

Jefferson County Public Schools
STRATEGIC PLAN: VISION 2015
2012-2013 Comprehensive District Improvement Plan

FOCUS AREA: INCREASED LEARNING

GOAL: Increased Learning - Every student progresses in his or her learning and meets or exceeds proficiency in all subjects.

OBJECTIVE: Collaborate to increase our achievement total score to 65.1 (ES), 61.0 (MS), and 61.2 (HS); the growth total score to 65.5 (ES), 62.6 (MS), and 65.2 (HS); and the gap total score to 40.3 (ES), 36.3 (MS), and 37.4 (HS) by 06/05/2013 as measured by the state accountability system.

Each school (including Priority Schools) will meet their AMO and their proficiency targets.

Priority Schools will do the following: 1. Use Curriculum Maps as their guide to design instruction that is informed by student needs. 2. Participate in Professional Learning Communities. 3. Do 4 Benchmark Assessments and 2 additional school-made formative assessments and use results to inform the design of instruction. 4. Use Walkthroughs to collect data on instructional practices and document use of that data to adjust or inform practice. 5. Use a Student Response Team to intervene in regard to inappropriate behavior or support. 6. Provide extended learning and a system of targeted interventions and support. 7. Participate in the KY Professional Evaluator Growth System.

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date
1.1	Design and implement a system to align the written, taught, and tested curriculum that allows teachers to be creative and to differentiate the taught curriculum to engage and to meet the needs of the whole child.	Hensley Branham			
1.1.1	Curriculum Specialists will review and revise 2011-12 Curriculum Maps to ensure maps are congruent with KCAS. CMA A.4.5*, KDE R.1.**			7/12	6/13
1.1.2	Revised Curriculum Maps will be updated and posted on Gheens website prior to the opening of the 2012-13 school year. CMA A.4.5, KDE R.1			7/12	6/13
1.1.3	District Curriculum Committee will be established to provide ongoing feedback for update and revisions to the Curriculum Maps. CMA A.4.5, KDE R.1			7/12	6/13
1.1.4P	Priority schools will use JCPS curriculum maps to make clear to teachers, students, and parents "WHAT" students are expected to know and as the foundation to design instruction. The district will provide direct connections to Quality Core, ACT Preparation, and KCAS in the curriculum maps and assessments. Schools will be expected to follow the map and the four benchmarks with fidelity to increase the correlation between CASCADE and KCAS/QC/ACT.	Principal, Goal Clarity Coach, Teachers		8/13	6/14
1.2	Determine through collaboration and research—and then institutionalize instructional best practices for—the effective delivery of the district-written curriculum and educational program in support of improved learning and the development of the whole child.	Hensley Branham Wright	PTA JCASA JCTA		
1.2.1	Clear Learning Targets will be posted in classrooms daily. Learning Targets will be congruent to KCAS. CMA A.4.5, KDE R.1.b.			7/12	6/13
1.2.2	Teachers will reference the learning target throughout the lesson to make sure students understand the target and make connections to what they are learning. CMA A.4.6, KDE R.1.b.			7/12	6/13
1.2.3	PLC Teams will design classroom instruction, student tasks, and classroom assessments that are congruent to the learning target and KCAS. CMA A 6.3, A 8.9, KDE R.1.b.			7/12	6/13

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1.2.4	Walk-through instruments will be designed to monitor the following: <ul style="list-style-type: none"> • Daily Learning Target is posted and referenced during the lesson • Classroom instruction matches the learning target and KCAS • Student work matches the learning target and KCAS • Assessment matches learning target and KCAS CMA A 6.2, A 7.6, KDE R.1.			7/12	6/13
1.2.4P	Priority schools will use a consistent Walkthrough instrument to collect data on instructional practices and use that data to improve practice. If the school leadership team has a system that is moving the needle in the right direction , that school will be permitted to discuss it with district leadership for two purposes—to utilize their own system and to inform the district leadership of a potential system to share with other priority schools or other transformation zone schools in the district.	Administrators, Teachers, ERL,		8/13	6/14
1.3	Design and implement a coordinated system of professional development that is aligned to annual strategic priorities and targeted to the needs of schools.	Hensley Branham Wright	PTA JCASA JCTA		
1.3.1	Key areas of focus for 2012-13 PD will be identified and aligned with District Strategic Plan as well as the results of the Curriculum Management Audit. CMA A 8.5			7/12	6/13
1.3.2	Three key areas of focus will include 1) PLC Process, 2) Standards Based instruction, and 3) Equipping teachers with tools for formative assessments. CMA A 8.5, A 8.9			7/12	6/13
1.3.3	Develop a systematic PD plan and schedule to meet the needs of principals, Resource Teachers/Staff Developers, teachers, and other staff centered around the three key areas of focus. CMA A 8.5			7/12	6/13
1.3.4	Assess principals and school needs for PD and implement a “fan out” process across the district for immediate response to short term PD needs (a type of PD lalapalooza). CMA A 8.5			7/12	6/13
1.4	Establish a formal process to support and monitor the use of instructional best practices.	Hensley Branham Wright	PTA JCASA JCTA		
1.4.1	Plan and deliver a Teacher Quality Institute to gather district-wide input on key characteristics for quality classroom instruction. CMA A 6.2			7/12	6/13
1.4.2	Analyze results of teacher quality institute with JCTA and other participants to identify 4-6 key characteristics that define quality instruction. CMA A 6.2			7/12	6/13
1.4.3	Infuse these 4-6 key characteristics across the district, targeted professional development sessions, imbedded in walk-through instruments, supported in schools, implemented in classrooms to improve classroom instruction. CMA A 6.2, KDE R.1.			7/12	6/13
1.5	Develop and implement a comprehensive, balanced plan (that includes both formative and summative measures) for student assessment that includes K Readiness and K–2 measures and the use of authentic assessments where data are utilized to inform practice.	Hensley Branham Wright	PTA JCASA		
1.5.1	Curriculum Specialists will review and revise 2011-12 district diagnostic and proficiency assessments to ensure assessments are congruent with KCAS. CMA A 5.2, A 5.3, KDE R.1.a.			7/12	6/13

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1.5.2	Revised diagnostic and proficiency assessments will be updated and posted on CASCADE for the 2012-13 school year. CMA A 5.2, KDE R.1.a.			7/12	6/13
1.5.3	Develop a plan to equip teachers with formative assessment tools such as CIITS - Express Test Feature. CMA A 5.2 KDE R.1.a. For formative assessments the Priority Schools will be permitted to use the CIITS Express Test as one of the tools they use to formulate formative assessments. On summative assessments there will be full fidelity to district wide assessments.			10/12	6/13
1.5.4	Identify and train a cohort of RT and Teacher teams in all six regions that will learn and implement the Express Test Feature. CMA A 5.5			12/12	6/13
1.5.5	RT and Teacher teams will train ELA and Math Teachers in grades 3-8 using the Express Test Feature. CMA A 5.5			7/12	6/13
1.5.6P	Priority schools will administer 4 CASCADE Benchmark Assessments and 2 additional school-designed formative assessments using the Express Test Feature of CIITS. Schools will demonstrate the use of that data to inform instruction and interventions. The district will provide direct connections to Quality Core, ACT Preparation, and KCAS in the curriculum maps and assessments. Schools will be expected to follow the map and the four benchmarks with fidelity to increase the correlation between CASCADE and KCAS/QC/ACT. The district will explore ways to help schools differentiate the curriculum maps to the needs of the school. For formative assessments the Priority Schools will be permitted to use the CIITS Express Test as one of the tools they use to formulate formative assessments. On summative assessments there will be full fidelity to district wide assessments.	Goal Clarity Coach, Teachers		8/13	9/14
1.6	Develop and implement reading interventions for current third-grade students (Class of 2021), current fourth-grade students (Class of 2020), and current fifth-grade students (Class of 2019) who are not performing at the Proficient level.	Hensley Branham Wright			
1.6.1	Use the Response to Intervention (RTI) process to identify, match, and monitor student progress in reading. CMA A 9.5 KDE R.1.a.			7/12	6/13
1.6.2	Support teachers with reading intervention program materials, resources and recommended strategies which are located on the JCPS RTI website and curriculum unit documents. CMA A 9.5. KDE R.1.a.			7/12	6/13
1.6.3	Implement reading intervention programs e.g., Study Island (Tier II) and SuccessMaker (Tier III) for students performing below proficiency. CMA A 9.5. KDE R.1.a.			7/12	6/13
1.6.4	Support PLC teams with school-based Resource Teachers and protected PLC time for analysis of student work and assessment data for targeted interventions. CMA A 8.9, KDE R.1.a.			7/12	6/13
1.7	Develop and implement early interventions for students who are entering kindergarten and who are identified as academically underprepared by a Kindergarten Readiness Assessment. Develop and implement early interventions for K–2 students who are identified by K–2 assessments.	Hensley Branham Wright			
1.7.1	Prepare for and administer the BRIGANCE Kindergarten Readiness Screen for all JCPS Kindergarten students CMA A 9.5			6/12	11/12

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date
1.7.2	Work with Data Management to gather BRIGANCE data for all Elementary Schools on % Ready with Supports, % Ready, and Percent Ready with Enrichments. CMA A 9.5			11/12	11/12
1.7.3	Provide an overview of BRIGANCE Data to Assistant Superintendents of all 6 Achievement Areas. CMA A 9.5			11/12	11/12
1.7.4	Develop a plan for intervention for all Kindergarten students identified as Ready with Supports based on BRIGANCE Kindergarten Readiness Screen. CMA A 9.5			11/12	6/13
1.8	Use program evaluations to measure, monitor, and manage program adoption, improvement, implementation, expansion, or termination.	Rodosky Dossett Munoz	JCASA JCTA		
1.8.1	Working with the cabinet and the superintendent, develop and implement a program evaluation work plan that is aligned with the district's strategic plan and prioritizes which program/activities are evaluated. CMA A 5.2			7/12	6/13
1.8.2	Provide training to program evaluation staff on conducting cost-benefit analysis. CMA A.5.6			7/12	6/13
1.8.3	Continue to collaborate with Financial Planning and Management on using program evaluation results. CMA A 5.2			7/12	6/13
1.8.4	Include in the Comprehensive Financial Planning Calendar when evaluations need to be completed and used in relation to outcome data availability. CMA A 5.2			7/12	6/13
1.8.5	Develop and adopt a district policy on program evaluation and assessment. CMA G.5.1, A 5.1			7/12	6/13
1.9	Create a coordinated system of student support that will result in increasing attendance, reducing dropout and suspensions, and ultimately increasing time spent on learning.	Hensley Montgomery			
1.9.1	Create, train, coordinate, and monitor functioning departments of School-Based Student Response Team (SRT) Work, Area-Based SRT Work, and Data-Based SRT Work with Assistant Superintendents, School Leaders, District Coordinators and Key Staff, Activating Clerks and Responders. CMA A 9.5, A 9.7, KDE A.3			7/12	6/13
1.9.2	Plan and schedule regular Work Team Meetings to envision and positively promote and implement all areas of SRT Work with District and School –Based Stakeholders. CMA A 9.5, A 9.7, KDE A.3			7/12	6/13
1.9.3	Design and review (ongoing) needed documents; training and data system(s), to include effective and efficient use of Infinite Campus and CASCADE to support SRT Work; SRT Policies; SRT Procedures; plus, current and future needs of SRT to better support students, families, and school staff. CMA A 9.5, A 9.7, KDE A.3			7/12	6/13
1.9.4	Assess and analyze results of data on important SRT Statistics (i.e., LOST INSTRUCTIONAL TIME: suspensions, attendance, STOP usage, ISAP usage, discipline referrals, dropouts, etc.) with and for Superintendent, CAO, Assistant Superintendents and School –Based SRT Teams to make improvements and positive adjustments as needed with SRT Teams, Staff, Procedures, Programs, and other areas of critically important work. CMA A 9.5, A 9.7, KDE A.3			7/12	6/13

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1.9.5P	Priority Schools will utilize a Student Response Team at the school level, the achievement area level, and the district level to respond promptly to student behavioral and support issues.	Montgomery Area Superintendents SRTs at each level		9/13	6/14
1.10	Provide for continuous improvement of systems designed to support student achievement and to eliminate the achievement gap.	Hensley Assistant Superintendents K-12			
1.10.1	Align the comprehensive school plans with the comprehensive district plan, utilizing the district's strategic plan as the common language in developing strategies to support student achievement and eliminate the achievement gap. CMA A 3.9, A 3.11			7/12	6/13
1.10.2	Train schools to assess current data to plan for improvement. CMA A 5.5, KDE A.1.			7/12	6/13
1.10.3	Utilize ASSIST for documenting school improvement plans and pilot the component of ASSIST (CIITS) related to formative assessments. CMA A 5.7			7/12	6/13
1.10.4	Develop and coordinate data dashboards that can be used to track student and school progress and provide disaggregated data. CMA A 5.7, KDE A.1.			7/12	6/13
1.10.5	Facilitate school and district self-assessment for AdvancED accreditation process, including establishing a quality assurance review.			7/12	6/13

FOCUS AREA: GRADUATION AND BEYOND

GOAL: Graduation and Beyond - Every student graduates prepared for his or her postsecondary choice - for college or career, and life.

OBJECTIVE: Collaborate to increase the percentage of students who are college and career ready to 52% and increase the graduation rate to 71% by 06/05/2013 as measured by the state accountability system.

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date
2.1	Utilize predictive data (e.g., EXPLORE, PLAN, ACT) to inform interventions.	Rodosky Dossett Munoz	PTA JCASA JCTA Postsecondary CBO Business		
2.1.1	Program evaluations provide interim reports to monitor implementation and provide feedback to inform intervention systems. CMA A 5.2, KDE A.1.			7/12	6/13
2.1.2	Provide disaggregated data reports to district and school personnel in order to drive both system-level and student-level interventions. CMA A.5.7, KDE A.1.			7/12	6/13
2.1.3	Develop a data dashboard to help schools identify students for interventions. CMA A.5.7, KDE A.1.			7/12	6/13
2.1.4	Provide training in the use of data and the use of data dashboards to guide support systems for students. CMA A 5.5, 5.7, KDE A.1.			7/12	6/13
2.2	Assess the effectiveness of interventions at all levels using appropriate measures (e.g., COMPASS, achievement of industry certifications, KOSSA, ASVAB, decrease in the number of students needing remediation in reading and math).	Rodosky Dossett Munoz	JCTA Postsecondary CBO		
2.2.1	Conduct a descriptive study of the current intervention programs by school.			12/12	6/13
2.2.2	Develop a landscape of the current assessment measures that determine success.			12/12	6/13
2.2.3	Track the number of students becoming successful using a data dashboard. CMA A 5.7. KDE A.1.			7/12	6/13
2.2.4	Conduct program evaluations that will provide summative reports to assess the effectiveness of interventions/programs. CMA A.5.2			7/12	6/13
2.2.5	Continue to work with 55K Data Committee on tracking student progress and success.			7/12	6/13
2.3	Utilize advisory structures to increase the number of students pursuing and enrolling in extension and postsecondary experiences.	Hensley Assistant Superintendents K-12			
2.3.1	Ensure each school will schedule a regular meeting time to connect each student with an adult for organized lessons focused on resiliency, learning skills and transition knowledge, academic navigation and planning, career planning, and positive relationships. CMA A 9.5, KDE R.2.			7/12	6/13
2.3.2	Ensure each school intentionally creates additional opportunities for specific "at-risk" students to connect with positive adult role models. CMA A 9.5			7/12	6/13

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date
2.3.3	School-based design teams ensure College Access Time (CAT) is responsive to student needs and collaboration opportunities between teachers and college access resource teachers (CART)/administrators are available. CMA A 9.5, KDE R.2.			7/12	6/13
2.4	Work collaboratively with community partners, postsecondary education institutions, and the Kentucky Department of Education (KDE) to achieve the goals of 55,000 Degrees and the KDE and our Commonwealth Commitment to create a context where all students have a disposition for postsecondary education and are college- and career-ready.	Hensley Assistant Superintendents K-12			
2.4.1	Collaborate with institutions of higher education to increase dual and articulated credit opportunities. (Example: JCTC/Western's Early College). CMA A 9.5., KDE R.2.			7/12	6/13
2.4.2	Continue partnerships with university education experts on providing professional development support and assistance to JCPS schools (Example: U of L's Signature Partnerships) KDE R.2.			7/12	6/13
2.4.3	Continue collaborations with local leaders, community partners, such as GLI and Metro Government, and KDE, on providing enrichment experiences for students that aim to increase their college and career readiness, such as Close the Deal and LEEP. CMA A 9.5, KDE R.2.			7/12	6/13
2.5	Utilize our regional approach to strengthen the transitions between levels (elementary, middle, and high) as well as transitions between grades.	Hensley Montgomery Branham			
2.5.1	Work proactively, constantly, consistently, and collaboratively with district and regional school staff (All Levels and Departments), Community Partners and Families to understand the full and expanding definition of transition and the many types of transitions (and resulting needs) to effectively plan for (e.g., Womb to Birth, Birth to Pre-School, Pre-School to Kindergarten, Kindergarten to First Grade (P2), Primary to Intermediate, Intermediate Grade 5 to Middle School Grade 6, 8 th Grade to 9 th Grade, 9 th Grade (Freshman Academy) to 10 th Grade, 12 th Grade to College and Career, School to School (within District), School to School (receiving or sending from/to other District, School to Hospital Type Setting, Regular School to Special School (Alternative or Other), Special Family Situation, Emotional/Mental situation(s), etc. CMA A 9.5			7/12	6/13
2.5.2	Create, administer, and analyze a "Transitions Need Survey" with various key role groups and plan next steps to meet needs with Transitions. CMA A 9.5			7/12	6/13
2.5.3	Create, train and implement "District and School-Based Combined Transition Committee" to regularly meet and continue as "Transition Advocates" to analyze data of transition needs and models of successful programs and procedures that work to constantly improve transitions for all. CMA A 9.5			7/12	6/13
2.5.4	Develop and implement Training Materials and Resources needed for proactive, nurturing, effective and efficient transitions. CMA A 9.5			7/12	6/13
2.5.5	Preview and pilot the use of Transitional Materials with all students, staff and families in all schools as needed and where recommended by "Transitions Need Survey" and District and			7/12	6/13

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date
	School-Based Combined Transition Committee. CMA A 9.5				
2.6	Develop capabilities of students to be effective and happy citizens, learners, workers, and leaders for the 21st century.	Hensley Wright	PTA JCASA JCTA Postsecondary		
2.6.1	Continue to collaborate with community partners (such as community colleges, universities, Metro Government) to increase post-secondary enrollment and success. These partnerships focus on enhancing student opportunities regarding 21 st Century skills. CMA A 9.5, KDE R.2.			7/12	6/13
2.6.2	Provide opportunities for students to conduct activities that are service based, which addresses the life and career skills of the 21 st Century. (Example: A partnership with The YUM Center has been established to focus on World Hunger Leadership Challenge.) KDE R.2.			7/12	6/13
2.6.3	District and school resolutions will be shared to further promote the 21 st Century skills of: Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills, Productivity and Accountability, Leadership and Responsibility CMA A 9.5, KDE R.2.			7/12	6/13

FOCUS AREA: STAKEHOLDER INVOLVEMENT/ENGAGEMENT

GOAL: Stakeholder Involvement and Engagement - Parents, community, and partners enrich students' educational experiences and support their success.

OBJECTIVE: Collaborate to increase the extended learning time to 5 days per student and increase the opportunities that support learning through community and parental involvement to 15 hours per student by 06/05/2013 as measured by number of days engaged in out-of-school instructional time and number of hours of enrichment opportunities.

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date
3.1	Design aligned, data-driven, and sustainable planning processes to provide a coherent focus in order to achieve the vision of the Board of Education. Align the Comprehensive District Improvement Plan (CDIP) and Comprehensive School Improvement Plan (CSIP) with the Strategic Plan and ensure deep implementation of these strategies so that they impact the work on each student's desk.	Rodosky Dossett	PTA JCASA JCTA Postsecondary Business		
3.1.1	Develop a data dashboard on the leading indicators and success measures from the district's Strategic Plan. CMA A 5.7, KDE A.1.			7/12	6/13
3.1.2	Utilize the strategies from the district's Strategic Plan as the components of the Comprehensive District Improvement Plan. CMA A 3.11, KDE A.1.			7/12	6/13
3.1.3	Train schools on the new CSIP process, which is aligned with the state accountability system and the success measures in the strategic plan. CMA A 3.5			7/12	6/13
3.1.4	Assess the implementation of the Deep Implementation Planning Process (DIPP) at the school level.			12/12	6/13
3.1.5	Set a schedule for communicating progress on the leading indicators and the implementation of the CMA recommendations. CMA A 3.6			7/12	6/13
3.2	Increase the number of out-of-school hours spent by students scoring at the Novice and Apprentice levels in reading, math, science, social studies, writing, ACT, and end-of-course subjects (Biology, Algebra II, English II, and U.S. History), including using such technological tools as SuccessMaker and Study Island.	Hensley Assistant Superintendents K-12	PTA JCASA JCTA Postsecondary CBO Business		
3.2.1	Enhance partnerships with Learning Places partners to support and maintain after-school accessibility to meaningful extended day opportunities for all students K-12 (i.e. SuccessMaker, Study Island, etc.) promoting the district's Every1 Learns initiative. CMA A 9.10, KDE R.2.			7/12	6/13
3.2.2	Engage in continuous communication (i.e. website updates, forums, school newsletters, email, etc.) with families regarding after-school opportunities throughout the year KDE R.4.			7/12	6/13
3.2.3	Reinforce the effective use of scheduled breaks by supporting schools with Summer Boost experiences, enrichment camps, and intervention opportunities through community and business involvement. KDE R.2.			7/12	6/13
3.2.4	Expand Community-based Organization sites that offer Study Island and SuccessMaker to underperforming students in elementary and middle schools. CMA A 9.10, KDE R.2.			7/12	6/13

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3.3	Increase the number of community-based opportunities/experiences to support student learning, including service learning, the arts, and enrichment experiences. Increase the use of Parent Portal.	Lanier-Robinson Shumate	CBO		
3.3.1	Implement and expand Every1Learns so that students have increased access to community-based experiences for learning outside of school. CMA A 9.10, KDE R.2.			7/12	6/13
3.3.2	Increase the number of Learning Places to support student learning outside of school. CMA A 9.10, KDE R.2.			7/12	6/13
3.3.3	Revitalize Every1Reads by increasing the number of trained volunteers. CMA A 9.10			7/12	6/13
3.3.4	Service learning through programs such as Junior Achievement and Give-A-day (partnership with the Mayor's Office) will continue to be implemented and supported. KDE R.2.			7/12	6/13
3.3.5	Increase the use of Parent Portal with increased flyers and by incorporating the use of parent portal with other systems such as EZpay and the student assignment registration system. KDE R.4. A 2.			7/12	6/13
3.4	Think big! Plan with parents, teachers, administrators, and community stakeholders, and seek support and funding for major initiatives that will impact student learning. Design community engagement—"a movement" around increased learning time—that includes tracking family activities that support learning. (Audit action 9.9)	Lanier-Robinson Shumate	PTA JCASA JCTA Postsecondary CBO Business		
3.4.1	Continue and expand partnerships with community organizations on enrichment opportunities for students (e.g., Study Island and SuccessMaker). CMA A 9.10, KDE R.2.			7/12	6/13
3.4.2	Continue to seek and support funding for grants that will impact student learning.			7/12	6/13
3.4.3	Continue to Improve tracking of family activities that support learning by providing multiple methods for families and community partners to record participation in enrichment activities. CMA A 5.7, KDE R.4., A 2.			7/12	6/13
3.5	Collaborate with PTA, JCTA, JCASA, community organizations, and institutions of higher education to increase the "concerted cultivation mindset" among parents in the community so that they become our partners in the "educational cultivation" of our children.	Hensley Assistant Superintendents K-12	PTA JCASA JCTA Postsecondary CBO Business		
3.5.1	Work with 15 th District PTA, JCTA, JCASA, community organizations, and IHEs to train, support, and communicate to parents on strategies that promote academic work during out-of-school time. KDE R.3., R.4., A 2.			7/12	6/13
3.5.2	Revamp Parent University to have a more targeted focus on how parent/guardians can provide academic support to their children. KDE R.3., R. 4. A 2.			7/12	6/13
3.5.3	Provide at-home access to relevant technology driven intervention/enrichment opportunities. CMA A 5.7			7/12	6/13
3.5.4	Communicate to parents in multiple ways (media, website, flyers home) on the new common core standards, along with providing information on strategies to help their children academically at home. KDE R.3., R. 4. A 2.			7/12	6/13

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3.5.4P	Develop and support parent engagement and communication strategies at each Priority School.	Robinson Principals		7/13	9/14
3.5.5P	Priority Schools will have a system of extended learning and enrichment/support opportunities for the 13-14 school year that is "designed" based on the needs of the students as demonstrated by the data at a particular school. The District and community partnerships will be engaged to support this intervention (more time and more support) system.	Hensley, Principals, Powers		7/13	6/14
3.6	Increase the quality of teacher training and learning interventions by increasing the number of partnerships between our higher-education partners and specific schools.	Hensley Branham	Postsecondary		
3.6.1	Continue Signature Partnership with the University of Louisville to support teacher growth and development (e.g., cognitive coaching).			7/12	6/13
3.6.2	Continue partnership with Western Kentucky University (WKU) on GSKY Teach Grant supporting the development of high school mathematics and science teachers in a year-long classroom internship associated with their graduate course work.			7/12	6/13
3.6.3	Seek to establish partnerships with other local universities to support teacher growth and development.			7/12	6/13
3.6.4	Submit a proposal for a Kentucky Department of Education Math and Science Partnership (MSP) grant.			8/12	12/12
3.7	Build capacity for schools to develop Professional Learning Communities with cohorts of teachers and administrators who share a collective vision for and shared ownership of achievement for each child.	Hensley Branham			
3.7.1	Build capacity for the PLC processes by providing school-based resource teachers. CMA A 8.9, KDE R.1.			7/12	6/13
3.7.2	Provide professional development for resource teachers to support the implementation of PLCs. CMA A 8.9, KDE R.1.			7/12	6/13
3.7.3	Videotape consultants interacting with teachers and facilitating the PLC process in DuFour PLC pilot schools for on-going teacher training. CMA A 8.9, KDE R.1.			7/12	6/13
3.7.4P	Staff in Priority Schools will work collaboratively in Professional Learning Communities on a regular schedule. Training and support will be provided by the District and by KDE.	Principals, Goal Clarity Coaches, Teachers, District Staff, KDE Staff		7/12	6/14
3.8	Celebrate learning—the successes of our students as well as the contributions of teachers, administrators, parents, and community stakeholders	Lanier-Robinson Branham			
3.8.1	Conduct special recognitions at employee group meetings such as the recognition of schools that were at or above the state average in achievement, gap, or growth.			8/12	6/13
3.8.2	Celebrate JCPS employees that embody our core values (Golden Oar Award)			8/12	6/13
3.8.3	Present the Gheens Innovation Awards to community members and JCPS employees to recognize outstanding innovations and achievements in increasing student success.			9/12	10/12
3.8.4	Conduct a communication blitz with achievement results from state assessment release in November (raise the bar Louisville.org)			7/12	6/13
3.8.5	Continue to recognize successes of students, teachers, staff, and schools at the Board of Education meetings			7/12	6/13

FOCUS AREA: SAFE, RESOURCES, SUPPORTED, AND EQUIPPED SCHOOLS

GOAL: Safe, Resourced, Supported, and Equipped Schools - All schools are staffed, resourced, and equipped to support student needs.

OBJECTIVE: Collaborate to (1) increase the percentage of the budget directed to schools to 72% and for instruction to 52%, (2) recruit and retain 95% high quality staff, (3) increase the percentage of staff participating in targeted PD to 75%, and (4) increase school safety to 90% by 06/05/2013 as measured by (1) general fund budget, (2) retention rates, (3) participation rates in pdCentral, and (4) survey data.

#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date
4.1	Review and revise JCPS Board policies as the basis for quality educational programs and practices.	Hargens Miller			
4.1.1	Work with the Kentucky School Board Association on a comprehensive review of board policies. CMA G 1.1, G 1.2			7/12	6/13
4.1.2	Review the Curriculum Management Audit (CMA) to ensure board policy revisions align to CMA recommendations, with priority given to those recommendations related to quality educational programs, practices, and student outcomes. . CMA G 1.1, G 1.2			7/12	6/13
4.1.3	Work with internal stakeholders as district policies are reviewed and revised for presentation to the Board Policy Development Committee for approval. CMA G 1.1, G 1.2			7/12	6/13
4.1.4	Meet with the Superintendent and the Board Policy Development Committee for approval of revisions and recommendation to the full Board of Education. CMA G 1.1, G 1.2			7/12	6/13
4.1.5	Develop a communication plan for sharing board policy updates. CMA A 1.9			7/12	6/13
4.2	Create Central Office structures and services to support high performance in all schools per Recommendation No. 1 of the Curriculum Management Audit and the Level II Organizational Review. Ensure that Central Office services exist to support and foster student achievement.	Raisor Operations Cabinet	Business		
4.2.1	Develop and implement a "critical-to-mission" process to evaluate the necessity of vacant positions to ensure they are crucial to the vision and mission of JCPS.			7/12	6/13
4.2.2	Per recommendations of the Curriculum Management Audit, departments were re-organized to maximize efficiency and effectiveness. CMA A 1.3			7/12	6/13
4.2.3	Collaborate with multiple departments (such as Gheens, Research, and Finance) to reallocate central office funding so that more resources were directed to schools and students. CMA A 10.2			7/12	6/13
4.2.4	Convene a committee (with multiple groups represented included JCASA and JCTA) to discuss possible revision of the compensation system at JCPS. CMA A 10.7			7/12	6/13
4.3	Provide equal access to programs, services, and opportunities to advance achievement for all students.	Marshall Diversity, Equity, & Poverty	PTA JCASA JCTA Postsecondary CBO Business		

#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date
4.3.1	Collaborate with the Data Management and Program Evaluation unit to develop and conduct program evaluations related to equity of student access to programs, services and opportunities.CMA A 9.3			7/12	6/13
4.3.2	Work to increase the number of community-based learning centers, in conjunction with the Chief Academic Officer and CAO's staff. CMA A 9.10			7/12	6/13
4.3.3	Expand Street Academy, a multi-faceted program to address the academic and socio-behavioral needs of African-American male students.			7/12	6/13
4.4	Develop a comprehensive system of proactive student supports and interventions to ensure that all students are safe, feel secure, and possess a sense of belonging—primary foundations for learning.	Hensley Jacobs			
4.4.1	Continue to assist schools in becoming positive, supportive learning environments by working to stop school violence, preventing student substance abuse, and using the JCPS assessment center (Safe and Drug Free Schools/Student Relations) to determine what assistance families need to remove educational barriers. CMA A 9.5, A 9.7, KDE R.3			7/12	6/13
4.4.2	Provide district wide training on Bullying Prevention with all staff, provide bullying prevention materials online (including bullying reporting form and district bullying flow chart), and provide ongoing communications through the 15 th District PTSA Newsletter. CMA A 9.5, A 9.7, KDE R.3, A.3			7/12	6/13
4.4.3	Provide assistance/information/resources to schools and families regarding alcohol/drug and violence prevention through a Safe and Drug Free website.CMA A 9.5, KDE R.3, A.3			7/12	6/13
4.4.4	Continue to help build capacity for research-based prevention programs within schools with support from Safe and Drug Free resource teachers and Student Response Team (SRT) staff. CMA A 9.5, A 9.7, KDE R.3, A.3			7/12	6/13
4.4.5	Provide behavior management support for staff utilizing SRT, as well as providing support through the Positive Outreach Program and Safe Crisis Management, which teaches staff on de-escalation techniques. CMA A 9.5, A 9.7, KDE R.3, A.3			7/12	6/13
4.5	Develop and implement a three-year budget spending plan and a five-year overall revenue projection that aligns district- and building-level resources to curricular goals, strategic priorities, and financial responsibility for the return on investment.	Hardin Collopy			
4.5.1	Continue to project revenue and expenses for five-year period. The five-year projection is updated three times per year, and it includes all known approved initiatives and directives. CMA A 10.2			7/12	6/13
4.5.2	Create a spending blueprint in each department. The 2012-2013 school year serves as a pilot year for this process; with the 2013-2014 school year, the office blueprints will be data pulled from MUNIS Next-year budget entry. CMA A 10.2			7/12	6/13
4.5.2P	Create a spending blueprint for each Priority School that includes the expenditure of SIG funds and how funds will be repurposed to support mission critical strategies as a part of the Sustainability Plan. Each school will provide a sustainability plan and will be able to request funds from the district to support data-driven and effective strategies for sustainability dollars.	Hardin, Moore, Principals		7/13	6/14

#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date
4.5.3	Utilize District Spending Matrix for determination of top priorities in funding. FY 2012-13 was the first year of the usage of this approach and was used strictly for programs requesting additional funding, including needed rescues due to lost grant funding. In FY 2013-14, this same matrix will be used also for the determination of programs that must be eliminated due to required budget reductions. CMA A 10.2			7/12	6/13
4.5.4	Stop non-essential funding. New expense guidelines have been completed, approved, disseminated, and upheld. CMA A 10.2			7/12	6/13
4.5.5	Establish a system for program evaluations that includes cost information. CMA A.5.6			7/12	6/13
4.6	Collaborate with JCTA, JCASA, and KDE to develop and implement a teacher and principal evaluation system to promote effective student instruction and achievement.	Raisor Assistant Superintendents Gerstner	JCASA JCTA		
4.6.1	Collaborate with KDE on the development of the state's Professional Growth and Effectiveness system (PGES).			7/12	6/13
4.6.2	Support the cohorts of JCPS pilot schools who are utilizing the KDE PGES system and modules, as well as receiving training in the Danielson model for effective teaching.			7/12	6/13
4.6.2P	Priority Schools will participate in or pilot the KY PGES System in 13-14. All schools will fully implement the system in 14-15.	Gerstner ETCs		8/13	9/14
4.6.3	The district's Evaluation Growth System Committee will review other districts' professional growth and evaluation systems.			7/12	6/13
4.7	Provide, monitor, and support Cultural Competence training (that includes pedagogical strategies) for 100 percent of staff. Utilize the expertise of JCPS staff, community partners, and institutions of higher education to develop the training.	Marshall Burton	Postsecondary		
4.7.1	Provide cultural competence training district-wide. CMA A 9.5, KDE R.3.a.			7/12	6/13
4.7.2	Develop and implement an evaluation of cultural competence, including participant feedback surveys and case studies. CMA A 9.5. KDE R.3.a.			7/12	6/13
4.7.3	Collaborate with experts on cultural competence, including community partners and university professors, to provide leadership development, follow-up targeted training, and develop and refine the cultural competence training. CMA A 9.5, KDE R.3.a.			7/12	6/13
4.8	Retain and recruit high-quality staff who reflect the diversity of the student population.	Raisor Gerstner Marshall	JCASA JCTA Postsecondary Business		
4.8.1	Develop and implement an OnBoarding Induction program which aims to recruit high-quality staff that embody the values of JCPS. CMA A 4.9, A 4.10			7/12	6/13
4.8.2	Continue to support and improve teacher recruitment programs such as the Multicultural Teacher Recruitment Program (MTRP) and the Alternative Certification Elementary and Secondary Program (ACES). CMA A 9.9			7/12	6/13

#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date
4.8.3	Continue to support current staff with high quality professional growth and development opportunities. CMA A 8.5			7/12	6/13
4.8.4	Target recruiting resources in areas of high need such as Math and Science. CMA A 9.9			7/12	6/13
4.8.5	Utilize multiple strategies in recruitment to reach a broad audience, such as recruitment fairs and advertising in multicultural outlets and publications. CMA A 9.9			7/12	6/13
4.8.6P	Develop strategies to recruit staff to Priority Schools and to retain them. The goal is to establish a system for placing and retaining teachers who have “turnaround teacher competencies in each of our priority school classrooms. Additionally, a specific teacher induction program will be used to provide teachers going into Priority Schools with specific knowledge, tools and skills aimed toward priority school work.	Raisor Marshall		7/13	6/14
4.9	Create a system of targeted professional development. Assess the impact (footprints) of the professional development to the students’ desks. Our formula is: Teacher Talent + Professional Development = Improved Student Achievement.	Hensley Branham Wilson			
4.9.1	Survey resource teachers and principals to identify specific needs for professional development. CMA A 8.4			7/12	6/13
4.9.2	Develop a professional development plan to support resource teachers with the implementation of the Kentucky Core Academic Standards. CMA A 8.4			7/12	6/13
4.9.3	Continue to provide ongoing professional development, as appropriate, for content specific teacher leads. CMA A 8.4			7/12	6/13
4.9.4P	Create and provide a system of professional development for Priority Schools. The district will create, in collaboration with the Kentucky Department of Education, professional development built around teacher effectiveness, particularly in “turnaround competencies.” Additionally, a collaboration between JCPS, KDE, and UofL will establish a training program for Assistant Principals that will extend into the 13-14 school year.	Hensley Powers Haselton		7/13	6/14
4.10	Create a system of support for collaboration in Professional Learning Communities.	Hensley Branham			
4.10.1	Provide ongoing regional level work sessions for assistant principals, resource teachers, and Educational Recovery Specialists to support on-going school-based PLC work. CMA 8.9			7/12	6/13
4.10.2	Provide protected time during resource teacher professional development for PLC work. CMA 8.9			7/12	6/13
4.10.3	Establish and support the PLC process for content specific curriculum specialists to support student achievement. CMA 8.9			7/12	6/13
4.10.4	Establish and support the PLC process for assistant superintendents to support student achievement. CMA 8.9			7/12	6/13
4.11	Create structures for ongoing engagement of stakeholders.	Lanier-Robinson Shumate			
4.11.1	Hold quarterly superintendents summits which include parents, business leaders and students to discuss and receive feedback on district initiatives.			7/12	6/13

#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date
4.11.2	Regularly hold expanded cabinet meetings, which include representation from various groups such as GLI, JCASA, and JCTA.			7/12	6/13
4.11.3	Conduct regular employees meetings with various groups including principals, central office employees, assistant principals, and counselors.			7/12	6/13
4.11.4	Hold quarterly Student Advisory Councils to received feedback from students on how decisions impact students and their classroom experiences.			7/12	6/13
4.11.5	Continue to distribute and refine internal and external publications (i.e., Monday memo, Parent connections). KDE R.4, A.2.			7/12	6/13
4.12	Create communication strategies to inform and to rally all citizens of Jefferson County.	Lanier-Robinson Jackey			
4.12.1	Develop and implement district-wide external and internal communication plan.			7/12	6/13
4.12.2	Develop and continue to improve the Raise the Bar website to communicate the new common core to all citizens of Jefferson County. KDE R.2.			7/12	6/13
4.12.3	Develop a visual on what it means to be kindergarten ready (to be distributed to parents and childcare providers). KDE R.4. A 2.			12/12	6/13
4.12.4	Continue to utilize multiple media strategies to communicate with stakeholders such as internal publications (i.e., Parent Connections), websites (i.e., Raise the Bar), and television (i.e., Our Kids JCPS). KDE R.4. A 2.			7/12	6/13

Last Board Approval: 12/10/12

Revised 4/16/13

Notes:

* Activities address Curriculum Management Audit recommended actions

** Activities address KDE Leadership Assessment recommendations