issues and concerns.</p>						
<p><b>Activity P8:</b> Monitor gaps identified in NCLB and Kentucky Performance Reports. Identify schools and provide training so schools can attempt to move students with disabilities to proficiency by looking at individual student's scores.</p>	<p><b>Implementation:</b> This activity will be fully implemented when schools have been identified, training has occurred, and when the schools develop an action plan to target students not performing at the proficient or distinguished level.</p>	<p>Director of Special Education</p>	<p>Jan 08</p>				<p><i>May, December</i></p>
	<p><b>Short-Term Measures of Success:</b> Short-term success for this activity will be measured by test scores showing a reduction in gaps</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success for this activity will be measured through a review of KPR data (referenced in the KCMP document) and NCLB to see if there is a reduction in gaps and an increase in percentages of proficient and distinguished students.</p>						
<p><b>Targeted Strategies for Some Students</b></p>							
<p><b>Activity</b></p>	<p><b>Measure</b></p>	<p><b>Responsible Person</b></p>	<p><b>Start Date</b></p>	<p><b>Cost</b></p>	<p><b>Fund Source</b></p>	<p><b>I, P, N</b></p>	<p><b>Progress Statement</b></p>

<p><b>Activity T1:</b> Train selected school staff in targeted strategies for those students displaying behaviors that may impede student success.</p>	<p><b>Implementation:</b> This activity will be fully implemented when each Fayette County Public School can identify individuals in their school who are trained to develop and implement strategies to meet the needs of individual students who are experiencing behaviors that may impede student success.</p>	<p>Associate Director for Student Support Services</p>	<p>Jan 08</p>	<p>\$3K</p>	<p>IDEA</p>		<p><i>May</i></p>
<p><b>Activity T2:</b> Expand and continue on-site and off-site alternatives to suspension.</p>	<p><b>Implementation:</b> This activity will be fully implemented when alternative to suspension, either on-site or off-site are expanded and continued at every school.</p>	<p>Associate Director of Student Support Services</p>	<p>Jan 08</p>				<p><i>May</i></p>
<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through an analysis of baseline and ongoing school data, including classroom observations and office disciplinary referrals.</p>	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through an analysis of baseline and ongoing school data, including office disciplinary referrals and KCCT test data.</p>	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through review of school-level SAFE and suspension data.</p>	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through review of school-level SAFE and suspension data.</p>				

**DISTRICT IMPROVEMENT PLAN TIME LINE FOR REPORTING PROGRESS  
STUDENT SUPPORT SERVICES COMPONENT**

Months	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec
DIP Activity					I2 P1 P2 P4 P5 P6 P7 P8 T1 T2	P3						I1 I3 P6 P8