

Comprehensive District Improvement Plan (CDIP) – June 2021 progress monitoring report -

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the six (6) required district level goals. Long-term targets should be informed by The Needs Assessment for Districts.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1: By May 2021 increase the combined (reading and math) percentage of students scoring proficient/distinguished from 54.8 % to 59.3% (ES), 56.5% to 61.5% (MS) and 44.7% to 50.0% (HS).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2021 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 2021 increase math proficiency scores from ES (53.8) to 58.8; MS (51.2) to 56.2; HS (40.2) to 45.6.</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.) <i>Grade Level Assignments, Strong Instruction, High Expectations, Deep Engagement</i></p>	<p>Professional Learning Request</p> <p>Agendas/Sign In Sheets from CRTL Professional Learning Sessions</p>	<p>Data Collection: Professional Learning Request usage data</p> <p>Data Reported by: Teaching and Learning Directors; Equity Office</p> <p>Report Timeline: March and June</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). <i>Grade-level assignments</i></p> <p>1.1.2 c. Support and monitor implementation of a K-2 comprehensive framework to ensure all students achieve grade level numeracy and literacy expectations. <i>High Expectations</i></p>	<p>Agendas/Sign In Sheets from Professional Learning Sessions</p> <p>PLC Meetings with PDSA Model linked to curriculum</p> <p>K-8 MAP Results</p> <p>Semester Finals in English and Mathematics.</p> <p>Implementation report of standards implementation</p>	<p>Data Collection: Agendas and sign in sheets, MAP Results, Semester Final grades, Standards implementation; walkthrough data</p> <p>Data Reported by: Teaching and Learning Directors, Instructional Specialists, Chief of schools</p> <p>Report Timeline: June and December</p>	

			Walkthrough data for implementation of blended learning and CRTL Literacy and Math Framework for K-2		
	<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 d. Provide school leaders and teachers through ongoing professional learning experiences on effective implementation of culturally responsive teaching and learning strategies in reading and mathematics. <i>Strong Instruction</i></p> <p>1.1-2 e. Develop a districtwide system to ensure consistency of standards implementation in reading and mathematics. (i.e. Guaranteed and viable curriculum implementation.) <i>Grade level assignments</i></p> <p>1.1-2 f. Provide ongoing professional learning experiences on effective implementation of blended learning strategies in reading and mathematics with a focus on deep engagement. <i>Deep engagement</i></p>	<p>PLC Meetings with PDSA Model linked to curriculum</p> <p>K-8 MAP Results</p> <p>Semester Finals in English and Mathematics.</p> <p>Implementation report of standards implementation</p> <p>Walkthrough data for implementation of blended learning and CRTL</p>	<p>Data Collection: Professional learning agendas, sign in sheets, and evaluation</p> <p>Data Reported by: Teaching and Learning Directors</p> <p>Report Timeline: June and December</p>	General Fund Title II Funds
	<p>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</p>	<p>1.1-2 g. Strengthen the capacity of school leadership teams to facilitate a process to utilize multiple data points to inform school improvement. <i>High Expectations</i></p>	<p>PLC Agenda and Minutes that include data analysis</p>	<p>Data Collection: Professional Learning agendas and sign in sheets</p> <p>Data Reported by: Associate Director of Assessment Literacy, School Chiefs</p> <p>Report Timeline: June, January</p>	General Funds

	<p>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.</p>	<p>1.1-2 h Implement a district wide analysis protocol to inform instructional decisions and respond to student learning needs. <i>Strong Instruction, High Expectations</i></p>	<p>Protocol completion PLC Agenda and Minutes Student achievement data specific to protocol.</p>	<p>Data Collection: Walkthrough Tool data; Professional learning agendas and sign in sheets</p> <p>Data Reported by: School Chiefs</p> <p>Report Timeline: March, June, October, December</p>	<p>General Funds</p>
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GOAL 1: PROFICIENCY GOAL - Progress Monitoring Notes

Goal # Objective(s) # Activity# (Ex: 1.1.a)	Notes/ Evidence	Check Point Data/Status				
		Red – Not Implemented				Red
		Yellow Partially Implemented				Yellow
		Green - Implemented				Green
		March	June	Sept.	Date	
1: 1-2 a	<p>March: Opportunities are provided for shared curriculum conversations with specialists to support implementation of standards, high quality instructional strategies. Ongoing training has included priority standards, blended instruction and assessment practices.</p> <p>June: Ongoing training has included balanced assessment, engaging learners and implicit bias. Professional learning to support standards implementation is planned for Summer 2021.</p>	Yellow	Yellow			
1: 1-2 b	<p>March: Regular learning opportunities are provided for Math and ELA teachers through book studies and training through content leads.</p> <p>June: On-going professional Learning opportunities to support reading/writing and math instruction, specifically, will begin in summer and continue throughout the school year.</p>	Yellow	Yellow			
1: 1-2 c	<p>March: A literacy team is currently developing a comprehensive literacy plan that will include leveled frameworks beginning with foundational literacy.</p> <p>June: A draft of guidance for comprehensive literacy has been created. Presently, stakeholder groups are providing feedback and the rollout will begin in schools who receive support through the Kentucky Comprehensive Literacy Grant first. Professional learning to strengthen foundational literacy in grades K-2 will begin for all schools beginning in Fall 2021</p>	Yellow	Yellow			
1: 1-2 d	<p>June: School Leaders are engaged in on-going monthly professional learning modules on Implicit Bias as part of regular DLM meetings.</p>	Update in June	Yellow			
1:1-2 e	<p>June: Opportunities are provided for shared curriculum conversations with Literacy and Math specialists to support implementation of standards and high quality instructional strategies. On-going training has included literacy core beliefs, reading/writing and math priority standards and balanced assessment.</p>	Update in June	Yellow			
1: 1-2 f	<p>June: Academic Services has provided on-going professional learning opportunities on effective engagement strategies to use to support blended learning by way of monthly DLM sessions for school leaders and sessions for teachers during monthly meetings with specialists and through a partnership with the University of KY.</p>	Update in June	Yellow			
1:1-2 g	<p>June: Schools created needs assessments and professional development plans that drive their continuous improvement process. Creation and implementation of a district-wide balanced assessment system will demonstrate multiple data points that schools can use to improve and enhance their instructional program. A balanced assessment guidance document has been implemented for the 2020-2021 SY.</p>	Update in June	Yellow			
1:1-2 h	<p>March: Walkthrough tool revised by school leadership on August 3, 2020. Tool presented to the Executive Leadership Team on August 19, 2020 for feedback. Walkthrough tool shared with principals August 26, 2020.</p> <p>June: Completed</p>	Green	Green			

2: Separate Academic Indicator

Goal 2: By May 2021 will increase the percentage of all students scoring proficient/distinguished in:
 Science from 31.3% to 37.5 in elementary; 30.9% to 37.2% in middle; and 34.7% to 40.6% in high school.
 Social Studies from 55.1% to 59.2 % in elementary and 61.0% to 64.5% in middle.
 Writing from 50.4% to 54.9 % in elementary; 36.4% to 42.2% in middle; and 48.6% to 53.3% in high school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2020 increase all Science proficiency scores from (ES) 31.3% to 37.5%; (MS) 30.9% to 37.2% and (HS) 34.7% to 40.6%</p> <p>Objective 2: By May 2020 increase all Social Studies proficiency scores from (ES) 55.1% to 59.2% and (MS) 61.0% to 64.5%</p> <p>Objective 3: By May 2020 increase all Writing proficiency scores from (ES) 50.4% to 54.9%; (MS) 36.4% to 42.2% and (HS) 48.6% to 53.3%.</p>	<p>KCWP 1: Design and Deploy Standards Revise and deploy an instructional process system that includes monitoring systems to ensure the standards are 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>2. 2 a. Create and hire an Instructional Specialist for Social Studies to provide support for social studies teachers across the district to ensure development of Social Studies curriculum that is aligned vertically to KAS for Social Studies. Curriculum mapping will 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 the curriculum is fully aligned to standards.</p>	<p>Data Collection: Curriculum documents posted online and accessed from FCPS Navigator</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>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 b Continue support to schools in the implementation of PLCs to review the alignment between standards and learning intentions, 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: Middle School Chief of Schools</p> <p>Report Timeline: June and December</p>	<p>General Fund Title II</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>2. 1-3 c. Provide guidance for district and teacher teams to conduct a K-12 analysis of writing standards through grade-level common writing assessments. School leaders will facilitate student work analysis sessions using a common rubric and will share results with district</p>	<p>Professional Learning Agendas will indicate progress of rollout, implementation, and analysis.</p>	<p>Data Collection: Teaching and Learning Data Reported by Teaching and Learning Report Timeline: September and December</p>	<p>General Fund Title II</p>
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		<p>2.1-3 d. Instructional Specialists. The district Instructional Specialists will facilitate data analysis sessions in Dept. Chair/Content lead meetings to identify trends, patterns, and next steps. The Teaching and Learning Directors and School Chiefs will review data with PGES Coaches and Principals/APs to review next steps..</p>	<p>Self- assessment, common assessment results and data analysis process will inform instructional next steps. Student achievement trend data will indicate progress on improving student achievement</p>	<p>Data Collection: Assessment Literacy/ School Chiefs/ Teaching and Learning Data Reported by Assessment Literacy Department on implementation/ Teaching and Learning Department on Achievement Data Report Timeline March, September, December</p>	<p>General Fund Title II</p>
		<p>2: 1-3 e. Continue to support school leaders and teachers with implementation of the FCPS Instructional Process in every classroom (e.g., standards deconstruction, the use of learning intentions, success criteria and formative assessment practices).</p>	<p>Professional learning documentation and data analysis documentation and progress monitoring data will indicate progress implementation of the instructional process.</p>	<p>Data Collection: Chief/School Leader/ Teaching and Learning Directors & Specialists/Assessment Literacy Data Reported by: Assessment Office Report Timeline: June and December</p>	<p>General Fund Tile II</p>

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	June	Sept				
2.2 a	<p>March: Position approved, awaiting guidance on posting position.</p> <p>June: Social Studies instructional specialist’s position filled. The specialist will begin on July 19, 2021. Social Studies curriculum resource review completed on May 25, 2021, Social Studies curriculum revisions on pacing guides and unit frameworks will be completed by June 3, 2021</p>					
2.1-3 b	<p>March: School-level PLCs meet weekly to review upcoming units to ensure the alignment between state standards and learning intentions and success criteria. Evidence of meetings are documented in monthly Principal Performance Timeline meetings.</p> <p>June: Principals and district leaders are working with Solution Tree to provide professional development to teachers around effective PLCs. Questions that need to be answered as part of PLCs: “What do we want students to learn? How do we know if they have learned it? What do we do if they did not learn it? What do we do if they have learned it?” Teachers will learn to focus on student-level data in order to plan effective remediation and enrichment.</p>					
2.1-3 c		Update in Sept	Update in Sept			
2.1-3 d	<p>March: Data profiles were created and shared with instructional specialists. Protocols have been created to analyze data. Conversations included a comprehensive plan to analyze data. District wide assessments were waived for 2020-2021 school year. Common assessments were made available as an option for schools and an analysis of common assessments will resume in 2021-2022 SY</p> <p>June: District wide assessments were waived for 2020-2021 school year.</p>					
2.1-3 e	<p>June: Middle school cadres of principals began work on clarity for learning embedded within the instructional process. Focus on clarity through standards deconstruction, learning intentions and success criteria. SLI in July will provide a leveled approach to standard implementation using the components of clarity for learning. Middle schools created next steps to focus on development of staff around the five components of clarity for learning. Focused and ongoing training will be available through 2021-2022 school year. (aligned to item 2.1-3 b)</p>	Update in June				

3: Growth

Goal 3: 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 2021, increase elementary school students' reading growth indicator score from 64.0% to 69%</p> <p>By May 2021, 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 to deliver and assess for mastery</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>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>3.1.c Utilize assessment results to provide tiered instruction to accelerate measurable learning outcomes in reading for all students.</p>	<p>Assessment data will show growth for all students in reading.</p>	<p>Data Collection: District assessments including; MAP, Imagine Learning, Galileo, FAST data, agendas and sign in sheets from Kentucky Academic Standards for reading professional learning, walk-through instrument data</p>	<p>General Fund Title II</p>

				<p>Data Reported by: Teaching and Learning, Assessment Literacy, School Leadership</p> <p>Report Timeline: March, June, October, December</p>	
		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> <p>Report Timeline: March, June, October, December</p>	General Fund IDEA
		3.1.f PreK - 8 implementation of Imagine Language & Literacy and Imagine Reading	Imagine Learning, Galileo	<p>Data Collection: Imagine Learning, Galileo</p> <p>Data Reported by: Title I</p> <p>Report Timeline: March, June, October, December</p>	General Fund
Objective 2: By May 2021, increase elementary school students' math growth	KCWP 1: Design and Deploy Standards	3.2.a Engage instructional staff in professional learning on the grade	Common assessment data will show growth	<p>Data Collection: Agendas and sign in sheets from Kentucky Academic Standards for mathematics</p>	General Fund Title II

<p>indicator scores from 64.3% to 69.3%</p> <p>By May 2021, increase middle school students' math growth indicator scores from 49.2% to 54.2%</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>level Kentucky Academic Standards for mathematics.</p>	<p>for all students in math.</p>	<p>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>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, Imagine Learning, 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>General Fund IDEA</p>

				Report Timeline: March, June, October, December	
		3.2.e PreK - 8 implementation of Imagine Math and Math Facts	Imagine Learning	Data Collection: Imagine Learning Data Reported by: Title I Report Timeline: March, June, October, December	General Fund

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	June	Sept.	Date	
3.1. a	<p>March: Accelerating Learning resources for Reading are available in Navigator. Resources are available for teachers and administrators. Emphasis for 2020-2021 has been placed on priority content and inclusion of prerequisite skills throughout each unit. Through feedback from Content/Department leads have been provided additional supports for standards implementation.</p> <p>June: Common Assessments were waived for the 20-21 SY.</p>					
3.1. b	<p>March: School Leaders and Teachers received training on the TNTP Opportunity Myth during the Summer SLI Session and in Back to School PDs professional learning opportunities provided by Teaching and Learning in August. On-going Professional Learning will occur throughout summer professional learning.</p> <p>June: Guidance for accelerating learning, based on work with TNTP, was created for schools and shared during DLM with school leaders and content rep meetings with specialists. Additionally, content specific resources were created and posted within each content page on Navigator.</p>					
3.1. c	<p>March: Interim Assessments are administered three times a year. District and School leaders have been trained in Imagine Learning and Galileo. Weekly support office hours, usage data reports, and newsletters are shared with schools. MTSS Advisory Council has been created and guidance documents for tiered instruction.</p> <p>June: Spring Galileo ELA Assessment data demonstrates growth at grades K, 1st, 2nd, 3rd, 5th, 6th, 7th, and 8th. Weekly support office hours, usage data reports, and newsletters will continue and plans for summer professional learning have been created. MAP data demonstrates RIT growth for all students; students in K, 6th, 7th, and 8th showed the highest growth.</p>					
3.1. d	<p>March: The English Learners Department continues to provide district ongoing, job-embedded professional learning opportunities for EL and content teachers that focus on effective language acquisition supports. The use of ELlevation Strategies is ongoing. A collaborative book study is offered by EL Department and Title I specialists to all K-8 EL teachers.</p> <p>June: The English Learners Department continues to provide ongoing, job-embedded professional learning, coaching, and specific feedback focused on English language acquisition in the English learners development and content classroom settings. A collegial conversations tool has been developed and piloted for implementation in the 2021-2022 school year.</p>					
3.1. e	<p>March: The Special Education Department provides ongoing, job-embedded professional learning, coaching, and specific feedback focused on differentiation to meet the individual needs of students to ensure access to grade level standards in reading. Professional learning and coaching has also focused on progress monitoring tools and data collection for continuous improvement and instructional decisions.</p> <p>June: MAP Growth summary data demonstrates limited growth from Fall 2020 to Spring 2021, with median conditional growth percentiles ranging from 8 at the 1st grade level to 46 at the 8th grade level. Observed growth during the pandemic and mostly virtual learning appears to be most impacted in the primary and intermediate grades. The Special Education Department continues to provide ongoing, job-embedded professional learning, coaching, and specific feedback focused on differentiation to meet the individual needs of students to ensure access to grade level standards in reading. Professional learning and coaching has also focused on progress monitoring tools and data collection for continuous improvement and instructional decisions.</p>					

3.1.f	<p>March: 16.5K students are engaged with Imagine Language and Literacy for an average of 13.1 hours. Usage reports have been shared with all school and district leaders. On-going professional learning is available through district and school based sessions and weekly office hours.</p> <p>June: 40 schools and 17K FCPS students used Imagine Language & Literacy during the 20-21 school year. All students achieved growth those using the program with fidelity (30+ hours) who previously scored at novice levels showed 3x more growth than average. FCPS elementary students have completed over 681K lessons on the program and are averaging a pass rate of 80%, indicating content is appropriately challenging. Overall, FCPS students K-5 spent an average of 22 hours using Imagine Language & Literacy this year.</p>					
3.2. a	<p>March: Accelerating Learning resources for Math is available in Navigator and on the MILK website. Emphasis for 2020-2021 has been placed on priority content and inclusion of prerequisite skills throughout each unit. Through feedback from Content/Department leads additional support for standards implementation have been provided.</p> <p>June: Common Assessments were waived for the 20-21 SY.</p>					
3.2. b	<p>March: School Leaders and Teachers received training on the TNTP Opportunity Myth during the Summer SLI Session and in Back to School professional learning opportunities provided by Teaching and Learning in August. On-going Professional Learning will occur throughout summer professional learning.</p> <p>June: Accelerating learning will be embedded in multiple areas beginning with SLI sessions and ongoing training through DLM and cadre meetings. Curriculum documents have been created to provide guidance on addressing acceleration and ensuring grade level assignments. Focus will be provided to support grade level assignments, high expectations through providing clarity on how to deconstruct a standard and determine the learning intention and success criteria that will guide high quality instructional planning.</p>					
3.2. c	<p>March: Interim Assessments are administered three times a year. District and School leaders have been trained in Imagine Learning and Galileo. Weekly support office hours, usage data reports, and newsletters are shared with schools. MTSS Advisory Council has been created and guidance documents for tiered instruction.</p> <p>June: MAP data demonstrates RIT growth for all students; students in K, 1st, 7th, and 8th showed the highest growth.</p>					
3.2. d	<p>March: MAP Growth summary data demonstrates growth from Fall 2020 to Winter 2021. District-wide Common Assessments were waived for the 2020-2021 school year. The Special Education Department provides ongoing, job-embedded professional learning, coaching, and specific feedback focused on differentiation to meet the individual needs of students to ensure access to grade level standards in math.</p> <p>June: MAP Growth summary data demonstrates limited growth from Fall 2020 to Spring 2021, with median conditional growth percentiles ranging from 8 at the 1st grade level to 30 at the 8th grade level. Observed growth during the pandemic and mostly virtual learning appears to be most impacted in the primary and intermediate grades. The Special Education Department provides ongoing, job-embedded professional learning, coaching, and specific feedback focused on differentiation to meet the individual needs of students to ensure access to grade level standards in math.</p>					
3.2.e	<p>March: 15.9K students are using Imagine Math with 234.9K lessons based at the end of January. The Imagine math benchmark is being completed now. On-going professional learning is available Data reports have been shared with all school and district leaders.</p> <p>June: 40 schools and 17K FCPS students used Imagine Math during the 20-21 school year. FCPS students who used Imagine Math with fidelity (20+ lessons) achieved higher growth than those who did not, though all students who used IM achieved some growth. FCPS average growth is 10% higher than the national average. Students who began the year as Noive showed more than 3 years growth on Benchmark 3. 32% novice reduction for students using IM with fidelity. FCPS elementary students have completed over 594K lessons on the program and are averaging a pass rate of 58%, indicating content is highly challenging.</p>					

Achievement Gap

Goal 4: 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 37.2, middle from 24.7 to 31.5, high from 13.3 to 21.2

Students with Disabilities - elementary from 19.1 to 26.5, middle from 9.2 to 17.5, high from 3.1 to 11.9

in reading:

African American - elementary from 35.6 to 41.5, middle from 39.6 to 45.1, high from 22.9 to 29.9

Students with Disabilities - elementary from 23.7 to 30.6, middle from 15.4 to 23.1, high from 10.6 to 18.7

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2021, increase elementary school students with disabilities math proficiency score from 19.1% to 26.5%, increase middle school students with disabilities math proficiency score from 9.2% to 17.5%, and to increase high school students with disabilities math proficiency score from 3.1% to 11.9%.</p> <p>By May 2021, increase elementary school African American students math proficiency score from 30.9% to 37.2%, increase middle school African American students math proficiency score from middle from 24.7% to 31.5%, and to increase high school African American students math proficiency score from 13.3% to 21.2%.</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 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, and beyond the core).</p>	<p>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 -AP Course Completion (increase in number of minority students completing an AP course(s)) -Galileo demographic and mastery report</p>	<p>Data Collection: District Walk-through tool data MAP Data Data Reported by: Office of School Leadership Office of Assessment Literacy Report Timeline: March, June, October, December</p>	<p>Title II</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.	-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
		4.1.c Execute and implement the 4 tenets of 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.	Equity component/session embedded in every DLM/SLI/SSPI/TLC/NT O	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	4.1.d Address disproportionality of African American, Two or More Races, Hispanic, 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) ● Decrease exclusionary discipline practices- In School Suspension(ISS) 	PBIS Data will reflect: -African American, Two or More Races, Hispanic, and students with disabilities Out of School (OSS) suspension rates decrease -African American, Two or More Races, Hispanic, and students with disabilities In	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"> ● Increase the use of restorative and supportive disciplinary practices 	<p>School Suspension (ISS) decrease</p> <p>-Increase instructional hours gained</p>		
<p>Objective 2: By May 2021, increase elementary school students with disabilities reading proficiency score from 23.7% to 30.6%, increase middle school students with disabilities reading proficiency score from 15.4% to 23.1%, and to increase high school students with disabilities reading proficiency score from 10.6% to 18.7%.</p> <p>By May 2021, increase elementary school African American students reading proficiency score from 35.6% to 41.5%, increase middle school African American students reading proficiency score from 39.6% to 45.1%, and to increase high school African American students reading proficiency score from 22.9% to 29.9%.</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>4.2.a Provide school leaders and 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>-Common assessment and MAP data will show growth in mathematics for African American students and students with disabilities</p> <p>-Records of attendance at professional learning</p> <p>-Walk-through instrument data</p> <p>-Increase the number of grade level appropriate assignments</p> <p>-AP Course Completion (increase in number of minority students completing an AP course(s))</p> <p>-Galileo demographic and mastery report details</p>	<p>Data Collection:</p> <p>District Walk-through tool data</p> <p>MAP Data</p> <p>Data Reported by:</p> <p>Office of School Leadership</p> <p>Department of Assessment Literacy</p> <p>Report Timeline:</p> <p>March, June, October, December</p>	Title II

		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
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		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/NT O	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, Two or More Races, Hispanic, 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) ● Decrease exclusionary discipline practices- In School Suspension(ISS) ● Increase the use of restorative and supportive disciplinary practices 	PBIS Data will reflect: -African American, Two or More Races, Hispanic, and students with disabilities Out of School (OSS) suspension rates decrease -African American, Two or More Races, Hispanic, and students with disabilities In School Suspension (ISS) decrease -Increase instructional hours gained	Data Collection Monthly PBIS data reports Data Reported by Office of Student Support Services Report Timeline March, June, October, December	Title IV General Fund

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	June	Sept.	Date			
4.1. a	<p>March: District-wide Common Assessments were waived for the 2020-2021 school year. MAP student growth summary report demonstrates growth for grade K-8.</p> <p>June: MAP data demonstrates growth in math for both African American males and students with disabilities from Fall 2020 to Spring 2021.</p>					
4.1. b	<p>March: Professional Learning opportunities are ongoing.</p> <p>June: Professional Learning opportunities on culturally responsive leadership and diversity, equity and inclusion practices are continuous.</p>					
4.1. c	<p>March: District-wide Equity Tenets: (1. Inclusion, 2. Access, 3. Process & 4. Outcomes) CRTL is in process and terms are clearly defined through the use of research & evidence based strategies/practices via professional learning provided from the Office of Equity. FCPS development/implementation of CRTL professional learning practices are modeled/shared monthly with District Leaders and through capacity building, Leaders share professional learning at the school level with their teachers/staff.</p> <p>June: Chiefs share with school Leadership in a collaborative effort to build capacity: Districtwide CRTL definitions and professional learning supports/guidance for continuous courageous conversations with teachers for instructional design, delivery and implementation.</p>					
4.1. d	<p>March: There has been a decrease in ISS and OSS incidents when comparing 2019-20 Fall semester to 2020-21 Fall semester. Click here for data source.</p> <p>June: There has been a decrease in ISS and OSS incidents when comparing 2019-20 behavior data thru April to 2020-21 behavior data thru April. Click here for data source</p>					
4.2. a	<p>March: District-wide Common Assessments were waived for the 2020-2021 school year. MAP student growth summary report demonstrates growth for grade K-8.</p> <p>June: MAP data demonstrates growth in reading for both African American males and students with disabilities from Fall 2020 to Spring 2021.</p>					
4.2. b	<p>March: Equity Statement: <i>“Achieving equity requires strategic decision-making to remedy opportunity gaps and create a barrier-free learning environment.”</i> With permission from The Ohio State- Kirwan Institute- Implicit Bias Module courses are housed in Safe Schools- Vector Solutions Portal. Courses & Assessments are uploaded & assigned to All schools, for All (Leaders, Teachers/Staff) to participate. Progress is tracked/monitored for completion of assignments. CRTL professional learning practices are developed/ implemented by FCPS Equity Office monthly. (Module 1: Understanding Implicit Bias? Module 2: Real World Implications, Module 3: Understanding Your Own Biases).</p> <p>June: The Module 4: Mitigating unwanted Bias and Final Thoughts learning was shared at DLM along with a presentation, (scenerio’s, case studies, reflection questions, discussion questions).</p>					
4.2. c	<p>March:There has been a decrease in ISS and OSS incidents when comparing 2019-20 Fall semester to 2020-21 Fall semester. Click here for data source.</p> <p>June: There has been a decrease in ISS and OSS incidents when comparing 2019-20 behavior data thru April to 2020-21 behavior data thru April. Click here for data source.</p>					

Goal 5: 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 2021.</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, increase student enrollment in CTE pathways, and provide support for success.</p> <p>KCWP 1: Design and Deploy Standards Establish and monitor a system that ensures the district's CTE pathway courses are evaluated for</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 and CTE curriculum, and alignment to post-secondary requirements and workforce demands.</p> <p>5.1.c. Review CTE programs and functions at the district and schools.</p>	<p>Increase in 12th grade students meeting technical benchmarks for transition readiness</p> <p>Increase in the number of students enrolled in CTE courses district-wide</p> <p>Increase the number of students completing at</p>	<p>Data Collection: TEDs-Industry Certification/EOP</p> <p>Data Reported by: High School Office</p> <p>Report Timeline: March and October</p>	

	effectiveness and alignment to labor market data.		least 1 CTE Pathway		
		5.1.d. 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.	Career and technical education curriculum documents will indicate that curriculum is fully aligned to standards.	Data Collection: PLC Agenda/Documents Data Reported by: High School Office Report Timeline: October and March	General Funds
	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.	5.1.e. 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.	Increase number of students who achieve college and career readiness	Data Collection: ROIS Data Reported by: High School Office Report Timeline: October	district funds
	5.1.f. Continue to support transition readiness by implementing Career Academies and engage additional business partners to support student career readiness and offering before, during, and after school support to ensure successful completion of AP/IB/DC courses.	Increase in students meeting transition readiness benchmarks. Increase in number of business partners working with the Career Academies.	Data Collection: ROIS and SDDR Data Reported by: High School Office Report Timeline: October	Perkins District Perkins Match	

	<p>KCWP 4: Review, Analyze and Apply Data District leadership will ensure school personnel use data to</p>	<p>5.1.g. Use an early warning indicator system, RIOS, MTSS structures, FAFSA completion tools, postsecondary success predictive analytics, and the Strategic</p>	<p>Increase in the usage of early warning indicator system and ROIS</p>	<p>Data Collection: ROIS and FAFSA</p>	
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	<p>determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)?</p>	<p>Data Project's College Going Success Toolkit to assist in identifying students at risk for remediation, failure, and/or untimely graduation.</p>	<p>Increase the usages of on-time graduation predictive analytics reports 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 Reported by: High School Office</p> <p>Report Timeline: October</p>	
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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	June	Sept	Date	
5.1. a	<p>March: We currently have 3921 students in an AP/IB or Dual Credit course.</p> <p>June: The 20-21 school year ended with 3977 students enrolled in AP/IB or Dual Credit courses.</p>					
5.1. b	<p>March: Per KDE: Only seniors will be tested on EOPs for this year. Monthly CTE Summits for professional development assist in monitoring of CTE programming for growth and development. School will complete Size Scope and Quality evidence form, to assist in vertical and horizontal alignment.</p> <p>June: EOP tests were only given to 12th graders this year. 197 tests were given with 133 tests passed (68% pass rate) .</p>					
5.1.c	<p>March: On 1/26 the first CTE Summit was held. The summit covered information on CTE in FCPS. It also allows for developing connections and understanding of the support CTE teachers are needing.</p> <p>June: Multiple professional development opportunities were given to CTE staff throughout the semester and planned out for the summer. Title 2 funds being requested for secondary principals to attend the ACTE conference in December of 2021 to review, plan, and align for CTE initiatives.</p>					
5.1. d	<p>March: College and Career Readiness has not been determined by KDE. CTE Specialist has conducted professional development sessions, developed the CTE site on the Navigator, to strengthen alignment of CTE courses, and resources for CTE Teachers.</p> <p>June: College and Career Readiness has not been determined by KDE. Professional development has been provided and scheduled during the summer to assist with alignment across the district and schools.</p>					
5.1. e	<p>March: College and Career Coaches meet regularly and have worked to provide support in a virtual environment to work toward transition readiness.</p> <p>June: College and Career Coaches continue to meet to provide support for students, monitor, and document students progress in career and college pathways. A FAFSA push to increase students applying for college grants and scholarships continues into the summer despite COVID.</p>					
5.1. f	<p>March: There was a ROIS training provided to secondary schools on 3/3.</p> <p>June: Academy retreat planned for June 3rd and 4th for planning and reigniting the goals and objectives built into the Career Academy Strategic Plan. Academy Ambassador retreat is currently being planned for students for August 2nd.</p>					

6: Graduation Rate

Goal 6: Increase the 4 year cohort graduation rate in high schools from 87.9% to 90.1% by 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the 4 year cohort graduation rate in high schools from 87.9% to 90.1% by 2021.	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.	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.	Increased Graduation Rates	Data Collection: ROIS Data Reported by: High School Office Report Timeline: March and October	General Funds
	KCWP 6: Establish Learning Culture and Environment Implement and monitor a process that	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.	Increased Graduation Rates	Data Collection: SDDR/ROIS Data Reported by: High School Office Report Timeline: October	Perkins General Funds

	-Reduces barriers to learning	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.	Increased Graduation Rates	Collection: ROIS/MTSS Reports Data Reported by: High School Office Report Timeline: March and October	
	KCWP 4: Review, Analyze, and Apply Data School/district leadership ensure teachers use data to determine students' needs (e.g., tiers of intervention, grouping, teacher placement, scheduling)	6..d Use the Return on Investment System (ROIS) and the data dashboard to assist in identifying students at risk for remediation, failure, and/or untimely graduation. (Early Warning and Student Success PMOCs)	ROIS and Data Dashboard usage of early warning indicator system & on-time graduation predictive analytics reports; improved on-time HS graduation rates	Data Collection: ROIS Data Reported by: High School Office Report Timeline: March and October	General Funds

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	June	Sept.	Date	
6.1. a	<p>March:Schools have developed online learning opportunities, credit recovery options, and performed based courses. School support staff virtually meet with students to assist in developing plans to help in progress toward graduation. Waiver has been sent to the School Board and KDE for approval of graduation credits of 15 credits.</p> <p>June: Waiver for 15 credits was denied. Schools are continuing to support students via Summer Ignite. Graduation rates will be finalized in the fall once all data from summer ignite and KDE has been finalized.</p>					
6.1.b	<p>March: The Career Academy Model is being monitored by looking at failure rates. A StratOP process was also started to intentionally plan and execute the vision and mission for the three academy schools. This year KDE has not yet rolled out Transition Readiness Indicators.</p> <p>June: The StratOP process is continuing with school leaders in June as we look at reigniting academies post-covid. Data will be collected and analyzed by the GRAD Office, School Chiefs, and Academy Principals on the effectiveness of academy model strategies during covid and what changes or acceleration opportunities need to be implemented for 2021-2022.</p>					
6.1.c	<p>March: ROIS training was provided to principals and their designees. MTSS meetings are conducted to review data and strategies to support students that may have additional academic, social emotional, and participation needs.</p> <p>June: Academy Schools were able to identify students to reward for PBIS. Students and teachers participated in events that encouraged positive behavior.</p>					
6.1.d	<p>March: Middle and High Schools have received additional training on ROIS/Dashboard development, to assist in identifying student trends connecting with district resources and implementing plans to address needs. Waiver for 15 credits was approved by the FCPS board of education and has been sent to the Kentucky Board of Education.</p> <p>June: Schools were able to use data to identify students that may need additional assistance and those students were named and claimed for spring and summer support and acceleration. Summer Ignite will be used to extend learning in June and July to support students identified.</p>					

Special Considerations for Districts with 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 conduct 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.