



Fayette County Public Schools 2023-2024 Phase One: Executive Summary for Districts_09192023_10:14

2023-2024 Phase One: Executive Summary for Districts

Fayette County
Demetrus Liggins
1126 Russell Cave Rd
Lexington, Kentucky, 40505
United States of America

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2023-2024 Phase One: Executive Summary for Districts

Description of the District

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

Serving more than 41,000 students in the Lexington metro area, Fayette County Public Schools is the second largest school district in Kentucky, and is widely known for our innovative educational offerings, high-achieving students, exemplary staff, engaged families, and involved community partners. The quality of our schools and our community's support for public education is evident in the fact that 88 percent of the school-aged children in our community are enrolled in the district.

Our 70 schools and special programs provide a rigorous, world-class education intentionally designed to address the needs of the whole child from preschool through high school. Challenging core curricular classes supported by cutting-edge instructional materials and one-to-one technology are augmented by robust art, music, and physical education instruction in every school. Investments in mental and physical well-being include full-time school nurses, one of the best counselor-to-student ratios in the country, and a developmentally appropriate social-emotional learning curriculum at each grade level.

According to 2022 figures from the U.S. Census Bureau, there are 320,347 residents of Lexington-Fayette County. The total population is 73 percent white, 15 percent black, 7 percent Hispanic, 4 percent Asian, and 1 percent other. In terms of area, Lexington-Fayette County is 286 square miles and our school buses travel 22,100 miles a day. Nestled in the heart of the Bluegrass, Lexington sits at the crossroads of Interstates 75 and 64 – just an hour south of Cincinnati and an hour east of Louisville.

Widely known as the "Horse Capital of the World," Lexington serves as a health care, education, retail, and cultural center for both Central and Eastern Kentucky and its robust local economy is due in large part to its diversification of employment opportunities. No single employment sector comprises more than 21 percent of the labor force, and employment is dispersed among government, education, healthcare, retail trade, manufacturing, construction, and professional and business services.

Anchored by the state's flagship university – the University of Kentucky – Lexington boasts 10 colleges and universities and five professional and technical colleges within a 40-mile radius. According to U.S. Census data, Lexington ranks twelfth in the country for the number of people with a bachelor's degree, and sixth in the nation for the number of people who have attained an advanced degree. This educational attainment contributes to a passion for public schools and our families,

business community, faith partners, and civic leaders demand a standard of excellence and have high expectations for our graduates.

Fayette County continues to attract new residents and the growth is reflected in streetscape improvements, new and enhanced bike and walking trails, hospital expansions, new housing developments, and the opening of many new businesses and restaurants.

As our community has expanded, so has our student enrollment – from roughly 30,000 two decades ago to 41,924 this year. Our schools have become more diverse as Fayette County’s success attracts people from around the world. The racial makeup of our district student enrollment is 43.3 percent white, 23.3 percent black, 21 percent Hispanic, 5.2 percent Asian and 6.9 percent other.

Over the past decade, the fastest-growing population in FCPS has been our English Learners. We serve families from countries all over the world seeking educational or economic opportunities, including children from countries devastated by war, children with well-developed literacy skills in their first language, teenagers with little prior formal schooling, and children of university students and business leaders. We have enrolled 1,625 additional English Learners just since last July and are serving 7,136 English Learners representing 96 different languages during the 2023-24 school year.

Growth has brought new challenges for our district, as many of our children carry heavy burdens to school, including poverty, housing insecurity, food scarcity, and other adverse childhood experiences. As the needs of our student population have changed, FCPS has shifted resources and made investments accordingly while still maintaining excellent opportunities for all students.

More than 57 percent of our children qualify for free or reduced-price meals, and all but 15 of our schools and special programs provide free meals for all students through the Community-Eligibility Program. Across the district, 12.9% of students receive special education services and 19.4% of students are identified as gifted and talented. Another 453 students qualify for assistance through the McKinney-Vento Program because they are classified as homeless.

The demographics of our district staff are more closely in line with those of the community than our students. Of the system’s 7,055 full-time employees, 76 percent are white, 19 percent are black, 3 percent are Hispanic, 1 percent are Asian, and 1 percent are other. We employ 3,802 certified staff, 2,124 classified staff, and 2,009 substitutes. More than 78 percent of our teachers hold advanced degrees, and we have 156 teachers with National Board certification.

Our district is comprised of 39 elementary schools, 12 middle schools, 6 high schools, 3 technical centers, and 10 other academic and alternative programs. Magnet, gifted and talented, and specialty programs expand the offerings available to students at the elementary, middle, and high school levels, including 14 stand-alone programs and 18 magnet or specialized programs housed within schools. These challenging educational programs provide equitable learning experiences

and serve students with a variety of academic, social, emotional, and behavioral needs.

Our families, business community, faith partners, and civic leaders value education and demand a standard of excellence from Fayette County Public Schools. Our community wants to see all students achieve their dreams and is willing to have the uncomfortable conversations necessary for transformative change. Above all else, this community is willing to do whatever it takes to prove that no barrier is insurmountable.

District Stakeholders

Identify and describe the district's stakeholder groups. How does the district ensure stakeholder involvement and engagement in the improvement planning process?

Fayette County Public Schools is the common thread that connects Lexington residents from every walk of life, every industry, every house of worship, every neighborhood, and every organization. As such, everyone who lives or works in our community is an important stakeholder in the school district, and we work diligently to engage them in all aspects of the system.

Leaders in the district believe in the importance of soliciting input from students, employees, families, and community members, and using their insights and perspectives to help all students achieve at the highest level. In return, families, civic leaders, and the business community are deeply supportive of the district and are committed to working side-by-side to create a positive learning environment where every student can succeed.

Our recent strategic planning process is an excellent illustration of how we involve and engage broadly with our community. In February 2021, the Fayette County Board of Education kicked off the search for a new superintendent following the unexpected death of our previous leader.

During February and March, more than 750 individuals, including students, employees, families, business leaders, elected representatives, community advocates, faith communities, non-profit organizations, neighborhood associations, multilingual ambassadors, and the general public participated in listening sessions, individual and small group interviews, and focus groups. In all, district leaders conducted 42 input sessions and trained community facilitators conducted 28 others.

In March, 5,524 individuals responded to a survey in English, Spanish, Japanese, Chinese, Arabic, Nepalese, French, and Swahili, in order to provide feedback on the district's main challenges, opportunities, and strengths, and articulate hopes for the future.

During the period between the selection of Superintendent Demetrus Liggins to lead FCPS and his first official day on July 26, 2021, the board contracted with an

external firm to do an objective review of the district including an examination of data, systems, structures, as well as a series of listening sessions and interviews.

Liggins' "Listen, Learn, and Lead," entry plan was intentionally designed to engage all segments of our community in an authentic dialogue in order to build mutual trust and understanding. This effort included meetings with every school principal and district leader, visits to every campus, regular meetings with employee and family advocacy groups; and hundreds of meetings with external community groups including business partners, faith leaders, elected officials, critical friends, and social justice, civic, and nonprofit organizations.

With the help of an external consultant and community facilitator, the district established three groups in December 2021 to review and synthesize the input received from the audit and community engagement activities and drive the work forward. An advisory group of community leaders; a working group of employees, families, and community partners; and a student group of representatives from every high school and special program in the district — 97 individuals total — worked over a period of two months to develop priorities, recommend action steps, and identify success factors.

From there, principals and district leaders worked to refine the plan, consult data, research best practices, and build out strategies. As the plan began to take shape, we launched another round of engagement efforts through community conversations and a multilingual online input form. That feedback continued to sharpen our focus and illuminate next steps before the formal adoption of the 2022-2027 strategic plan in May 2022.

In all, our "New Way Forward" strategic plan was borne of 132 meetings with stakeholders, 90 input sessions, and 17,071 survey responses over 16 months. The result included revisions to our vision and values, an affirmation of our mission, portrait of a graduate, and equity statement, and the identification of five strategic priorities:

- **Student Achievement:** Improve student achievement through rigorous curriculum and instruction, providing students with evidence-based educational experiences that not only engage but also excite, prepare, and support students.
- **Unity, Belonging, and Student Efficacy:** Foster and instill a culture of diversity, equity, inclusion, and belonging across the district and address opportunity gaps.
- **Highly Effective, Culturally Responsive Workforce:** Hire, support, and retain a highly effective, culturally responsive and diverse workforce.
- **Outreach and Engagement:** Effectively engage students, employees, families, and community partners to improve opportunities and outcomes for all students.
- **Organizational Health and Effectiveness:** Foster a culture of continuous improvement to maximize organizational effectiveness and efficiency, support the well-being of our team members, and provide formal recognition of their efforts.

The strategic plan is a five-to-seven-year roadmap that guides our actions and informs our resource allocations. To succeed, we must hold ourselves accountable for consistent implementation and results. Intentionally written to allow for continuous learning and refinement, the plan requires leaders to respond quickly to the evolving needs of students, families, and the community.

We do that through the annual process of developing, implementing, and monitoring our comprehensive school improvement plans and comprehensive district improvement plan. A committee of students, parents, community members, and employees representing various role groups within the district meet frequently throughout the year to review data, diagnose needs, set goals, and plan strategies that can be deployed through actionable steps, or activities. Through this intentional process, we identify priority needs, strategically allocate resources, and monitor results to meet the needs of all students, raise student achievement, and eliminate achievement disparities.

We are determined to create a future where a child's ZIP code, native language, culture, race, exceptionality, or background does not define their trajectory. A future where all children are exposed to the endless possibilities that await them after high school, identify next steps to making their dreams a reality, and gain the experiences and competencies necessary to accomplish the goals they set for themselves.

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the district embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Our purpose is to ensure that every student who enters the doors of the Fayette County Public Schools exits as a graduate who is academically prepared, college- and career-ready, civically engaged, culturally competent, and equipped for the future. Captured in the FCPS "Portrait of a Graduate" – which was developed by asking FCPS families about their dreams for their children and the qualities they consider necessary for future success – this is our promise to students and families.

First developed during the 2017 strategic planning process, the Portrait of a Graduate has been revisited annually after soliciting input from families, students, and staff during annual surveys and listening sessions.

While gathering input for the next strategic plan in 2022, our students, families, and community expressed such significant buy-in for the FCPS Portrait of a Graduate that our resulting "New Way Forward" plan is based on the recognition that the development of those attributes begins with the experiences students have in preschool, and continues to build all the way through elementary, middle, and high school.

Achieving our purpose will require exposing students to diverse coursework and disciplines and allowing them to explore their talents and interests. It will require a continuum of options for students that include career pathways as well as college opportunities. It necessitates partnership with our community, families, businesses, and local government to provide experiences for students outside of the classroom that expose them to the unlimited possibilities their future holds.

Students are individuals with learning styles, aspirational goals, and needs unique to them. Team FCPS stands ready to champion each of their journeys with encouragement and support as they strive to achieve their post-secondary goals and become the very best versions of themselves because the true benchmark of success is not a high school diploma, but where that diploma takes our students in life.

When we deliver on the promises outlined in the FCPS Portrait of a Graduate for all students, we will have achieved our mission and made our vision a reality.

Our district vision is that “all Fayette County Public Schools students will receive a world-class education,” and our mission is “to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.”

During annual surveys of students, staff, and families, we ask about stakeholders’ familiarity with our purpose, vision, and mission, and we seek their input on the future direction of the school system. We also ask survey recipients to evaluate our progress on each of these guideposts and suggest changes needed to meet the needs of every learner.

Notable Achievements and Areas of Improvement

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

At our core, FCPS is a teaching and learning organization, and our primary focus is academic achievement. Fundamental skills in reading and math unlock doors to all other knowledge and foundations in science and social studies give children the keys to understanding and participating in the world around them. We are committed to providing a well-rounded curriculum that gives our students the opportunity to discover their gifts and explore their interests. In FCPS we believe that art, music, and world language are critical components of a comprehensive education, and 80% of our students took at least one art or music course last year, while 47% of students studied a world language.

The most important qualities our students possess cannot be measured by a standardized test given in a few hours, over a few days, out of an entire school year. Nonetheless, state and national test results are the basis of the accountability ratings that help our community gauge whether students are achieving at high

levels. Although they are becoming less important in college admissions decisions, performance on these tests can also be a predictor of future success.

During 2023-24, there were 22 FCPS students who earned perfect ACT scores, which is three times the national average. Our overall district ACT scores are more than a full point higher than the state average and are higher than all 13 of the states like Kentucky where all students take the ACT.

FCPS had 50 National Merit Semifinalists last year and it is a testament to the quality of our district that although we account for only 6.5 percent of the student enrollment in the state, we boast 25 percent of its highest achievers. This holds true for other benchmarks of student success, such as acceptance to the Governor's Scholars and Governor's School for the Arts programs.

When they reach high school, students can choose from 48 distinct Advanced Placement courses or enroll in the IB programme. Last year, nearly 4,000 students took at least one AP or IB class. Our students collectively took more than 4,700 AP exams last spring and 70 percent of the resulting scores were high enough to earn college credit. Another 1,300 students took dual credit courses last school year, which allowed them to earn high school and college credit at the same time.

As part of our effort to boost the number of students who graduate with both a high school diploma and an associate degree, we partnered with BCTC and ECU this summer to offer FCPS students free and half-price dual credit courses this summer. In just the first year of this initiative, 248 students took advantage of this opportunity.

Our schools offer a continuum of options for students that include career pathways as well as college preparation. Rather than presenting college and career as two distinct options, we help our students see that the ultimate goal for ALL of our graduates is a career. Some of them will require a four-year college degree, while others will entail internships, technical training, or advanced certifications.

During their freshman and sophomore years, students are exposed to different careers with events like the annual Career Expo, which drew more than 450 business partners last year. Students also have the opportunity to visit universities throughout the state, giving some of our students their first chance to step on a college campus.

In grades 11 and 12, we introduce work-based learning opportunities with field trips, site visits, job shadowing, co-ops, and career and technical courses offered both in our traditional high schools and our CTE centers.

More than 2,100 students together earned 3,559 industry certifications in the last year, in CTE programs such as agriculture, allied health, automation engineering, criminal justice, teaching and learning, cinematography, computer programming, business management, digital game design, and veterinary science. Our graduation rate is up nearly 11 percent over the past decade, and collectively the members of the class of 2023 earned more than \$118 million dollars in scholarship offers and were accepted to 176 colleges and universities around the world.

Named one of America's Best Large Employers for 2021 by Forbes magazine, Fayette County Public Schools was the only public school district on the list. We are fortunate here in Fayette County to be a destination school district where teachers want to work – with an average of 955 applicants for each teaching vacancy – and we have taken intentional steps to ensure that we continue to be a place that attracts and retains the best educators in the nation.

Last year we added our first-ever Employee Social Emotional Wellness Support Specialist to provide direct services to staff, mediate conflicts, provide wellness-related professional learning, and work with individual schools to establish wellness teams and develop implementation plans for each building.

We also selected Employee Wellness leads in each school who received an additional stipend to identify school needs, share information and resources with staff, coordinate services with outside vendors, and update the building administrator on staff wellness initiatives. Each school received an allocation to support employee wellness activities.

In the past two budget cycles, our Fayette County Board of Education has made historic investments in employee compensation to provide a minimum 9% raise to all staff over two years, guarantee a livable hourly wage, and make FCPS the first district in the state with starting teacher salaries above \$50,000.

We are also looking ahead by establishing an innovative Grow Your Own initiative to build a pipeline of diverse educators who are connected to our community and share lived experiences with the students we serve. Vibrant partnerships with seven state universities and educational organizations have created pathways for high school students, current employees, and those entering/considering education as a second career to earn teaching certification. Participants receive college scholarships, localized support and resources, and immediate practice in our schools.

Our district is also proud to have seven National Blue Ribbon Schools — a trademark of excellence and a symbol of quality. We also have 11 National Green Ribbon Schools, selected for exemplary efforts to reduce environmental impact and utility costs, promote better health, and ensure effective environmental education, including civics and green career pathways. FCPS is the only school district in the nation that has been honored in by the Green Ribbon program every year since its inception.

Additional Information

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

Fayette County Public Schools is a national model for its comprehensive approach to school safety. Following the work of a community task force called the FCPS District Safety Advisory Council in 2018, leaders proposed a 10-point Safety Investment Plan to address critical facility upgrades, school climate and culture,

social-emotional learning, emergency planning, prevention, training, communication, and physical and mental well-being.

Each component of the plan works in concert not only to prevent a school shooting, but also to mitigate the other risks our students face including bullying, self-harm, suicide, drug use, online exploitation, trauma, and community-based issues. Thanks to support from our local business community for a 5-cent property tax to fund the plan, FCPS has been able to invest more than \$70 million in school safety in just five years.

We now have 75 additional mental health professionals who provide direct services to students in schools, giving our district a ratio of one counselor for every 250 students. Beginning this year we have full-time school nurses in every school, and part-time nurses in every special program. We have adopted an age-appropriate social-emotional learning curriculum. Our police department has grown from 36 officers to 70, and our implementation schedule will provide at least one police officer in every school within the next two years.

Construction is complete on secure vestibules throughout the district so that every school building in FCPS has a single point of entry. Other facility enhancements include security alarms on every exterior door, upgraded cameras, security systems, and walk-through metal detectors monitored by security ambassadors in our high schools.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Fayette County 2023-2024 Phase Two: The Needs Assessment for Districts_09142023_13:41

2023-2024 Phase Two: The Needs Assessment for Districts

Fayette County
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2023-24 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment for Districts

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

During our first CDIP committee meeting this year, the committee reviewed the district's current improvement plan. The committee reviewed academic data from the Spring 2023 and Fall 2023 MAP assessments, behavior data (in and out of school suspension by subgroups and grade level), and attendance data (chronic absenteeism) from the 2022-2023 school year. By sharing this data, the committee was divided into two smaller teams and was deployed to use the comprehensive district improvement plan rubric shared by KDE. After time spent comparing our

plan to the rubric, feedback was given to inform our plan for this year. For example, the committee shared:

- review progress monitoring of the professional learning plan
- identify more specific measures of success
- continue to monitor all four focus areas; PLCs, Assessment, Accelerated Learning, and Culture/Climate.

See the attached CDIP Committee and timeline below. The meetings are documented in a shared Google folder with agendas, presentations, and resources for each member.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?

The CDIP Committee reviewed the previous year's CDIP. We reviewed the four focus areas and reviewed data that were being used to monitor our goals. Our district met all activities that were implemented for the 2022-2023 school year. Our focus areas included:

Professional Learning Communities

Assessment

Acceleration

Climate and Culture

Our current improvement plan and three recovery plan is listed below. Also, included, are the current Kentucky Summative Results by level within each goal.

State Assessment Results in Reading

By 2025, Fayette County Public Schools will increase Reading proficient and distinguished in Elementary School to 69%, Middle School to 68%, High School to 67% as measured by KSA. Currently, Elementary School is 51%; Middle School is 48%; High School is 47%.

State Assessment Results in Math

By 2025, Fayette County Public Schools will increase Math proficient and distinguished in Elementary School to 69%, Middle School to 61%, High School to 62% as measured by KSA. Currently, Elementary School is 46%; Middle School is 40%; High School is 36%.

State Assessment Results in Science

By 2025, Fayette County Public Schools will increase Science proficient and distinguished in Elementary School to 52%, Middle School to 46%, High School to 41% as measured by KSA. Currently, Elementary School is 37%; Middle School is 24%; High School is 16%.

State Assessment Results in Social Studies

By 2025, Fayette County Public Schools will increase Social Studies proficient and distinguished in Elementary School to 60%, Middle School to 62%, High School to 59% as measured by KSA. Currently, Elementary School is 47%; Middle School is 41%; High School is 43%.

State Assessment Results in Combined Writing

By 2025, Fayette County Public Schools will increase Combined Writing proficient and distinguished in Elementary School to 62%, Middle School to 67%, High School to 61% as measured by KSA. Currently, Elementary School is 47%; Middle School is 48%; High School is 41%.

Achievement Gap

By 2025, Fayette County Public Schools will decrease Reading and Math Novice to >15%; Science Novice to >21%; Social Studies Novice to >23%; Combined Writing Novice to >10%.

English Learner Progress

By 2025, 100% of EL students will grow by at least .5 in their composite score.

Quality of School Climate and Safety

By 2025, Fayette County Public Schools will increase the Quality of School Climate and Safety index to 91.9 as measured by KSA. The current level is 76.7.

Post-Secondary Readiness

By 2025, Fayette County Public Schools will increase the percentage of students who are Post-Secondary Ready to 87.3. The current level is 79.5.

Graduation Rate

By 2025, Fayette County Public Schools will increase the graduation rate to 92.8 as measured by the combined 4-year and 5-year rate. The current rate is 91.7.

Trends

3. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

According to MAP Growth, Behavior, and Attendance, the following were developed as trends:

- All grade levels have shown an increase in reading and math achievement from Fall 2022 to Fall 2023 according to NWEA MAP Growth.
- Student groups; African-American, English Learners, and Students with Disabilities are showing an increase in achievement comparing Fall 2022 to Fall 2023 (see table below).
- Students with disabilities have the highest Novice projection in both Reading and Math. Followed by African-American and Hispanic students in math and by EL and African-American students in reading.
- White and Asian student groups are almost parallel in reading achievement.

Current State

4. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

- Almost 50% of all students in Fayette County Public Schools are scoring P/D in Reading and Math. Math is at 45.9% and Reading at 47.6%
- Attendance from Day 1 to September 30 is 94.29%. There is an increase in daily attendance by .81%.
- We had 34 schools with TSI designations in 2022 and this year, we have 21.
- At 9 of those schools, that designation is for a single student group.
- 10 schools no longer have TSI designations for Black/African-American students.
- 2 schools no longer have TSI designations for English Learners.
- 3 schools no longer have TSI designations for Economically Disadvantaged students.
- 7 schools no longer have TSI designations for students receiving special education services.

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Our year 2 focus areas and activities for each goal are:

Professional Learning Communities (PLC)

- PLC monitoring system to monitor the effectiveness of PLC practices
- Analyze student work aligned to essential standards

Assessment

- Develop an Assessment Guidance Document
- Formative assessment tool to monitor student learning

Accelerated Learning

- Data-informed decisions about coaching and actionable feedback
- Utilize the district-developed frameworks

Culture and Climate

- Culturally responsive and multilingual family literacy programs

- Dual-Capacity Framework for Home-School Partnerships
- Focused culture of learning

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

- All grade levels grew accoring to their MAP Growth RIT from Fall 2022 to Fall 2023
- For our three student groups we are monitoring with our district improvement plan, African American moved from 184.2 to 193.5 in MAP Growth Math from Fall 2022 to Fall 2023; English Learners moved form 184.5 to 194.9 in MAP Growth Math; Students with Disabilities moved from 178.1 to 187.5 in MAP Growth Math. African American moved from 182/3 to 191 in MAP Growth Reading; English Learners moved from 157.7 to 167.6 in MAP Growth Reading; Students with Disabilites moved from 173.6 to 182.4 in MAP Growth Reading.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

● **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

 FCPS District Key Elements

8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes?




Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

After analyzing the key elements for teaching and learning environment, the district created an instructional playbook that will monitor these practices in all classrooms across our district.

- Strategic Plans of Support at all lower performing campuses
- Instructional Coaching at all lower-performing campuses
- Culturally Responsive Professional Learning for Linguistically Diverse Students
- Intentional focus on alignment with District Improvement Plan focus areas(aligned to the strategic plan): PLCs, Assessment, Acceleration, and Climate/Culture
- Intentional Tier 1 Standards-Based Instruction
- Multi-tiered system of Support at each school
- Drilling down to specific students with their data
- Push-in model to support English Learners and Students with Disabilities

Attachment Summary

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2023-24 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225) and must contain a signed declaration by the superintendent that all schools in the district are in compliance with the necessary federal and state requirements for school improvement, including:

- KRS 158.649 (achievement gaps),
- 158.6455 (school accountability system),
- 158.782 (monitoring and review of turnaround plan),
- 160.346 (targeted and comprehensive improvement)
- 703 KAR 5:280 (school improvement procedures).
- Elementary and Secondary Education Act (ESSA)
- 20 U.S.C. 6301 et seq. (fair, equitable, and high-quality education, and close educational achievement gaps),
- 2 C.F.R. Part 200 (uniform administrative requirements) and
- 34 C.F.R. Part 200 (Title I).

Please read the assurance and indicate whether your district complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

District Assurances_UAT

The district hereby ensures that the FY 2023-2024 District General and Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

- Yes
- No

○ N/A
COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Three: The Superintendent Gap
Assurance_10112023_06:10

2023-2024 Phase Three: The Superintendent Gap Assurance

Fayette County
Demetrus Liggins
1126 Russell Cave Rd
Lexington, Kentucky, 40505
United States of America

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2023-2024 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

Gap Target Assurance

As superintendent of the district, I hereby certify either:

o No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.

● **Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.**



2023-2024 Phase Four: Professional Development Plan
for Districts for School Year 2024-25

Fayette County
Demetrus Liggins
1126 Russell Cave Rd
Lexington, Kentucky, 40505
United States of America

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2023-24 Phase Four: Professional Development Plan for Districts for School Year 2024-2025

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL),

teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the district's mission?

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the district's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

See attached plan.

3. How do the identified **top two focus areas** requiring professional development relate to district goals?

See attached plan.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the district goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

See attached plan.

4b. What are the intended results of the professional development as related to the specific objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

See attached plan.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.).

See attached plan.

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

See attached plan.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

See attached plan.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

See attached plan.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

See attached plan.

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the district goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

See attached plan.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

See attached plan.

5c. How will the professional development be monitored for evidence of implementation?

-
- i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
 - ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
 - iii. How frequently will data be analyzed? (monthly, quarterly, etc.)
See attached plan.

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

See attached plan.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

See attached plan.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

See attached plan.


5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

See attached plan.

6. Optional Extension: If your district has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

See attached plan.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 FCPS District Professional Learning Plan 2024-2025		.