



FAYETTE COUNTY PUBLIC SCHOOLS

Comprehensive District Improvement Plan (CDIP)

Progress Monitoring

2019 - 2021

1: Proficiency Goal

Goal 1: By May 2021 increase the combined (reading and math) percentage of students scoring proficient/distinguished from 53.8 % to 64.8% (ES), 56.5% to 66.5% (MS) and 44.7% to 54.7% (HS).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2020 increase reading proficiency scores from ES (54.8) to 59.8; MS (61.8) to 66.8; HS (49.3) to 54.3</p> <p>Objective 2: By May 2020 increase math proficiency scores from ES (53.8) to 58.8; MS (51.2) to 56.2; HS (40.2) to 45.2</p>	<p>KCWP 1: Design and Deploy Standards: Continue to refine our system to assess, review and revise school curricula to support the assurance that all students have the knowledge, skills and dispositions for future success.</p>	<p>1: 1-2. a. Continue to provide a system for which schools request and receive professional learning opportunities that support district shared curriculum initiatives and address school-specific needs (i.e., evidence-based strategies, strategies to support Culturally Responsive Teaching and Learning (CRTL), and standards deconstruction and formative assessment practices.)</p>	<p>Professional Learning Request</p> <p>Agendas/Sign In Sheets from Professional Learning Sessions</p>	<p>Data Collection: Professional Learning Request usage data</p> <p>Data Reported by: Teaching and Learning Directors</p> <p>Report Timeline: June and December</p>	Title II
		<p>1: 1-2 b. Continue to provide professional learning around best practices in literacy and math (i.e. literacy cadre, literacy and math cohorts, math learning walks).</p>	<p>Agendas/Sign In Sheets from Professional Learning Sessions</p>	<p>Data Collection: Agendas and sign in sheets</p> <p>Data Reported by: Teaching and Learning Directors, Instructional Specialists</p> <p>Report Timeline: June and December</p>	
	<p>KCWP 2: Design and Delivery Instruction: Refining our system to ensure the instructional program is intentional and of the highest quality.</p>	<p>1: 1-2 c. Provide school leaders and Reading/Math teachers with support around the FCPS Instructional Process (e.g., standards deconstruction, the use of learning intentions, success criteria and formative assessment</p>	<p>Release Day Meetings</p> <p>PLC Meetings with PDSA Model linked to curriculum</p>	<p>Data Collection: Professional learning agendas, sign in sheets, and evaluation</p> <p>Data Reported by: Teaching and Learning Directors</p>	General Fund Title II Funds

		practices, a process for determining grade appropriate assignments, and strategies that enhance active engagement of students).	Training using the TNTP tool Common Assessment Data	Report Timeline: June and December	
	KCWP 3: Design and Deliver Assessment Literacy: Refine our system to analyze data in order to identify priorities and implement actionable steps that impact instruction/student learning	1: 1-2 d Strengthen the capacity of school leadership teams to facilitate a process to utilize multiple data points to inform school improvement.	PLC Agenda and Minutes that include data analysis	Data Collection: Professional Learning agendas and sign in sheets Data Reported by: Associate Director of Assessment Literacy, School Chiefs Report Timeline: June, January	General Funds
	KCWP 4: Review, Analyze and Apply Data: Continue to ensure that teachers have an established system for examining and interpreting all data in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.	1: 1-2 e. Provide schools with tools to effectively monitor the instructional program (i.e. FCPS Walkthrough Tool) in order to prioritize school-wide needs in professional learning, and the alignment of instruction to standards.	Walkthrough Data	Data Collection: Walkthrough Tool data; Professional learning agendas and sign in sheets Data Reported by: School Chiefs Report Timeline: March, June, October, December	General Funds

GOAL 1: PROFICIENCY GOAL - Progress Monitoring Notes

Goal # Objective(s) # Activity# (Ex: 1.1.a)	Notes/ Evidence	Check Point Data/Status				
		Red – Not Implemented				
		Yellow Partially Implemented				
		Green - Implemented				
		March	Date	Date	Date	
1: 1-2 a	Professional learning opportunities to support the rollout of the revised standards for teachers and school leaders is regular and on-going via release days and after-school/online Zoom sessions with teachers and department/content reps at each school. Multiple departments offer district-wide and school-specific support around effective strategies to support diverse learners. This support will continue with summer professional learning plans.					
1: 1-2 b	Literacy Cadre Training was held in both January and February for elementary school reps with a focus on enhancing writing instruction. Planning for summer learning to continue support to schools is underway. This support will continue with Summer professional learning in June and July, and throughout the 2020-2021 school year via Literacy Cadre Y3 model. Math Learning Walks at elementary, middle, and high schools continue each month using Math Lighthouse teachers and the District 3 Math Priorities as a framework.					
1: 1-2 c	Release Day meetings and sessions with school leaders have focused on processes to deconstruct standards into learning progressions, learning intentions and success criteria and continued support on effective implementation of guaranteed and viable curriculum. The district took a team representing all levels K-12 to visit Barren County, who has demonstrated success in the clarity work around standards. School leaders and instructional support staff have engaged in training on the TNTP protocol to determine grade appropriate assignments and level of deep engagement of students at DLM. Schools are beginning to use these, and specialists are beginning to make the protocols part of regular support with schools. A revision to the FCPS Instructional Process SOP is underway, and has included multiple departments and input for school leaders. The roll out plan for the revised Instructional Process SOP, once approved, will follow and support will continue into summer at SLI and throughout on-going training for teachers into 2020-2021.					
1: 1-2 d	Walk Throughs have been utilized from September 2019. Currently there have been over 12,300 Walk Throughs conducted. Over 8,000 conducted the first semester, and over 3,400 conducted to 2/25/2020. Walk Through Dashboard is utilized by district personnel, principals, and school level teams. Formal structure of working with leadership team will be launched in SY 2020-2021					
1:1-2 e	Walkthrough tool has been created and is being implemented in schools. School Chiefs discuss walkthrough data monthly during site visits as part of the principal performance timeline. Strengths are identified as well as areas for improvement.					

2: Separate Academic Indicator

<p>Goal 2: By May 2021 will increase the percentage of all students scoring proficient/distinguished in: Science from 56.9% to 66.9 % in elementary; 55.0% to 65.0% in middle; and 34.7% to 44.7% in high school. Social Studies from 73.7% to 83.7 % in elementary and 80.3% to 90.3% in middle. Writing from 50.3% to 60.3 % in elementary; 36.4% to 46.4% in middle; and 48.6% to 58.6% in high school.</p>						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
<p>Objective 1: By May 2020 increase all Science proficiency scores from (ES) 56.9% to 61.9% ; (MS)55.0% to 60.0% and (HS) 34.7% to 39.7%</p> <p>Objective 2: By May 2020 increase all Social Studies proficiency scores from (ES) 73.7% to 78.7% and (MS) 80.3% to 85.3%</p> <p>Objective 3: By May 2020 increase all Writing proficiency scores from (ES) 50.3% to 55.3%; (MS) 36.4% to 41.4% and (HS) 48.6% to 53.6% .</p>	<p>KCWP 1: Design and Deploy Standards Revise and deploy an instructional process system that includes monitoring systems to ensure the curriculum is taught at a high level of fidelity and create grade appropriate standards based- learning targets. <i>What students should know (content/context) and be able to do (skill)</i></p> <p>KCWP 2: Design and Deliver Instruction Teachers design Tier 1 instruction through standards-based lesson /units to deliver and assess for mastery</p>	<p>2. 1-3 a Create and hire an Instructional Specialist for Social Studies to provide support for social studies teachers across the district to ensure vertical curriculum mapping to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p>	<p>Social Studies curriculum documents will indicate that curriculum is fully aligned to standards.</p>	<p>Data Collection: Curriculum documents posted online and accessed from the Lightbulb</p> <p>Data Reported by: Secondary Teaching and Learning Director</p> <p>Report Timeline: June and December</p>	<p>General Fund \$90,000 Title II</p>	
		<p>2. 1-3 b Provide support to schools in the implementation of PLCs to review the alignment between standards and learning targets, success criteria and assessment measures.</p>	<p>PLC minutes, agendas indicate that PLCs are conducting reviews, drafting success criteria and analysis of assessment data;</p>	<p>Data Collection: Professional learning agendas, sign in sheets, and evaluation;</p> <p>Data Reported by: Office of School Leadership</p> <p>Report Timeline: June and December</p>		<p>General Fund Title II</p>
		<p>2. 1-3 c Conduct job-embedded professional learning support in the area of best practice/high yield instructional strategies to inform instruction and intervene in a timely and specific manner for students that fail to meet mastery,</p>	<p>Walkthroughs data and student achievement data will indicate progress on teacher efficacy and student learning.</p>	<p>Data Collection Professional learning agendas, sign in sheets, and evaluation;</p> <p>Data Reported by: Science Instructional Specialist, Director of Teaching and Learning</p>		

	<p>KCWP 4: Review, Analyze, and Apply Data District design a data reporting system for analysis of student data to determine standards mastery to inform instructional practice and to report at ELT.</p>	<p>and enrich instruction for those that already demonstrate mastery.</p>	<p>Amplify Needs assessment visits will indicate transfer of practice per Amplify Professional Learning Plan.</p>	<p>Report Timeline: June and December</p>	
		<p>2. 1-3 d Provide school leaders and teachers of Science, Social Studies and Writing with support around the FCPS Instructional Process (e.g., standards deconstruction, the use of learning intentions, success criteria and formative assessment practices, a process for determining grade appropriate assignments, and strategies that enhance active engagement of students).</p>	<p>Professional learning documentation and data analysis documentation, progress monitoring data will indicate progress implementation of the instructional process.</p>	<p>Data Collection: Chief/School Leader/ Teaching and Learning/ Assessment Literacy</p> <p>Data Reported by: Assessment Office</p> <p>Report Timeline: June and December</p>	<p>General Fund Tile II</p>
		<p>2. 1-3 e District guidance document for assessments to minimally include the Teaching and Learning Department(TL) and Teacher assessment teams will conduct a standards analysis and item analysis, the content specific Instructional Specialist will facilitate data analysis session in Dept. Chair/Content lead meetings, the Teaching and Learning Directors and School Chiefs will review data</p>	<p>Professional Learning Agendas will indicate progress of support and analysis.</p> <p>Student achievement trend data will indicate progress of the process on improving student achievement.</p>	<p>Data Collection: Assessment Literacy/ School Chiefs/ Teaching and Learning</p> <p>Data Reported by Assessment Literacy Department on implementation/ Teaching and Learning Department on Achievement Data</p> <p>Report Timeline Science/Writing - March and June</p>	<p>General Fund Tile II</p>

		with PGES Coaches and Principals, and students should complete an analysis of their results within one week of completing the assessment.			
--	--	---	--	--	--

Goal 2: SEPARATE ACADEMIC GOAL- Progress Monitoring Notes

Goal # Objective(s) # Activity# (Ex: 1.1.a)	Notes/ Evidence	Check Point Data/Status				
		Red – Not Implemented				
		Yellow Partially Implemented				
		Green - Implemented				
		March	Date	Date	Date	
2.1-3 a	Teachers teams at the elementary, middle and high school levels are currently developing Social Studies curriculum, led by a contract consultant. As on 2/19/2020, drafts were available. Training for teachers will occur in the summer. The Request for Expanded Funds to hire for Social Studies position is complete and will be submitted to Budgets for review.					
2.1-3 b	As part of the Principal Performance Timeline process/walkthrough, PLC minutes and agendas are reviewed and PLC visits occur indicating that PLCs are reviewing data to make instructional decisions. As part of the Teacher Clarity initiative drafting learning intentions and success criteria along with analysis of assessment data are processes becoming the norm.					
2.1-3 c	Monthly district PLC meetings are held for elementary and middle school teachers using Amplify. Three release days have been held for Amplify teacher leaders to support instructional planning and effective implementation of the science curriculum. Regular and on-going review of data occurs using data from the Amplify platform and implementation data is sent bi-weekly to all middle schools. Common Assessments are underway for the spring window for K-8. Regular school visits occur by district staff and the Amplify Implementation Specialist, to support PLCs, admins and teachers. Phase II needs assessment visits will begin next month.					
2.1-3 d	A district committee made recommendations for revisions to the Instructional Process SOP. This SOP was approved in March by the CAO and Senior Director for School Leadership. In collaboration with the Chiefs, the Teaching and Learning and Assessment Literacy Departments will devise a rollout plan, inclusive of guidance protocols for schools. Rollout will begin in Spring 2020 and continue through Summer Learning and SLI.					
2.1-3 e	Schools have been provided with Data Analysis tools and a Common Assessment Guidelines. Fall/Winter School and District Data on Common Assessments was provided to school and district leaders. Upon completion of the Spring Common Assessment, district and school level data reports will be made available. Training component has not been fully implemented across all levels as described in activity					

Goal 3 Growth: By May 2021 will increase the growth indicator score for elementary schools from 64.2% to 74.2%. By May 2021 will increase the growth indicator score for middle schools from 54.2% to 64.2%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2020, increase elementary school students' reading growth indicator score from 64.0% to 69%</p> <p>By May 2020, increase middle school students' reading growth indicator score from 59.2% to 64.2%</p>	<p>KCWP 1: Design and Deploy Standards Continue to refine our system to assess, review and revise school curricula to support the assurance that all students have the knowledge, skills and dispositions for future success.</p>	<p>3.1.a. Engage instructional staff (e.g., teachers, PGE Coaches, instructional specialists, and building and district administrators) in professional learning on grade level Kentucky Academic Standards for reading.</p>	<p>Common assessment data will show growth for all students in reading.</p>	<p>Data Collection: Agendas and sign in sheets from Kentucky Academic Standards for reading professional learning, walk-through instrument data</p> <p>Data Reported by: Teaching and Learning, Assessment Literacy, School Leadership</p> <p>Report Timeline: March, June, October, December</p>	<p>General Fund Title II</p>
	<p>KCWP 2: Design and Deliver Instruction Teachers design Tier 1 instruction through standards based lesson /units</p>	<p>3.1.b. Engage instructional staff in professional learning in the four key resources identified in <i>The Opportunity Myth</i>.</p>	<p>Records indicate professional learning completion.</p>	<p>Data Collection: Agendas and sign in sheets from Kentucky Academic Standards for reading professional learning, walk-through instrument data</p>	<p>General Fund Title II</p>

	to deliver and assess for mastery			<p>Data Reported by: Teaching and Learning, Assessment Literacy, School Leadership</p> <p>Report Timeline: March, June, October, December</p>	
	3.1.c Utilize assessment results to provide tiered instruction to accelerate measurable learning outcomes in reading for all students.	MAP data will show growth for all students in reading.	<p>Data Collection: MAP, common assessments, FAST data, agendas and sign in sheets from Kentucky Academic Standards for reading professional learning, walk-through instrument data</p> <p>Data Reported by: Teaching and Learning, Assessment Literacy, School Leadership</p> <p>Report Timeline: March, June, October, December</p>	General Fund Title II	
	3.1.d Implement strategies to ensure English Learners have access to core instruction with language acquisition supports.	ACCESS will show growth in English language acquisition.	<p>Data Collection: ACCESS, MAP, and KPREP</p> <p>Data Reported by: English Learners Department, Assessment Literacy</p> <p>Report Timeline: March, June, October, December</p>	General Fund Title II Title III	
	3.1. e Implement strategies to ensure students with disabilities have access to core instruction in reading.	MAP and common assessment data will show growth for students with disabilities	<p>Data Collection: MAP, common assessment, agendas and sign in sheets from professional learning, walk-through instrument data</p> <p>Data Reported by: Special Education Department, Assessment Literacy, School Leadership</p>	General Fund IDEA	

				Report Timeline: March, June, October, December	
<p>Objective 2: By May 2020, increase elementary school students' math growth indicator scores from 64.3% to 69.3%</p> <p>By May 2020, increase middle school students' math growth indicator scores from 49.2% to 54.2%</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>Continue to refine our system to assess, review and revise school curricula to support the assurance that all students have the knowledge, skills and dispositions for future success.</p>	<p>3.2.a. Engage instructional staff in professional learning on the grade level Kentucky Academic Standards for mathematics.</p>	<p>Common assessment data will show growth for all students in math.</p>	<p>Data Collection: Agendas and sign in sheets from Kentucky Academic Standards for mathematics professional learning, walk-through instrument data</p> <p>Data Reported by: Academic Services, Assessment Literacy, School Leadership</p> <p>Report Timeline: March, June, October, December</p>	<p>General Fund Title II</p>
	<p>KCWP 2: Design and Deliver Instruction</p> <p>Teachers design Tier 1 instruction through standards-based lesson /units to deliver and assess for mastery</p>	<p>3.2.b Engage instructional staff in professional learning in the four key resources identified in <i>The Opportunity Myth</i>.</p>	<p>Records indicate professional learning completion.</p>	<p>Data Collection: Agendas and sign in sheets from professional learning, walk-through instrument data</p> <p>Data Reported by: Academic Services, Assessment Literacy, School Leadership</p> <p>Report Timeline: March, June, October, December</p>	<p>General Fund Title II</p>
		<p>3.2.c. Use assessment results to provide tiered instruction to accelerate measurable learning outcomes in math for all students.</p>	<p>MAP data will show growth for all students in mathematics.</p>	<p>Data Collection: MAP, common assessments, FAST data</p> <p>Data Reported by: Academic Services, Assessment Literacy, School Leadership</p> <p>Report Timeline: March, June, October, December</p>	<p>General Fund Title II</p>

		<p>3.2.d Implement strategies to ensure students with disabilities have access to core instruction in mathematics.</p>	<p>MAP and common assessment data will show growth for students with disabilities</p>	<p>Data Collection: MAP, common assessments, agendas and sign in sheets from professional learning, walk-through instrument data</p> <p>Data Reported by: Academic Services, Assessment Literacy, School Leadership</p> <p>Report Timeline: March, June, October, December</p>	<p>General Fund IDEA</p>
--	--	---	---	---	------------------------------

Goal 3: GROWTH GOAL- Progress Monitoring Notes

Goal # Objective(s) # Activity# (Ex: 1.1.a)	Notes/ Evidence	Check Point Data/Status				
		Red – Not Implemented				
		Yellow Partially Implemented				
		Green - Implemented				
		March	Date	Date	Date	
3.1. a	This is on-going as part of standards rollout. Reading/Writing Specialists host monthly sessions for teachers to engage in professional learning to better understand Reading/Writing standards and deconstruct the standards to deliver high quality teaching and learning.					
3.1. b	On-going at DLM, and supported through continuous conversations with leaders at cadre, PGES coach meetings and with teachers of reading during release days.					
3.1. c	Schools have been provided with Data Analysis tools and a Common Assessment Guidelines. Fall/Winter School and District Data on Common Assessments was provided to school and district leaders. Upon completion of the Spring Common Assessment, district and school level data reports will be available. Staff have provided targeted support in analysis and lesson planning to CSI schools. MAP data indicates all grades except 6th and 7th made at or above expected growth in Reading from Fall 19 to Winter 20					
3.1. d	English Learners Department professional learning experiences are provided to both EL and core teachers. Sessions include: Sheltered Instruction Observation Protocol, ELlevation Strategies, data analysis and data-based decision making, and Name and Claim strategies for Long Term English Learners. ACCESS testing was completed on February 11, 2020					
3.1. e	Special Education Department professional learning experiences are provided for co-teaching teams, as well as other sessions available to special education and general education teachers. Sessions include: Continuous Classroom Improvement, High Yield Instructional Strategies, Student Led Conferences, Autism EBPs/Foundational 5, Focus on Fidelity/Social Skills Instruction, Positive Approach to Student Success (PASS). MAP data from Fall to Winter reveals that Sp Ed students exceeded projected growth in reading in grades K, 1, 2, 4, 5, 7, and 8.					
3.2. a	This is on-going as part of standards rollout. Math Specialists host monthly sessions for teachers to engage in professional learning to better understand math standards and deconstruct the standards to deliver high quality teaching and learning.					
3.2. b	On-going at DLM, and supported through continuous conversations with leaders at cadre, PGES coach meetings and with teachers of math during release days.					
3.2. c	Schools have been provided with Data Analysis tools and a Common Assessment Guidelines. Fall/Winter School and District Data on Common Assessments was provided to school and district leaders. Upon completion of the Spring Common Assessment, district and school level data reports will be available. MAP Student Growth Data in Mathematics indicates that all grades except 7th and 8th grade made at or above expected growth with a growth percentile of 31%tile in 7th and 45th percentile in Math.					
3.2. d	Special Education Department professional learning experiences are provided for co-teaching teams, as well as other sessions available to special education and general education teachers. Sessions include: Continuous Classroom Improvement, High Yield Instructional Strategies, Student Led Conferences, Autism EBPs/Foundational 5, Focus on Fidelity/Social Skills Instruction, Positive Approach to Student Success (PASS). A focus of special education PLCs has been access to core and least restrictive environment considerations for students with disabilities. MAP data from Fall to Winter reveals that Sp Ed students exceeded projected growth in math in grades K-7.					

Goal 4 Achievement Gap : By May 2021 will increase the percentage of African American students and students with disabilities scoring proficient/distinguished in mathematics:
 African American - elementary from 30.9 to 40.9, middle from 24.7 to 34.7, high from 13.3 to 23.3
 Students with Disabilities - elementary from 18.9 to 28.9, middle from 9.2 to 19.2, high from 3.1 to 13.1

in reading:

African American - elementary from 35.6 to 45.6, middle from 39.6 to 49.6, high from 22.9 to 32.9
 Students with Disabilities - elementary from 23.5 to 33.5, middle from 15.4 to 25.4, high from 10.6 to 20.6

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2020, increase elementary school students with disabilities math proficiency score from 18.9% to 23.9%, increase middle school students with disabilities math proficiency score from 9.2% to 14.2%, and to increase high school students with disabilities math proficiency score from 3.1% to 8.1%.</p> <p>By May 2020, increase elementary school African American students math proficiency score from 30.9% to 35.9%, increase middle school African American students math proficiency score from 24.7% to 29.7%, and to increase high school African American students math proficiency score from 13.3% to 18.3%.</p>	<p>KCWP 2: Design and Deliver Instruction Teachers design Tier 1 instruction through standards based lesson and units to deliver and assess for mastery</p>	<p>4.1.a Provide school leaders and math teachers with support around the FCPS Instructional Process (e.g., standards deconstruction, the use of learning intentions, success criteria and formative assessment practices, a process for determining grade appropriate assignments, and strategies that enhance active engagement of students).</p> <p>4.1.b Provide professional learning for leaders on Culturally Responsive Leadership and inclusive practices and policies that includes restorative and supportive disciplinary practices.</p>	<p>-Common assessment and MAP data will show growth in mathematics for African American students and students with disabilities -Records of attendance at professional learning -Walk-through instrument data -Increase in the number of grade level appropriate assignments</p> <p>-SLI session attendance -DLM attendance -Cadre attendance -Records of attendance at professional learning</p>	<p>Data Collection: District Walk-through tool data MAP Data</p> <p>Data Reported by: Office of School Leadership Office of Assessment Literacy</p> <p>Report Timeline: March, June, October, December</p> <p>Data Collection Professional Learning data Principal Performance Timeline Professional Learning Attendance</p> <p>Data Reported by Office of School Leadership Human Resources</p> <p>Report Timeline March, June, October, December</p>	<p>Title II</p> <p>Title II</p>

		<p>4.1.c Unpack the FCPS Equity Statement, clearly define and provide professional learning on Culturally Responsive Teaching & Learning (CRTL) practices to impact outcomes for all students, including unconscious bias, bias, discrimination, prejudice, and racism.</p>	<p>Equity component/session embedded in every DLM/SLI/SSPI/TLC/NTO</p>	<p>Data Collection Equity survey data walkthrough tool CRTL Data (Rubric)</p> <p>Data Reported by Office of School Leadership Office of Equity</p> <p>Report Timeline March, June, October, December</p>	<p>General Fund</p>
	<p>KCWP 6: Establishing Learning Culture and Environment Establish a process to communicate with students in order to address barriers to learning</p>	<p>4.1.d Address disproportionality of African American and students with disabilities discipline data to increase time in class:</p> <ul style="list-style-type: none"> ● Decrease exclusionary discipline practices- Out of School Suspension(OSS) ● Decrease exclusionary discipline practices- In School Suspension(ISS) ● Increase the use of restorative and supportive disciplinary practices 	<p>PBIS Data will reflect: -African American and students with disabilities Out of School (OSS) suspension rates decrease -African American and students with disabilities In School Suspension (ISS) decrease -Increase instructional hours gained</p>	<p>Data Collection Monthly PBIS data reports</p> <p>Data Reported by Office of Student Support Services</p> <p>Report Timeline March, June, October, December</p>	<p>Title IV General Fund</p>
<p>Objective 2: By May 2020, increase elementary school students with disabilities reading proficiency score from 23.5% to 28.5%, increase middle school students with disabilities reading proficiency score from 15.4% to 20.4%, and to increase high school students with disabilities reading proficiency score from 10.6% to 15.6%.</p>	<p>KCWP 2: Design and Deliver Instruction Teachers design Tier 1 instruction through standards based lesson /units to deliver and assess for mastery</p>	<p>4.2.a Provide school leaders and reading teachers with support around the FCPS Instructional Process (e.g., standards deconstruction, the use of learning intentions, success criteria and formative assessment practices, a process for determining grade appropriate assignments, and</p>	<p>-Common assessment and MAP data will show growth in mathematics for African American students and students with disabilities -Records of attendance at professional learning</p>	<p>Data Collection: District Walk-through tool data MAP Data</p> <p>Data Reported by: Office of School Leadership Department of Assessment Literacy</p> <p>Report Timeline: March, June, October, December</p>	<p>Title II</p>

<p>By May 2020, increase elementary school African American students reading proficiency score from 35.6% to 40.6%, increase middle school African American students reading proficiency score from 39.6% to 44.6%, and to increase high school African American students reading proficiency score from 22.9% to 27.9%.</p>		strategies that enhance active engagement of students).	-Walk-through instrument data -Increase the number of grade level appropriate tasks.		
		4.2.b Provide professional learning for leaders on Culturally Responsive Leadership and inclusive practices and policies that includes restorative and supportive disciplinary practices.	-SLI session attendance -DLM attendance -Cadre attendance -Records of attendance at professional learning	Data Collection Professional Learning data Principal Performance Timeline Professional Learning Attendance Data Reported by Office of School Leadership Human Resources Report Timeline March, June, October, December	Title II
		4.2.c Unpack the FCPS Equity Statement, clearly define and provide professional learning on Culturally Responsive Teaching & Learning (CRTL) practices to impact outcomes for all students, including but not limited to unconscious bias, bias, discrimination, prejudice, and racism.	Equity component/session embedded in every DLM/SLI/SSPI/TLC/NTO	Data Collection Equity survey data walkthrough tool CRTL Data (Rubric) Data Reported by Office of School Leadership Office of Equity Report Timeline March, June, October, December	General Fund
	KCWP 6: Establishing Learning Culture and Environment Establish a process to communicate with students in order to address barriers to learning	4.2.d Address disproportionality of African American and students with disabilities discipline data to increase time in class: <ul style="list-style-type: none"> Decrease exclusionary discipline practices- Out of School Suspension(OSS) 	PBIS Data will reflect: -African American and students with disabilities Out of School (OSS) suspension rates decrease -African American and students with	Data Collection Monthly PBIS data reports Data Reported by Office of Student Support Services Report Timeline March, June, October, December	Title IV General Fund

		<ul style="list-style-type: none"> • Decrease exclusionary discipline practices- In School Suspension(ISS) • Increase the use of restorative and supportive disciplinary practices 	disabilities In School Suspension (ISS) decrease -Increase instructional hours gained		
--	--	--	--	--	--

Goal 4: ACHIEVEMENT GAP GOAL- Progress Monitoring Notes

Goal # Objective(s) # Activity# (Ex: 1.1.a)	Notes/ Evidence	Check Point Data/Status				
		Red – Not Implemented				
		Yellow Partially Implemented				
		Green - Implemented				
		March	Date	Date	Date	
4.1. a	Walk Through data is used to help schools monitor progress in the classroom to strengthen the focus of learning intentions, success criteria, and promote students' response to higher order thinking. Math MAP data is being analyzed using protocols and guidance documents following each testing window.					
4.1. b	DLM and Cadre Attendance					
4.1. c	Walk Through data is used to help schools monitor progress in the classroom to strengthen the focus of learning intentions, success criteria, and promote students' response to higher order thinking. MAP data is being analyzed using protocols and guidance documents following each testing window.					
4.1. d	PBIS reports provided to ELT monthly as part of Data Rhythm					
4.2. a	Walk Through data is used to help schools monitor progress in the classroom to strengthen the focus of learning intentions, success criteria, and promote students' response to higher order thinking. Reading MAP data is being analyzed using protocols and guidance documents following each testing window.					
4.2. b	DLM and Cadre Attendance					
4.2. c	Walkthrough CRTL Indicator 83.8% Classroom visuals, materials, and resources reflect cultural diversity Equity survey data. Equity survey has not been developed					
4.2. d	PBIS reports provided to ELT monthly as part of Data Rhythm					

Goal 5 Transition Readiness: Increase transition readiness districtwide from 59.4% to 63.9 % by May 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase the percent of students who are transition ready from 59.4% to 62.4% by 2020.</p>	<p>KCWP 6: Establishing Learning Culture and Environment Establish a process to communicate with students in order to address barriers to learning</p> <p>KCWP 4: Review, Analyze and Apply Data Increase participation and diversity of students enrolled in AP and Dual Credit courses.</p>	<p>5.1.a Expand dual credit and AP opportunities and accelerate rigor in partnership with post-secondary institutions to increase student enrollment and student diversity in AP, IB, and Dual credit courses by early identification of students with potential to succeed in these courses.</p>	<p>Increase in AP Offerings and Enrollment</p> <p>Increase in AP Assessed/Success rates</p> <p>Increase in Dual Credit Enrollment and Success rates</p>	<p>Data Collection: ROIS</p> <p>Data Reported by: High School Office</p> <p>Report Timeline: March and June</p>	<p>district funds</p> <p>district assessment budget</p>
	<p>KCWP 4: Review, Analyze and Apply Data Ensure alignment of CTE pathways to post-secondary programs and increase student enrollment in CTE pathways and provide support for success.</p>	<p>5.1.b Implement and monitor process for assessing school Career Technical Education (CTE) programming that supports transition readiness and includes rigorous standards for CTE instruction, strategic guidance and advising of students toward CTE pathway completion, integration of core academic</p>	<p>Increase in 12th grade students meeting technical benchmarks for transition readiness</p>	<p>Data Collection: TEDs-Industry Certification/EOP</p> <p>Data Reported by: High School Office</p> <p>Report Timeline: March and October</p>	

	<p>KCWP 1: Design and Deploy Standards Establish and monitor a system that ensures the district's CTE pathway courses are evaluated for effectiveness and alignment to labor market data.</p>	<p>and CTE curriculum, and alignment to post-secondary requirements and workforce demands.</p> <p>Review CTE programs and functions at the district and schools.</p>	<p>Increase in the number of students enrolled in CTE courses district-wide</p> <p>Increase the number of students completing at least 1 CTE Pathway</p>		
		<p>5.1.c Create and hire an Instructional Specialist for Career and Technical education to provide support for CTE teachers across the district to complete vertical curriculum mapping in CTE occurring to identify instructional gaps, including planning for the introduction of the standard, pedagogy, development and gradual release phases, and arrival at standards mastery.</p>	<p>Career and technical education curriculum documents will indicate that curriculum is fully aligned to standards.</p>	<p>Data Collection: PLC Agenda/Documents</p> <p>Data Reported by: High School Office</p> <p>Report Timeline: October and March</p>	<p>General Funds</p>
	<p>KCWP 5: Design, Align and Deliver Support Establish and monitor a system that ensures appropriate academic and behavior interventions are in place that meets the needs of all students.</p>	<p>5.1.d Continue to effectively utilize placement/assignment of college and career coaches (CCR) within all high schools and district operated A5/A6 programs to support students with guidance, college/career readiness, post-secondary transitions and facilitating the Individual Learning Plan process.</p>	<p>Increase number of students who achieve college and career readiness</p>	<p>Data Collection: ROIS</p> <p>Data Reported by: High School Office</p> <p>Report Timeline: October</p>	<p>district funds</p>
		<p>5.1.e Continue to support transition readiness by implementing Career Academies and engage additional business partners to support student career readiness and offering before,</p>	<p>Increase in students meeting transition readiness benchmarks.</p>	<p>Data Collection: ROIS and SDDR</p> <p>Data Reported by: High School Office</p>	<p>Perkins</p> <p>District Perkins Match</p>

		during, and after school support to ensure successful completion of AP/IB/DC courses.	Increase in number of business partners working with the Career Academies.	Report Timeline: October	
	<p>KCWP 4: Review, Analyze and Apply Data District leadership will ensure school personnel use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)?</p>	<p>5.1. f Use an early warning indicator system, ROIS, MTSS structures, FAFSA completion tools, postsecondary success predictive analytics, and the Strategic Data Project's College Going Success Toolkit to assist in identifying students at risk for remediation, failure, and/or untimely graduation.</p>	<p>Increase in the usage of early warning indicator system and ROIS</p> <p>Increase the usages of on-time graduation predictive analytics reports</p> <p>Post-secondary student enrollment, persistence and completion</p> <p>Improved on-time high school graduation rates</p> <p>Improved FAFSA completion rates</p>	<p>Data Collection: ROIS and FAFSA</p> <p>Data Reported by: High School Office</p> <p>Report Timeline: October</p>	

Goal 5: TRANSITION READINESS GOAL- Progress Monitoring Notes

Goal # Objective(s) # Activity# (Ex: 1.1.a)	Notes/ Evidence	Check Point Data/Status				
		Red – Not Implemented				
		Yellow Partially Implemented				
		Green - Implemented				
		March	Date	Date	Date	
5.1. a	Intentionality in expanding student participation in AP,IB and Dual Credit Course. 1 semester over 3869 students taking Beyond The Core Courses 6200 AP courses ,over 730 IB courses, and over 1070 Dual Credit courses					
5.1. b	Students are currently in the process of testing for industry certifications and EOPs					
5.1.c	Pending approval of CTE Instructional Specialist					
5.1. d	Students are currently in the process of testing for industry certifications and EOP and there are currently over 1340 students already College Ready					
5.1. e	Training has been held to teach schools how to use ROIS and understand the data of their schools.					
5.1. f	Strategic Data Project College Going Toolkit data requirements identified and ETL processes are beginning to be developed. FAFSA data is being updated in IC. College and Career Readiness Coaches monitor the FAFSA data in IC to identify students that have not completed the application.					

Goal 6 Graduation Rate: Increase the 4 year cohort graduation rate in high schools from 87.5% to 90.125 (1.5% annually) by 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase the 4 year cohort graduation rate in high schools from 87.5% to 89% (1.5% annually) by 2020.</p>	<p>KCWP 5: Design, Align and Deliver Support Establish and monitor a system that ensures appropriate academic interventions are in place that meets the needs of all students.</p>	<p>6.1.a Provide academic support for identified at-risk students including alternate schedules/settings, credit recovery, performance-based credits, individualized computer based learning opportunities, and other alternative learning opportunities.</p>	<p>Increased Graduation Rates</p>	<p>Data Collection: ROIS</p> <p>Data Reported by: High School Office</p> <p>Report Timeline: March and October</p>	<p>General Funds</p>
	<p>KCWP 6: Establish Learning Culture and Environment Implement and monitor a process that -Reduces barriers to learning</p>	<p>6.1.b. Support the Career Academy model at 3 high schools that employs small learning communities that allow for early detection to support academics and behavior.</p>	<p>Increased Graduation Rates</p>	<p>Data Collection: SDDR/ROIS</p> <p>Data Reported by: High School Office</p> <p>Report Timeline: October</p>	<p>Perkins General Funds</p>
		<p>6.1.c Analyze behavior data monthly and progress monitor individual students. Identify students in need of behavior intervention and provide support for individual students. Implement incentive programs to maintain positive recognition and celebrate successes.</p>	<p>Increased Graduation Rates</p>	<p>Collection: ROIS/MTSS Reports</p> <p>Data Reported by: High School Office</p> <p>Report Timeline: March and October</p>	
	<p>KCWP 4: Review, Analyze, and Apply Data School/district leadership ensure teachers use data to</p>	<p>6.1.d Use the Return on Investment System (ROIS) and the data dashboard to assist in identifying students at risk for remediation,</p>	<p>ROIS and Data Dashboard usage of early warning indicator system & on-time</p>	<p>Data Collection: ROIS</p> <p>Data Reported by:</p>	<p>General Funds</p>

	determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)?	failure, and/or untimely graduation. (Early Warning and Student Success PMOCs)	graduation predictive analytics reports; improved on-time high school graduation rates	High School Office Report Timeline: March and October	
--	---	--	--	--	--

Goal 6: GRADUATION RATE GOAL- Progress Monitoring Notes

Goal # Objective(s) # Activity# (Ex: 1.1.a)	Notes/ Evidence	Check Point Data/Status				
		Red – Not Implemented				
		Yellow Partially Implemented				
		Green - Implemented				
		March	Date	Date	Date	
6.1. a	Schools have developed online learning opportunities, credit recovery options, and performance based courses. School support staff meets with students to assist in developing plans to help in progress toward graduation.					
6.1.b	The Career Academy model at three high schools is being monitored by ROIS to identify/calculate Transition Readiness.					
6.1.c	ROIS/MTSS Data was provided to principals. Monthly meetings are conducted with administrative teams/support staff to discuss strategies to support students identified with academic/behavioral needs. In addition, students are identified that need specific support to aid in progress toward graduation.					
6.1.d	High schools are receiving training on ROIS/Data dashboard to help identify students and trends, in addition to training on responses, delivery of services and implementation.					

Special Considerations for Districts with Targeted Support and Improvement (TSI) Schools

DISTRICT – TARGETED SUPPORT AND IMPROVEMENT (TSI) SCHOOLS

Districts with a school identified for Targeted Support and Improvement (TSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)) .

Monitoring and Support

Consider: Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI. Include in your response information regarding the process for local board review and approval.

Response: **The school Chief will review the CSIP and offer suggestions on ways to improve it. Once the CSIP is satisfactory, the Chief will approve it. The Chief will do monthly site visits to monitor the school’s 30-60-90 day plan and make sure the strategies and activities are being implemented. The district will provide the necessary support to help the school implement the plan.**