

# Year 2012-13 in Review



**Donna M. Hargens, Ed.D.  
Superintendent  
Jefferson County Public Schools**



## **2012-13 in Review**

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- B. 30-60-90-Days to Start of 2013-14

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## Overview of 2012-13 Executive Summary

### The Charge

The Strategic Plan, adopted by the Board in May 2012 has become the thread that guides and connects our work. The Strategic Plan was informed by the extensive Curriculum Management Audit and researched-based characteristics of effective schools and districts (What Works in JCPS - 1. Focus on Standards, 2. Increased Focused Time on Learning, 3. Use of Data, 4. Teachers as Professionals in Collaboration, and 5. A Culture of High Expectations for ALL Students). The District's vision and Board's expectation is clear - "All JCPS students graduate prepared to reach their full potential and to contribute to society throughout life." The center of the universe is schools and classrooms of students. The work of the district is to revolve around that center (students) and to support "relevant, comprehensive quality instruction to educate, prepare, and inspire students to learn." The overall work of Year 2 has been to implement the plan, creating systems and structures that connect and align the contributions of employees and community partners to achieving the vision.

### Theory of Action

A coherent set of actions on our part will lead to results. Intentional aligned actions can break the correlation between poverty and low achievement. There must be alignment between the written, taught, and tested curriculum. There are some tight parameters - the "what" students are to know (the core standards), and the assessment measures (the KY Accountability System). The loose parameters are the "how" — how to design core instruction that inspires and specific interventions that remediate or enrich every student. Central Office exists to support schools and to design the level of support around the specific needs of the schools. If schools are getting results, less support is needed. If schools are failing to get results, capacity must be built within the staff while simultaneously managing and supporting the instruction so that students have the opportunity to achieve.

### The Work

The **first Performance Objective** was to focus on the implementation of the Strategic Plan. The Comprehensive District Improvement Plan outlines specific actions to be taken under each of the 36 strategies (1.A). Senior leadership has accountability and responsibility for each strategy. All specific actions have been completed or are in progress. In order to improve the District, every school must improve on a consistent basis. The plan is designed to increase achievement at every school. Utilizing a managed performance empowerment theory of action means that schools that are low-achieving or not progressing get additional support, monitoring, and are held to implementing non-negotiable strategies (1.B).

What gets measured gets done. The work is data-driven and focused on continuous improvement. Leading Indicators (1.C) are monitored continuously and inform changes as we work toward achieving the Success Measures.

**Performance Objective Two** is about Student Achievement. In January, AdvancED District Accreditors commended the District for our refocus on student achievement. The KY Accountability Model has five parts. The first focus area of the strategic plan (Increased Learning) covers the first three parts: Achievement, Gap, and Growth. We now have baseline scores for Elementary, Middle, High and the District. (2.C.). The remaining two parts — College and Career Readiness (2.1) and Graduation Rate (2.D) are the work of the second focus area (Graduation and Beyond). Each of those measures increased for 2011-12 and preliminary data suggests increases for 2012-13.



The Four Big Rocks (2.A), the highest impact strategies, were our priorities for the 2012-13 school year. The District Accreditors acknowledged Professional Learning Communities (PLCs) as a Powerful Best Practice. PLC Community Rounds gave community leaders an opportunity to see our teachers at work. Resource teachers in schools and assistant principals in elementary schools contributed to teachers being able to focus on the core standards and on effective strategies. Deep Implementation Planning is about planning at the level of the individual student — "naming and claiming" each student and focusing on an individualized strategy to result in increased student achievement.

Three data tools— CASCADE/Proficiency Benchmarks, SmartEd/Dropout Risk Dashboard (2.G) and the College and Career Readiness Dashboard (2.H) provide schools with easy access to data around each student. Rather than pilot the Brigance, JCPS assessed every kindergarten student. K-Readiness baseline is 34% (1.C. Leading Indicator 1.2.)

The expectation of LEARNING is the constant for all students. TIME and SUPPORT are the variables that need to be increased based on the needs of an individual student. (Reeves)

Every1Learns put a structure in place to maximize the use of Out-of-School Time. The Board approved two calendars (2012-13 and 2013-14) with a week for extended learning. The impact is currently being reviewed. For the 2013-14 school year, Priority Schools will be guaranteed an extended learning structure with three days a week, with transportation and meals provided for students. Summer programs are increasing. Both extended learning time and enrichments are increasing and the use of the parent portal is increasing.

Resources were pushed into schools to be part of Student Response Teams (at the school, achievement area, and district level). The teams intervened early in order to prevent and reduce suspensions (1.C). The addition of assistant principals at the Elementary Level supported prompt intervention for behavioral issues and allowed counselors to focus on support issues. An Anti-Bullying Initiative (See Something, Say Something) and cameras on buses supported early detection and early intervention and student responsibility. Louisville Linked is an initiative that organizes and links support services to the needs of students (categorized by the Four Resiliency Quadrants). This tool will be available for the 2013-14 school year.

Professional Development focused on building capacity in employees: High Expectations/Cultural Competence, Common Core Standards, Professional Learning Communities, and Creating Formative Assessments in KDE's (Kentucky Department of Education) CIIST (Continuous Instructional Improvement Technology System).

The **third Performance Objective** was the Organization. Results of an Organizational Review informed the organizational restructuring. There are now six divisions: Academic Services, Operations, Communications/Community Relations, Diversity/Equity/Poverty, Finance, and Data Management/Planning/Program Evaluation. Job descriptions make explicit the contribution of each division head (3.A). The new structure went into effect on July 1, 2012. In the 2012-13 Comprehensive School Survey, 90% of parents, 84% of school-based staff, and 85% of non-school based staff agreed or strongly agreed that "The superintendent and central office administrators provide effective leadership in support of schools." (3.B)



The Organizational Review recommended that we add an Ombudsman that would serve as a "neutral part to solve problems and resolve conflict, and impartially, confidentially, and independently identify problem areas facing faculty, staff, students, and parents and recommend changes." The tracking of issues in the annual report (3.D) affirms the need for the office and provides data about where improvements in the organization can be made.

A key component of the reorganization in Academic Services was to implement a K-12 Achievement Area structure (an Achievement Area Superintendent per an average of 22 schools). Each area has an Evaluation Transition Coordinator, a secretary, and a clerk. The Organizational Review referred to the role as "Assistant Superintendents of Instructional Management" because of their role in ensuring that instruction is being delivered that is aligned with what students are expected to know and will be held accountable to know. Auditors referred to the need to "unfreeze" the old structure and "refreeze" the new structure. Dr. Hensley intentionally had the six K-12 Achievement Area Superintendents focus on solidifying the structure and called them Achievement Area Superintendents to focus their efforts on achievement.

A key to building capacity within individuals is to provide feedback and support for improvement. The Educator Quality Oversight Committee (joint committee of JCPS administrators and JCTA) has worked in a structured way to oversee the implementation of the Kentucky PGES (Professional Growth and Effectiveness System) and to begin aligning components to ensure that a quality teacher is present in every classroom.

A Communications Plan (3.1) focused on both internal and external communications. All of the tactics were implemented. Part of the plan for the second year, the Superintendent's Student Advisory Council provided an opportunity for feedback from students on what is important from their viewpoint and experience. Two additions were made to the plan: website redesign process (3.2) on the basis of data and stakeholder (community partners, parents, and employees) input and an Ambassador's program — providing a single point of contact for realtors and linking a JCPS employee for each school who will serve as an ambassador — a champion and a tour guide for families new to JCPS. This is ready to go for 2013-14.

Student assignment went on-line for 2012-13. Providing proof of residence was a challenge for parents. As part of the goal to streamline the online registration and application process, student assignment is working on a partnership with local utilities and the Property Value Administrator's office to process address verifications electronically. (Process and Timeline 3.4) The District's enrollment is increasing and we are monitoring the enrollment at our under-enrolled schools (2.F). It has been a priority that parents understand their choices through a variety of avenues: *Choices* publication, Showcase of Schools, 12 evening events, 15 application sites with evening and weekend hours, training for Early Childhood staff, 12,000 personalized letters, and thousands of phone calls.

JCPS has established the DLIMT (District Level Incident Management Team) to assist school and facility personnel in a systematic response (that includes explicit expectations) to emergency incidents (3.D)

Strategy 3.8 is about celebrating and recognizing the contributions of employees. Three structures were put in place: a Twitter account to "tweet" accomplishments, Golden Oar Awards to recognize the contributions of central office employees, and the community-initiated Hilliard Lyons 2013 Excellence Awards that will be held on May 30. The LG&E KU and WHAS-sponsored EXCEL awards continue to recognize excellence.



The Curriculum Management Audit provided the systems with 10 recommendations in order of criticality or importance in moving the District forward. The first recommendation was the reorganization to align the efforts of central office around student achievement. The second recommendation was to work on Board Policies to provide explicit direction to staff. The third recommendation was to develop a plan to guide the work. Recommendations 4-8 were about beginning to put in place instructional guidance and supports. Each recommended action from the Curriculum Management Audit is tracked on SmartSheet (3.E.1) and quarterly progress reports made to the Board (3.E.2) show that progress is being made. By April 2013, 97% of the specific actions were in progress or completed. Left to be done are specific job descriptions and administrative regulations to accompany each board policy. The State Audit will support our focus on the final or ninth recommendation which is to ensure equal access for students to programs, services, and opportunities that impact student achievement and equitable (according to student needs) distribution of resources.

### **Conclusion**

This year the national AdvancEd accreditation team recommended that JCPS be awarded district accreditation. Promising practices they noted included: 1. strong community support and partnership; 2. breadth and focus of the new Strategic Plan Vision 2015; 3. openness and transparency of system personnel; 4. system-wide refocus on schools and student achievement; and 5. pockets of excellence that can be celebrated and replicated, such as Professional Learning Communities and use of sound instructional and organizational practices.

Together we are working to move an entire District forward. A District turnaround is about the turnaround of individual students — being accountable for every student. All schools must improve if the District is to improve. Without our 18 priority schools, we would only be at the 40<sup>th</sup> percentile. There is a real difference between us and other districts — when other districts target their lowest performing schools, they also target their lowest performing students. When we target our lowest performing schools, we only reach 36% of our lowest performing students. We would miss 64% of our lowest performing students if we didn't focus on every school. Our vision is that "ALL JCPS students graduate prepared!" The journey continues....

### **Challenges Ahead**

- Training for all supervisors in new evaluation systems and in facilitative leadership and participatory decision making
- Early Childhood/K-Readiness
- Equity Scorecard
- Magnet Review
- Policy and Explicit Regulations
- Communication Strategy
- Tracking Interventions and Support



# 90-DAY PLAN to 2013-14

Countdown to the start of 2013-14... this plan outlines priorities from Vision 2015, our Strategic Plan, that must be accomplished in the next 90 days to lay the groundwork for a successful new school year.

Dr. Donna Hargens

Jefferson County Public Schools



Status:	Completed	In Progress	Not Started

## STRATEGIES:

### 1. Extended Learning Time/Enrichment

Actions	0-30 Days	30-60 Days	60-90 Days	Lead	Status	Comments
a. Identify a single point-of-contact/champion for extended learning.	X			Hargens		
b. Kick-Off for Every1Learns – May 30.	X			Robinson		
c. Promotion of Every1Learns/Summer Enrichment Programs	X			Robinson		
d. Establish implementation guidelines for use of SuccessMaker and Study Island.		X		Hensley Rodosky		
e. Kick-Off for Revitalization of Every1Reads		X		Marshall Robinson		
f. Finalize Extended Learning Schedule/Logistics for Priority Schools.		X		Raisor		
g. Priority Schools Finalize targeted Extended Learning Plans.		X		Hensley		
h. Improvement of Tracking Systems for Learning/Enrichment			X	Rodosky		

### 2. Aligned System of Support - Louisville Linked

Actions	0-30 Days	30-60 Days	60-90 Days	Lead	Status	Comments
a. Finalize technology to connect student needs with the appropriate support.		X		Hensley Raisor		
b. Continue to engage stakeholders in Louisville Linked	X			Hensley		
c. Presentation to the Board in July.		X		Hensley		



Status:	Completed	In Progress	Not Started

### 3. Systems/Protocols

Actions	0-30 Days	30-60 Days	60-90 Days	Lead	Status	Comments
a. Improvement to Parent/Student Suspension Appeals Process	X			Marshall		
b. Parent Concern Protocol		X		Hensley		
c. Student Assignment Electronic Address Verification			X	Rodosky		
d. Magnet Review – Making explicit the purpose of magnets and rating their overall effectiveness in achieving that purpose		X		Rodosky		
e. Board Policies/Regulations regarding Curriculum Implementation.	X	X		Hensley		
f. Timeline for Completion of Policies Recommended by CMA		X		Hensley		
g. Adoption of Policy — Raising the Dropout Age to 18		X	X	Hensley		
h. Revised Assessment System		X		Rodosky Hensley		

### 4. Building Leadership Capacity

Actions	0-30 Days	30-60 Days	60-90 Days	Lead	Status	Comments
a. Facilitative Leadership Training		X	X	Raisor		
b. Managing Conflict Training		X	X	Hargens		
c. “Taking People With You” Training – Novak July 16, 17, 18		X		Hargens		
d. Expand Employee Recognitions System			X	Hargens Robinson		
e. Administrative Kick-Off and 2013-14 Administrative Meeting/Training Schedule		X		Hargens Cabinet		
f. Assistant Principal Training Roll-Out	X			Hensley Powers Haselton		
g. NISL Training	X	X	X	Hargens Hensley		
h. KY PGES Training for Principals	X	X		Raisor		
i. Cultural Competence Training		X		Marshall		



Status:	Completed	In Progress	Not Started

## 5. Communications

Actions	0-30 Days	30-60 Days	60-90 Days	Lead	Status	Comments
a. Create a 2013-14 Communications Strategy that incorporates the effective, high impact Communications tactics from 2012-13; abandon tactics with lesser impact.		X	X	Hargens Robinson		
b. Media/Presentation Training for Cabinet Members		X	X	Hargens		

## 6. Organizational Revisions

Actions	0-30 Days	30-60 Days	60-90 Days	Lead	Status	Comments
a. Align and connect functions within the 6-Division Structure to ensure that each function aligns with the overall purpose of the division.		X	X	Hargens Cabinet		
b. Provide annual 360 Feedback to supervisors within each Division.		X	X	Hargens		
c. Promote incentive for Priority School teachers — (U of L's Competency Awareness and Responsiveness to Diverse Students) Funding: Gheens Foundation Grant		X		Marshall		



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	Status	Progress Notes
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		Completed for 2012-13 and in progress for the 2013-14 school year. <u>Revised maps</u> are available on Gheens website.
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		Completed for 2012-13 and in progress for the 2013-14 school year. <u>Revised maps</u> are available on Gheens website.
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		Each curriculum specialist has involved teachers in the review and update of curriculum maps as part of creating district assessments for 2013-14.
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	Principal, Goal Clarity Coach, Teachers		8/13	6/14		Superintendent, Chief Academic Officer and cabinet members held a meeting in April with all Priority School Principals and Assistant Superintendents and they communicated the expectation for all Priority Schools to follow



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
	fidelity to increase the correlation between CASCADE and KCAS/QC/ACT.						and implement district curriculum maps with fidelity.
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		Most schools use learning targets as a daily part of classroom instruction as evidenced by classroom walk-throughs.
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		Most schools use learning targets as a daily part of classroom instruction as evidenced by classroom walk-throughs.
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		Most PLC teams use standards/learning targets to design instruction as evidenced by principal feedback, assistant superintendent feedback and PLC Rounds. PLC teams are in various stages of creating classroom assessments s evidenced by resource teacher feedback, principal feedback, assistant superintendent feedback and PLC Rounds.
1.2.4	Walk-through instruments will be designed to monitor the following: <ul style="list-style-type: none"> <li>• Daily Learning Target is posted and referenced during the lesson</li> <li>• Classroom instruction matches the learning target and KCAS</li> <li>• Student work matches the learning target and KCAS</li> <li>• Assessment matches learning target and KCAS</li> </ul> CMA A 6.2, A 7.6, KDE R.1.			7/12	6/13		Learning Target walk-through instrument has been designed and piloted. Walk-through instrument is posted on <a href="#">e-walk</a> for all schools to access and use.



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
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, ERLs		8/13	6/14		Superintendent, Chief Academic Officer and Cabinet members held a meeting with all Priority School Principals and Assistant Superintendents and an initial conversation was held with regarding the expectation and use of walk-throughs in all priority schools.
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		Some examples of PD in 2012-2013 included implementation of KCAS standards, Professional Learning Communities, and creating formative assessments using CIITS.
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		Some examples of PD in 2012-2013 included implementation of KCAS standards, Professional Learning Communities, effective data utilization, and creating formative assessments using CIITS.
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		Some PD has been delivered for the 2012-13 school year that centered around the key three areas of focus. Additional PD is needed for the three key focus areas and will be delivered for the 2013-14 school year.
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		PD Needs Assessment was conducted for all schools for the 2013-14 school year. PD has been developed for the 2013-14 school year based on school needs.



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
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		Teacher Quality Institute was delivered in August 2012.
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		Follow up sessions occurred after the Teacher Quality Institute with JCTA and other participants. The group reached consensus on key characteristics that define quality instruction.
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		Professional development is being designed and a walk-through instrument will be developed that focuses on the key characteristics as mentioned in the 4-6 key characteristics in strategy 1.4.3.
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		Completed for 2012-13 (as evidenced by assessments in CASCADE) and ongoing for 2013-14.
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		Completed for 2012-13 (as evidenced by assessments in CASCADE) and ongoing for 2013-14.
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		Completed for 2012-13 and ongoing for 2013-14 Data available that documents CIITS implementation.



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
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		CIITS training was provided to approximately 327 teachers, 358 staff and 96 admin who returned to their schools and trained others. Ongoing CIITS training will occur in 2013-14.
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		RT and teacher teams trained other teacher to utilize the CIITS Express Test as evidenced by 38% of all JCPS teachers had logged into CIITS in April 2012 and 6867 Express Tests were created across the district in April 2013.
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		2013-2014 benchmark assessments are currently being developed.
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					



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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		At the request of individual schools, district RtI support has been provided to establish a system process for RtI. More information is available on the <a href="#">JCPS RtI website</a> .
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		Reading Recovery teachers are utilized in some schools at primary grades. Various RTI materials are being utilized at schools based on student needs.
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		Master Schedules in schools have been created to imbed Reading Interventions. Elementary After School Programs capitalize on intervention programs such as Study Island and SuccessMaker.
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		School-Based Resource Teachers were provided to every school to support the PLC process. Additionally, intentional support was provided to 13 schools through the DuFour PLC Pilot Program.
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		Over 99% of JCPS kindergarten students participated in the BRIGANCE Kindergarten Readiness Screen.
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		Completed. Data report available in Data Management department.



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
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		Report of Brigance data to all 6 Achievement Area Assistant Superintendents completed. Data report available in Data Management department.
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		BRIGANCE data was provided to all building principals and Kindergarten Teachers to inform instruction and provide intervention for students identified as Ready with Supports. Ongoing work is needed for 2013-14.
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		<a href="#">12-13 evaluation work plan</a> was created and reviewed with all cabinet members. Program evaluations are currently being implemented with some preliminary reports available on the <a href="#">JCPS Program Evaluation website</a> .
1.8.2	Provide training to program evaluation staff on conducting cost-benefit analysis. CMA A.5.6			7/12	6/13		Currently, program evaluation reports include cost information. Contacted expert for CBA training and received training agenda; currently conducting book study on CBA; will schedule training for late summer.
1.8.3	Continue to collaborate with Financial Planning and Management on using program evaluation results. CMA A 5.2			7/12	6/13		All program evaluation reports are shared with Financial Planning as requested. Additional evaluations have been conducted at the request of the Financial Planning Dept. (i.e. LEEP, Science Modules, Home School Coordinators, Family Literacy Program).



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
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		Revised board policies now include alignment between district plan, program data and budget priorities. Policy 4.3121 Board Allocated Funds approved April 2012; 2 <sup>nd</sup> reading of Policy 1.111 District Planning on May 28, 2013.
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		<a href="#">Program evaluation policy</a> (8.5) adopted by BOE in Feb 2013; revised student assessment policy - reviewed by Board Policy committee in April 2013.
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		Trainings (including webinars) for Case Managers, Area Responders, Activating Clerks completed in Fall 2012. Weekly SRT updates from the District, Area, and School Based Team Leaders. Trainings are expected to increase in 2013-14. Documentation being kept as to meeting and agendas relating to organization, meetings, and trainings.
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		District, Area-Based, School-Based, and Data SRT teams convened regularly (weekly district meetings and monthly subcommittee meetings) to monitor and improve implementation.
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		Documents, brochures, posters, reference cards, website, resources and forms were created to further the SRT work, Policies, and Procedures. Data reports from Infinite Campus and CASCADE



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
							reported weekly. <a href="#">SRT Website</a> developed to provide resources and data to better support schools in meeting student and family needs. SRT website shared with Principals and Assistant principals.
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		Data on lost instructional time regularly reported at SRT meeting as well as on <a href="#">SRT data website</a> and behavior dashboard. Results were also shared at every Assistant Superintendent meeting throughout the year and monitored by our CAO and Assistant Superintendent for Academic Support Programs. The data were also shared (via CAO) with Superintendent and Cabinet to make on-going improvements related to lost instructional time.
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		While this work was started in 2012-13, much more work needs to be done in 2013-14 as the needs are many for behavioral and support issues. 10 out of 18 Priority Schools utilized SRT supports this past year. Additional support by SRT School-Based District Leader and team will be provided to priority schools in 2013-2014. ECE Consulting Teachers, one for each priority school, will be based in the school and will assist with Behavior, Reading and Math goals.



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
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		Assistant Superintendents conducted regional CSIP support work sessions. Training materials available on <a href="#">JCPS Planning Tools website</a> . All school plans are also available on <a href="#">JCPS School Planning website</a> .
1.10.2	Train schools to assess current data to plan for improvement. CMA A 5.5, KDE A.1.			7/12	6/13		Dashboard and CASCADE training are on-going.
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		ASSIST was utilized to document the school improvement plans. District support was provided to the schools.
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		Data dashboards now available include College and Career Readiness data, CASCADE data, and behavior data. All include disaggregated data.
1.10.5	Facilitate school and district self-assessment for AdvancED accreditation process, including establishing a quality assurance review.			7/12	6/13		Self-studies completed and JCPS received recommendation for AdvancED accreditation. JCPS Self Assessment available on <a href="#">District Planning website</a> .



## 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	Status	Progress Notes
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		Program evaluations have been completed on Successmaker and Study Island.
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		School and district level reports on SRT provided on regular basis and available to employee groups on web ( <a href="#">behavior data link</a> ) . Collaborated with Diversity & Equity Dept on minority dashboard.
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		Dashboards to identify students for interventions include: CCR, CASCADE, SmartED
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		Training on CCR to counselors; training on SRT dashboards to APs.
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		Initial analysis conducted on list of JCPS programs to categorize by content and focus area.
2.2.2	Develop a landscape of the current assessment measures that determine success.			12/12	6/13		Published <a href="#">12-13 System-wide Assessment Calendar</a>



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
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		CCR Dashboard tracks the number of students who are college/career ready.
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		Program evaluations have been completed on Successmaker and Study Island.
2.2.5	Continue to work with 55K Data Committee on tracking student progress and success.			7/12	6/13		Progress Report on 55K provided to BOE in May 2013.
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		Intentional academic student led conferences and goal setting meetings are taking place in schools.
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		Mentoring programs have been established in schools to address the various needs of “at-risk” students.
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		High Schools are utilizing College Access Time to address student needs regarding College and Career Readiness Skills.
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					



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
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		An example includes Fairdale High Schools offering a program called Middle College (a partnership with JCTC) which provides students opportunities for college credit.
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		Financial Aid workshops were provided by staff of University of Louisville and Bellarmine University to assist build capacity at the school level and enhance their level of service for students seeking to further their educational attainment
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		A partnership with Advance KY has been implemented in three additional schools to increase Advance Placement numbers. Professional development training has been offered to AP teacher for the purpose of building teacher efficacy. Initial discussion regarding a partnership with K'LEA (Purpose: Increase educational attainment for the Latino population).
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 <sup>th</sup> Grade to 9 <sup>th</sup> Grade, 9 <sup>th</sup> Grade (Freshman Academy) to 10 <sup>th</sup> Grade, 12 <sup>th</sup> Grade to			7/12	6/13		This collaborative work did take place during 2012-13. Meetings were held and forms and procedures improved upon to assist students and school procedures. Work will be on-going, seeking further improvements for 2013-14.



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
	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						
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		The Transitions Need Survey was drafted and the Committee changed plans to administer in fall of 2013 instead of spring of 2013. Next steps will be discussed and beginning implementation of them 2013-14.
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		This Committee was formed and went through basic training and meetings; however, more is needed in this area next year, 2013-14. Data will need to be a priority to refine in this area for 2013-14. ETC work has started and still continuing.
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		The Evaluation and Transition Coordinators have provided some documentation and best practice materials to schools. They are in the process of researching and vetting other materials as well as creating materials and tools based on school identified needs. Several Counselors, Psychologists, FRCYSC, Health Professionals met three times this year for 4 hours each time, to work on this piece in networking groups in their achievement areas. Improvement was noted but, again, in 2013-14, work will be continuing and improvements will continue to be noted and made.



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
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 School-Based Combined Transition Committee. CMA A 9.5			7/12	6/13		While the initial stages have begun to survey the principals about what data they need to guide effective transitions and student acclimation, the actual tool needs to be created and administered for this to be truly started. Committee thought too soon to pilot any materials in ALL schools, as discussions were still on-going as to transitions, prioritizing and appropriate tools/resources to recommend and use. This is anticipated to begin 2013-14.
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 <sup>st</sup> Century skills. CMA A 9.5, KDE R.2.			7/12	6/13		On-going initiatives such as: Close the Deal, College Application Month, Cash for College Month, Early College Opportunities, and expansion of on campus dual enrollment opportunities have been afforded to our students.
2.6.2	Provide opportunities for students to conduct activities that are service based, which addresses the life and career skills of the 21 <sup>st</sup> 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		Some schools who participated in the WHL Challenge have submitted implementation/ project plans. Students across the district participated in the Mayor's Give A Day project which focuses primarily on service based activities.
2.6.3	District and school resolutions will be shared to further promote the 21 <sup>st</sup> 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		District and school resolutions were provided to all schools which focus on the Core Values of our Strategic Plan.



## 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	Status	Progress Notes
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		Strategic Plan dashboard under development; graphics on success measures available; working on leading indicators
3.1.2	Utilize the strategies from the district's Strategic Plan as the components of the Comprehensive District Improvement Plan (CDIP). CMA A 3.11, KDE A.1.			7/12	6/13		Each of the strategies from the district's strategic plan was developed into 3-5 action steps and included in the CDIP; CDIP was approved by BOE in December 2012 and revised version approved April 2013.
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		Schools have participated in three training sessions on the new CSIP tool in ASSIST; training materials and planning tools available on <a href="#">web</a> .
3.1.4	Assess the implementation of the Deep Implementation Planning Process (DIPP) at the school level.			12/12	6/13		Training sessions on the DIPP provided to schools by CAO. Example of schools' DIPPs available from Asst. Sups.



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
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		Quarterly reports (October, January, April) have been provided to the BOE on progress in implementing CMA recommendations.
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		This is an ongoing process of refinement. We have cultivated partnerships with a variety of organizations and programs. We have visited some locations and provided professional growth opportunities and we are hoping to widen that scope. <a href="http://apps.jefferson.kyschools.us/Demographics/LearningPlaceFinder.aspx">http://apps.jefferson.kyschools.us/Demographics/LearningPlaceFinder.aspx</a>
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		Communications efforts include revisions to the websites, community forums, newsletters, and partnerships with organizations that support the concept of "concerted cultivation."
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		Summer enrichment activities shared with parents in <a href="#">Parent Connection</a> . Examples of activities during breaks include the Louisville Science Center providing an after school enrichment program for students at five of our elementary schools and the Louisville Nature Center hosting a summer writing program which incorporates literacy and science.



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
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		This is an ongoing process of refinement. We have cultivated partnerships with a variety of organizations and programs. We have visited some locations and provided professional growth opportunities and we are hoping to widen that scope.
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		Established a system that will track student participation in enrichment opportunities over the summer through data collected via parental surveys and OST providers.
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		Added 11 Learning Places during the 2012-13 school year.
3.3.3	Revitalize Every1Reads by increasing the number of trained volunteers. CMA A 9.10			7/12	6/13		Relaunch of Every 1 Reads that includes new website will be introduced in the 2013-14 school year. Includes commitment of business leaders who have agreed to chair effort.
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		Had 100% participation from schools in Mayor's Give A Day Initiative. JCPS led the community in participation in this program with more than 55,000 "acts" of giving .
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		The average number of weekly logins to parent portal has increased from 2011-12 to 2012-13 (see leading indicator data).



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
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		Added 11 Learning Places during the 2012-13 school year. In partnership with various business leaders and the JCPEF, established an excellence in teaching award. Program recognizes teachers, administrators and teams of PLCs. Will be expanded to recognize parent involvement in coming years.
3.4.2	Continue to seek and support funding for grants that will impact student learning.			7/12	6/13		Foundation sponsored 5 \$50,000 grants to develop strategies to increase ACT scores in 5 Priority schools.
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		Developed a process for surveying our parents on the enrichment opportunities their child participates in during the summer and school year.
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 <sup>th</sup> 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		We have met with various organizations (YMCA, Neighborhood House, etc.) to support "concerted cultivation strategies" for our parents. Next steps include—creating a curriculum, developing a "delivery plan" and internal train the trainer sessions to codify the process.



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
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		The Academic Department has afforded opportunities for content specialists and to address participants of Parent University.
3.5.3	Provide at-home access to relevant technology driven intervention/enrichment opportunities. CMA A 5.7			7/12	6/13		School Communications and district communication system has guided students to Study Island and Successmaker websites from home.
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		Successfully developed and implemented a multi-prong communications plan regarding the K-PREP results. Campaign included mailing to parents, community partners, business leaders; earned media, etc.
3.5.4P	Develop and support parent engagement and communication strategies at each Priority School.	Robinson Principals		7/13	9/14		In the process of developing a communications plan for 2013-14 that will promote parental engagement ad share progress within Priority Schools.
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		All 18 Priority Schools are in the process of creating their Extended Day plans. The district is providing transportation, meals, and any other resources. Our goal is to move into next year with a targeted, data driven, extended day system that pairs the best teachers with the neediest students in an environment that EXTENDS, ACCELERATES and ENHANCES learning for ALL students.
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				



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
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		The SP with UofL is still present at Atkinson, Portland, Shawnee, and Westport. The Professional Development School concept ins extending into Cochran Elementary.
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		The WKU GSKY grant continues and is entering its final year for 2013-14.
3.6.3	Seek to establish partnerships with other local universities to support teacher growth and development.			7/12	6/13		Guest speakers have been invited to summer sessions at Spalding University to focus on teacher efficacy.
3.6.4	Submit a proposal for a Kentucky Department of Education Math and Science Partnership (MSP) grant.			8/12	12/12		A proposal for the MSP Grant was submitted and approved for the 2013-14 school year.
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		Resource teachers were provided to all schools to build capacity inside schools and support the PLC process.
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		Some PD was provided for RTs during the 2012-13 school year. Additional and ongoing PLC support will be provided for the 2013-14 school year.
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		The Pilot Process is examining end of year progress reports. We are using both the pilot schools and other schools as part of the Gheens Innovation Grants to promote best PLC practices across the district. Some videotaping has been



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
							completed, however more needs to be done to provide models across the district.
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		Goal Clarity Coaches have been added to all the schools to help support, coach and enhance effectiveness in all priority schools with PLC work.
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		Presented 5 recognitions to schools/principals that participated in various initiatives (Tell Survey, Compassion Resolution, etc.)
3.8.2	Celebrate JCPS employees that embody our core values (Golden Oar Award)			8/12	6/13		Central office meetings held monthly with recognition (Golden Oar Award) to individuals or teams that embodied JCPS core values.
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		Gheens Awards presented in Fall 2012 (see <a href="#">website</a> ).
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		See Raise the Bar <a href="#">website</a> .
3.8.5	Continue to recognize successes of students, teachers, staff, and schools at the Board of Education meetings			7/12	6/13		Recognitions were held at bi-weekly Board of Education Meetings. Minutes that describe recognitions are available in the <a href="#">Board minutes</a> .



**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	Status	Progress Notes
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		KSBA has provided proposed revisions; Review w/ staff is ongoing.
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		Proposed revisions as recommended by CMA sent to Superintendent and Cabinet for review.
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		Review policy revisions with district staff for feedback prior to taking to the board policy committee.
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		Policy Development Committee has recommended fiscal management policies for approval; Other section for first reading
4.1.5	Develop a communication plan for sharing board policy updates. CMA A 1.9			7/12	6/13		Approved revised fiscal management policies sent to KSBA for placement on web; Will be sent to cost center heads.
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				



#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
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		Hargens & Hardin have developed a process to evaluate necessity of vacant positions. Systems have been created and implemented to ensure all approved vacancies are handled consistently.
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		Initial reorganizations were implemented. Regular evaluation will continue.
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		This was done through elimination of Central Office positions. Assistant Principals & Goal Clarity Coaches provided to schools.
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		Committee was convened and met to discuss aforementioned issues. Evaluation is ongoing for research-based decisions.
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				
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		Created a minority dashboard ( <a href="#">behavior data link</a> ). This summer we will check to see how many minorities participate in the summer program.
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		Community and parent meetings monthly. As well as visits to the site that are OST providers.
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		Street Academy expanded to another site. Using that as a model to potentially build a program to meet the needs of more at-risk students.



#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
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		School suspensions have been reduced. Violent offenses are tracked in Infinite Campus. The assessment center continues to assist families with JCPS and community resources. Substance abuse professional development conducted with schools regularly.
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 <sup>th</sup> District PTSA Newsletter. CMA A 9.5, A 9.7, KDE R.3, A.3			7/12	6/13		District-wide Bullying Prevention materials are now on line through the <a href="#">Safe &amp; Drug-Free School Website</a> . The District Bullying Flow Chart and reporting form is available on line. Comprehensive Bullying procedures are provided to each school.
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		Safe & Drug-Free Website available for alcohol/drug and violence prevention <a href="#">resources/links</a> . The SDFS office conducts alcohol/drug and violence workshops at schools regularly.
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		Safe & Drug-Free resource teachers work with schools to develop Bullying Prevention Plans as well as Alcohol/Drug programs. SRT staff supports schools with Positive Behavior Intervention research-based programs.



#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
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		SRT's are utilized to reinforce Positive Behaviors and determine student needs. Disruptions are minimized and learning is increased.
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		Five-year projection is complete
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		Roll-out is complete. 2014-15 will be small tweaking by eliminating unused codes from blueprint.
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		Sustainability plans have been developed for each priority schools (see <a href="#">website</a> for plans). Full-blown roll-out of program supporting sustainability of proven programs was halted in 2013-14 and district reverted back to per-pupil allocation. There is also a small contingency for priority schools.
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		Spending matrix was used to obtain recommendations from evaluations and provide a weighing of vast majority of budget requests.



#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
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		New expense guidelines distributed and maintained, including food.
4.5.5	Establish a system for program evaluations that includes cost information. CMA A.5.6			7/12	6/13		ROI approach still being investigated and it is in pilot stage.
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		EQOC created to oversee. Board approved the pilot of the KDE PGES for the 13-14 school year. Approximately 25 schools will pilot, and all 18 Priority schools will be trained and participate as well. Full implementation for all schools is scheduled for the 14-15 school year.
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		Pilot schools and teachers identified and structures created to support. Professional Development will be provided in the summer of 2013.
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		Board approved the pilot of the KDE PGES for the 13-14 school year. Approximately 25 schools will pilot, with 5-9 teachers participating with the principal of these schools. All 18 Priority schools, with the principal and at least two teachers involved will also be trained and participate as well. Full implementation for all schools is scheduled for the 14-15 school year.



#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
4.6.3	The district's Evaluation Growth System Committee will review other districts' professional growth and evaluation systems.			7/12	6/13		The committee meets weekly to provide information and oversight. An EQOC Summit is scheduled for May 29 <sup>th</sup> to bring all district offices together to plan structures and systems to support PGES, and begin to develop a more cohesive Educator Growth System for all employees from recruitment to retirement, in the areas of recruitment, induction, community/university partners, professional development, and employee support systems.
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		Next Phase of Cultural Competence is starting up in August. With more PDs offered and higher expectations for monitoring.
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		Surveys are created as well as a walkthrough for Culturally Responsive teaching.
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		Dr. Roger Cleveland will host a summer institute. Dr. Shelley Thomas will lead some professional development. Deeper sessions on particulars of cultural competence.



#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
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		The EQOC committee is evaluating to enhance this process, with the start of the 13-14 school year.
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		Sylena Fishback has created a college caucus and recruits minorities. HBCUs relationship building. This work is on-going and collaboration has been created between HR & DEP.
4.8.3	Continue to support current staff with high quality professional growth and development opportunities. CMA A 8.5			7/12	6/13		In collaboration with Gheens, PD opportunities are being revamped. EQOC also looking at this to mirror evaluated skills.
4.8.4	Target recruiting resources in areas of high need such as Math and Science. CMA A 9.9			7/12	6/13		Title II funds utilized to recruit in high needs areas.
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		Title II funds utilized to recruit in high needs areas. Numerous recruitment fairs attended, recruitment trips made, and prospective candidates in under-represented areas brought to JCPS for visits.
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		District is currently researching and developing recommendations. Priority schools are given preference in hiring, and are relieved of the transfer and overstaff process.



#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
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		PD Needs Assessment was conducted for all schools for the 2013-14 school year.
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		Curriculum specialists provided some PD for RTs to support the implementation of KCAS. More PD is needed.
4.9.3	Continue to provide ongoing professional development, as appropriate, for content specific teacher leads. CMA A 8.4			7/12	6/13		Curriculum specialists provided ongoing PD for teacher leads to support the implementation of KCAS.
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		A system training planning session (turnaround competencies) has been scheduled for May 30 <sup>th</sup> . An initial plan regarding AP training has been collaboratively established by JCPS, KDE, and U of L.
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		Some regional work sessions have occurred to support school-based PLC work. Additional work sessions are needed.
4.10.2	Provide protected time during resource teacher professional development for PLC work. CMA 8.9			7/12	6/13		Protected PLC time for RTs was provided during RT professional development.
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		Curriculum Specialists participated in ongoing PLC meetings to support student achievement across the district.



#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
4.10.4	Establish and support the PLC process for assistant superintendents to support student achievement. CMA 8.9			7/12	6/13		Assistant Superintendents and district leadership participated in ongoing PLC meetings to support student achievement in all achievement areas.
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		Held 4 quarterly summits that included business leaders and focused on the district of innovation grant the district has submitted to KDE.
4.11.2	Regularly hold expanded cabinet meetings, which include representation from various groups such as GLI, JCASA, and JCTA.			7/12	6/13		Held monthly expanded "cabinet meetings" at various schools that included key stakeholders and community leaders.
4.11.3	Conduct regular employees meetings with various groups including principals, central office employees, assistant principals, and counselors.			7/12	6/13		Held monthly principal and central office employee meetings. Also held bi-monthly meetings for all assistant principals and counselors to provide updates on various district-wide initiatives.
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		Held 3 quarterly student advisory meetings (one was cancelled due to weather).Discussions focused on district of innovation application and students will present to board at the May 28 <sup>th</sup> board meeting.
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		Established a new all employee communication, <i>The Core</i> . This publication is sent electronically twice a month from the superintendent to all employees.



#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
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		Developed a communications plan that encompassed internal and external audiences. Information was presented to the board in August and implemented during the 2012-13 school year.
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		Updated <a href="#">site</a> to include tips on how parents can help students prepare for assessments. We will increase awareness about site and new model at the beginning of the 2013-14 school year.
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		Visual was developed by academic services and widely distributed.
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		See notes above as well as websites including <a href="#">Parent Connections</a> and <a href="#">Raise the Bar</a> .

Last Board Approval: 4/22/13

Last Revised 5/23/13

Notes:

\* Activities address Curriculum Management Audit recommended actions

\*\* Activities address KDE Leadership Assessment recommendations



# Priority School Nonnegotiable Best Practices

## Goal

**To move out of Priority School status by focusing on the success of every child.**

## Nonnegotiable Best Practices

- Design and implement instructional plans that are congruent with the standards and relevant to students' lives.
- Use a walk-through system that gives teachers the feedback they need to continuously improve practice.
- Administer benchmark and formative assessments to stay on target and use the data to help each student achieve.
- Deploy Student Response Teams to support the learning environment and provide a near immediate response when there are obstacles to academic growth.
- Use a system of extended learning and enrichment/support opportunities.
- Work collaboratively in Professional Learning Communities (PLCs) to support and lift each student to proficiency, college and career readiness, and graduation.
- Improve teacher quality and efficacy by participating in the Professional Growth and Evaluation System.
- Support parent engagement and communication strategies.
- Be guided by a spending blueprint and sustainability plan.



## **Differentiated Support**

- Area assistant superintendents provide differentiated time and support inside the Priority Schools by spending more time and coaching in those schools.
- Weekly collaboration meetings between JCPS Cabinet members, area assistant superintendents, Evaluation and Transition coordinators, and the Kentucky Department of Education to ensure a swift response when Priority Schools have instructional, cultural, budgetary, resource, or leadership needs.
- Establishment of a Priority School Advisory Council consisting of the principal, one teacher leader, and one Educational Recovery person from each school.
- Increased monitoring of 30-60-90-Day Plans by area assistant superintendents.
- Creation of the Deep Implementation Planning Process as a plan to encompass and support the “naming and claiming” of each student who is behind the proficiency line.
- Provision of wraparound services for students through Louisville Linked.
- Support by the Kentucky Department of Education Team – Education Recovery Director, Education Recovery Leader, and Education Recovery Specialists.









# Focus Area 1: Increased Learning

	Leading Indicators	Prior			Current			Progress
1	Increases in achievement total, growth total, and gap total as measured by CASCADE benchmark assessments (scores reported for Math/Reading combined average % P/D current –Spring 2013, prior – Spring 2012)  <i>Note: Schools customized district benchmark proficiency assessments; work is planned for aligning district assessments with state assessments once KDE technical manual is available</i>	ES	<u>Ach</u> 39	<u>Gap</u> 29	ES	<u>Ach</u> 41	<u>Gap</u> 32	<div><div>↑</div><div>↑</div><div>↓</div></div> <div><div>↑</div><div>↑</div><div>↓</div></div>
2	Increase in K Readiness and K-2 measures (Fall 2012 scores reported)	NA			34%			Baseline
3	Increase in monthly attendance as measured by monthly attendance reports (as of 8 <sup>th</sup> pupil month)	93.8%			93.8%			=
4	Decrease in student suspensions as measured by monthly suspension reports (thru 8 <sup>th</sup> pupil month)	12,385			11,020			↓
5	Decrease in dropouts as measured by monthly withdrawal reports (thru 5 <sup>th</sup> pupil month)	1,451			1,423			↓
6	Increase in number of observed instructional best practices per month UPDATE: A walkthrough toolkit is currently being developed	NA			TBD			
7	Increase in number of completed Curriculum Management Audit actions (current - April 2013; prior - January 2013)	20%			29%			↑

Quarterly Reports on Leading Indicators provided in January, April, July, and October





# Focus Area 2: Graduation and Beyond

	Leading Indicators	Prior	Current	Progress
1	Increase in the percentage of students reaching benchmarks on EXPLORE, PLAN, and ACT (current - 2012 composite score on ACT, 2013 composite on EXPLORE & PLAN)	EXPLORE – 14.4 PLAN – 16.3 ACT – 18.5	EXPLORE – 14.6 PLAN – 16.4 ACT – 18.6	
2	Increase in the percentage of students passing college placement tests (current - thru May 17 2013)	39%	47%	
3	Increase in the percentage of students receiving industry certifications or passing KOSSA (current -2012 scores )	1,715	2,855	
4	Increase in the percentage of students enrolling in postsecondary institutions (reported as Any Time During the 1 <sup>st</sup> Yr After High School on National Student Clearinghouse – 2011)  <i>Note: 2012 data unavailable, but we expect an increase since the KDE Transition to Adulthood data has increased</i>	65%	63%	
5	Increase the number of students scoring 3 or better on Advanced Placement tests and scoring 24 or better on International Baccalaureate (IB) tests (current - 2012 scores)  <i>Note: Although the % passing hasn't increased, the number tests taken has increased from 2011 to 2012</i>	AP – 51.3% (7,167 tests) IB – 70.8% (202 tests)	AP - 49.7% (7,762 tests) IB – 58.3% (252 tests)	
6	Include survey indicators regarding the satisfaction as well as other skills (current - 2013 CSS survey results reported): CSS – student satisfaction CSS – student preparedness for college  <i>Note: These indicators are down slightly from the previous year, but awareness of college readiness has increased</i>	70.6% 82.1%	69.3% 81.3%	

Quarterly Reports on Leading Indicators provided in January, April, July, and October








# Focus Area 3: Stakeholder Involvement & Engagement

	Leading Indicators	Prior	Current	Progress
1	Increase in extended learning time as measured by the number of hours engaged in out-of-school time instruction on a monthly basis in the core content areas and ACT (current - cumulative total through April 2013 for learning place students)	19.0 hours 3130 users	23.5 hours 3150 users	
2	<p>Increase in number of enrichment opportunities/service learning to support student learning (reported through August 2012)</p> <p>UPDATE: Parent survey will be distributed at end of school year</p>	NA	11 hours	Baseline
3	Increase in the use of the Parent Portal and parent contacts (reported as avg. number of weekly logins ; current - April 2013)	15,373	28,762	



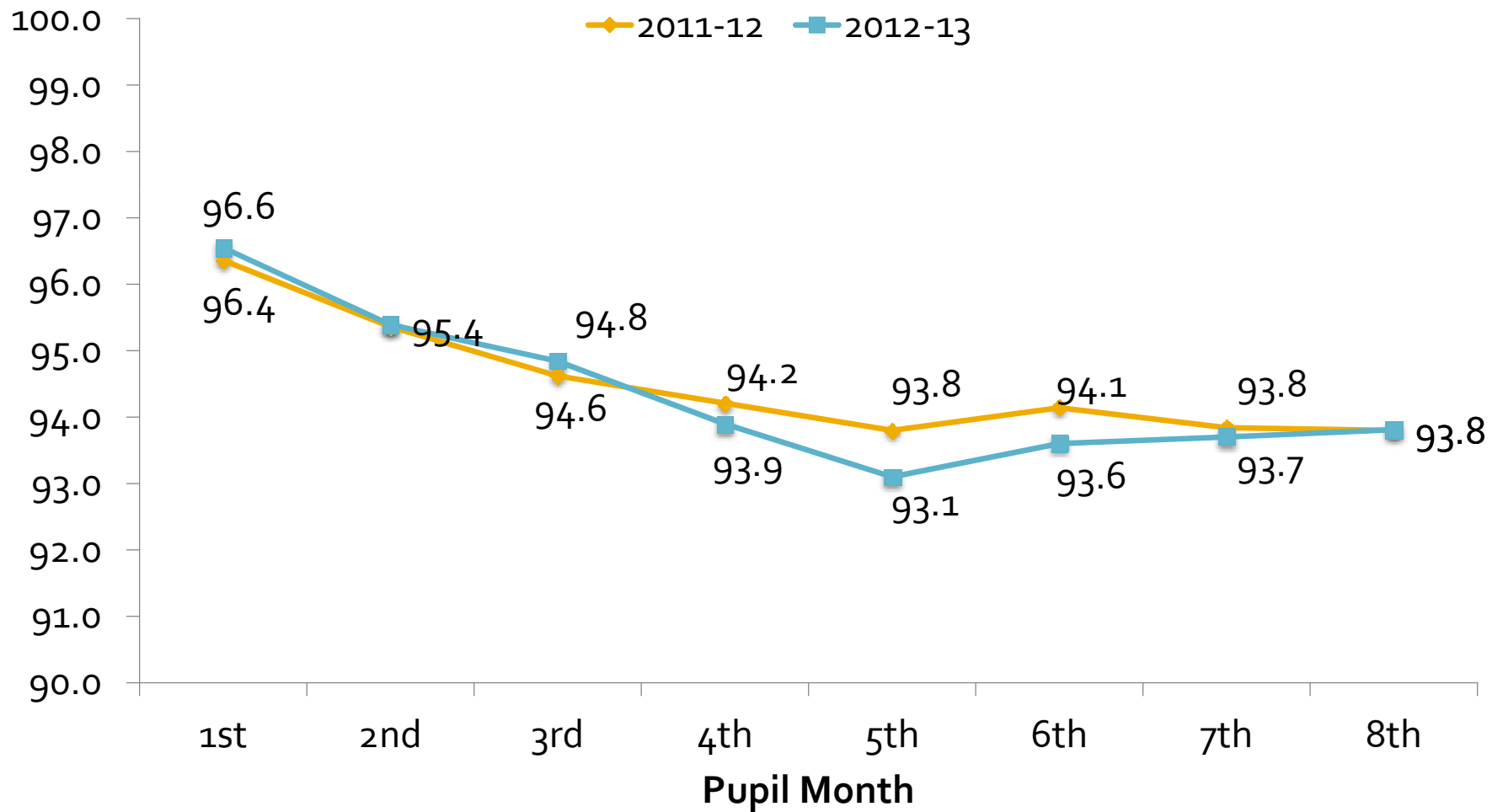
# Focus Area 4: Safe, Resourced, Supported, and Equipped Schools

	Leading Indicators	Prior	Current	Progress
1	Increase in percent of spending on items for school, increase in percent of total general fund directed at instruction, and decrease in spending unrelated to student achievement (current -FY12; prior – FY11)	School – 70% Instruction – 49% Business Offices - 4.2%	School – 71% Instruction – 51% Business Offices - 4.2%	 =
2	Increase in the retention and recruitment of high-quality staff as measured by retention rates, recruitment rates, and staff with advanced degrees or certifications (current – retention SY1213; degrees – SY1112) <i>Note: Although retention rates have decreased, 4.8 of the strategic plan is targeted on recruitment &amp; retention efforts</i>	95.8% retained 84.5% advanced degree	89.7% retained 84.0% advanced degree	
3	Increase in the number of targeted professional development as measured by pdCentral (current - April 2013; prior - January 2013)	<u>Participants</u> CC 9,030 PLCs 5,574	<u>Participants</u> CC 9,808 PLCs 7,004	
4	Increased implementation of culturally responsive practices/principles and a decrease in race and poverty gaps on students' sense of belonging as measured by survey data (current - 2013 CSS results)	Expected high impact on implementation – NA <u>Sense of Belonging:</u> Minority White Gap Paid 82% 83% 1% FRL 76% 77% 1%	Expected high impact on implementation – 57% <u>Sense of Belonging:</u> Minority White Gap Paid 80% 80% 0% FRL 75% 74% 1%	Baseline   =
5	Increase in school safety as measured by discipline data, survey data, and school building safety assessment data (thru 8 <sup>th</sup> pupil month) <i>Note: Reports of bullying may have increased due to efforts to raise awareness (i.e. See Something, Say Something)</i>	85% Feel safe 4,073 Safety Incidents 682 Bullying Incidents	85% Feel safe 3,937 Safety Incidents 701 Bullying Incidents	= 

Quarterly Reports on Leading Indicators provided in January, April, July, and October

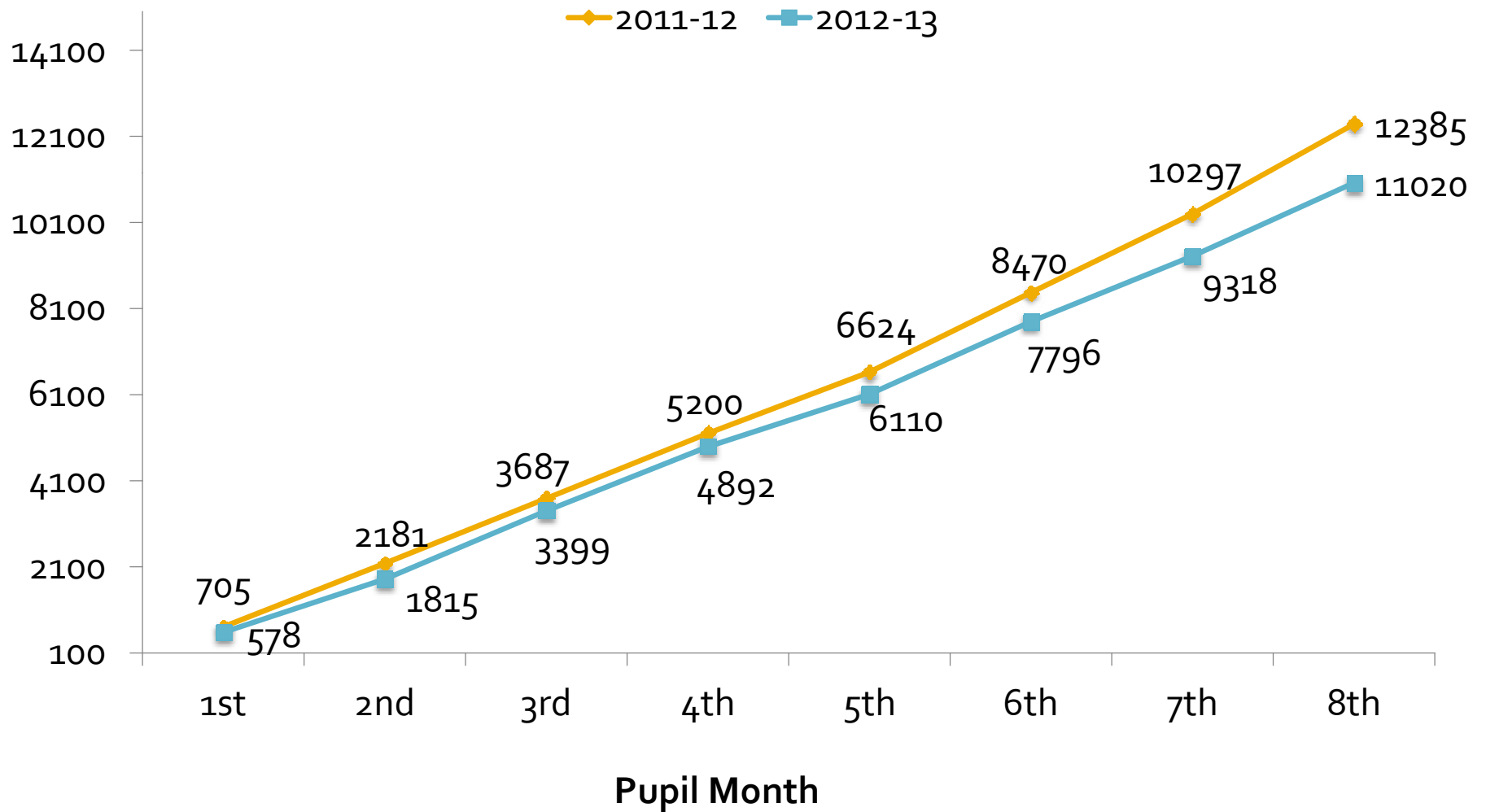


# Attendance





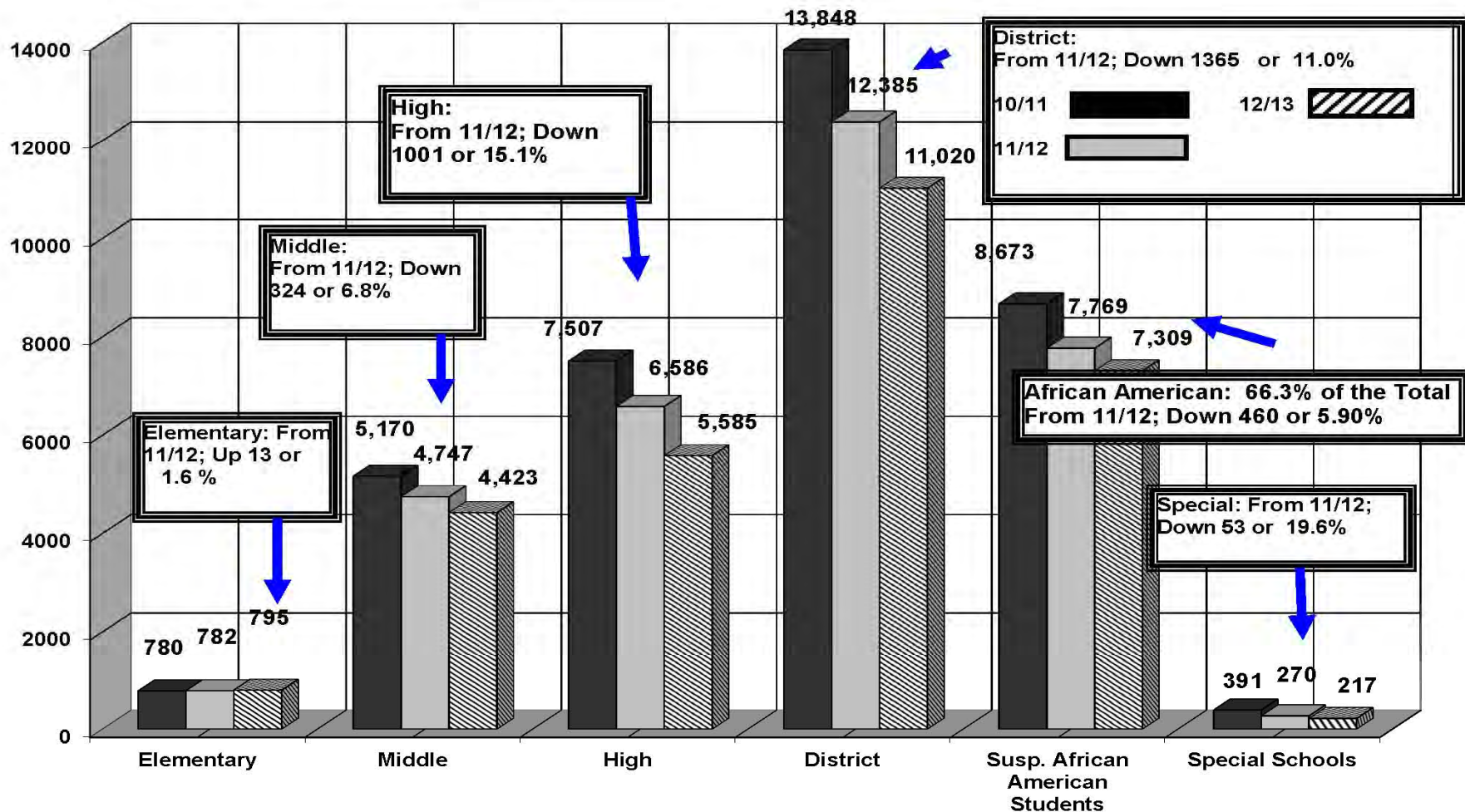
# Suspensions





# Suspensions

Three Year Suspension Summary Thru 8th Pupil Month 2012/2013  
Jefferson County Public Schools





# Four “Big Rocks” to Increase Achievement (A Comprehensive Approach)

Increased  
Learning

**1**  
**Professional  
Learning Communities**

Graduation  
and Beyond

**2**  
**Common Core Standards/  
Fully Resourced Schools**

Stakeholder  
Involvement/  
Engagement

**3**  
**Effective  
Strategies**

Safe,  
Resourced,  
Supported, and  
Equipped Schools

**4**  
**Deep Implementation  
Planning Process**

**Academic Supports:  
Student Response Teams  
Encircle Each Child**



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**To Increase Student Achievement**  
**(A Comprehensive Approach)**  
**Dr. Dewey Hensley**

**Tier One: Changes to the CORE of what we do**

**BIG ROCKS:** If a district isn’t getting overall results, then the core values and practices must be addressed within that district. Since for JCPS we must have overall growth in achievement or we will simply replace our present priority schools with other schools in the fifth percentile or lower, then we must look at overall practices to support growth. To change overall academics in our district and address those students who are on the wrong side of the “achievement gap” or the “opportunity gap”, then we have to put in place a districtwide plan to anchor key practices in all schools. These are the BIG ROCKS that we are pushing forward so they serve as key responses to overall district improvement. Below are those practices:

- 1. PROFESSIONAL LEARNING COMMUNITIES (PLCs)**—this structure inside schools pulls teachers together for a very specific purpose and a set of protocols is a research-based strategy for improving student achievement. Presently, we have schools at several places involving PLC work. Some of our schools are exemplary—they have either used their work with the Rick and Becky DuFour program or have realized the power of teacher teams working collaboratively, looking at data and targeting students with flexible and differentiated groupings. This structure is very specific and protocol based. Not every meeting is a Professional Learning Community. The idea is that the PLC will identify students based on assessments and target them directly. We have to be careful to not use PLCs for other things other than why they exist. If we do, pretty soon we aren’t really doing PLCs at all; we are having meetings that are about adult issues, rather than student needs.
- 2. FULLY-RESOURCED SCHOOLS AND THE COMMON CORE**—in order to meet the increased challenges of the Common Core, the teachers inside buildings must be fully supported and principals must have the ability to control the resources inside their school. They are held accountable and should be able to hold those people inside their school accountable for outcomes. The Common Core is a challenge — it is much more rigorous content and requires a focus on LEARNING that is unparalleled in our nation. For principals and teachers to be successful, we have to acknowledge that what matters is what happens inside the school. Consequently, we have put together plans to move resources toward schools instead of always pulling people away from schools. We started with moving resource teachers into schools. We have also moved consulting teachers in Exceptional Child Education (ECE) into schools, psychologists into schools,



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and we are trying to get social workers into schools, although that has proven to be a challenge. We have also placed assistant principals inside schools as an “INVESTMENT in STUDENT ACHIEVEMENT”—if achievement does not go up, adjustments will need to happen. Having schools serve as the center of our universe and working to support them instead of always taking their best people to do “generalized work” around “inputs” and colorful documents is a key component of fully resourcing our schools. We are also mirroring this response in terms of behaviors inside schools—we have created Student Response Teams inside schools that respond into classrooms; we are creating Student Response Teams in each Academic Achievement Area that respond inside schools whenever they have “outliers” and we have a districtwide Student Response Team that tracks data, identifies “hot spots” and offers assistance inside schools, as well as training for entire schools or regions. ALL OF THIS WAS ACCOMPLISHED BY SHIFTING AND ADDING RESPONSIBILITIES, NOT BY OVERALL INCREASE IN PERSONNEL. We are trying to save that money to put directly into schools.

- 3. SUPER SIX STRATEGIES:** There was a big session that involved National Certified Teachers from JCPS, great classroom teachers, resource teachers, university instructional experts, JCPS Evaluation and Transition Coordinators (ETCs) and assistant superintendents, principals, and specialists, as well as Dr. Hargens. We took a series of research-based philosophies and had people read, share at their tables, work collaboratively, watch engaging video, and they were able to tweet throughout the process to give feedback. I explained at the start this was not professional development—they were brought in to give feedback and provide ideas for our common strategies. I know from my work that student engagement is a key to changing the achievement levels in schools, as well as strong teacher planning. I also know that teachers who are clear on the standards and on formative assessments, as well as critical vocabulary and diagnosis, get the best results. We looked at the various sources (everything from Marzano, Saphier, the Tripod Project out of Harvard, etc.) to help all the participants develop a long list of valued strategies. We then had them rank them. Once they had used a valued-driven approach, we took all the large groups’ strategies and got a small team ready. I asked a JCTA Representative to participate in the compilation of the strategies. The JCTA Representative and people from my team took the group’s rankings, and synthesized them into the SIX MOST VALUED strategies according to the group. As time grew short, I asked Karen Branham, our Assistant Superintendent for Curriculum and Instruction and Suzanne Wright, the Director of Curriculum Management, to transpose the groups’ findings to a single sheet of paper.



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- 4. DEEP IMPLEMENTATION PLANNING PROCESS (DIPP)**—the idea behind the school-based DIPPs is that schools should be able to name all their students who are behind the opportunity gap and create a “CONCRETE” plan or set of strategies that moves those students forward. This is relevant in ALL of our schools. As a district, we must become so focused, we can “name and claim” all kids who are not at proficiency and ensure they are somewhere in an intentional plan to move them forward. It involves identification, diagnosis, congruent strategies, and midcourse corrections. These are all things great teachers do and great schools have the ability to do. With our Focus Schools, our lacking graduation rates and our low achievement by students from poverty, we need these plans. The difference between the DIPP and general school improvement plans is that this planning process resembles the work of England’s Michael Barber and others who advocate for DELIVERY PLANNING—plans where the ideas are only important if they are implemented systemically, led by accountable people, and are monitored by an independent set of eyes who have the courage to “tell it like it is” in terms of real implementation. There is a 30-60-90-day component that can be built in (Harvard Researchers advocate for this approach) that sets key benchmarks for completing “chunks” of the plan and measuring the results at those key intervals. Everyday actions are taken to move the school forward on its DIPP so that the students with the greatest need get attention on a daily basis. Each day, every day, we work our plan to chip away at the achievement gap and ensure that we are moving kids across the proficiency line.

It is possible to move poor kids forward. It just takes a deliberate plan and a belief that “each child will learn” to guide the actions. If you don’t really believe that, you don’t do the hard work necessary to see results.

**STUDENT SUPPORTS SYSTEM**—JCPS is in the process of building an unequalled system for student supports—with our Student Response Teams available to support schools that can’t solve a problem and with our Louisville Linked Initiative that will tighten the connections between kids and services. We are attempting to hone our systems whenever a student needs therapeutic care, situational crisis, academic intervention that extends the school day and a long term plan for how we support kids with challenges AND academic potential all the way into college.



**FOUR “BIG ROCKS”**  
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**BUT HOW ARE WE DIFFERENTIATING FOR PRIORITY SCHOOLS?**

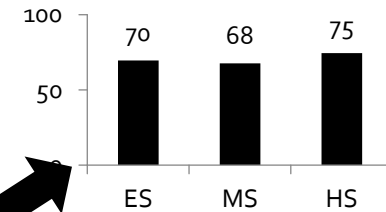
The **Big Rocks** strategies listed above are key components of a school’s turnaround plan. Particularly, if the Big Rocks are effective at the following things, we will see long-term improved achievement:

- Build capacity in teacher teams and in teacher/instructional leadership,
- Create a data system that successfully identifies needs based on formative and summative assessments,
- Foster a collaborative approach so that teachers work together to solve achievement problems,
- Enable school leadership to ensure that “the main things stay the main thing” in the school, i.e., student achievement takes precedence over any programs, extracurricular activities, “school culture-based initiatives”,
- Develop focused “guiding coalitions” inside schools in the form of instructional leadership teams, school-based student response teams, and
- Develop administrative teams that function well and effectively around improving achievement, not inputs.



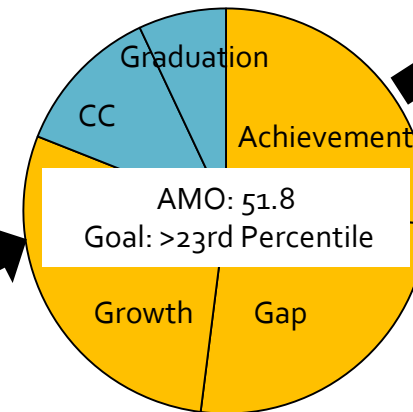
## 2017 Next Generation Learners – Delivery Targets

% Proficient/Distinguished – Combined Reading & Math

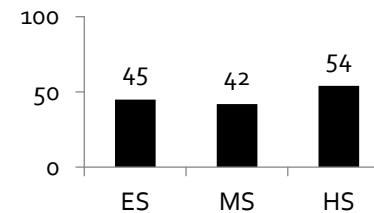


# Strategic Plan Vision 2015

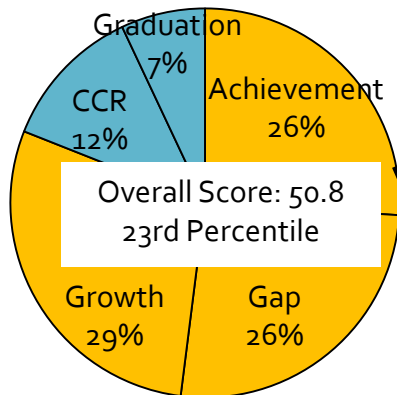
## 2013 Next Generation Learners



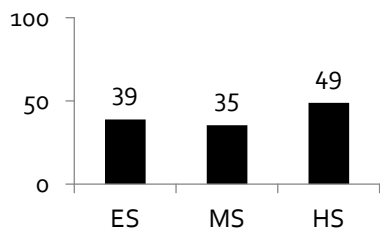
% Proficient/Distinguished – Combined Reading & Math



## 2012 Next Generation Learners



% Proficient/Distinguished – Combined Reading & Math



Increased Learning

Graduation & Beyond

Stakeholder Involvement & Engagement

Safe, Resourced, & Supported Schools

## Unbridled Learning Accountability Model

2013 – Next-Generation Instructional Programs and Support

2015 – Next-Generation Professionals

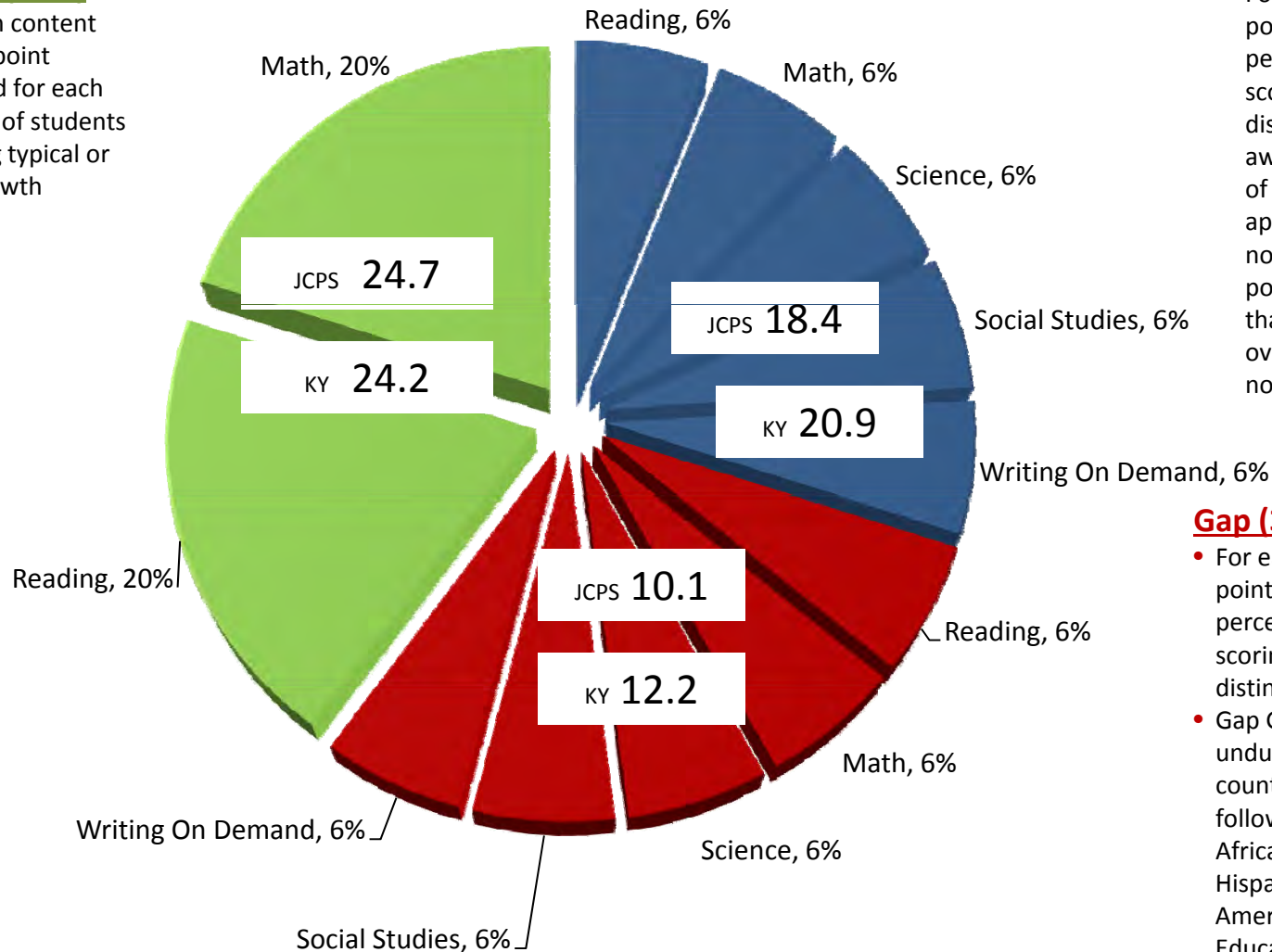


# Unbridled Learning Model JCPS Elementary School Level – 2012

JCPS Total Weighted Score: 53.2    KY Weighted Score: 57.3

## Growth (40%)

- For each content area, 1 point awarded for each percent of students showing typical or high growth



## Achievement (30%)

- For each content area, 1 point awarded for each percent of students scoring proficient or distinguished, ½ point awarded for each percent of students scoring apprentice, no points for novice students, ½ bonus point for distinguished that doesn't overcompensate for novice

## Gap (30%)

- For each content area, 1 point awarded for each percent of students scoring proficient or distinguished
- Gap Group – unduplicated aggregate count of students in the following groups: African-American, Hispanic, Native American, Special Education, Free/Reduced Lunch, Limited English Proficient



# Unbridled Learning Model

## JCPS Middle School Level – 2012

### College/Career Readiness (16%)

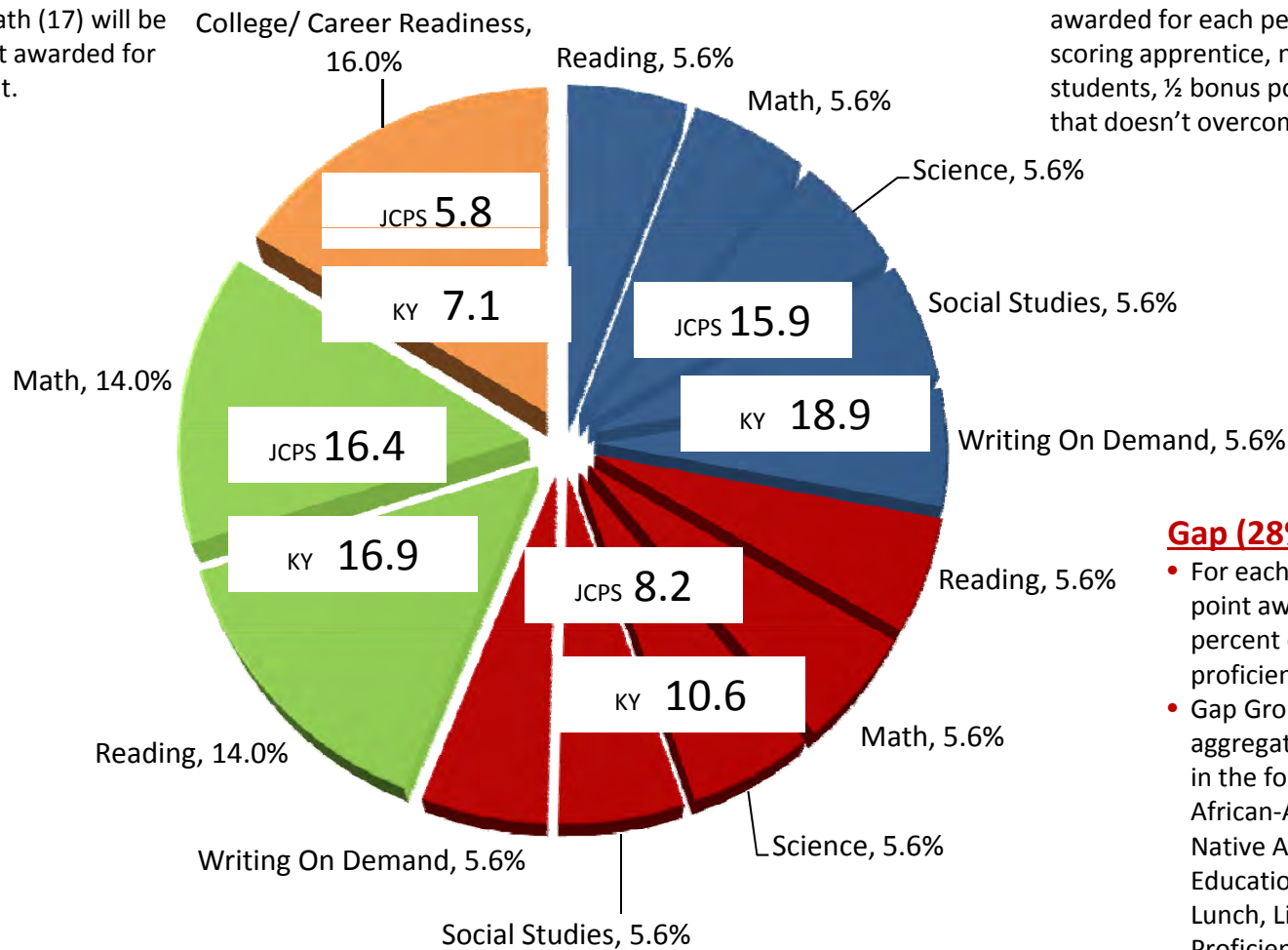
- The percent of students meeting ACT benchmarks for EXPLORE in each content area (Reading (15), English (13), and Math (17)) will be averaged. One point awarded for the average percent.

JCPS Total Weighted Score: 46.3

KY Total Weighted Score: 53.5

### Achievement (28%)

- For each content area, 1 point awarded for each percent of students scoring proficient or distinguished, ½ point awarded for each percent of students scoring apprentice, no points for novice students, ½ bonus point for distinguished that doesn't overcompensate for novice



### Growth (28%)

- For each content area, 1 point awarded for each percent of students showing typical or high growth

### Gap (28%)

- For each content area, 1 point awarded for each percent of students scoring proficient or distinguished
- Gap Group – unduplicated aggregate count of students in the following groups: African-American, Hispanic, Native American, Special Education, Free/Reduced Lunch, Limited English Proficient



# Unbridled Learning Model

## JCPS High School Level – 2012

### Graduation Rate (20%)

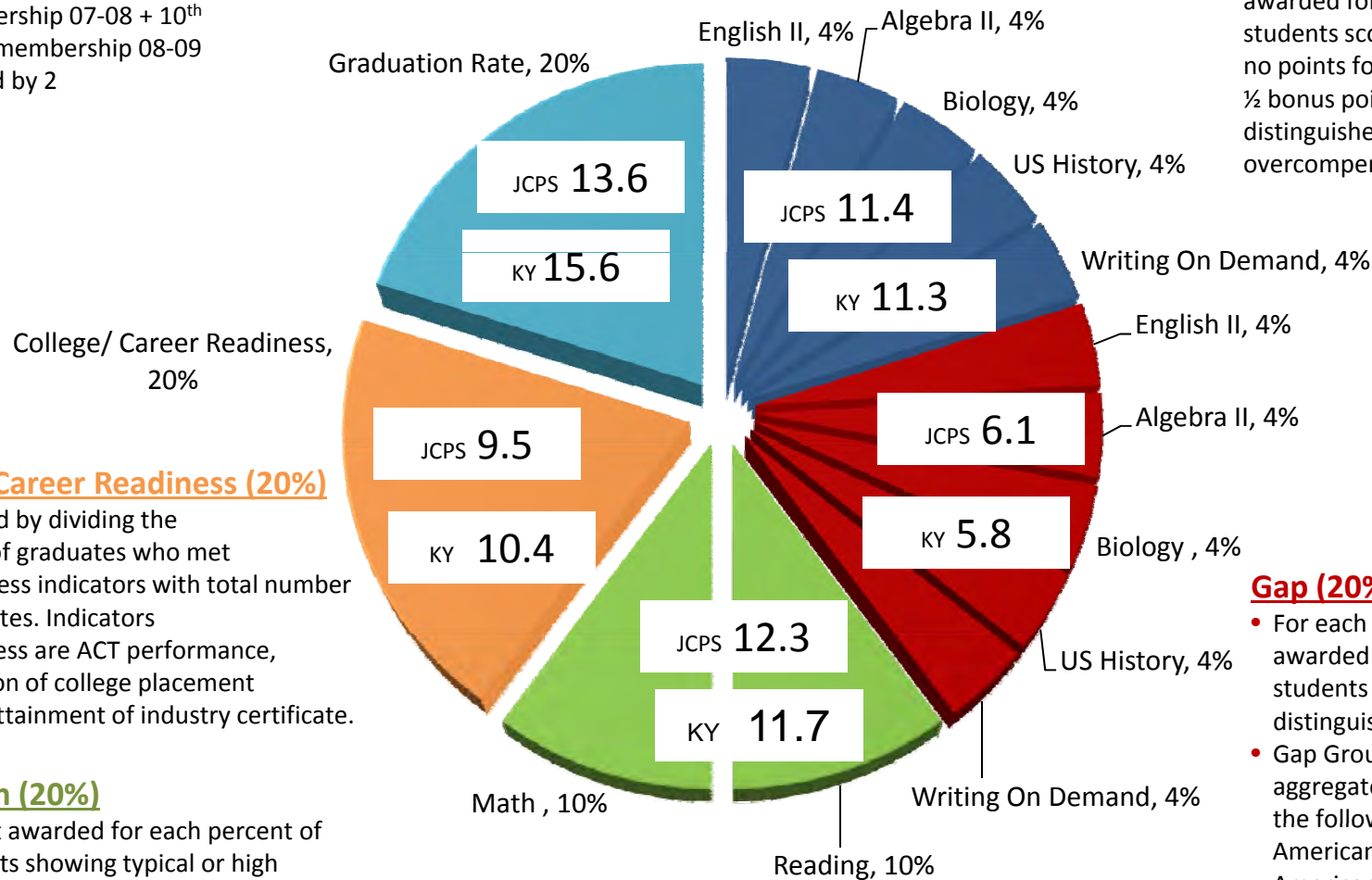
- Calculated by dividing the number of graduates with diploma in 4 years + graduates with diploma but IEP allowed 4+ years by the 9<sup>th</sup> grade membership 07-08 + 10<sup>th</sup> grade membership 08-09 divided by 2

JCPS Total Weighted Score: 52.9

KY Total Weighted Score: 54.8

### Achievement (20%)

- For each End of Course (EOC) test, 1 point awarded for each percent of students scoring proficient or distinguished, ½ point awarded for each percent of students scoring apprentice, no points for novice students, ½ bonus point for distinguished that doesn't overcompensate for novice



### College/Career Readiness (20%)

- Calculated by dividing the number of graduates who met all readiness indicators with total number of graduates. Indicators of readiness are ACT performance, completion of college placement tests or attainment of industry certificate.

### Growth (20%)

- 1 point awarded for each percent of students showing typical or high growth from PLAN to ACT composite scores

### Gap (20%)

- For each EOC test, 1 point awarded for each percent of students scoring proficient or distinguished
- Gap Group – unduplicated aggregate count of students in the following groups: African-American, Hispanic, Native American, Special Education, Free/Reduced Lunch, Limited English Proficient



# Unbridled Learning Model

## JCPS District– 2012

Total Weighted Score: JCPS 50.8 and KY 55.2

Level	Achievement Weight	Gap Weight	Growth Weight	Readiness Weight	Graduation Weight
Elementary	30	30	40	0	0
Middle	28	28	28	16	0
High	20	20	20	20	20
District	26	26	29	12	7

### Graduation Rate (7%)

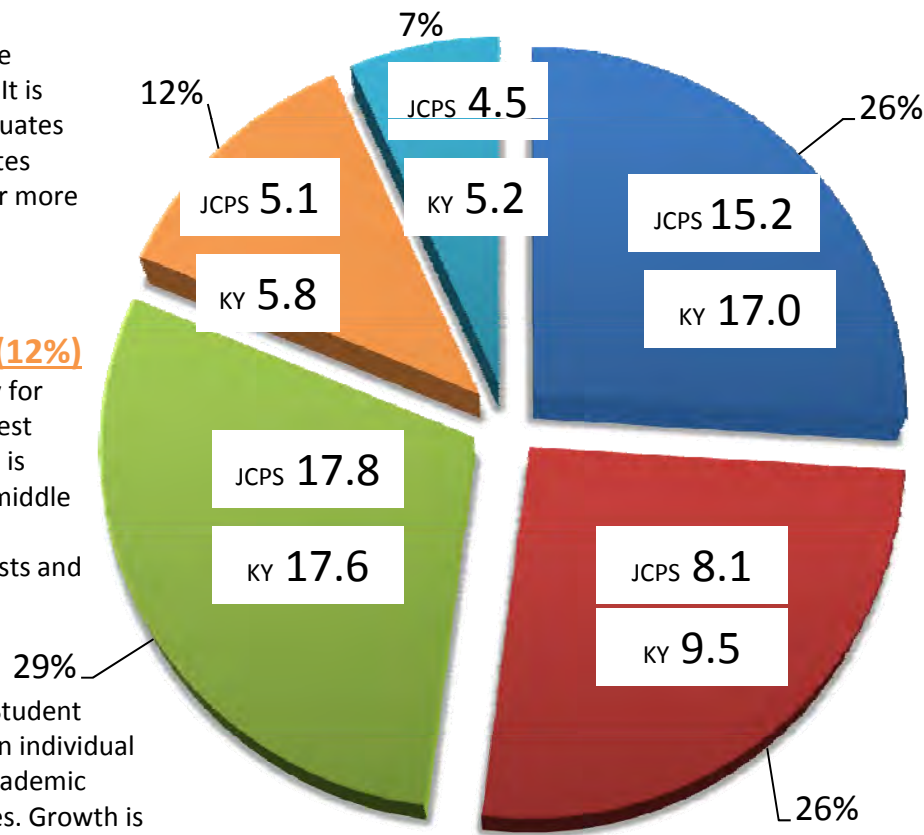
Percent of students who graduate within four years of high school. It is calculated as the number of graduates with diploma in 4 years + graduates with diploma but IEP allowed 4 or more years divided by the 9<sup>th</sup> grade membership 07-08 + 10<sup>th</sup> grade membership 08-09 divided by 2.

### College/Career Readiness (12%)

Percent of students who are ready for college and/or careers, based on test scores and certifications earned. It is measured by EXPLORE scores for middle school and at the high school ACT benchmarks, college placement tests and career measures.

### Growth (29%)

A statistical program generates a Student Growth Percentile by comparing an individual student's score to the student's academic peers using two years of test scores. Growth is reported for reading and mathematics in grades 4 through 8 and at grade 11.



### Achievement (26%)

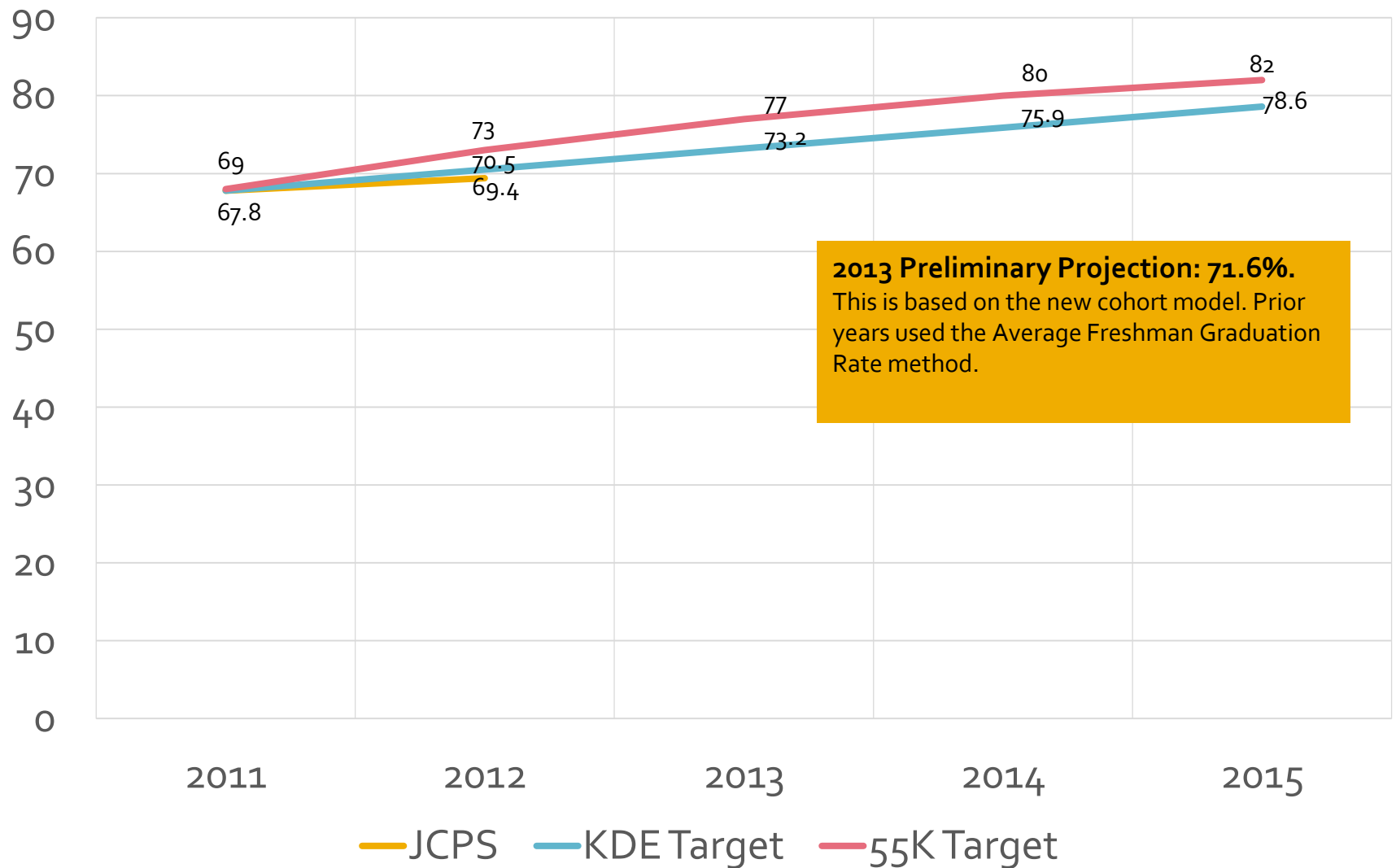
Student performance in the five content areas of reading, mathematics, science, social studies and writing (on-demand and language—editing and mechanics). A formula awards points based on the student performance levels of Novice, Apprentice, Proficient and Distinguished (NAPD).

### Gap (26%)

A single student gap group that includes students with membership in the following groups as required by federal guidelines: African-American, Hispanic, Native American, students with disabilities, poverty (qualified for free or reduced price lunch) and limited English proficient.



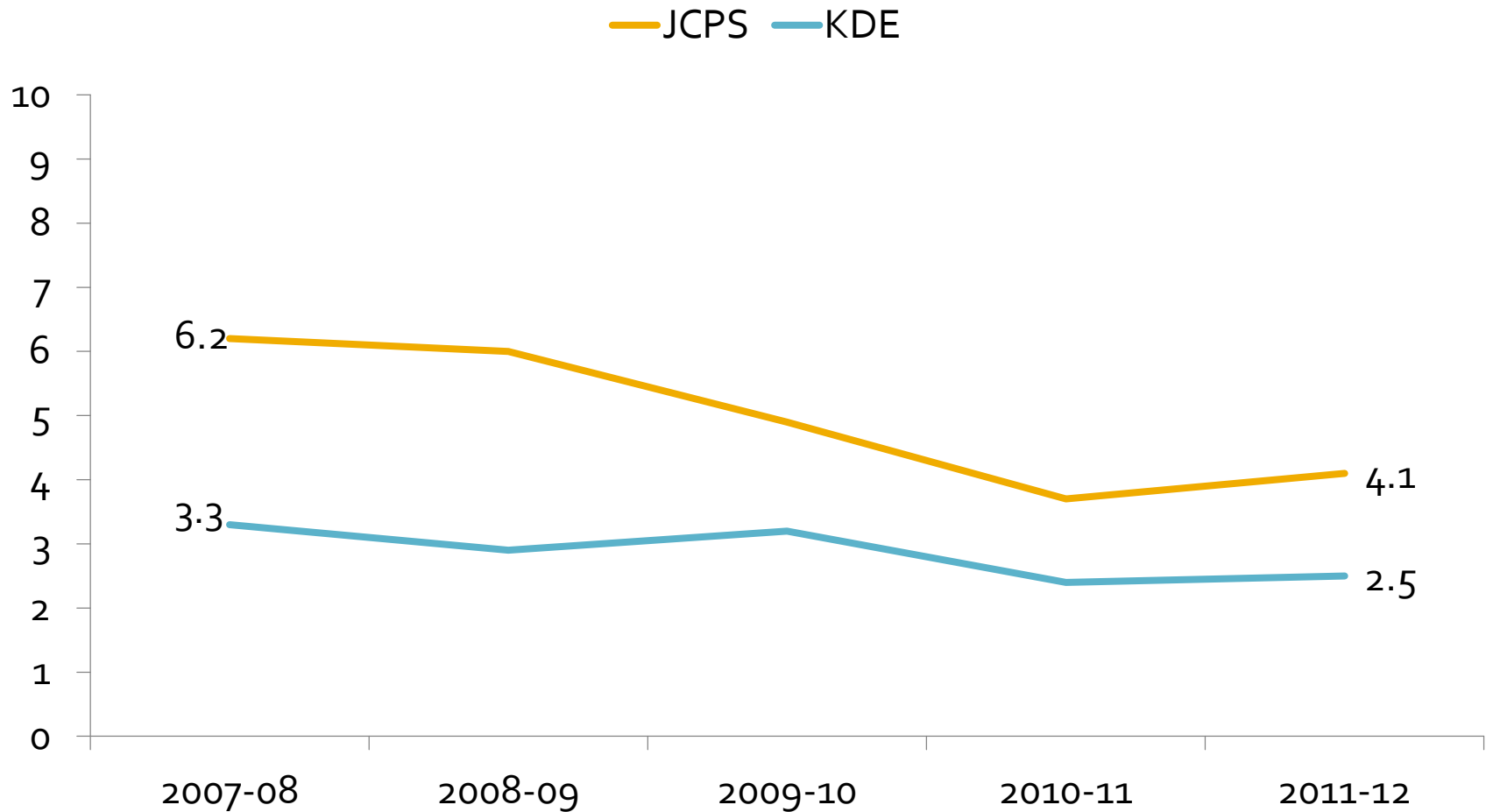
# JCPS Graduation Rate Targets





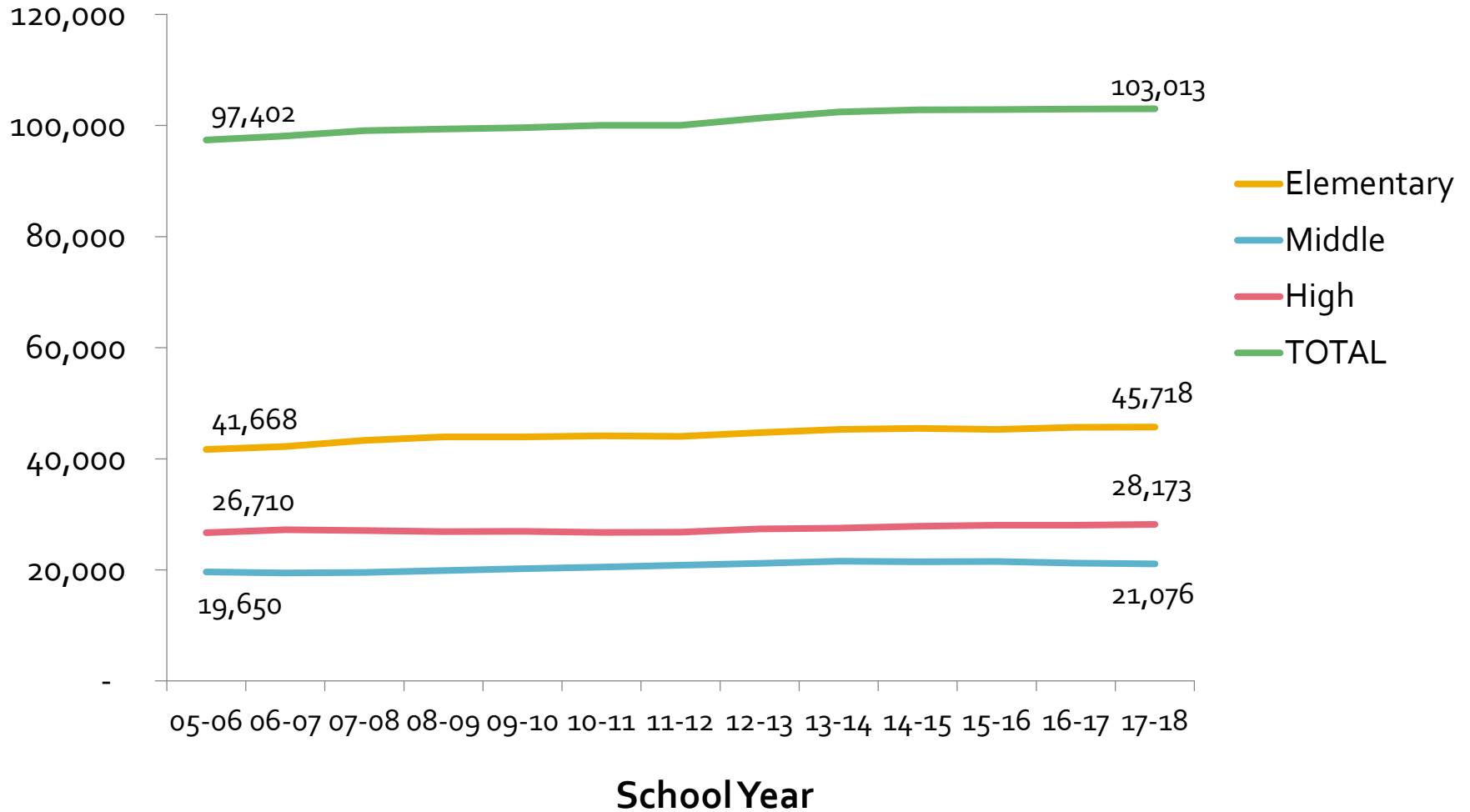
# Dropout Rates: Trend Data

Grades 9-12 (not part of Accountability Model)





# Enrollment Trend Data & Projections





JCPS Schools with Enrollment Less than 80% Capacity 2012-2013

Level	School	12-13 1st Month Enrollment	13-14 projection	Difference
H	THE ACADEMY AT SHAWNEE	553	590	37
H	WAGGENER HIGH	782	772	-10
H	WESTERN HIGH	798	812	14
H	DOSS HIGH	913	921	8
H	FAIRDALE HIGH MCA	1095	1109	14
H	SOUTHERN HIGH	1199	1177	-22
H	VALLEY TRADITIONAL HIGH	1087	1188	101
E	PORTLAND ELEMENTARY	268	297	29
E	OKOLONA ELEMENTARY	328	333	5
E	FRAYSER ELEMENTARY	373	386	13
E	MINORS LANE ELEMENTARY	383	390	7
E	COCHRAN ELEMENTARY	396	396	0
E	WHEATLEY ELEMENTARY	405	400	-5
E	ATKINSON ELEMENTARY	418	425	7
E	SHACKLETTE ELEMENTARY	433	434	1
E	SLAUGHTER ELEMENTARY	415	434	19
E	GUTERMUTH ELEMENTARY	443	447	4
E	WATSON LANE ELEMENTARY	443	455	12
E	CANE RUN ELEMENTARY	427	456	29
E	HARTSTERN ELEMENTARY	448	465	17
E	LAUKHUF ELEMENTARY	448	467	19
E	BRECKINRIDGE/FRANKLIN ELEM	437	486	49
E	MAUPIN ELEMENTARY	497	498	1
E	HAZELWOOD ELEMENTARY	435	499	64
M	KNIGHT MIDDLE	472	470	-2
M	WESTERN MIDDLE	387	482	95
M	FROST MIDDLE	529	555	26
M	CARRITHERS MIDDLE	598	637	39
M	FREDERICK LAW OLMSTED NORTH	665	641	-24
M	MYERS MIDDLE	731	730	-1
M	THOMAS JEFFERSON MIDDLE	898	865	-33
M	WESTPORT MIDDLE	928	957	29
M	STUART MIDDLE	1058	1053	-5



# School Level - Home

IROQUOIS HIGH

March 07, 20

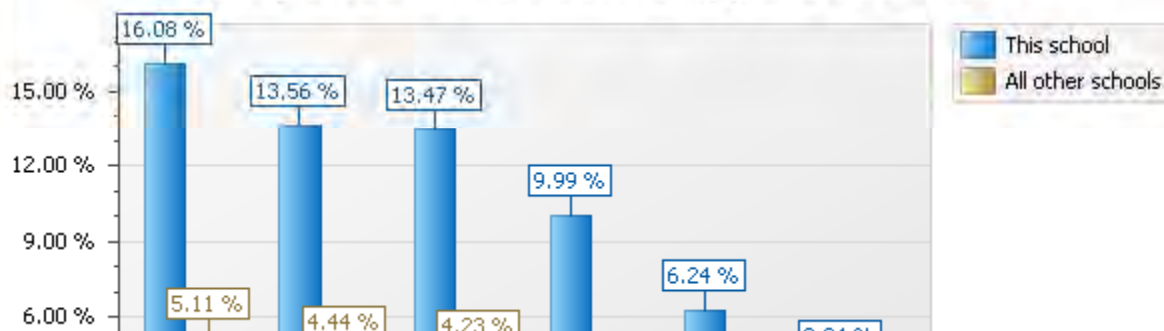
[Home](#) | [Dropouts](#) | [Program Details](#) | [Student List](#)

## Dropout Statistics

### School forecast



### Comparison with same type of schools



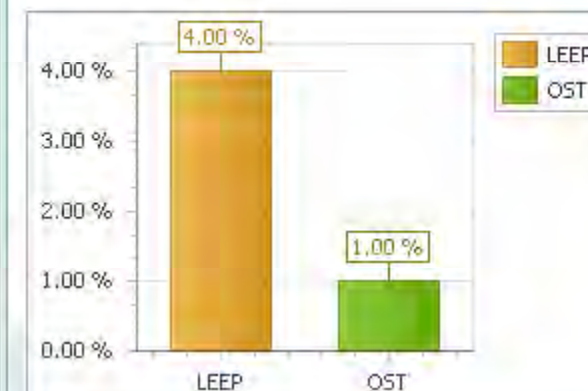
## Student Alerts

This School has not Increased its Dropout Risk Probability.

Number of Students with 7 or more Unexcused Absences YTD – 284

Number of Dropouts Reported in the Current Grading Period – 0

## Student Programs





# School Level - Student List

IROQUOIS HIGH

March 07, 20

[Home](#)
[Dropouts](#)
[Program Details](#)
[Student List](#)

School Year:

2012

Student Number:

Last Name:

LEEP Available:

Show All Regardless of LEEP

Current Year Probability:

Minimum 0 % Maximum 0 %

Grade Level:

0

Clear Filter

Search

School Year	Student Number	Last Name	First Name	School Name	Current Year Probability %	Last Year Probability %	GPA	YTD Absences	In Leep	Grade Level
2012				IROQUOIS HIGH	25.80 %	12.37 %	N/A	19	<input type="checkbox"/>	10
2012				IROQUOIS HIGH	22.97 %	49.17 %	N/A	6	<input type="checkbox"/>	11
2012				IROQUOIS HIGH	22.88 %	14.71 %	N/A	32	<input type="checkbox"/>	11
2012				IROQUOIS HIGH	22.30 %	4.33 %	N/A	57	<input type="checkbox"/>	12
2012				IROQUOIS HIGH	22.12 %	6.40 %	N/A	14	<input type="checkbox"/>	11
2012				IROQUOIS HIGH	22.07 %	6.05 %	N/A	0	<input type="checkbox"/>	10
2012				IROQUOIS HIGH	21.98 %	5.55 %	N/A	28	<input type="checkbox"/>	11





Your current location is:

[Assessment Summary](#) [Item Analysis](#)

[Return to Main Menu](#)

Teacher:

Assessment:

TestID:

Test Date:

The Cascade Test Summary is available to the teacher directly after the answer sheets are scanned at the school. The aggregate and individual students are reported in a KPREP-like format with alignment to KCAS standards.



Grade	Students	N	A	P	D	Achievement	Gap
10	24	37.5%	41.7%	20.8%	0.0%	41.65	14.29

OR Question	0	1	2	3	4	Average Score	Core Content Standard
13	4	5	5	6	4	2.04	A.D.2.bb. Solve linear programming problems by finding maximum and minimum values of a function over a region defined by linear inequalities

## MC % Correct Comparison Chart

Rollover icons for details



Key Focus Topic	Correct	Incorrect
Performing Function Operations	50.7%	49.3%
Graphing Exponential/Log Functions	41.7%	58.3%

MC Question	Correct	Incorrect	Standard	KeyFocusTopic	Knew It	Partially	Guessed	Blank
1	79.2%	20.8%	A.C.1.dd. Perform operations on functions, including function composition, and determine domain and range for each of the given functions	Performing Function Operations				100.0
2	95.8%	4.2%	A.C.1.dd. Perform operations on functions, including function composition, and determine domain and range for each of the given functions	Performing Function Operations				100.0
3	91.7%	8.3%	A.C.1.dd. Perform operations on functions, including function composition, and determine domain and range for each of the given functions	Performing Function Operations				100.0
4	29.2%	70.8%	A.G.2.aa. Graph exponential and logarithmic functions with and without technology	Graphing Exponential/Log Functions				100.0
5	62.3%	37.3%	A.G.2.aa. Graph exponential and logarithmic functions with and without technology	Graphing Exponential/Log Functions				100.0
6	33.3%	66.7%	A.G.2.aa. Graph exponential and logarithmic functions with and without technology	Graphing Exponential/Log Functions				100.0
7	25.0%	75.0%	A.G.2.bb. Convert exponential equations to logarithmic form and logarithmic equations to exponential form					100.0
8	43.8%	56.2%	A.G.3.aa. Use the law of cosines and the law of sines to find the lengths of sides and measures of angles of triangles in mathematical and real-world problems					100.0



This report displays the simple item analysis.

Teacher:  
Assessment:  
TestID:

View: [Distractor Level Metacognition](#) [Standard Item Analysis](#)

An Assessment Item Analysis is paired with the test summary with color indicators of problem areas. Percent correct is averaged by student and by item.

24 students shown

[Export to Excel](#)

studentno	lastname	firstname	#	1	d1	2	d2	3	d3	4	d4	5	d5	6	d6	7	d7	8	d8	9	d9	10	d10	11	d11	12	d12	Total MC % Correct	ORQ Avg
Standard: A.G.2.a				A.C.1.d		A.G.2.a		A.G.2.a		A.G.2.a		A.G.2.a		A.G.2.a		A.G.2.b		A.G.3.a		A.G.3.a		A.D.2.a		A.D.2.a		A.D.2.a			
Answer Key:				A		D		A		A		B		A		B		C		C		C		C		C			
				C		D		C		C		B		C		A		A		A		C		A		C		33.3	1.0
				B		D		B		B		B		B		C		C		C		C		C		C		50.0	0.0
				D		D		D		B		B		D		A		C		C		A		A		A		41.7	2.0
				B		D		B		C		B		B		A		C		C		A		B		A		50.0	1.0
				A		D		A		C		B		A		C		C		C		C		B		C		66.7	2.0
				B		D		B		C		A		B		C		A		A		C		C		C		33.3	0.0
				D		D		D		B		C		D		C		B		B		C		C		C		41.7	1.0
				A		D		A		A		B		A		B		C		C		C		C		C		91.7	4.0
				B		D		B		C		A		B		C		C		C		C		A		C		50.0	3.0
				B		D		B		C		A		B		C		C		C		C		A		C		41.7	0.0
				D		D		D		D		B		D		A		C		C		C		C		C		50.0	1.0
				D		D		D		C		B		D		A		A		A		C		C		C		58.3	3.0
				C		D		C		C		A		C		D		C		C		C		C		C		58.3	3.0
				A		D		A		A		B		A		A		C		C		C		C		C		83.3	4.0
				A		D		A		A		B		A		B		C		C		C		C		C		91.7	2.0
				A		D		A		A		B		A		B		C		C		D		B		D		50.0	3.0
				D		D		D		B		B		D		B		C		C		C		C		C		75.0	4.0
				D		D		D		D		B		D		C		C		C		C		A		C		41.7	0.0
				B		C		B		D		A		B		A		C		C		C		C		C		58.3	4.0
				A		D		A		A		A		A		A		A		A		C		A		C		50.0	2.0
				A		D		A		D		B		A		B		C		C		C		C		C		66.7	3.0
				D		D		D		D		D		D		A		C		C		C		A		C		58.3	1.0
				D		D		D		A		C		D		B		C		C		C		C		C		66.7	2.0
				A		D		A		A		B		A		A		C		C		C		C		C		83.3	3.0
% Correct Per Item:				33.3		95.8		33.3		29.2		62.5		33.3		25.0		45.8		54.2		97.5		58.3		33.3		58.0	2.0





Your current location is:

A Standards Based report is edited by the teacher to record formative classroom proficiency on the Key Focus Topics for the term.

[Select Class](#)

[Return to Main Menu](#)

Load



Save & Update Scores

Student #	First Name	Last Name	Use Complex Number Operations	Factoring Polynomials	Analyzing Trig Functions	Systems with three variables
			<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
			<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
			<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
			<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
			<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
			<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
			<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



An Item Analysis is available to the teacher to quickly edit for tracking remediation of Key Focus Topics to ensure Proficiency.



Save & Update Scores

Using Discriminant

Using Discriminant

Using Discriminant

Linear Inequalities

Linear Inequalities

Linear Inequalities

Using Transformations

	1	2	3	4	5	6	7	8	9	10	11	12	ORQ Average	Prof. Score
	D	B	A	A	B	B	B	D	A	A	B	C		
	<input type="text" value="D"/>	<input type="text" value="C"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="D"/>	<input type="text" value="B"/>	<input type="text" value="D"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="1"/>	40.83
	<input type="text" value="D"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="D"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="0"/>	40.83
	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="C"/>	<input type="text" value="D"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="0"/>	33.33
	<input type="text" value="D"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="C"/>	<input type="text" value="D"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="C"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="A"/>	<input type="text" value="C"/>	<input type="text" value="0"/>	49.17
	<input type="text" value="D"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="D"/>	<input type="text" value="A"/>	<input type="text" value="C"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="0"/>	65.83
	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="C"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="1"/>	56.67
	<input type="text" value="C"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="C"/>	<input type="text" value="C"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="1"/>	48.33
	<input type="text" value="D"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="C"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="D"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="C"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="0"/>	57.50
	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="D"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="0"/>	32.50
	<input type="text" value="D"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="D"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="2"/>	95.00
	<input type="text" value="C"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="D"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="0"/>	20.00
	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="D"/>	<input type="text" value="D"/>	<input type="text" value="D"/>	<input type="text" value="C"/>	<input type="text" value="C"/>	<input type="text" value="2"/>	57.50
	<input type="text" value="D"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="C"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="D"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="2"/>	81.67
	<input type="text" value="D"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="D"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="1"/>	75.00
	<input type="text" value="D"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="D"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="2"/>	61.67
	<input type="text" value="D"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="C"/>	<input type="text" value="C"/>	<input type="text" value="C"/>	<input type="text" value="B"/>	<input type="text" value="D"/>	<input type="text" value="C"/>	<input type="text" value="C"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="2"/>	48.33
	<input type="text" value="D"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="B"/>	<input type="text" value="D"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="2"/>	56.67
	<input type="text" value="D"/>	<input type="text" value="B"/>	<input type="text" value="D"/>	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	<input type="text" value="A"/>	<input type="text" value="D"/>	<input type="text" value="C"/>	<input type="text" value="B"/>	<input type="text" value="A"/>	<input type="text" value="C"/>	<input type="text" value="2"/>	68.33



## #1 Standards: "I'm Ready For..."

Using Discriminant	Using Transformations	Linear Inequalities
Not Ready	Not Ready	Ready

## #2 Your Answers and Reflection for Each Question

MC % Correct 61

Q #	Core Content	Your Answer	Correct Answer
1	A.E.1.b	D	D
2	A.E.1.b	C	B
3	A.E.1.b	A	A
4	A.G.1.c	A	A
5	A.G.1.c	A	B
6	A.G.1.c	D	B
7	A.G.1.e	B	B
8	A.G.1.e	D	D
9	A.G.1.d	C	A
10	A.G.1.d	A	A
11	A.E.2.c	A	B
12	A.E.2.c	C	C

A printable report is available to the teacher summarizing each student's path to proficiency on the Key Focus Topics. Parent friendly language is used. A space for a parent signature is available if the teacher requires.

## #3 School-Wide - Item Analysis for Each Question

Student Count: 181

Q #	Core Content	Correct Answer	% A	% B	% C	% D	% Knew It	% Partially Knew It	% Guessed
1	A.E.1.b	D	7	10	12	71			
2	A.E.1.b	B	8	82	9	1			
3	A.E.1.b	A	56	29	10	5			
4	A.G.1.c	A	67	14	8	10			
5	A.G.1.c	B	14	49	26	10			
6	A.G.1.c	D	17	53	13	18			
7	A.G.1.e	B	9	64	16	12			
8	A.G.1.e	A	10	15	27	48			
9	A.G.1.d	A	37	31	18	14			
10	A.G.1.d	B	40	25	24	10			
11	A.E.2.c	B	30	61	6	3			
12	A.E.2.c	C	6	9	80	6			

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_



# CCR Dashboard

1g

[Excel - Friendly Version](#)

5/13/2013 2:25:37 PM

Race	Gender	GAP Student	At Risk	ECE	ESL	LEP	MATH						READING						ENGLISH						College Ready
							ACT (19)		COMPASS (36)		KYOTE (22)		ACT (20)		COMPASS (85)		KYOTE (20)		ACT (18)		COMPASS (74)				
							High Score	# Attempts	High Score	# Attempts	High Score	# Attempts	High Score	# Attempts	High Score	# Attempts	High Score	# Attempts	High Score	# Attempts	High Score	# Attempts			
							29	2	-	-	-	-	29	2	-	-	-	-	29	2	-	-	Yes		
							24	2	-	-	-	-	29	2	-	-	-	-	25	2	-	-	Yes		
							16	2	22	1	-	-	19	2	19	1	-	-	19	2	-	-	No		
							14	1	21	1	-	-	12	1	67	1	-	-	10	1	18	1	No		
							17	2	-	-	-	-	26	2	-	-	-	-	20	2	-	-	No		
							16	2	40	1	-	-	13	2	86	2	-	-	15	2	73	2	No		
							26	1	-	-	-	-	30	1	-	-	-	-	27	1	-	-	Yes		
							15	2	15	1	-	-	15	2	57	1	-	-	11	2	2	1	No		
							22	1	-	-	-	-	17	1	-	-	-	-	12	1	-	-	No		
							21	2	-	-	-	-	25	2	-	-	-	-	21	2	-	-	Yes		
							17	2	59	1	-	-	19	2	82	2	-	-	23	2	-	-	No		
							18	1	48	1	-	-	24	1	-	-	-	-	24	1	-	-	Yes		
							24	2	-	-	-	-	24	2	-	-	-	-	21	2	-	-	Yes		
							18	2	34	1	-	-	24	2	-	-	-	-	23	2	-	-	No		
							27	2	-	-	-	-	35	2	-	-	-	-	34	2	-	-	Yes		
							17	2	-	-	-	-	21	2	-	-	-	-	23	2	-	-	No		
							24	2	-	-	-	-	31	2	-	-	-	-	26	2	-	-	Yes		
							32	3	-	-	-	-	31	3	-	-	-	-	31	3	-	-	Yes		
							25	1	-	-	-	-	26	1	-	-	-	-	25	1	-	-	Yes		
							21	2	-	-	-	-	17	2	83	2	-	-	18	2	-	-	No		
							19	2	-	-	-	-	26	2	-	-	-	-	24	2	-	-	Yes		



# JCPS College and Career Readiness Targets





# EXPLORE Trend Data:

## 2008-2013 Composite Scores

25

20

15

10

5

0

2008

2009

2010

2011

2012

2013

—●— PRIORITY

12.8

12.7

12.8

12.6

12.9

13.0

—●— JCPS

14.1

14.1

14.2

14.2

14.4

14.6

—●— STATE

14.5

14.7

14.9

15.0

15.2

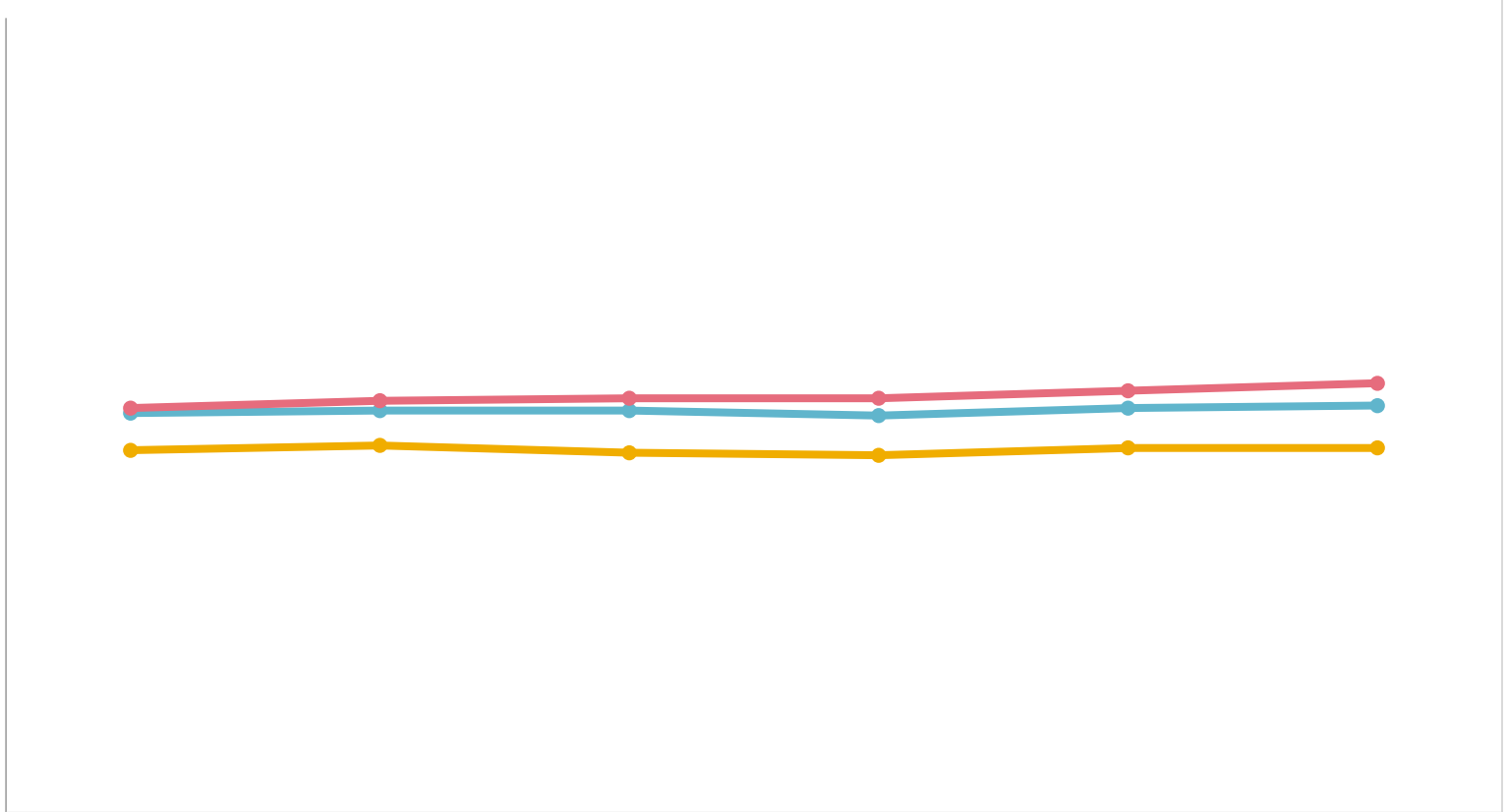
15.4



# PLAN Trend Data:

## 2008-2013 Composite Scores

32  
28  
24  
20  
16  
12  
8  
4  
0



—●— PRIORITY

—●— JCPS

—●— STATE

2008

2009

2010

2011

2012

2013

14.6

14.8

14.5

14.4

14.7

14.7

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16.2

16.2

16.0

16.3

16.4

16.3

16.6

16.7

16.7

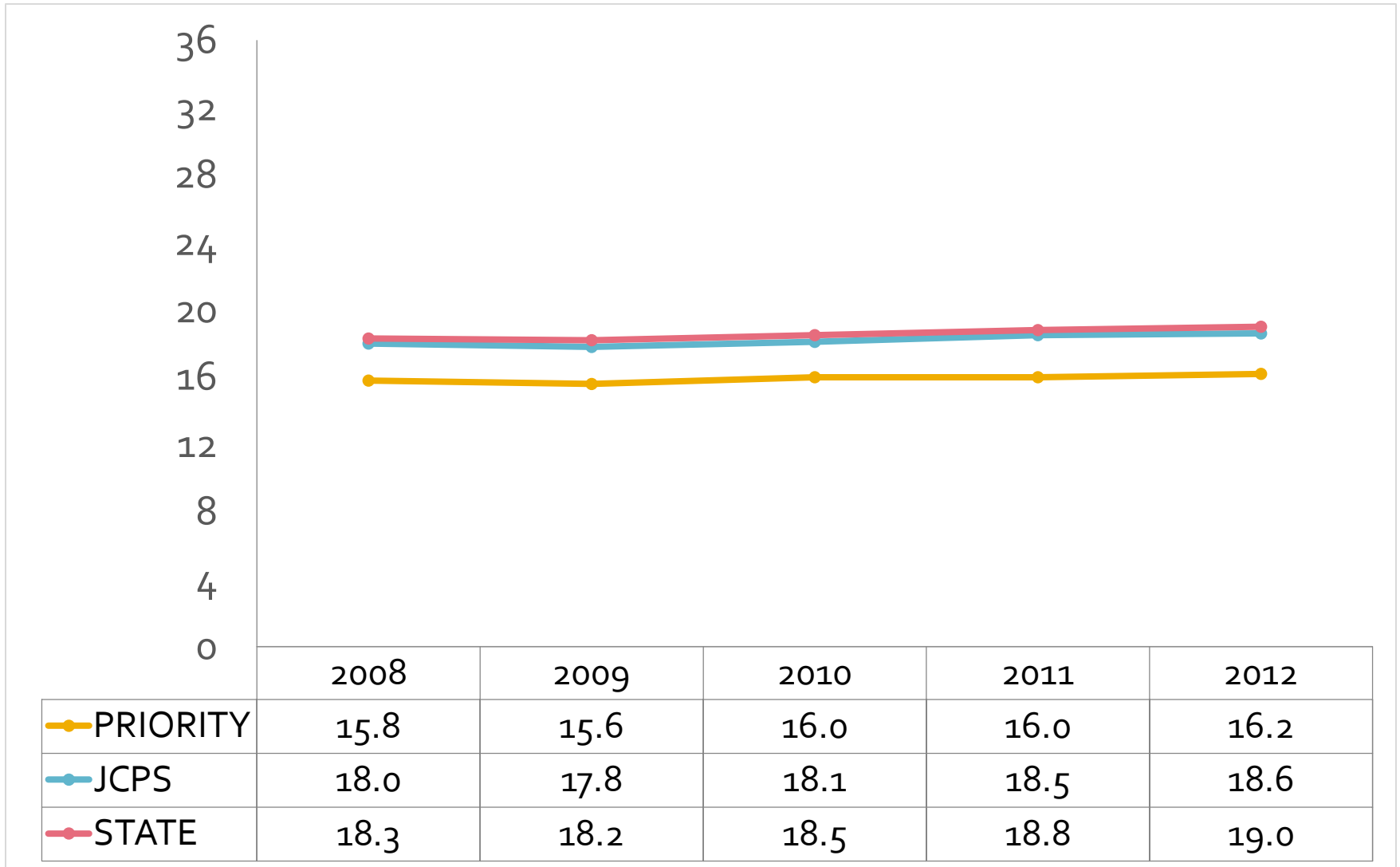
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17.3

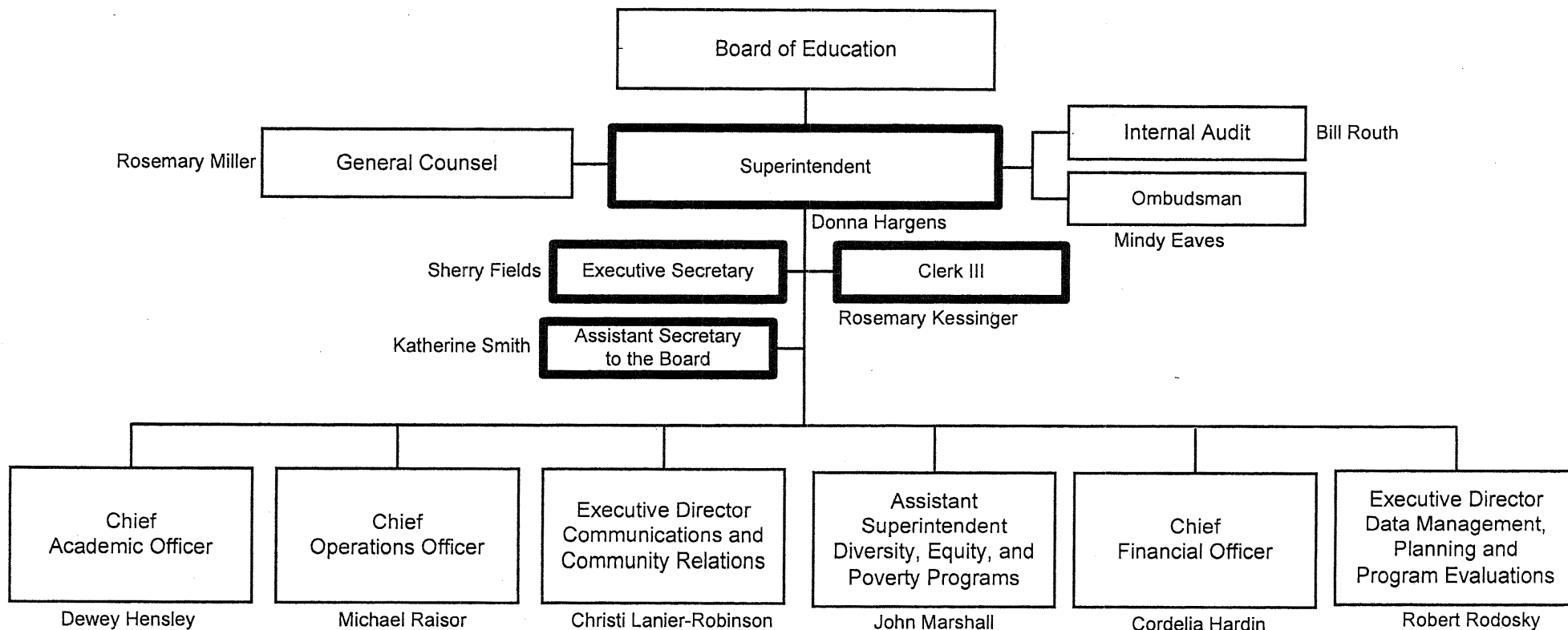


# ACT Trend Data:

## 2008-2012 Composite Scores







Summary:

General Fund Positions: 5  
Categorical Fund Positions: 0



## **SUPERINTENDENT ORGANIZATIONAL CHART**

---

### **Superintendent**

- Serves as the chief executive officer of JCPS; acts as secretary; and makes recommendations to the Board
- Assumes general supervision of the school system

### **Ombudsman**

- Provides informal, impartial assistance to all stakeholders including employees , parents, and the community in response to inquiries submitted to the Superintendent of Schools
- Operates independently
- Neutral
- Helps identify options to resolve problems
- Makes recommendations for system changes

### **Director of Internal Audit**

- Primary purpose is to affect reliable internal financial controls
- Assess the accurate and responsible handling of all funds

### **General Counsel**

- Serves as the principal legal advisor to the school system, including the School Board.

### **Assistant Secretary to the Board**

- Prepares printed materials related to Board meetings and maintains official records of all Board meetings; supervised by the Superintendent
- Attends and records the minutes for all school board meetings

### **Chief Academic Officer**

- Oversees the planning, development, assessment, and improvement of instructional and educational programs
- Administers the overall instructional activities of the District's PreK-12 schools
- Holds the schools accountable for achieving results in student learning
- Provides leadership and expertise in forming guiding advising and evaluating all human resources, including the Assistant Superintendents for Academic Achievement K-12 Regular review of instructional goals and objectives

### **Chief Financial Officer**

- Supervises the finance unit and is the chief financial spokesperson for the organization on all strategic and tactical matters as they relate to budget management, cost benefit analysis, forecasting needs and securing new funding
- Analyzes and provides alternative solutions to the District's fiscal issues and concerns
- Serves as District Treasurer and Treasurer of the District Finance Corporation

### **Chief Operations Officer**

- Promoting overall efficiency and maximizing of operational and administrative services in support of opportunities for K-12 school students
- Provides strategic planning and leadership in the verification and validation of programs and practices within the division



## **SUPERINTENDENT ORGANIZATIONAL CHART**

---

### **Assistant Superintendent Diversity, Equity, and Poverty Programs**

- Provides leadership for programs that promote racial and ethnic diversity and integration within the district for students in schools at all levels of the system
- Provides leadership to ensure diverse faculties and administrative staffs at all levels of the school system
- Provides leadership to ensure equity for all students and equal access to programs
- Provides cultural awareness programs for staff
- Produces documents that delineate progress

### **Executive Director Communications and Community Relations**

- Ensures that accurate information is communicated clearly and succinctly to all stakeholders
- Supports all areas to present a unified, coherent message
- Ensures releases to media are accurate and time sensitive
- Develops engagement strategies
- Communicates student assignment procedures to ensure equal access

### **Executive Director Data Management, Planning, and Program Evaluation**

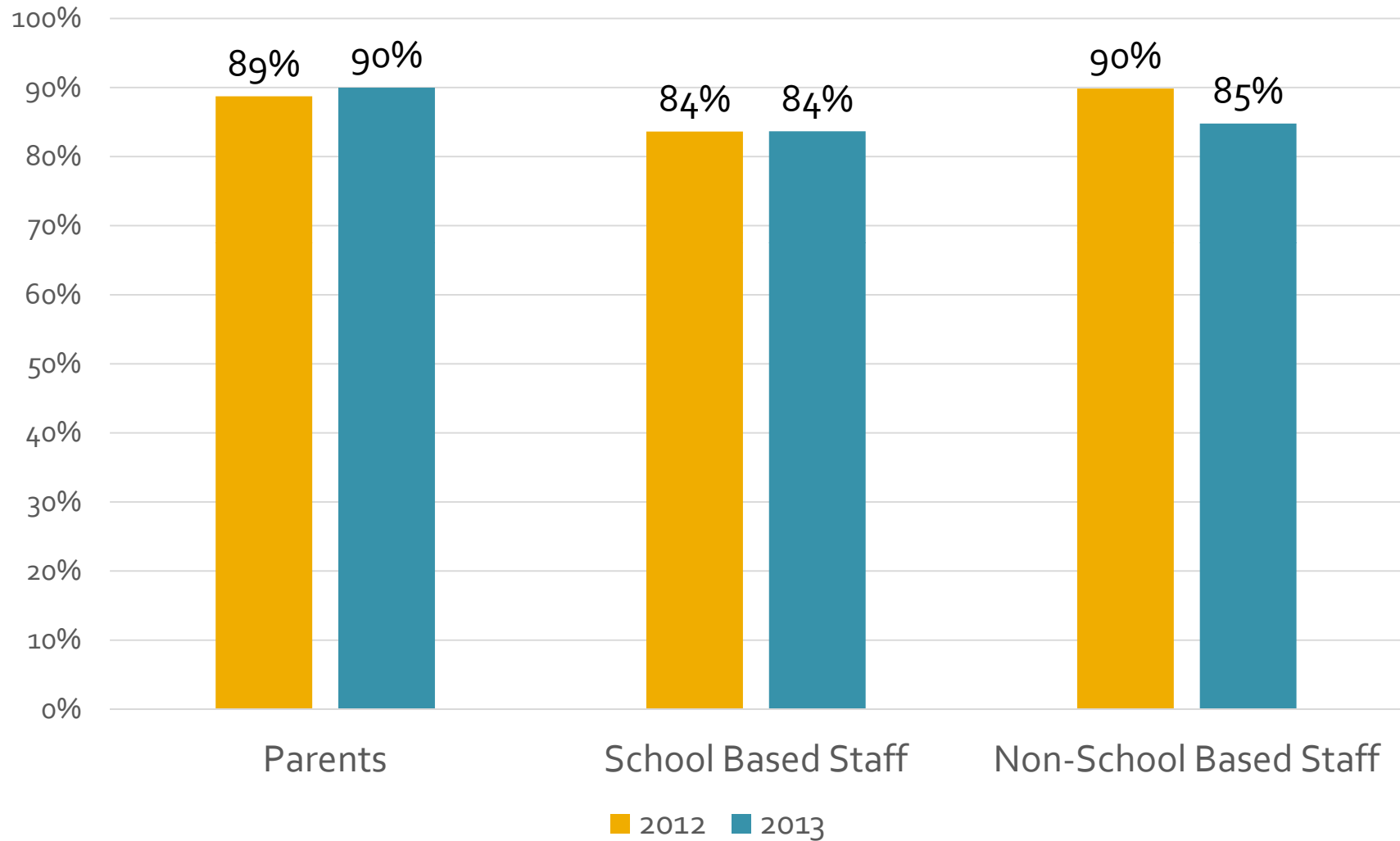
- Provides information on the achievement of systemwide and individual school goals and objectives
- Planning and implementation of institutional research
- Directs the planning, development, and implementation of the District's student assignment plan



## Comprehensive School Survey

*"The superintendent and central office administrators provide effective leadership in support of schools."*

% Strongly Agree or Agree

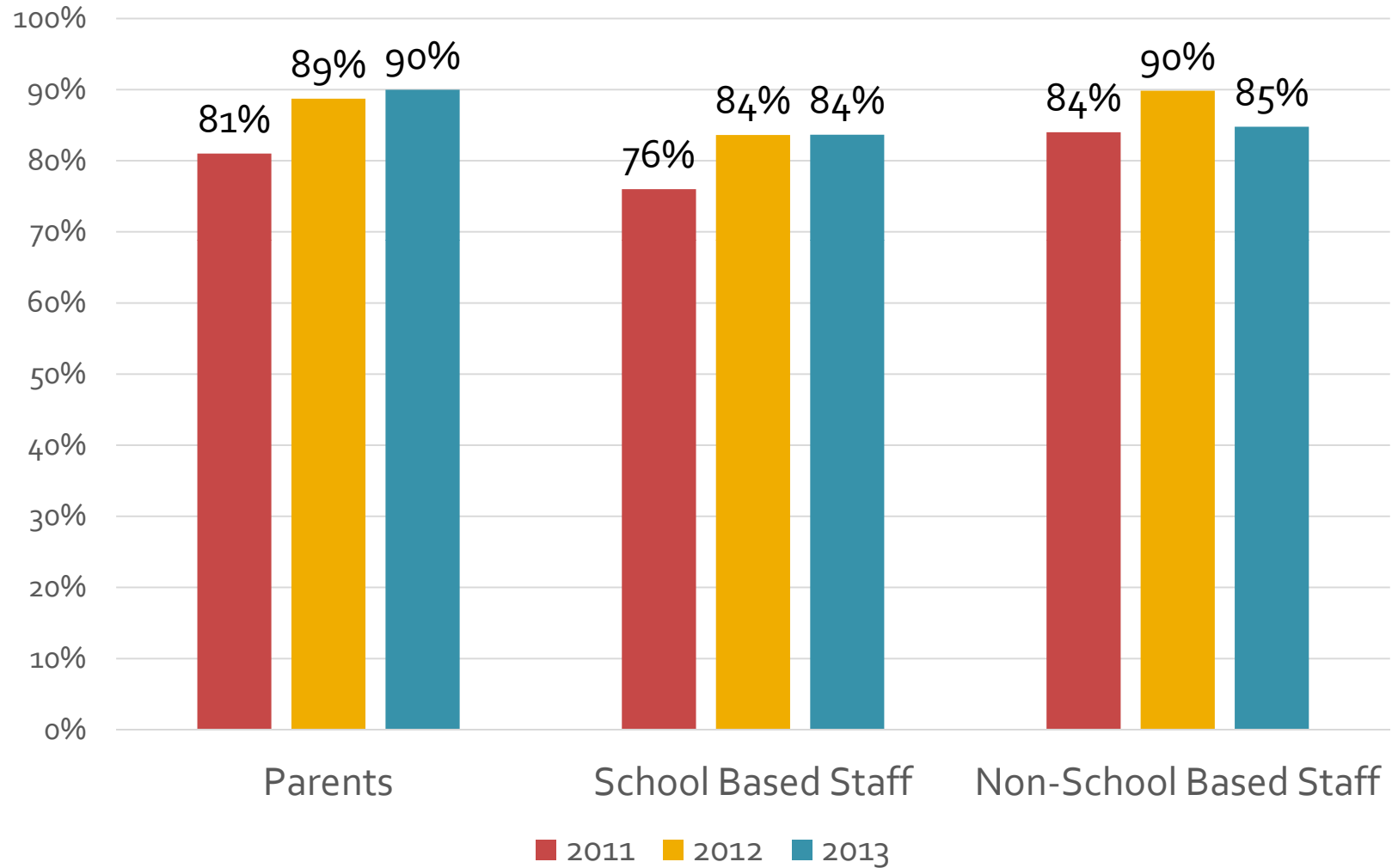




## Comprehensive School Survey

*"The superintendent and central office administrators provide effective leadership in support of schools."*

% Strongly Agree or Agree







**Jefferson County Public School System  
Office of the Ombudsman  
Annual Report  
May 2013**

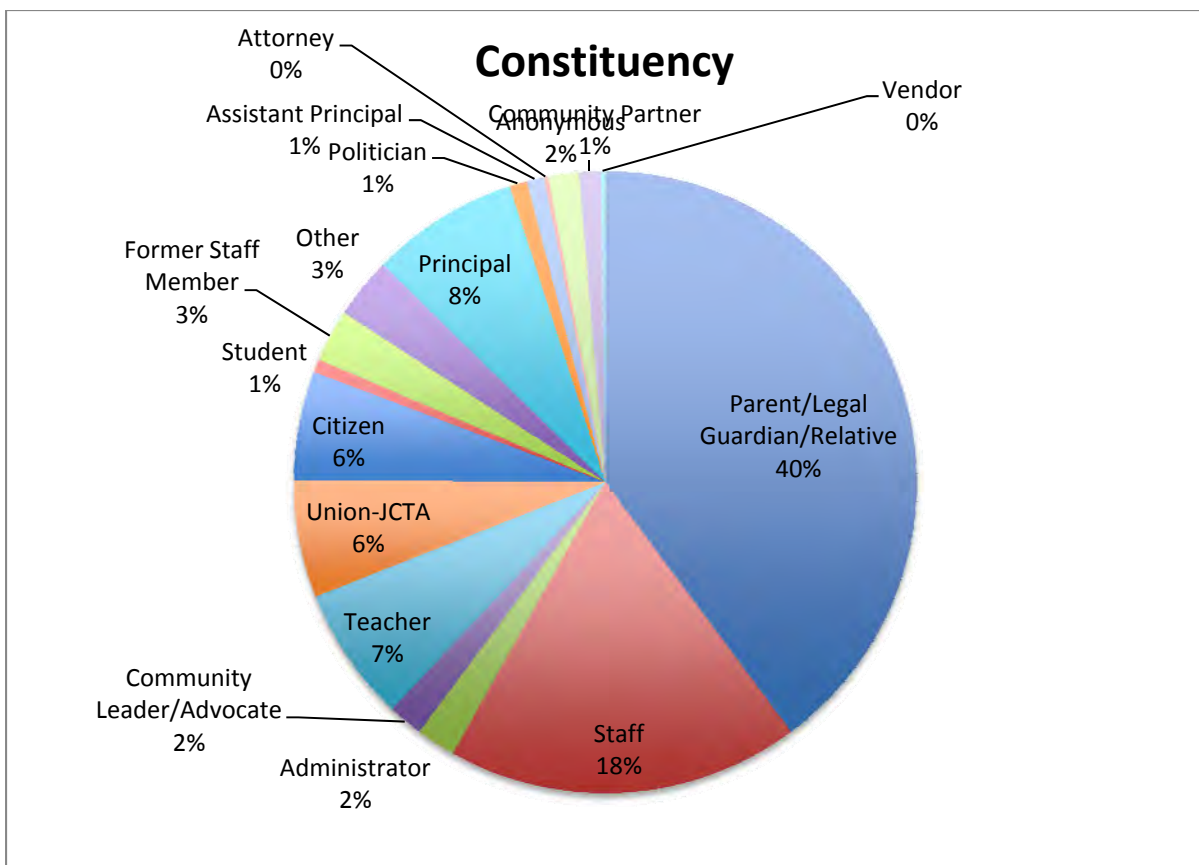
*"All JCPS students graduate prepared to reach their full potential and contribute to our society throughout life."*



## Utilization

The Office of the Ombudsman handled a total of **1,676 contacts** for the first year, which represents **442 new cases** and **1,234 follow-up contacts**. The Office identified **906 issues**, meaning that most cases had multiple co-occurring issues. The graph below reflects demographic data of the constituents that utilized the Office of the Ombudsman.

Note: The number of cases reflect intake after implementation of a case management system in September 2012.





## Impact

**Impact** – reflects the Ombudsman’s objective judgment of the potential impact to JCPS based on information conveyed by visitors.

- ☉ **Low** – issue involves a non-systemic problem
- ☉ **Medium** – issue with potential impact on a department, a small group of people, perceived unfairness or potential for moderate impact. A medium impact situation could potentially result in a systemic change to avoid or minimize issues going forward
- ☉ **High** – issue with potential risk of significant impact on students or a broad group of employees. A high impact situation could result in significant reputational or financial harm to the JCPS

Impact Matrix	
Risk Assessment	Total
Low	265
Medium	66
High	111
Total	442

The goal of the Ombudsman Office is to mitigate conflict. Approximately **25%** of the cases handled by the Ombudsman Office were **high impact** cases that could result in significant **reputational or financial harm** to JCPS. High impact cases include (but are not limited to) all cases with legal, regulatory, financial and compliance issues.

The Ombudsman Office adheres to the International Ombudsman Association (IOA) reporting categories to ensure consistency in reporting of issues. The Employee/Constituent Issue Matrix reflects the IOA categories. The Parent/Student Issue Matrix reflects issues that are unique to school districts and not captured by the IOA categories.



Employee/Constituent Issue Matrix		
IOA Issue Category / IOA Issue		Total
<b>Compensation &amp; Benefits</b>		
	Compensation	7
	Payroll	3
	Retirement, Pension	1
	Other	1
	<b>SubTotal</b>	<b>12</b>
<b>Evaluative Relationships</b>		
	Priorities, Values, Beliefs	4
	Respect/Treatment	39
	Trust/Integrity	10
	Reputation	2
	Communication	26
	Bullying, Mobbing	25
	Diversity-Related	4
	Retaliation	20
	Physical Violence	3
	Legal Compliance Other	1
	Assignments/Schedules	12
	Feedback	3
	Performance Appraisal/Grading	8
	Departmental Climate	30
	Supervisory Effectiveness	22
	Insubordination	3
	Discipline	10
	Equity of Treatment	30
	Other	3
	<b>SubTotal</b>	<b>255</b>
<b>Peer and Colleague Relationships</b>		
	Respect/Treatment	1
	Bullying, Mobbing	2
	Retaliation	1
	Other	1
	<b>SubTotal</b>	<b>5</b>
<b>Career Progression and Development</b>		
	Job Application/Selection and Recruitment	25
	Job Classification and Description	3
	Involuntary Transfer/Change of Assignment	2
	Tenure/Position Security/Ambiguity	1
	Career Progression	5
	Resignation	1
	Termination/Non-Renewal	8
	Re-employment of Former or Retired Staff	7
	Position Elimination	1
	Career Development, Coaching, Mentoring	2
	Other	1
	<b>SubTotal</b>	<b>56</b>



<b>Legal, Regulatory, Financial and Compliance</b>		
	Criminal Activity	4
	Business and Financial Practices	1
	Harassment	9
	Discrimination	10
	Disability, Temporary or Permanent, Reasonable Accommodation	2
	Privacy and Security of Information	5
	Property Damage	2
	Other	1
	<b>SubTotal</b>	<b>34</b>
<b>Safety, Health, and Physical Environment</b>		
	Safety	3
	Physical Working/Living Conditions	1
	Security	3
	Environmental Policies	1
	Work Related Stress and Work Life Balance	1
	Other	2
	<b>SubTotal</b>	<b>11</b>
<b>Services/Administrative Issues</b>		
	Quality of Services	36
	Responsiveness/Timeliness	13
	Administrative Decisions and Interpretation/Application of Rules	20
	Behavior of Service Provider(s)	67
	<b>SubTotal</b>	<b>136</b>
<b>Organizational, Strategic, and Mission Related</b>		
	Strategic and Mission-Related/ Strategic and Technical Management	1
	Leadership and Management	26
	Use of Positional Power/Authority	26
	Communication	5
	Organizational Climate	4
	Change Management	1
	Priority Setting and/or Funding	5
	Data, Methodology, Interpretation of Results	2
	<b>SubTotal</b>	<b>70</b>
<b>Values, Ethics, and Standards</b>		
	Standards of Conduct	12
	Values and Culture	11
	Scientific Conduct/Integrity	2
	<b>SubTotal</b>	<b>25</b>
<b>No Follow Up</b>		
	No Follow Up by Visitor	7
	<b>SubTotal</b>	<b>7</b>
<b>IOA Issue Category - Grand Total</b>		<b>611</b>



Parent Complaint Matrix	
Topics: Student/Parent Related	Total
Transportation	34
Busing/Distance	10
Transfer	36
Special Ed-IEP/Place/Resources	20
Academics/Grades/Report Cards	11
Early Childhood	3
Food Services	1
Suspension/Re-admission	12
Relationships	21
Safety/Health	9
Bullying/Fighting	26
Uniform Policy/Dress Code	4
Institutional Abuse	1
School Policy	25
Harassment	3
Summer School (cost effectiveness)	4
Legal Issue	6
GED	1
Attendance/Truancy/Lateness	2
ESL Classes	1
Re-Entry	7
504 Accommodations	4
Testing	3
Enrollment/Registration	17
Magnet School Process	5
Student Assignment	9
PTA	1
Fee Waiver/Affordability	2
School Climate	4
Cellular Confiscation Rule	2
Grounds	4
Enrollment (homeless)	2
Sports climate/policy	2
No Follow Up	3
<b>Total</b>	<b>295</b>



## Data Analysis – Employee/Constituent Issues

A significant component of the Ombudsman Office is to notify administration of organizational concern, provide upward feedback, mitigate conflict and make recommendations for improvement and systems change.

Based on the data, abuse of power, bullying, mobbing (mobbing means bullying of an individual by a group in the workplace which results in alienation) and incivility are serious concerns. This behavior is widespread occurring amongst certified, classified and administrative employees affecting departmental climate and supervisory effectiveness. Additionally, retaliatory behavior and inequitable treatment of staff is a trend typically co-occurring with bullying and workplace incivility. Overall, these issues impact the **Jefferson County Public School System** creating a **culture of bullying**.

Poor attendance, increased mental and physical healthcare costs, loss of qualified staff, low productivity, diminished reputational image, increased violence and financial loss are negative residuals of these issues. JCPS made steps to address these issues with the Curriculum Management Audit, District Reorganization and the creation of the Ombudsman Office. For continued improvement, **adopting an Anti-Bullying Policy (with potential disciplinary actions) is highly recommended**. Additionally, the Ombudsman Office created a workshop, “When Conflict is Good” to address appropriate use of power and conflict mitigation. **A recommendation is that all employees in supervisory roles attend the conflict workshop.**

Service implementation includes the quality, timeliness, consistency and behavior of JCPS employees. Service implementation is customer service and a basic building block to any agency. However, service implementation accounts for 15% of the total issues and 22% of the constituent issues identified. Currently, “I Am JCPS”, a customer service initiative exists to improve service implementation. The initiative promises friendly, helpful service. **Employees must mirror JCPS values and standards of conduct**. Re-energizing the “I am JCPS” initiative, awarding the “Golden Oar” for exemplary customer service, and **coaching and reprimanding for poor service implementation are recommended**.

Career Progression and Development represented nine percent of the constituent reporting. The issues primarily involved individuals seeking assurance from a neutral party that their application was complete and being considered for employment.

**Compensation, Peer/Colleague Relationships, and Safety, Health/Physical Environment issues collectively accounted for only three percent of the total issues reported for 2013. Three percent is favorable** considering the economic climate, budget audit concerns and increased responsibilities to meet district goals.



## Data Analysis – Parent/Student Issues

Parent/student cases covered a wide range of issues. Communication was a common underlying theme with most parent/student issues. **Issues typically involve administrators failing to effectively communicate with the parents.** Failing to communicate means not returning calls and not advising of the process to handle concerns. Issues such as relationships, school climate, institutional abuse and school policy are linked to communication. Often, the Ombudsman Office served as a mediator and information conduit to resolve the conflict. Additionally, the Ombudsman Office created a “When Conflict is Good” workshop to address issues of communication and conflict mitigation. **A recommendation is that all employees in supervisory roles attend the conflict workshop.**

Transportation comprises approximately 15% of the issues reported by parents. Issues mostly involve over-crowded buses, distance to bus stops, bus travel time and misbehavior occurring on the bus. Transportation and the Ombudsman Office typically collaborate to resolve these issues effectively.

The transfer process accounted for approximately 12% of the parent issues. Parents are unclear and often frustrated with the process. **Streamlining the transfer process for efficiency and clarity is recommended.**

Bullying accounted for nine percent of the issues. Currently, JCPS has programs and an anti-bullying policy to address the bullying issue.

Special Education (including 504 accommodations) accounted for eight percent of the issues. These issues involved establishing specialized education services for students with behavioral issues. Currently, increased collaboration between parents and school personnel is a current component to improving student achievement. Student Response Teams are designed to help remove barriers and provide support to students experiencing behavioral issues.

Lastly, suspensions and re-entry (re-entry from alternative school placement) account for six percent of the issues raised by parents. Often, parents are not informed about the process to appeal suspensions. **Additionally, the appeals process is arbitrary and lengthy. Streamlining the appeals process for efficiency and clarity is a recommendation.**



## JCPS COMMUNICATION PLAN – PROGRESS REPORT

Status:

Moving forward as scheduled	Progress made, awaiting next steps	Not Started

**GOAL #3: ENGAGE THE COMMUNITY — ESTABLISH ACROSS THE DISTRICT AND COMMUNITY A POSITIVE CLIMATE FOCUSED ON HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT AND CONTINUOUS IMPROVEMENT**

**Strategies:**

1. Establish a consistent message to share with stakeholders.

Actions	Lead	Status	Comments
Internal Communications	Hargens Lanier- Robinson		<b>Employee Group Meetings</b> are Meetings with Principals, Assistant Principals, and Counselors. Meetings are held monthly, to date 9/15 meetings have been held as scheduled at various locations (Atherton, Ballard, and Valley High Schools, Gheens, JCTC).
	Hargens Lanier- Robinson		<b>Monday Memo</b> a weekly newsletter is distributed electronically to all employees, which showcases upcoming events and achievements made by students and schools in the district.
	Hargens Lanier- Robinson		<b>Keeping you in the Loop</b> , distributed to all employees, summarizes Board agendas and actions.



## JCPS COMMUNICATION PLAN – PROGRESS REPORT

			<b>The Core</b> is a new publication from the superintendent to employees that will be distributed electronically. Staff person to support activity will start January 22 <sup>nd</sup> . First edition of publication will be distributed in early February.
<b>External Communications</b>	Hargens Lanier- Robinson		<b>Expanded Cabinet Meeting</b> which included community and business members are held in schools across the district. 4/6 scheduled meetings have been held at Dunn, Farmer, and Zachary Taylor Elementary Schools and at Barret Middle School.
	Hargens Lanier- Robinson		<b>First Take</b> an e-mail message from the superintendent to community leaders will include talking points on breaking news. Staff person to support this activity will start with the district January 22 <sup>nd</sup> . First message will be sent in early February.

2. Establish positive relationships and open and responsive communication with school-based staff, district staff, parents, students, and community members.

<b>Actions</b>	<b>Lead</b>	<b>Status</b>	<b>Comments</b>
<b>Internal Communications</b>	Hargens Lanier- Robinson		<b>Superintendent's Circle</b> provides the superintendent the opportunity to meet with employees and take their questions on various issues. Monthly meetings are held at district office locations. To date 4/9 meetings have



## JCPS COMMUNICATION PLAN – PROGRESS REPORT

			been held at Jaeger, VanHoose, C.B. Young, and DuValle Ed. Centers.
	Hargens Lanier- Robinson		<b>Central Office</b> employees meet once a month at various locations, which have included JCTC, GE, U of L, and district locations. 5/9 meetings have been held.
<b>External Communications</b>	Hargens Lanier- Robinson		<b>Superintendent's Summit</b> allows civic and business leaders to come together to learn and offer feedback on districtwide initiatives. Meetings are held quarterly, 2/4 meetings have been held at Jeffersontown H.S. and the Academy @ Shawnee. The next summit is scheduled for February 6, 2013.
	Hargens Lanier- Robinson		<b>Superintendent's Student Advisory Council</b> provides an opportunity for feedback from students on how decisions impact their experience within the classroom. The council is made up with 16 students from 16 different high schools. Students and the superintendent met October 30 <sup>th</sup> , the next meeting is on January 31 <sup>st</sup> .
	Hargens Lanier- Robinson		<b>Quarterly Updates</b> supplies information to community, civic, government and business leaders to update them on key district initiatives. Two Quarterly Updates have been sent one mailing (September) and one electronically (October). The next update is scheduled for March 15, 2013.



## JCPS COMMUNICATION PLAN – PROGRESS REPORT

	Hargens Lanier- Robinson		<b>The Community Relations Council</b> is composed of representatives from each school district and board members. This committee provides feedback on communications and community relations activities. Scheduled to meet quarterly they have met on September 20 <sup>th</sup> and December 13 <sup>th</sup> . The next meeting is scheduled for March 21, 2013.
	Hargens Lanier- Robinson		<b>Video Messages</b> were developed for the community and employees for the start of school and the holidays. Additionally the district has launched a multi-faceted communications campaign focused on the state's new accountability model ( <a href="http://raisethebarlouisville.org">raisethebarlouisville.org</a> ).
	Hargens Lanier- Robinson		<b>News Releases/Proactive Communications</b> have been ongoing. This year, almost 100, press releases highlighting key initiatives within the district have been distributed.

3. Create structures and protocols to engage all stakeholders (i.e., summits).

Actions	Lead	Status	Comments
External Communications	Hargens Lanier- Robinson		<b>Superintendent's Summit</b> allows civic and business leaders to come together to learn and offer feedback on districtwide initiatives. Meetings are



## JCPS COMMUNICATION PLAN – PROGRESS REPORT

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			held quarterly, 2/4 meetings have been held at Jeffersontown H.S. and the Academy @ Shawnee. The next is summit is scheduled for February 6, 2013.
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### Items Added:

<b>Redesign of Website</b>	Hargens Lanier- Robinson		Communications is currently working on a reorganization of the district's website to make it more user friendly. Consistent with plan, the new site will be launched June 5.
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<b>Ambassador's Program</b>	Hargens Lanier- Robinson		Consistent with plan, the district will introduce an Ambassadors Program in the 2013-2014 school year. The purpose of the program is to provide a single point of contact for realtors who can assist in arranging school tours and obtaining information about JCPS schools for prospective buyers. Two trainings have been held and information about the program has been provided to the real estate community.
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## **Jefferson County Public Schools Website Redesign**

The redesigned JCPS website is scheduled to go live on June 5. Below is a summary of the process we used in evaluating the website and gathering feedback before determining a course of action. I have also attached a copy of what the front page will look like for your reference.

### **Review Process**

- Analyzed usage based on number of “hits” per page.
- Conducted focus groups with community partners, employees and parents. Discussions focused on design of site, usability and identifying.
- Conducted a “seek and find” exercise with parents and community partners to better understand decision making process users follow in finding information.
- Identified common themes or issues that were raised by stakeholders and needed to be addressed.

### **Summary of results**

- Navigation on the left side is often overlooked. This currently includes links to the Superintendent, the Board of Education, the Curriculum Management and Strategic Plan pages. The dramatic decrease in “hits” compared to other pages on the site support this finding.
- Community members and parents overwhelming expressed the need to have an “about us” section that provided an overview of the district and provided general information. Community members also expressed the need to have the information for each department “lumped” together.
- Community partners, parents and employees all identified the need to remove out dated information.
- The majority of parents expressed they liked the rotating slide show and wanted to have more schools highlighted in this section.

Based on the feedback, communications team determined that reorganization of the website versus a redesign was need. The following actions were taken in support of this effort:

- The side navigation menu (which contained links to the Superintendent, the Board Page, the district Strategic Plan and the Curriculum Management pages) were removed.
- An “About Us” section was created at the top of the menu bar and will house those items that were removed from the menu bar that was located on the side of the pages.
- The About Us section also contains links to the 6 divisions. A front page containing an overview and the areas that fall within each division has been added.
- Each division chief has identified a person who will be responsible for reviewing the website quarterly to ensure the information is accurate and to notify the webmaster on any changes.
- With the removal of the side navigation menu, the animation in the slide show has been enhanced. Additionally, the information in the top will include strategic initiatives while the bottom section will highlight seasonal events (back to school, summer programs, etc.).

Finally, focus group participants will be surveyed 60-90 days after the changes are launched and given an opportunity to provide feedback on the changes. Additional adjustments or “tweaks” to the system based on the feedback will be made shortly thereafter.



Register  
& Apply  
2013-14Jefferson County Public Schools  
Louisville, Kentucky

Translate: Follow us on

About JCPS Parents Students Employees Schools Employment

School Calendars

Superintendent  
Board of Education  
District Strategic Plan:  
Vision 2015

Organization

Data

Supporting JCPS

Operational Services

Academic Services

Data Management

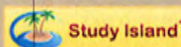
Communications

Diversity

Financial Services

Video: JCPS announces Ford Next Generation Learning pilot program

## Summer Necessities



Standards-based K-12 test preparation solutions along with rigorous and engaging college- and career-readiness solutions



Provides a digitally driven reading and math learning experience that is singularly focused on the needs of each individual student



The Jefferson County Public Schools "Every 1 Learns" Initiative includes community partners to extend learning beyond the classroom.

To find a Learning Place for your child [click here](#).

## JCPS launches pilot program at five high schools

Collaboration with Ford Fund will help improve college and career readiness. [Read more](#).

## What to do if your child asks about what happened in Boston

Suggestions for parents and teachers.

Talking to children about violence  
Helping children cope with terrorism

## Atherton students win Penguin Bowl

An Atherton High team won first place in an ocean sciences competition. [Read more](#).

## Board approves schedules for graduation ceremonies

Option 1 will be used if there are no more school closings because of inclement weather. [Click here](#) for the schedules.

## JCPS Spotlight

Highland Middle School -- Career Day

[Click here](#) for additional videos.Jefferson County Public Schools, P.O. Box 34020, Louisville, Kentucky 40232-4020 | (502) 485-3011  
Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

Don't see what you need? Call the JCPS FactLine at (502) 485-3228.

The Information Technology Department has implemented a general IT maintenance window beginning at 3 p.m. and ending at 6 p.m. every Friday. During this time users may experience unavailability of applications and/or services. Please contact the JCPS IT Service Desk at (502) 485-3552 should problems persist beyond the maintenance window. For inquiries unrelated to technical applications and/or services contact the JCPS receptionist desk at (502) 485-3011.

[Superintendent](#) | [Board of Education](#) | [About JCPS](#) | [Schools](#) | [Students](#) | [Calendar](#) | [Employment](#)



**VanHoose Front Desk**  
**Phone Calls**  
**Week of February 18 – 23**

<b>Type of Calls</b>	<b>Number Received</b>
After School Activities	120
Benefits	362
Complaints from Parents	214
Computer Help	60
Disability	25
Early Childhood	181
Human Resources	676
Parent Portal Questions	165
Payroll	484
Professional Development	10
Pupil Personnel	424
School Information	876
Sick Leave	111
Sub-Teacher Center	207
Transportation	281
Work Orders	7
Misc. (Employee Directory, Connect to School, Parents with Demographic Questions, Bill Collectors, Sales Calls)	764
<b>Total</b>	<b>4967</b>



## Electronic Address Verification Timeline

As a part of the goal to streamline the online registration and application process, the district is proposing a partnership with local utility companies and the Property Value Administrator's (PVA) Office to process address verifications electronically.

Prior to the 2013-14 school year, parents were required to provide proof of residence to a school for verification. Beginning with the registration for 2013-14, parents also had the option to scan a copy of the verification document and email it to the Student Assignment Office. A dedicated email account was created for this purpose and received over 3000 emails from October 2012 through May 2013. In most instances, the parents received an email verifying the address within 48-72 hours. During peak periods, the response time may have been up to 5 working days.

The proof of residence\* must be in the name of the parent/guardian and match the address of the registration. Parents or guardians are required to produce one of these forms of proof of address to verify that they are residents of Jefferson County:

- a) An LG&E or Louisville Water Company bill
- b) Lease
- c) House contract
- d) Paycheck or paycheck stub
- e) SSI or other governmental award letter

Our proposal is to build on the success of the email option and attempt to verify the address by accessing information electronically, thus reducing the response time to parents and freeing staff to provide assistance to families. MIS has done preliminary testing using public information available through the PVA and has determined as many as 40-50% of addresses could possibly be verified electronically.

\*Parents who do not have proof of residence will have their address marked as "temporary." The district will enroll children regardless of immigration status and/or a fixed, regular, and adequate nighttime residence.



## Electronic Address Verification Timeline

Task	To be completed by	Due Date	Status
Review district policy for acceptable forms of proof of residence. Will the district accept a statement from the PVA as proof of residence?	Jonathan Lowe Dr. Sam Rich	May 24, 2013	Complete. Per Dr. Rich, district will accept PVA records as proof of residence
Draft language relating to parental permission check box for electronic address verification and incorporate it into a draft letter	Jonathan Lowe	May 31, 2013	
Determine the parameters for what qualifies for a match, i.e. the first name, last name and address on the bill/statement/PVA record must be an exact match to one of the parent/guardian's name entered in the online registration (this is the criteria for current verification)	Jonathan Lowe	May 31, 2013	
Letter is reviewed by Dr. Rodosky and Rosemary Miller	Dr. Rodosky	June 10, 2013	
Determine who will receive the letter at each entity	Dr. Rodosky	June 17, 2013	
Permission is granted from utility company (Will this require a MOA? If so, may need extra time write/approve a MOA)	Dr. Rodosky	June 30, 2013	
MIS staff works with technology staff at utility company to determine specifications for accessing data. *Preliminary meeting has been held on this topic *PVA information is public and can already be accessed	Raghu Seshadri	July 14, 2013	
Field test the electronic verification	Raghu Seshadri Jonathan Lowe	August 1, 2013	
Add permission check box to online registration for 2014-15 application	Raghu Seshadri	September 1, 2013	
Electronic verification capability fully functional by Showcase	Raghu Seshadri	October 18, 2013	



# District Level Incident Management Team

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JCPS has established the DLIMIT to assist school and facility personnel in their response to emergency incidents and to help coordinate/integrate the response efforts from other community agencies.

The DLIMIT shall be activated to respond to natural or man-made disasters, such as a tornado, an earthquake, a chemical spill, or a train derailment. This shall also include notification by the Louisville Metro Emergency Management Agency of the need for JCPS representatives at either the emergency operation center at City Hall or at a site-specific incident command center. It is anticipated that any first call of an impending disaster situation will be received by the District Operations Center at C. B. Young Jr. Service Center. The District Emergency Operations Center will be activated at C. B. Young Jr. Service Center.

The District Operations Center will contact the Director of Security and/or the Director of Safety, who will then determine the need to activate the DLIMIT or a portion of such a team. The District Operations Center will send out the Dean Alert for notification and information. The following conditions will be considered justification for the activation of this team:

any condition that requires immediate and unusual action or support beyond the capability or authority of the responsible persons at the location of the emergency, any condition that may result in major damage or injury, and any request for assistance that requires coordination of support from administrative offices.

The purpose of the DLIMIT shall be to coordinate and to support the Incident Mobilization-to-Recovery Structure and to ensure that first-response procedures are communicated to affected personnel. This will alleviate any danger for students and employees until the appropriate district departments and/or external agencies can mobilize.

The DLIMIT will be notified by the District Operations Center personnel and will be expected to go immediately to a designated area. The selected response area will be dictated by the size of the incident and need. The communication center will then operate from this command post. If the decision is made to deploy the Mobile Command Center (MCC), then Transportation and Security will coordinate the transport of the MCC.



## **DISTRICT LEVEL INCIDENT MANAGEMENT TEAM (PROCEDURE STATEMENT)**

The District Level Incident Management Team (DLIMIT) shall be activated to respond to natural or man-made disasters such as but not limited to tornado, earthquake, chemical spill, train derailment, etc. This shall also include notification by the Louisville/Jefferson County Disaster and Emergency Services (DES) of the need for a JCPS representative at either the emergency operation center at City Hall or at a site-specific incident command center. It is anticipated that any first call of an impending disaster situation will be received by the at C. B. Young Service Center.

The District Operations Center (DOC) personnel will contact the Director of Security and the Director of Safety, who will then determine the need to activate the District Level Incident Management Team (DLIMIT) or a portion of such team. Any condition that requires immediate and unusual action or support beyond the capability or authority of the responsible persons at the location of the emergency, any condition that may result in major damage or injury and any request for assistance that requires coordination of support from administrative offices will be justification for activation of this team.

The purpose of the District Level Incident Management Team (DLIMIT) shall be to assure first response procedures are communicated to affected personnel to alleviate any danger for students and employees until internal and external agencies can mobilize.

The team will be notified by the District Operations Center (DOC) personnel and expected to immediately go to a designated area, which may include Room 133, School and Community Nutrition Services offices, Safety and Environmental or Security conference rooms at C. B. Young Service Center for various authorizations, recommendations and coordination of required responses. Response area selected will be dictated by the size of the incident and need. The communication center will then operate from this command post.

The District Level Incident Management Team members are as follows:

Rick Caple	Mike Mulheim
Bonnie Ciarroccki	Stan Mullen
Dan Ellnor	Mike Raisor
Chuck Fleischer	Dave Self
Bruce Fowler	Mike Stephenson
Jim Hearn	Barbara Warman
Debbie Irwin	
Ben Jackey	
Jack Jacobs	
Jeff Koehl	
Carol Montgomery	



**DLIMIT**  
**Emergency Response Check List**

Site: \_\_\_\_\_  
Date: \_\_\_\_\_

ITEMS	Dept	YES	NO	COMMENTS
Team Notified				
EOC Calls Security to Activate Team	EOC			
Dean Alert to Activate Team	Security			
<b>School Status</b>				
Lockdown	Principal			
Shelter in Place	Principal			
Evacuated	Principal			
Medications Retrieved from Site	Principal			
Student Emergency Cards Retrieved from Site	Principal			
Employee Emergency Cards Retrieved from Site	Principal			
<b>Incident Command Structure</b>				
Command Post Established	EOC			
Triage Established	Security/OFC Health Services			
Media Area Established	Security/Public Info OFC			
Student Staging Area Established	Security OFC			
Parent/Visitor Area Established	Security OFC			
<b>IC Team on Site</b>				
Safety/Security Officer	EOC/Liaison OFC			
Medical Officer	EOC/Liaison OFC			
Public Information Officer	EOC/Liaison OFC			
Site Liaison	EOC/Liaison OFC			
District School Liaisons Contacted	EOC/Liaison OFC			
Counseling Officer - Plan Release of Students to Parents	Counseling Officer			
Logistics Officer - Plan Release of Students to Secondary Site	Logistics Officer			
<b>Other Schools Notified</b>				
Other Schools on Locked Down	EOC			
Secondary Site Established	Site Liaison			
Additional Sites Established	Site Liaison			
Transportation	Transportation OFC			
Staging Area at Alternative Site	Site Liaison			
Additional Staging Areas Established	Site Liaison			



**DLIMT**  
**Emergency Response Check List**

Site: \_\_\_\_\_  
Date: \_\_\_\_\_

ITEMS	Dept	YES	NO	COMMENTS
<b>Sub Team Resources</b>				
Nutrition Services	Logistics/Liaison			
Transportation	Logistics/Liaison			
Telecommunications	Logistics/Liaison			
Supply Services	Logistics/Liaison			
Transfer of needed supplies/equipment	Logistics/Liaison			
<b>Recovery Phase</b>				
Coordinator notified	Environmental			
What are the critical needs?	EOC			
Immediate Safety Concerns	EOC			
Environmental Concerns	Environmental			
Waste Management	Recovery			
Structural Concerns	Recovery			
Permanent Relocation Site for Students	EOC/Liaisons			
Counseling for Staff and Students	Counseling Officer			

EOC - Emergency Operations Center

OFC - Officer

Revised: 09/20/11
















# CMA Recommendations




















key	Action Type	Action Number	Action Description	Leads	Strategic Plan Strategies	Quarter	Start Date	End Date	Status	Notes
1	G	G.1.4	<b>Direct the superintendent to revise the table of organization based upon sound management principles (p. 381)</b>	Hargens		Y1Q2	11/14/11	12/30/11		
2	A	A.1.3	Revise the table of organization based upon the sound management principles (p. 385)	Raisor		Y1Q2	11/14/11	12/30/11		Completed Per CMA
3	G	G.1.7	Direct the superintendent to include specific responsibilities in the table of organization and associated job descriptions (p. 384)	Raisor		Y1Q2	11/14/11	12/30/11		Completed Per CMA
4	A	A.1.6	Include in both the table of organization and associated job descriptions the functions identified in G.1.7 (p. 385)	Raisor		Y1Q2	11/14/11	12/30/11		Completed Per CMA
5	G	G.1.5	<b>Direct the superintendent to complete a Level II organization review (p. 383)</b>	Hargens		Y1Q2	11/14/11	12/30/11		
6	A	A.1.4	Coordinate the Level II organization study as described in G.1.5 (p. 385)	Hargens	4.2	Y1Q2	11/14/11	12/30/11		
7	G	G.1.6	Direct the superintendent to use recommendations of the Level II organization review (p. 384)	Hargens	4.2, 2.5	Y1Q2	11/14/11	12/30/11		
8	A	A.1.5	Using the recommendations of the Level II organizational study, implement the steps identified in G.1.6 (p. 385)	Hargens	4.2, 2.5	Y1Q2	11/14/11	12/30/11		
9	G	G.3.2	<b>Direct the superintendent to prepare for board approval a new strategic plan or significant revision of the current system-level plan (p. 390)</b>	Hargens		Y1Q2	11/14/11	12/30/11		
10	A	A.3.3	Assist the board to reestablish vision, goals, and priorities to be used in all future planning efforts (p. 391)	Hargens		Y1Q2	11/14/11	12/30/11		
11	A	A.4.5	Develop local curriculum guides and course descriptions in accordance with the criteria listed in Finding 2.2, Exhibit 2.2.1 (p. 394)	Hensley	1.1	Y1Q2	11/14/11	12/30/11		JCPS curriculum documents have been aligned to Kentucky Core Academic Standards. Work is in progress to develop course descriptions for all course offerings.
12	G	G.9.1	<b>Establish the improvement of student achievement as the primary district priority and adopt a policy framework that focuses all district operations in supporting achievement (p. 408)</b>	Hensley		Y1Q3	01/02/12	03/30/12		Improving student achievement is a district priority. A district framework titled "The Four Big Rocks" for improving student achievement is in place. However, this framework is not yet in district policy.
13	A	A.9.1	Prepare drafts of the suggested policies for board review, critique, and approval (p. 409)	Hensley	4.1	Y1Q3	01/02/12	03/30/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
14	G	G.10.6	<b>Require the superintendent to establish guidelines that ensure close alignment between the budget and the district's curricular goals (p. 412)</b>	Hardin	4.5	Y1Q3	01/02/12	03/30/12		
15	A	A.10.2	Revise the budget development process (see G.10.1 and G.10.10) to ensure that the process is focused on curricular goals and strategic priorities (p. 413)	Hardin	4.5	Y1Q3	01/02/12	03/30/12		working on a formal process, however have procedures in place to determine if request follows with strategic plan




key	Action Type	Action Number	Action Description	Leads	Strategic Plan Strategies	Quarter	Start Date	End Date	Status	Notes
16	G	G.9.8	Direct the superintendent to review personnel and budget allocation formulas, grants, and fundraising efforts to provide for an equitable educational program (p. 409)	Marshall		Y1Q3	01/02/12	03/30/12		Monthly progress checks with Dr. Hargens. DEP will continue to partner with community entities to provide programs and support for diverse educational opportunities that assure ACHIEVEMENT. Meeting with other superintendents to discuss and discover efforts they have made in equitable education programs. St. Paul, Lexington, Indianapolis
17	A	A.9.8	Develop an articulated and accessible magnet program (p. 410)	Rodosky		Y1Q3	01/02/12	03/30/12		Joined Magnet Schools of America for technical assistance
18	A	 A.10.7	<b>Revise salary schedules for all classifications of employees that accurately reflect the job descriptions and related skill sets, contract length, and that are based on large, urban district norms (p. 414)</b>	Hardin		Y1Q3	01/02/12	03/30/12		RFP specifications developed, working on salary survey for comparison with other large urban school districts and private sector where applicable
19	A	A.4.13	Direct supervisors to include a review of job descriptions with employees (p. 397)	Raisor		Y1Q3	01/02/12	03/30/12		In process, supervisors have been directed by HR to cover job descriptions and responsibilities as part of pre-evaluation process.
20	G	 G.5.1	<b>Direct the superintendent to present to the board for review and adoption a policy that provides a framework for a comprehensive student assessment and program evaluation plan (p. 398)</b>	Rodosky		Y1Q3	01/02/12	03/30/12		Program evaluation policy approved by BOE in January; revised student assessment policy - reviewed by Board Policy committee in April 2013
21	G	G.5.2	Direct the superintendent to prepare for board review and adoption a comprehensive student assessment and program evaluation plan as described in policy under G.5.1. (p. 399)	Rodosky		Y1Q3	01/02/12	03/30/12		Program evaluation policy approved by BOE in January; revised student assessment policy - reviewed by Board Policy committee in April 2013
22	A	A.5.1	Assist the board in developing a policy that provides direction for development and implementation of a comprehensive student assessment and program evaluation described in G.5.1 (p. 399)	Rodosky		Y1Q3	01/02/12	03/30/12		Program evaluation policy approved by BOE in January; revised student assessment policy - reviewed by Board Policy committee in April 2013
23	A	A.5.2	Develop a comprehensive student assessment and program evaluation plan (p. 399)	Rodosky	1.5,1.8,2.2	Y1Q3	01/02/12	03/30/12		Developed evaluation workplan for 2012-2013 school year and met with Chiefs to review
24	A	A.5.3	Assign responsibility for development and implementation of formalized procedures for systematic student assessment and program evaluation aligned with the curriculum management plan and A.5.2 (p. 400)	Rodosky	1.8,2.2	Y1Q3	01/02/12	03/30/12		The program evaluation workplan for 2012-2013 has been developed as well as the district-wide assessment calendar
25	G	G.5.4	Commit adequate resources to support implementation of comprehensive student assessment and program evaluation planning and interventions (p. 399)	Hardin		Y1Q3	01/02/12	03/30/12		Funding has been allocated for interventions & evaluations. Restriction limited to fund availability.
26	A	A.5.6	Expect all program evaluations to provide a cost-benefit analysis and recommendations for continuation, expansion, modification, or termination (p. 400)	Rodosky	1.8,2.2	Y1Q3	01/02/12	03/30/12		Contacted expert for CBA training and received training agenda; currently conducting book study on CBA; will schedule training for late summer



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27	G	 G.2.3	<b>Require the superintendent to organize the board policies so they are easily accessed and cross-referenced to corresponding administrative regulations (p. 388)</b>	Hargens		Y1Q3	01/02/12	03/30/12		
28	G	G.2.5	Review board policies in a systematic manner at least every five years (p. 388)	Hargens		Y1Q3	01/02/12	03/30/12		
29	G	G.2.4	Require the superintendent to communicate the expectations of the board as written in policy to all staff and to monitor the implementation of board policies (p. 388)	Hargens		Y1Q3	01/02/12	03/30/12		
30	G	G.2.6	Commit adequate resources for the effective implementation of board policies and administrative regulations (p. 388)	Hardin		Y1Q3	01/02/12	03/30/12		
31	G	G.1.8	Direct the superintendent to provide administrative regulations to implement the recommendations of this audit (p. 385)	Hargens		Y1Q3	01/02/12	03/30/12		Preliminary discussions have begun
32	A	A.1.7	Provide administrative regulations to implement the recommendations of this audit (p. 385)	Hargens		Y1Q3	01/02/12	03/30/12		Preliminary discussions have begun
33	G	G.7.7	Require the superintendent to formulate administrative regulations to address all new and revised board policies (p. 404)	Hargens		Y1Q3	01/02/12	03/30/12		Preliminary discussions have begun
34	A	A.7.10	Write administrative regulations to be congruent with revised and/or new board policies	Hargens		Y1Q3	01/02/12	03/30/12		Preliminary discussions have begun
35	A	A.3.2	Develop administrative procedures to guide policy implementation in areas that require guidance beyond policy (p. 391)	Hargens		Y1Q3	01/02/12	03/30/12		
36	G	G.9.10	Require congruity of board policy intent with administrative decisions and actions (p. 409)	Hargens		Y1Q3	01/02/12	03/30/12		
37	A	 A.4.4	<b>Assign specific district personnel with responsibility for planning, directing, and coordinating improved curriculum design (p. 394)</b>	Hensley		Y1Q4	04/02/12	06/29/12		Streamlined, coordinated efforts are in place for planning, directing and coordinating improved curriculum design.
38	G	G.7.2	Develop a district philosophy of monitoring curriculum delivery (p. 404)	Hensley		Y1Q4	04/02/12	06/29/12		A district walk-through instrument has been designed, piloted and revised that focuses on learning targets and standards based instruction. This walk-through instrument will be rolled out via e-walk to monitor curriculum delivery in all classrooms. A district philosophy focusing on the level of rigor and its alignment to the common core is underway.
39	A	A.6.2	<b>Prescribe the nature and characteristics of instruction sought in the school district's classrooms (p. 402)</b>	Hensley	1.2	Y1Q4	04/02/12	06/29/12		Research based strategies have been identified and presented to district administration and key stakeholders which included consensus building. A district-wide rollout process to include all stakeholders is currently underway.
40	A	 A.8.3	<b>Designate the Director of Professional Development (PD) as the person responsible for overall oversight and coordination of district and school-based staff development, the creation of the PD plan and establishment of a clearinghouse function (p. 407)</b>	Hensley		Y1Q4	04/02/12	06/29/12		All school based PD must be approved by the PD office under the guidance of the Director of Professional Development. The professional development plan for the entire district will center around PLCs and Standards Based Instruction/Assessment.

















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41	A	A.8.4	Assign the Director of PD the responsibility for developing a comprehensive, long-range PD plan to support district priorities and an aligned curriculum (p. 407)	Hensley	1.3	Y1Q4	04/02/12	06/29/12		Currently, we are revising our comprehensive, long range PD plan to align with the District Vision 2015, AdvancED standards, as well as Highly Effective Teaching and Learning (HETL). A PD Needs Assessment was conducted in all schools. The findings will be aggregated and sent to all principals to guide professional development planning. District PD will align to school needs.
42	A	A.8.5	Focus district PD on three to five district priorities over the next three to five years (p. 407)	Hensley	1.3	Y1Q4	04/02/12	06/29/12		District PD is primarily focused on standards-based instruction, a balanced assessment system, culturally responsive teaching strategies and the implementation of Professional Learning Communities.
43	A	A.5.5	<b>Expand training in formative and summative data access, analysis, and use in facilitating teaching and learning (p. 400)</b>	Rodosky	2.1	Y1Q4	04/02/12	06/29/12		Piloting CIITS Express tests with schools; 8 training sessions have been conducted; 25 tests have been created and used
44	A	A.4.10	<b>Enhance the orientation program for new employees (p.397)</b>	Raisor		Y1Q4	04/02/12	06/29/12		New Induction and On-boarding processes are being developed as part of Educator Growth System. This is still in the planning stage.
45	A	A.9.3	<b>Develop a comprehensive curriculum, program, and assessment plan to provide the framework for a consistent educational program (p. 409)</b>	Hensley	1.9,1.10	Y1Q4	04/02/12	06/29/12		The district is working to more closely align curriculum maps with a balanced system of formative and summative assessments. A new district assessment plan is drafted for the 2013-14 school year that includes involving schools in the development and implementation of an ongoing formative assessment system.
46	G	 G.9.6	<b>Make the implementation of a consistent district-wide discipline program a priority (p. 409)</b>	Marshall		Y1Q4	04/02/12	06/29/12		minority dashboard is designed and in the schools
47	A	A.9.7	Continue to evaluate suspension procedures (p. 410)	Marshall	4.4	Y1Q4	04/02/12	06/29/12		Meetings with Assistant Superintendents. Prioritize high suspension schools and accompany Assistant Sups or designee to talk with principals and building leaders. Analyze data of and implement strategies and/or modify school level procedures to improve ACHIEVEMENT. Quarterly reports of top 15 schools in disproportionality and successes
48	G	G.10.3	<b>Require the superintendent to direct the preparation of a long-range financial plan that incorporates all revenue sources over the next three to five years (p. 412)</b>	Hardin		Y1Q4	04/02/12	06/29/12		long range planning includes a five year revenue projection as well as five year expense projection



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49	G	G.10.4	<b>Require the superintendent to develop cost/benefit criteria and an action plan to reduce student travel time and costs associated with student transportation (p. 412)</b>	Raisor		Y1Q4	04/02/12	06/29/12		GPS has been installed on all buses and computerized routing has already netted documented savings. Average travel time is 29.3 minutes
50	A	A.10.4	Develop and implement an action plan (see G.10.4) to reduce student travel time and costs associated with student transportation (p. 414)	Raisor		Y1Q4	04/02/12	06/29/12		See Above. This will continue as new student assignment plan is instituted in '13/'14
51	G	G.10.5	<b>Require the superintendent to develop cost/benefit analyses related to the effects of school choice on diversity (p. 412)</b>	Rodosky		Y1Q4	04/02/12	06/29/12		Contacted expert for CBA training and received training agenda; currently conducting book study on CBA; will schedule training for late summer; conducted cost-benefit analysis for Showcase of Schools
52	A	A.10.5	Develop and implement an action plan (see G.10.5) to reduce costs associated with school choice and the student assignment plan, while supporting board's intended level of diversity (p. 414)	Rodosky		Y1Q4	04/02/12	06/29/12		Board approved 13 cluster plan expected to reduce extreme distances while maintaining diversity and improve the efficiency of transportation services; reorganization of staff within student assignment and options/magnet offices
53	G	G.10.7	<b>Direct the superintendent to draft a policy outlining criteria for the selection, adoption, district-wide implementation and assessment of technology and student intervention programs (p. 412)</b>	Hensley		Y1Q4	04/02/12	06/29/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
54	A	A.10.9	Develop a policy that requires that all technology and intervention programs be district-wide initiatives (p. 414)	Hensley	1.6,1.7,3.2	Y1Q4	04/02/12	06/29/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
55	A	A.10.10	Using steps similar to those in A.10.9, define the role and function of the school-based library and media services in relation to technology (p. 415)	Hensley		Y1Q4	04/02/12	06/29/12		The role and function of library media is to promote reading, teach information literacy skills and help teachers teach. The use of technology is imbedded in this process.
56	G	G.10.8	<b>Require that long-range facility plans include clear linkage of the facility needs and planned actions with educational program priorities (p. 412)</b>	Raisor		Y1Q4	04/02/12	06/29/12		Long Range facility plan is being developed for future needs.
57	A	A.10.11	Direct all leaders with responsibilities in the long-range facility planning process to respond to the direction of G.10.8 (p. 415)	Raisor		Y1Q4	04/02/12	06/29/12		See above
58	A	A.10.12	Direct the appropriate personnel to assist facility planners in preparing public information related to facility needs (p. 415)	Raisor		Y1Q4	04/02/12	06/29/12		See above
59	A	A.10.13	Require the expanded facility planning information be included in presentations to the board and public (p. 415)	Raisor		Y1Q4	04/02/12	06/29/12		See above
60	A	A.10.14	Continue emphasis among all staff of the need to care for all buildings including the wise use of energy (p. 415)	Raisor		Y1Q4	04/02/12	08/21/12		Energy Usage and Green Behavior will be an emphasis for the 2013/14 School Year



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61	G	G.3.4	<b>Establish procedures to ensure regular, written reports to the board on the progress of all system plans including curriculum and staff development, technology, all major grant efforts and school site plans(p. 390)</b>	Lanier-Robinson		Y2Q1	07/02/12	07/31/12		
62	A	A.2.7	<b>Provide yearly reports to the board on the development and implementation of its policies (p. 388)</b>	Lanier-Robinson		Y2Q1	07/02/12	07/31/12		
63	G	G.10.9	<b>Require annual reports that communicate how effectively the budget, facility plan, technology plan, and interventions are meeting the district's goals (p. 412)</b>	Lanier-Robinson		Y2Q1	07/02/12	07/31/12		Updated annual report planned for Fall 2013
64	A	A.4.11	<b>Provide frequent and timely reports to the board, staff and community on the effectiveness of the staff development program (p. 397)</b>	Lanier-Robinson		Y2Q1	07/02/12	07/31/12		
65	G	 G.9.9	<b>Think big! Plan with community stakeholders and seek funding for a major initiative that will impact student learning</b>	Hargens		Y2Q1	07/02/12	09/28/12		
66	A	A.9.10	Work with the board and stakeholder groups to develop a proposal for a major initiative that will increase student achievement or provide an incentive for students to graduate (p. 410)	Hargens	2.2,2.3,2.4,3.4	Y2Q1	07/02/12	09/28/12		
67	G	 G.9.11	<b>Direct the superintendent to provide annual updates regarding efforts and progress in eliminating inequalities and inequities within the district.</b>	Marshall		Y2Q1	07/02/12	09/28/12		Equity Scorecard is underway View hiring, staffing, and employment patterns within schools, clusters, district, and central office. Met with superintendent to discuss hiring practices. Hosted an innovative initiative meeting with staffing specialist and MTRP coordinator to discuss the value inclusion. MTRP coordinator is writing a literature review on the importance of having minorities in education.
68	A	A.9.11	Provide annual reports to the board that report progress on the demonstrated equitable treatment of all students (p. 410)	Marshall		Y2Q1	07/02/12	09/28/12		Quarterly meetings with JCOE WORK SESSIONS. To discuss ACHIEVEMENT & ACCELERATION of students falling behind.
69	G	 G.10.1	<b>Direct the superintendent to develop budgetary policies using the criteria noted in Exhibit 5.1.15 and A.10.2 (p. 412)</b>	Hardin		Y2Q1	07/02/12	09/28/12		
70	A	A.10.1	Design or revise board policies as noted in G.10.1 and G.10.2 for board approval and adoption (p. 412)	Hardin		Y2Q1	07/02/12	09/28/12		
71	G	G.10.2	Direct the superintendent to present draft policies for board review, modification as needed, and adoption regarding linking budget proposals with curriculum and support programs (p. 412)	Hardin		Y2Q1	07/02/12	09/28/12		
72	G	G.10.10	Through policy, require the superintendent to establish a plan that will lead to the successful implementation of curriculum-based budgeting (p. 412)	Hardin		Y2Q1	07/02/12	09/28/12		
73	A	A.10.3	Provide training and consultation to all budget managers during the transition toward a curriculum-driven budgeting process (p. 414)	Hardin		Y2Q1	07/02/12	09/28/12		training sessions were provided for all budget managers with an emphasis on student achievement needs
74	A	A.10.6	Develop a policy that correlates staffing patterns to the district's curricular goals and strategic priorities (p. 414)	Hensley	4.8	Y2Q1	07/02/12	09/28/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education



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75	75 A	A.10.8	Develop a policy regarding the equitable distribution of revenue for all campuses based on demonstrated need to ensure equal access to all students (p. 414)	Hardin	4.1	Y2Q1	07/02/12	09/28/12		Allocation standard provided which meets AdvancEd criteria. In addition Section 7 funding requests were emphasized to target student achievement and needs for interventions of all student groups
76	76 G	 G.2.1	<b>Direct the superintendent to assist the board to review and revise all board policies and develop new ones where needed to provide clear direction and control over all important district functions, including curriculum (p. 387)</b>	Hensley		Y2Q1	07/02/12	09/28/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
77	77 A	A.2.1	Submit drafts of the recommend policies in G.2.1 for board review, revision, and adoption, along with recommendations for reorganization of policies to make them more accessible (p. 388)	Hensley		Y2Q1	07/02/12	09/28/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
78	78 A	A.2.3	Adhere to board policies when making decisions (p. 388)	Hargens		Y2Q1	07/02/12	09/28/12		
79	79 G	G.3.3	<b>Before approving any new initiatives, hold staff accountable for demonstrating how the proposal links to the system plan and how it can be successfully integrated and weigh carefully the impact of each new initiative for its effect on the whole system (p. 390)</b>	Hargens		Y2Q1	07/02/12	09/28/12		
80	80 A	A.3.7	<b>Refine the current district-driven process/protocol for creating and monitoring school-based plans (p. 391)</b>	Rodosky		Y2Q1	07/02/12	09/28/12		Schools have participated in three training sessions on the new CSIP tool in ASSIST
81	81 A	 A.4.1	<b>Assist the board of education in creating required policies to ensure a comprehensive curriculum management system (p. 393)</b>	Hensley		Y2Q1	07/02/12	09/28/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
82	82 G	G.4.1	Develop policies that define the specific roles and responsibilities of the board, administrators, and teachers regarding the design and delivery of curriculum. (p. 393)	Hensley		Y2Q1	07/02/12	09/28/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
83	83 G	G.4.2	Adopt a policy that requires a comprehensive curriculum management plan to guide the development and delivery of curriculum. (p. 393)	Hensley		Y2Q1	07/02/12	09/28/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education



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84	A	A.4.2	Develop a set of administrative procedures to set expectations for all curriculum functions in the district (p. 394)	Hensley		Y2Q1	07/02/12	09/28/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education--this will result in some procedures. Additionally, the Academic Services Division is developing and/or revising documents and valued practices that align with the KCAS.
85	A	A.4.7	Provide financial resources to accomplish the elements of curriculum design, implementation and evaluation (p. 396)	Hardin		Y2Q1	07/02/12	09/28/12		budget has been provided, will continue to review as necessary
86	A	A.6.4	Develop a comprehensive communication plan to assist staff in understanding the necessity of coordinated curriculum implementation and delivery (p. 403)	Hensley		Y2Q1	07/02/12	09/28/12		A system for communication exists between CIA, Area Asst. Superintendents, Principals and Central Office staff. Key areas of focus include coordinated curriculum implementation and delivery.
87	G	G.4.4	<b>Direct the superintendent to develop a policy that requires a staff development plan that reflects district goals (p. 393)</b>	Hensley		Y2Q1	07/02/12	09/28/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
88	A	A.5.7	<b>Further efforts to upgrade technology to facilitate ease of data collection and use, expand scope of data available, and provide training (p. 400)</b>	Rodosky		Y2Q1	07/02/12	09/28/12		CASCADE has been aligned with new accountability system; developed a data management request system; state scores loaded in Infinite Campus
89	A	A.6.1	<b>Revise and design previously identified policies for the development, implementation, and evaluation of comprehensive instructional strategies; submit to board for adoption; monitor implementation of policies (p. 402)</b>	Hensley		Y2Q1	07/02/12	09/28/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
90	G	G.6.1	Direct the superintendent to draft new policies and revise Board Policies IA and IIBE for consideration, revision, and adoption by the board in the area of instruction (p.401)	Hensley		Y2Q1	07/02/12	09/28/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
91	G	G.6.2	Require the superintendent to formulate administrative regulations to address all new and revised board policies (p. 402)	Hensley		Y2Q1	07/02/12	09/28/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education



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92	A	A.6.3	Design professional development to implement the newly devised instructional strategies (p. 403)	Hensley		Y2Q1	07/02/12	09/28/12		After the rollout process for researched based instructional strategies is complete, professional development will be designed that is consistent with these strategies.
93	A	A.6.5	Write administrative regulations to be congruent with revised and/or new board policies (p. 403)	Hensley		Y2Q1	07/02/12	09/28/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
94	G	G.7.1	<b>Direct the superintendent to revise and develop policies for board adoption to align the monitoring of curriculum delivery and the employee evaluation system with district expectations for student outcomes (p. 404)</b>	Hensley		Y2Q1	07/02/12	09/28/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
95	A	A.4.6	Develop a system for monitoring curriculum delivery throughout the district (p. 396)	Hensley	1.4	Y2Q1	07/02/12	09/28/12		Walk-through documents are currently being reviewed and revised to focus on standards based instruction.
96	G	G.7.6	Commit adequate resources to support ongoing walkthrough and monitoring training as well as evaluation instrument PD for all administrators (p. 404)	Hardin		Y2Q1	07/02/12	09/28/12		resources have been provided in current budget allocations
97	A	A.7.5	Revise the current walkthrough process to provide a comprehensive process (p. 405)	Hensley		Y2Q1	07/02/12	09/28/12		Walk-through documents are currently being reviewed and revised to focus on standards based instruction.
98	A	A.7.6	Develop a consistent walkthrough document and implement walkthrough procedures and training (p. 405)	Hensley	1.4	Y2Q1	07/02/12	09/28/12		Walk-through documents are currently being reviewed and revised to focus on standards based instruction.
99	G	G.7.3	<b>Direct the superintendent to determine the responsibilities for monitoring of teachers in regard to the delivery of curriculum (p.404)</b>	Hensley		Y2Q1	07/02/12	09/28/12		A new evaluation system is being developed in conjunction with KDE's Framework and the Jefferson County Teacher's Association. Additionally, principals are being trained in evaluation, focus on achievement and valued instructional practices that align with the curriculum expectations (Goal Clarity).
100	A	A.7.7	Require district administrators to monitor the principals they are supervising to ensure that classroom instructional monitoring and evaluation occur following district procedures (p. 405)	Hensley		Y2Q1	07/02/12	09/28/12		Assistant Superintendents will monitor the principals in their academic achievement areas (with the help of their ETCs) and will report progress to CAO
101	A	A.7.2	Recommend to the board draft policies that define individual, building, and system responsibilities for monitoring and teacher evaluation (p. 405)	Hensley		Y2Q1	07/02/12	09/28/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education














key	Action Type	Action Number	Action Description	Leads	Strategic Plan Strategies	Quarter	Start Date	End Date	Status	Notes
102	A	A.7.1	Recommend to the board policies that reflect comprehensive monitoring and evaluation programs for all employees that support the delivery of the district curriculum (p. 404)	Hensley		Y2Q1	07/02/12	09/28/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
103	A	A.7.9	Develop a comprehensive communication plan to assist staff in understanding the necessity of a coordinated monitoring and evaluation process (p. 405)	Hensley		Y2Q1	07/02/12	09/28/12		A system for communication exists between CIA, Area Asst. Superintendents, Principals and Central Office staff. Key areas of focus include coordinated monitoring and evaluation process.
104	A	A.8.9	<b>Coordinate and strengthen the implementation of Professional Learning Communities in all district schools (p. 407)</b>	Hensley	3.7,4.10	Y2Q1	07/02/12	09/28/12		Ongoing work to sustain the PLC process in all schools is underway. This includes embedded PD for PLC teams.
105	G	G.9.2	<b>Adopt a policy that makes a commitment to end the achievement gap based on socioeconomic status and ethnicity (p.408)</b>	Marshall		Y2Q1	07/02/12	09/28/12		Continue professional development on Equity and Inclusion. Presented policy concerns to Dr. Hargens. Met with some principals about policy concerns.
106	A	A.9.6	Monitor placement in special programs for disparities in participation among subgroups (p. 410)	Marshall	4.4	Y2Q1	07/02/12	09/28/12		Designing a dashboard for ELL students and staff to better track their progress, participation, and parents needs.
107	G	G.9.3	<b>Adopt a policy that makes a commitment to reduce the student dropout rate. (p. 409)</b>	Hensley		Y2Q1	07/02/12	09/28/12		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
108	A	A.3.5	<b>Provide training for all administrators and key instructional staff pertaining to planning and monitoring progress (p. 391)</b>	Rodosky		Y2Q2	10/01/12	12/28/12		Schools trained in self assessment as part of district accreditation; CSIP training for schools
109	A	A.8.8	<b>Expand evaluation of PD to include all stages of Guskey's model for PD evaluation (p. 407)</b>	Hensley	4.9	Y2Q2	10/01/12	12/28/12		Adjustments have been made to PdCentral to align with Guskey's model for evaluation. Pilot schools will begin implementation Jan. 2013.



key	Action Type	Action Number	Action Description	Leads	Strategic Plan Strategies	Quarter	Start Date	End Date	Status	Notes
110	A	A.9.4	<b>Supervise and monitor the implementation of the intended curriculum and of expected instructional strategies (p. 409)</b>	Hensley		Y2Q2	10/01/12	12/28/12		A district walk-through instrument has been designed, piloted and revised that focuses on learning targets and standards based instruction and the implementation of the intended curriculum. This walk-through instrument will be implemented to monitor curriculum delivery in all classrooms. After the rollout process for researched based instructional strategies is complete, professional development, will be designed that is consistent with these strategies. A comprehensive plan for supervision and monitoring will be collaboratively designed with Asst. Superintendents.
111	G	G.7.4	<b>Direct the superintendent to revise system plans, job descriptions, and evaluation instruments to reflect the newly created monitoring requirements (p. 404)</b>	Raisor		Y2Q2	10/01/12	07/01/14		We are in the planning stages of a comprehensive educator growth system and the components of the recommendations are included.
112	A	A.7.4	Revise system planning documents, job descriptions, and evaluation instruments to reflect the newly created district monitoring requirements (p. 405)	Raisor		Y2Q2	10/01/12	07/01/14		see above
113	A	A.8.7	Update job descriptions to define PD responsibilities (p. 407)	Hensley		Y2Q2	10/01/12	12/28/12		Discussions are underway to "personalize" the job descriptions toward roles needed and eliminating "generic" job descriptions that are not detailed to a needed role.
114	G	G.1.9	<b>Direct the superintendent to provide an annual status report to the board regarding the alignment of the table of organization, job descriptions and related appraisal instruments, and achievement of the system's intended outcomes (p. 385)</b>	Lanier-Robinson		Y2Q3	01/01/13	06/30/13		Developing a common template that will be completed by each division and posted broadly.
115	A	A.1.8	<b>Provide an annual status report to the board regarding the alignment of the table of organization, job descriptions and related employee appraisal instruments, and achievement of the system's intended outcomes (p. 385)</b>	Lanier-Robinson		Y2Q3	01/01/13	01/31/13		See above
116	A	A.1.9	<b>Communicate both verbally and in writing to the board, staff, and patrons Actions G.1.1 and G.1.9 and progress towards the completion of each element in each action (p. 385)</b>	Lanier-Robinson		Y2Q3	01/01/13	01/31/13		See above
117	G	G.4.3	<b>Require regular and timely reports and evaluations of curriculum development and the effectiveness of programs in meeting district goals and improving performance. (p. 393)</b>	Lanier-Robinson		Y2Q3	01/01/13	01/31/13		See above
118	G	G.4.6	<b>Require regular and timely reports and evaluations of the staff development program and the effectiveness of the program in meeting district goals (p.393)</b>	Lanier-Robinson		Y2Q3	01/01/13	01/31/13		See above
119	G	G.5.3	<b>Require the superintendent to make regular report to the board regarding the status of student performance on state and local assessments identifying formal actions implemented to close gaps (p. 399)</b>	Lanier-Robinson		Y2Q3	01/01/13	01/31/13		changed superintendent's board reports to focus more on leading indicators. Report made available on website after each board meeting and annual report will summarize annual results



key	Action Type	Action Number	Action Description	Leads	Strategic Plan Strategies	Quarter	Start Date	End Date	Status	Notes
120	A	A.5.8	<b>Make regular reports to the board regarding the status of student performance on state and local assessments (p. 401)</b>	Lanier-Robinson		Y2Q3	01/01/13	01/31/13		Awaiting data
121	G	G.6.3	<b>Require a report to the board on a yearly basis of the progress of the instructional practices in relation to student achievement (p.402)</b>	Lanier-Robinson		Y2Q3	01/01/13	01/31/13		Awaiting data
122	A	A.6.6	<b>Report to the board of education on at least a yearly basis the progress of the instructional strategies in relation to increased student achievement (p. 403)</b>	Lanier-Robinson		Y2Q3	01/01/13	01/31/13		Awaiting data
123	G	G.7.8	<b>Require a yearly report to the board on the improvement of teacher monitoring and evaluation efforts in relation to student achievement (p. 404)</b>	Lanier-Robinson		Y2Q3	01/01/13	01/31/13		Update to the board tentatively scheduled for January 28.
124	A	A.7.11	<b>Report to the board on at least a yearly basis the progress of the monitoring procedures and employee evaluation program in relation to increased student achievement (p. 405)</b>	Lanier-Robinson		Y2Q3	01/01/13	01/31/13		
125	G	G.8.3	<b>Direct the superintendent to provide annual reports to the board concerning the improvement of instruction in the district, including the progress of PD and teacher appraisal efforts (p. 406)</b>	Lanier-Robinson		Y2Q3	01/01/13	01/31/13		
126	A	A.8.10	<b>Assign the Director of PD the responsibility to report annually to the board on the impact of PD on student achievement (p. 407)</b>	Lanier-Robinson		Y2Q3	01/01/13	01/31/13		
127	G	 G.2.2	<b>Direct the superintendent to assist the board to review and revise all sample SBDM policies for alignment with board policy (p.387)</b>	Robinson		Y2Q3	01/01/13	03/29/13		Work to begin January 15th
128	A	A.2.2	Develop written administrative procedures to guide policy implementation in areas that require guidance beyond policy (p. 388)	Robinson		Y2Q3	01/01/13	03/29/13		Work to begin January 15th
129	A	A.2.4	Revise the SBDM Policy Manual to clarify and strengthen the links between school policies and JCPS board policies (p. 388)	Robinson		Y2Q3	01/01/13	03/29/13		Work to begin January 15
130	A	A.2.5	Design and implement an ongoing system for training administrators, appropriate staff, board members and SBDM Councils on policy expectations and implementation (p. 388)	Robinson		Y2Q3	01/01/13	03/29/13		Work to begin January 15
131	A	A.3.4	Revise board policy and SBDM model policies related to school plan development and evaluation (p. 391)	Robinson		Y2Q3	01/01/13	03/29/13		
132	G	G.3.5	Adopt policies developed or revised that meet the above mentioned criteria. Expect the superintendent to monitor the implementation of those policies (p. 390)	Rodosky		Y2Q3	01/01/13	03/29/13		CSIP and CDIP process have been revised; District plan and school plan policies reviewed by Board Policy committee in April
133	A	 A.3.9	<b>Develop or revise procedures for monitoring and evaluating supporting plans to ensure that they are closely aligned with the system-level plan and are contributing to the attainment of board goals (p. 392)</b>	Rodosky	3.1	Y2Q3	01/01/13	03/29/13		Strategic Plan success measures and leading indicators are defined and baseline data has been presented to BOE; updated data presented to board in February; Superintendent's report at Board meetings include updates on student achievement data



key	Action Type	Action Number	Action Description	Leads	Strategic Plan Strategies	Quarter	Start Date	End Date	Status	Notes
134	A	A.3.10	Prepare regular reports to the board, staff, and community regarding the implementation and evaluation of the full range of district plans/planning (p. 392)	Rodosky		Y2Q3	01/01/13	03/29/13		Quarterly report on CMA and strategic plan progress presented to BOE in October and January; updated data presented to board in February; Superintendent's report at Board meetings include updates on student achievement data
135	A	A.3.12	Hold administrators accountable for following the district planning process, implementing and monitoring plans (p.392)	Rodosky		Y2Q3	01/01/13	03/29/13		CSIP review rubric has been created for monitoring the quality of school plans and shared with schools; weekly meetings scheduled to discuss priority school progress between JCPS and KDE; designated person identified to coach and monitor priority school plans (i.e. CSIP, 30-60-90, quarterly reports, DIPP, plus/delta); transformation zone website has been created
136	A	 A.4.8	<b>Assist the board in the revision and implementation of policy outlining a comprehensive staff development program (p. 396)</b>	Hensley		Y2Q3	01/01/13	03/29/13		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
137	G	G.8.1	Revise Board Policy GCKB to require the development of a comprehensive, long-term PD plan that meets audit quality criteria for PD (p. 406)	Hensley		Y2Q3	01/01/13	03/29/13		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
138	A	A.8.1	Recommend to the board a comprehensive staff development policy for all employees to support the design and delivery of curriculum and district priorities (p. 406)	Hensley		Y2Q3	01/01/13	03/29/13		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
139	A	A.8.2	Develop administrative regulations to implement the above policy when adopted (p. 407)	Hensley		Y2Q3	01/01/13	03/29/13		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
140	G	G.4.5	Continue supporting PD for all staff, but require funds be directed to activities clearly linked to improved job performance and professional growth (p. 393)	Hensley		Y2Q3	01/01/13	03/29/13		PD funds are positively scrutinized to ensure they are linked to professional growth and performance based outcomes.








key	Action Type	Action Number	Action Description	Leads	Strategic Plan Strategies	Quarter	Start Date	End Date	Status	Notes
141	A	A.9.2	<b>Assist the board in obtaining stakeholders' commitment to equal access and equitable allocation of resources (p. 409)</b>	Marshall		Y2Q3	01/01/13	03/29/13		PLC rounds, Board session on efforts of including community stakeholders. Waiting to see if Title I will give money to improve PD offered in our homeless shelters, and parent/community centers, etc. Monitoring the establishment of OST providers and learning centers - making sure they are in areas of town accessible for parents.
142	G	G.9.4	Involve stakeholders in developing a definition of equal access and of equity (p. 409)	Marshall		Y2Q3	01/01/13	03/29/13		Equity Advisory board solicitation is set up. B.R.A.C.E.S. Bringing Race Access, Community, and Equity, in Schools. Designing of Professional Development that address teacher, school, and district needs in INCLUSION and ACHIEVEMENT. Waiting to see if Title 1 or 2 will support our efforts
143	G	G.1.1	<b>Revise Board Policy GCN – Supervision evaluation and accountability of staff (p. 380)</b>	Raisor		Y2Q4	04/01/13	06/28/13		Part of educator growth system
144	G	G.1.2	Revise Board Policy CGA – Staff positions and workload (p. 380)	Raisor		Y2Q4	04/01/13	06/28/13		Part of job description and salary study
145	A	A.1.1	Prepare for board consideration and adoption a revision of Board Policies GCN and CGA as shown in G.1.1 (p. 385)	Raisor		Y2Q4	04/01/13	06/28/13		Evaluation in process
146	G	G.1.3	Direct the superintendent to prepare a set of job descriptions and related appraisal instruments for all employees consistent with G.1.2 (p. 380)	Raisor		Y2Q4	04/01/13	06/28/13		Part of job description and salary study
147	A	A.1.2	Prepare a set of job descriptions and related appraisal instruments for all employees consistent with G.1.3 (p. 385)	Raisor		Y2Q4	04/01/13	06/28/13		Part of job description and salary study
148	A	A.2.6	Include in the administrator evaluation system requirements related to implementation of policy and keeping people aware of and following policy (p. 388)	Raisor		Y2Q4	04/01/13	06/28/13		Part of Educator Growth System
149	A	A.5.4	Establish clear expectations for administrators and teachers in board policies, job descriptions, and personnel appraisal systems on the use of assessment data (p. 400)	Rodosky		Y2Q4	04/01/13	06/28/13		
150	A	A.7.3	Recommend to the board policies that link the teacher evaluation instrument to specific and defined instructional practices and supervisor evaluation instruments to appropriate monitoring (p. 405)	Hensley	4.6	Y2Q4	04/01/13	06/28/13		District Administration has met with the Board of Education around the recommendations for policy development to enhance achievement. A plan is being developed by the Superintendent and the Board of Education
151	A	A.9.9	Revise teacher and administrator recruitment and retention procedures (p. 410)	Raisor	4.8	Y2Q4	04/01/13	06/28/13		Part of Educator Growth System
152	G	G.9.7	Direct the superintendent to revise the recruiting plan to attract minority and male teachers to the district and to retain them (p.409)	Raisor		Y2Q4	04/01/13	06/28/13		MTRP has been transferred to DEP, but recruitment is part of Educator Growth System development
153	G	G.3.1	<b>Direct the superintendent to assist the board in the preparation/revision and adoption of policies to encompass the full scope of long-range and short-range planning (p. 389)</b>	Rodosky		Y2Q4	04/01/13	06/28/13		Strategic plan developed and adopted; District plan policy reviewed by Board Policy committee in April



key	Action Type	Action Number	Action Description	Leads	Strategic Plan Strategies	Quarter	Start Date	End Date	Status	Notes
154	A	A.3.1	Prepare for board approval new or revised board policies that meet the criteria in G.3.1 (p. 391)	Rodosky		Y2Q4	04/01/13	06/28/13		Proposed policy work was presented during new board member orientation; All policies relevant to CMA report were distributed to cabinet for review; CSIP and CDIP process have been revised; District plan and school plan policies reviewed by Board Policy committee in April
155	G	G.3.6	Commit adequate resources for the effective implementation of the district planning efforts for improvement, and determine such resources within the budget process to support planning decisions (p. 390)	Hardin		Y2Q4	04/01/13	06/28/13		
156	A	 A.3.6	<b>Prepare for board approval a new system-level plan that meets all Curriculum Management Audit™ Criteria (p. 391)</b>	Hargens		Y2Q4	04/01/13	06/28/13		Strategic Plan Vision 2015 adopted by the Jefferson County Board of Education on May 29, 2012
157	A	A.3.8	Develop procedures to promote system-wide communication, coordination, and integration of plans and planning efforts (p. 392)	Rodosky	3.1	Y2Q4	04/01/13	06/28/13		Vision 2015 updated with baseline data and shared with different stakeholder groups
158	A	A.3.11	Expect that all future action and decision making in the district will be clearly linked to the district's CDIP or strategic plan (p. 392)	Rodosky	3.1	Y2Q4	04/01/13	06/28/13		Strategic Plan success measures and leading indicators are defined and dashboard is being developed
159	A	A.4.3	<b>Design a comprehensive curriculum management plan (p. 394)</b>	Hensley		Y2Q4	04/01/13	06/28/13		A plan is in place that includes a curriculum review cycle and procedures. However, the plan is not comprehensive or long-term.
160	A	 A.4.9	<b>Develop a comprehensive, long-term, district-wide staff development plan (p. 396)</b>	Hensley	1.3	Y2Q4	04/01/13	06/28/13		Professional development is provided for various stakeholder groups. However, a district-wide, comprehensive, long-term PD plan has not been developed.
161	A	A.4.12	Provide resources and funding necessary for professional development that ensures alignment with curriculum (p. 397)	Hensley		Y2Q4	04/01/13	06/28/13		PD proposals have been revised to ensure stronger alignment with the standards. New proposals will be piloted Jan. 2013.
162	G	 G.8.2	<b>Direct the superintendent to design a comprehensive, long range PD plan to provide a framework for all stakeholders (p. 406)</b>	Hensley		Y2Q4	04/01/13	06/28/13		District PD is primarily focused on standards-based instruction, a balanced assessment system, culturally responsive teaching strategies and the implementation of Professional Learning Communities. After these are fully implemented, the PD plan will be adjusted to be more varied and comprehensive, as well as having specific components.
163	G	G.7.5	Direct the superintendent to provide focused PD to implement and provide ongoing support for monitoring of classroom practices and the use of the teacher evaluation system (p. 404)	Hensley		Y2Q4	04/01/13	06/28/13		A district walk-through system is being developed to improve the monitoring of classroom practices. All principals, coaches and teachers will be trained.



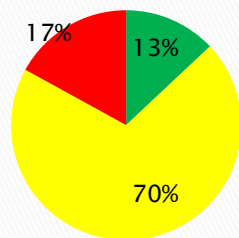
key	Action Type	Action Number	Action Description	Leads	Strategic Plan Strategies	Quarter	Start Date	End Date	Status	Notes
164	A	A.7.8	Design PD to monitor curriculum delivery and institute the employee evaluation program (p. 405)	Hensley		Y2Q4	04/01/13	06/28/13		District Leadership attended a PGES training in Feb. 2013 to gain additional knowledge to institute the employee evaluation program. This information will be utilized to design the PGES staff development plan.
165	A	A.8.6	Align the staff development plan with district and school improvement plans and the curriculum management plan (p. 407)	Hensley		Y2Q4	04/01/13	06/28/13		As the PD plan is developed, it will be based on school needs as per the PD Needs Assessment. The PD plan will also be aligned with CDIP and CSIPs as well as the overall curriculum management plan.
166	G	 G.9.5	<b>Direct the superintendent to review curriculum areas, magnet programs, and interventions to determine equality of access and equitable distribution of resources (p. 409)</b>	Marshall	4.3	Y3Q1	07/01/13	09/27/13		Cultural Competence. Magnet curriculum designs. Design an Inventory and Quality Control task force charged with evaluating areas, magnet programs, interventions, and improve equality/inclusion and ACHIEVEMENT. School design for saturday school. Extended time learning.
167	A	A.9.5	Coordinate supporting programs and initiatives (p. 409)	Hensley	4.3	Y3Q1	07/01/13	09/27/13		We are selectively abandoning ineffective programs and interventions based on program evaluation feedback.



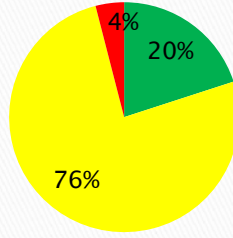
## Curriculum Management Audit Progress Report

April 22, 2013

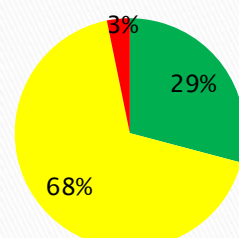
### Curriculum Management Audit Total Recommendations



October 2012



January 2013



April 2013

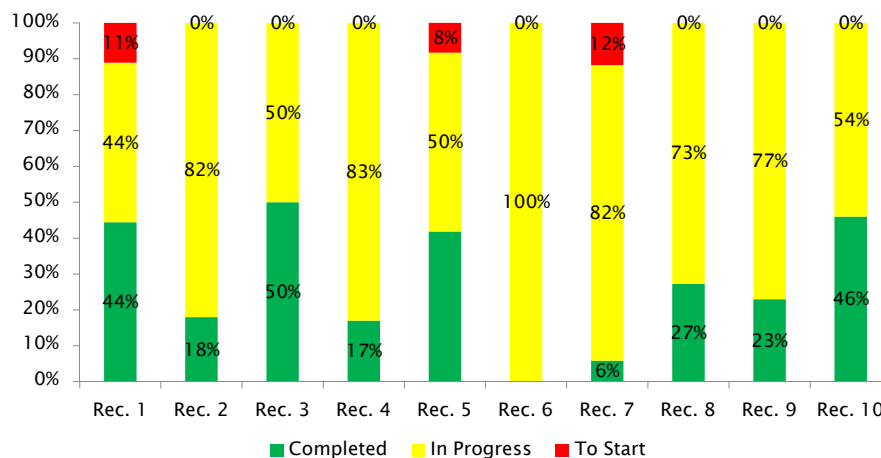


## CMA Recommendations

1. Adopt policies governing the **management of the table of organization** and related job descriptions.
2. Review, revise, adopt, and implement **board policies** to provide for a sound local system of curriculum management and control.
3. Redesign the **planning process** to provide a coherent focus and improved system connectivity.
4. Design and implement a **comprehensive curriculum management system** that integrates curriculum development, staff development, and staff appraisal.
5. Develop and implement a comprehensive plan for **student assessment and program evaluation** that requires data use at district and site levels.
6. Institutionalize **instructional best practices** for the effective delivery of the district's written curriculum.
7. Establish procedures to require **formal monitoring of district instructional practices** to promote consistency across all levels of the school district.
8. Design and implement a coordinated, system-wide **professional development** program.
9. Provide **equal access** to comparable programs, services, and opportunities to impact student achievement.
10. Develop and implement a three-year plan that **aligns district and building level resources** to curricular goals and strategic priorities.



## Curriculum Management Audit Progress Report by Total Recommendation



Progress on each recommendation is managed through the SmartSheet tool





## Recent Actions

- ▶ Reviewing, revising and adopting board policies (recommendation 2)
- ▶ Designing district walk-through instruments that focus on learning targets and standards based instruction (recommendation 7)
- ▶ Conducting a needs assessment for professional development (recommendation 8)
- ▶ Aligning district and building level resources to curricular goals and strategic priorities through the budget process (recommendation 10)





SEPTEMBER 10, 2012

Agenda Item: **V.R. Approval of Superintendent Evaluation System and Performance Objectives for 2012–13**

Recommendation: Superintendent Donna Hargens recommends that the Board of Education approve the attached Superintendent Evaluation System and Performance Objectives for Fiscal Year 2012–13.

Rationale: The 2012–13 performance evaluation period runs from July 1, 2012, through June 30, 2013.

During a special meeting on August 23, 2012, the Board developed performance objectives that will serve as the basis for the 2012–13 performance evaluation of the superintendent

The attached Superintendent Evaluation System outlines the process that will be used to conduct the evaluation of the superintendent for the evaluation period of 2012–13.

Submitted by: Dr. Donna Hargens

Attachment



# Jefferson County Public Schools Superintendent Evaluation System

**“All JCPS students graduate prepared  
to reach their full potential and  
contribute to our society throughout life.”**

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## **Superintendent Evaluation System**

During evaluation periods (1 July to 30 June), expectations for the upcoming year will be set in June at the Final Board Summative Evaluation of the Superintendent and performance objectives/priorities will be finalized and approved at the start of the year. In January, a formative evaluation will be completed and then in the following June, a summative evaluation will be completed. During the June summative evaluation meeting, any needed changes to the criteria/objectives/priorities will be made to serve as the basis for the performance objectives/priorities of the performance evaluation for the following year.

**Directions:** Each Board member will participate in two superintendent evaluations each year. In January, a formative evaluation will be completed for the purpose of providing “feedback” to the superintendent in the middle of the evaluation period. The primary purpose of this evaluation is to provide the superintendent an opportunity to receive feedback from Board members on his/her performance and provide ample time to make any needed adjustments prior to the end-of-year, summative evaluation in June.

### **Formative Evaluation Session – January**

The following steps should be followed for the formative evaluation session:

1. A special, closed session meeting should be called in January to conduct the formative evaluation of the superintendent. The Board members and superintendent should be the only people present at this meeting.
2. Prior to the meeting, in an effort to maintain the focus of the discussion during the formative evaluation, each Board member is encouraged to evaluate the superintendent’s performance during the first six months of the reporting period by reviewing Sections 1 and 2 in this document and making personal notes, observations, and calculation for discussion at the meeting – (no other sections are used for the formative evaluation.)
3. The meeting should be conducted as an informal discussion where each Board member and the superintendent are free to share their views of the superintendent’s performance. The items in the evaluation form should provide the basis for that discussion.
4. The superintendent and all Board members should leave this session with a clear understanding of the superintendent’s strengths and any needed improvement areas relative to the items being evaluated in Sections 1 and 2 of this evaluation form. No final “Board” product will be developed as part of this session.



## **Summative Evaluation Session – May/June**

The following steps should be followed for the preliminary evaluation session:

1. A special, closed session meeting should be called in May to provide feedback for the preliminary evaluation of the superintendent. The Board members and the superintendent should be the only people present at this meeting.
2. Prior to this closed session, the superintendent will provide a portfolio of evidences.
3. Prior to this closed session, each Board member is encouraged to evaluate the superintendent's performance for the entire school year by reviewing Sections 1 and 2 of this form and making personal notes, observations, and calculations.
4. The primary purposes of the preliminary evaluation meeting are to:
  - a. Provide the superintendent feedback on her performance during the reporting period
  - b. Provide input to develop a summary of the feedback and complete a draft of the preliminary evaluation in the closed session
  - c. Set new expectations and make any necessary changes to the evaluation form for the following evaluation period
  - d. The General Counsel will review the final draft with the Board in regard to any legal implications.
5. During this closed session, the Board and superintendent should discuss feedback of individual Board members and the superintendent. A summary of the feedback and a draft of the preliminary evaluation will be developed.
6. The Board will discuss and vote in open session to approve this Final Board Summative Evaluation of the Superintendent as it is released to the public at a regular meeting. Finally, any changes to the evaluation criteria for the following year should be approved by majority vote in open session.



## Section 1: Ongoing General Performance Criteria

### 1. Leadership

- 1.1. Provides leadership in developing a sensitive approach to meet the challenges of an ethnically and culturally diverse community.
- 1.2. Delegates authority appropriately while maintaining responsibility.
- 1.3. Develops and communicates a long-range vision of quality education to the board, staff, and community.
- 1.4. Maintains a highly visible, personal presence in schools and the community, and inspires parental and family involvement and commitment among individuals and groups.
- 1.5. Provides for the health and safety of all students and employees while participating in district activities.
- 1.6. Oversees a system for regular evaluation of instructional programs to meet student instructional needs and to attain desired student achievement.
- 1.7. Oversees a discipline management program and monitors for equity and effectiveness.
- 1.8. Oversees a performance appraisal process for instructional staff that reinforces standards of excellence and assesses deficiencies; ensures that results are used in planning for improvement.
- 1.9. Oversees a performance appraisal process for non-instructional staff that reinforces a standard of excellence and assesses deficiencies; ensures that results are used in planning for improvement.
- 1.10. Applies effective methods of providing, monitoring, evaluating and reporting student achievement and using sound research and assessments to improve the learning process.
- 1.11. Articulates and promotes high expectations for teaching and student learning.
- 1.12. Ensures that policies and rules are uniformly observed and enforced.
- 1.13. Fosters a culture of high expectations for self, student, and staff performance.

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments: (Continue on back if necessary)



## 2. Management

- 2.1. Manages and applies district resources equitably and has knowledge of sound fiscal procedures.
- 2.2. Demonstrates sound management practices, including soliciting appropriate participation of others in planning and decision-making.
- 2.3. Facilitates the annual creation of a district budget that supports the vision and goals of the district.
- 2.4. Oversees a budget development process that results in recommendations based on district priorities and available resources.
- 2.5. Oversees budget implementation in a way that ensures appropriate expenditure of budgeted funds and provides for clear and timely budget reports.
- 2.6. Keeps the administrative structure throughout the district current with the needs for supervision, accountability, and the strategic plan.
- 2.7. Provides for job descriptions and staff evaluations that support the strategic plan.
- 2.8. Organizes the central office in a manner consistent with district priorities and resources and monitors administrative organization at all levels for effectiveness and efficiency.
- 2.9. Oversees procedures to ensure effective and timely compliance with all legal obligations, reporting requirements, and policies.
- 2.10. Ensures that district investment strategies, risk management activities, and purchasing practices are sound, cost-effective, and consistent with district policy and law.
- 2.11. Monitors effectiveness of district operations against appropriate benchmarks.
- 2.12. Develops, implements, promotes, and monitors continuous improvement processes.
- 2.13. Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues.
- 2.14. Oversees and administers the use of all district facilities, property, and funds to obtain maximum efficiency.
- 2.15. Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence, and trauma.
- 2.16. Interprets the local, state, and federal school financial aids to the board and advises the board on all financial aspects of the district and on allocation of school funds.
- 2.17. Ensures the district is organized and aligned for success.
- 2.18. Ensures organizational systems are regularly monitored and modified as needed.
- 2.19. Establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support district goals.

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments: (Continue on back if necessary)



### 3. Policy and Governance

- 3.1. Recommends appropriate and effective district policies.
- 3.2. Effectively translates into action the board's policies and the community's aspirations for its schools.
- 3.3. Understands and articulates the system of public school governance and differentiates between policy making and administrative roles.
- 3.4. Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.
- 3.5. Understands and interprets the role of federal, state, and regional governments, policies, and politics and their relationships to local districts and schools.

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments: (Continue on back if necessary)



#### 4. Communication

- 4.1. Demonstrates decisiveness and strong interpersonal communication skills.
- 4.2. Clearly articulates the Comprehensive District Improvement Plan, mission, and priorities to all stakeholders.
- 4.3. Provides appropriate communication to keep staff at all levels fully informed in a timely manner of the board's priorities, concerns, and actions.
- 4.4. Facilitates a process that ensures continued implementation of the communications audit recommendations.
- 4.5. Effectively communicates performance expectations to administrators, faculty, and staff.
- 4.6. Demonstrates effective communication skills (written, verbal, and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments).
- 4.7. Formulates and implements plans for internal faculty and staff communications.
- 4.8. Communicates clearly and substantively to the community about district issues and performance.
- 4.9. Effectively communicates the district's vision and mission to all stakeholders.
- 4.10. Effectively communicates progress toward the district's vision and to all stakeholders.
- 4.11. Maintains high visibility, active involvement, and frequent communication with the larger community.

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments: (Continue on back if necessary)



## 5. Board Relations

- 5.1. Keeps the Board informed of significant issues as they arise, using agreed upon criteria and procedures for information dissemination.
- 5.2. Responds in a timely and complete manner to board requests for information that are consistent with Board policy and established procedures and ensures that staff meet the same expectation.
- 5.3. Provides recommendations and appropriate supporting materials to the board on policy issues and matters for Board decision.
- 5.4. Interprets and supports Board policy and decisions to staff and community.
- 5.5. Provides leadership for the Board in defining superintendent and Board roles, mutual expectations, procedures for working together, and formulating district policies.
- 5.6. Prepares Board agenda with the Board Chair and is consistently prepared for meetings.
- 5.7. Develops administrative rules and procedures, as necessary, to implement Board policies and ensures Board policy is implemented and followed throughout the district.

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments: (Continue on back if necessary)



**6. Community Relations**

- 6.1. Develops and maintains mutually beneficial relationships with the business community.
- 6.2. Directs a proactive program of internal and external communication at all levels designed to improve staff and community understanding and support of the district.
- 6.3. Establishes mechanisms for community and business involvement in the schools and encourages participation.
- 6.4. Works with other governmental entities and community organizations to meet the needs of students and the community in a coordinated way.
- 6.5. Promotes goodwill, understanding, and acceptance of district programs.
- 6.6. Anticipates potentially controversial situations and takes action to minimize problems.
- 6.7. Establishes effective school/community relations, school/business partnerships and public service opportunities.

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments: (Continue on back if necessary)



**7. District Goals and Planning**

- 7.1. Provides necessary leadership to increase student achievement and close achievement gaps.
- 7.2. Leads the development of, and supports the Comprehensive District Improvement Plan and accurately reports progress on goals.
- 7.3. Formulates procedures for gathering, analyzing and using district data for decision-making.
- 7.4. Provides leadership for annually assessing and setting priorities on student and district needs.
- 7.5. Examines student achievement data, disaggregates data and creates district improvement plans.
- 7.6. Initiates and oversees a continuous evaluation of the progress and the needs of the district.
- 7.7. Develops and implements short-term and long-term facility plans to accommodate the needs of the district as its population changes.
- 7.8. Ensures that key planning activities within the district are coordinated and are consistent with Board policy and applicable law, and that goals and results are communicated to staff, students, and public as appropriate.

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments: (Continue on back if necessary)



**8. Professional Standards**

- 8.1. Inspires trust, possesses self-confidence and optimism, and models high standards of integrity, loyalty, and commitment.
- 8.2. Maintains awareness of innovations and contemporary movements in education.
- 8.3. Stays abreast of developments in educational leadership and administration.
- 8.4. Models and promotes the district's core values.
- 8.5. Participates in professional growth opportunities.
- 8.6. Treats people fairly with dignity and respect.
- 8.7. Follows through on commitments.
- 8.8. Explores and develops ways to find common ground in dealing with difficult and divisive issues.
- 8.9. Participates as a member of associations likely to enhance professional/personal growth.
- 8.10. Selects and attends professional activities related to individual and district goals.
- 8.11. Demonstrates an appreciation for and sensitivity to diversity throughout the district.

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments: (Continue on back if necessary)



## **Section 2: Specific Performance Objectives for Current Evaluation Period**

The Jefferson County Board of Education met in a Special Meeting on August 24, 2012, to develop performance objectives that will serve as the basis for the 2012-2013 performance evaluation of the Superintendent.

### **PERFORMANCE OBJECTIVE 1: Effectively implement the *Strategic Plan Vision 2015***

Dr. Hargens will continue to implement the strategic initiatives outlined in JCPS' Strategic Plan as an overarching expectation of the Jefferson County Board of Education. Status of these initiatives will be outlined in quarterly reports prepared for the Board during the 2012-2013 school year. The Board further expects that two areas within the Strategic Plan be a priority for the 2012-2013 school year as follows.

#### **PERFORMANCE OBJECTIVE 1**

Describe the positive things that have been accomplished in this area.

What would you like Dr. Hargens to focus on during the next six months?

What concerns or suggestions do you have for Dr. Hargens?



## **PERFORMANCE OBJECTIVE 2: Improve student achievement**

Dr. Hargens will assess, monitor, and manage three related areas: the implementation of the Kentucky Core Academic Standards, the district's commitment to diversity, and the improvement of student achievement. Dr. Hargens will present an action plan that cites the successes and deficiencies of student achievement based on analyses of Quality Indicators by December 2012. These indicators should represent a continuum of student performance throughout the stages of an education in JCPS.

- **Proficiency** in academic expectations of JCPS
  - Establish a baseline for 2012-2013 as a result of new state accountability tests
- **Growth** in student achievement from the early years of preschool through their school careers in JCPS.
- **Graduation** trajectories that include:
  - Graduation rates
  - Dropouts
  - Resiliency quadrants
  - Patterns of continued enrollment
  - At-risk indicators
- **College and career readiness** as evidence by ACT, PLAN, EXPLORE



**PERFORMANCE OBJECTIVE 2:**

Describe the positive things that have been accomplished in this area.

What would you like Dr. Hargens to focus on during the next six months?

What concerns or suggestions do you have for Dr. Hargens?



### **PERFORMANCE OBJECTIVE 3: Continually assess and improve organizational management**

The district is in its first year of a new organizational structure. Dr. Hargens will continue to monitor, and adapt as necessary to support quality, effectiveness and alignment to the strategic plan. In addition, specific attention is given to:

- Communication both within JCPS and externally to the community
- Progress made with implementation of recommendations from the Curriculum Management Audit



**PERFORMANCE OBJECTIVE 3:**

Describe the positive things that have been accomplished in this area.

What would you like Dr. Hargens to focus on during the next six months?

What concerns or suggestions do you have for Dr. Hargens?



## Section 2 Summary Page

### Performance Objective 1:

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments:

### Performance Objective 2:

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments:

### Performance Objective 3:

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments:



### Section 3: Individual Board Members Preliminary Notes for Superintendent Preliminary Evaluation

General Performance Criteria		
Performance Criteria	Meets Expectations	Does Not Meet Expectations
1. Leadership		
2. Management		
3. Policy & Governance		
4. Communication		
5. Board Relations		
6. Community Relations		
7. District Goals and Planning		
8. Professional Standards		
Performance Objectives		
Performance Objective		
Performance Objective #1		
Performance Objective #2		
Performance Objective #3		

Comments: (Continue on back if necessary)



## Section 4: Final Summative Board Evaluation of the Superintendent

Summary Board Evaluation (Meets/Does Not Meet)					
General Performance Criteria	Meets Expectations	Does Not Meet Expectations	Specific Performance Objectives	Meets Expectations	Does Not Meet Expectations
1. Leadership			Objective #1		
2. Management			Objective #2		
3. Policy and Governance			Objective #3		
4. Communication					
5. Board Relations					
6. Community Relations					
7. District Goals and Planning					
8. Professional Standards					

General	
General Performance	Specific Objectives
Meets Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>
Does Not Meet Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>

Comments (Add as many pages as needed):

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Vice-Chair

\_\_\_\_\_  
Date



**Jefferson County Board of Education  
Superintendent Performance Evaluation  
School Year 2011-2012  
June 11, 2012**

## Final Summative Board Evaluation of the Superintendent

Summary Board Evaluation					
General Performance Criteria	Meets Expectations	Does not meet expectations	Specific Performance Objectives	Meets Expectations	Does not meet expectations
1. Leadership	X		Objective #1	X	
2. Management	X		Objective #2	X	
3. Policy & Governance	X		Objective #3	X	
4. Communication	X				
5. Board Relations	X				
6. Community Relations	X				
7. District Goals & Planning	X				
8. Professional Standards	X				

General	
General Performance	Specific Objectives
Meets expectations X	Meets expectations X
Does not meet expectations	Does not meet expectations

### EVALUATION NARRATIVE

In January 2011, the Jefferson County Board of Education met on May 29, 2012 and on June 11, 2012 to conduct the annual evaluation of the Superintendent Dr. Donna Hargens. The Board and Superintendent Hargens collaboratively established three performance goals at a Special Board Meeting on January 11, 2012. These goals were used to evaluate her performance for the 2011-2012 school year:

1. Improve student achievement
2. Develop a sound organizational management plan
3. Effectively manage the student assignment plan

This evaluation is based on indicators of these performance goals as well as evidence of her leadership and management skills.



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**Commendations**

The Board commends Dr. Hargens for a successful initial year. She faced many challenges during her first year as superintendent. Dr. Hargens addressed these needs with courage, insight and strong management skills. The Board appreciates how she approached these challenges. Rather than prescribing specific solutions, she listened, reviewed multiple data sources, and observed to fully immerse herself in understanding current practices and performance of JCPS. She embraced the Board's decision to commission a Curriculum Management Audit and further recommended to the Board an additional external review of the organizational structure. In addition, she responded swiftly to the Board's directive to engage in a strategic planning process to set a future course, outlining an immediate 90 Day Plan as well as guiding goals and objectives for the next three years. She leads the district with clear attention on the mission, vision and values that the Board has approved to guide JCPS for the next three years, modeling that the plan can be a dynamic document.

The Board compliments Dr. Hargens for the role she is taking in the greater Louisville community. She values the role that multiple stakeholders can play to contribute their time and talents on a shared purpose to improve the community's schools. The Board recognizes her tireless efforts to reach out to the community and the many groups that want to support JCPS. She has instituted regular Superintendent Summits in which multiple stakeholders come together to hear and talk about progress and needs of JCPS. As a result of her efforts, she has been well received and continues to cultivate collaborations in a spirit of true partnership. The Board appreciates her role, visibility and active participation as a key member of this community.

***Performance Goal 1: Improve student achievement***

Dr. Hargens is entirely, consistently and steadfastly focused on improving student achievement. Her messages within the district and community reflect an unwavering commitment to the growth of student learning. The Board recognizes the immediate steps she took to support student learning in the near term. Her strategy to extend learning time for many students through after-school programs both within the schools and within the community was critical. She further directed focus on effective interventions during the school day for students. She has made spending time in schools a priority, engaging board members in these visits as well. Dr. Hargens is to be commended for her priority to spend time in more than a hundred schools this year. She has set the expectation to have meaningful interactions with principals and teachers so that she has firsthand knowledge of the needs of students, progress being made and direct interactions with staff.

The Board is confident in Dr. Hargens expertise in teaching and learning. She recognizes quickly what students need in order to be successful learners and is centered on creating those conditions in JCPS schools. She recognizes that to maintain and cultivate talented principals, teachers and staff, there needs to be high quality professional development provided for them. The Board further recognizes her efforts to direct, coordinate and support the focus of senior



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leadership around key strategies to improve student achievement. We support efforts to increase a positive momentum on student achievement across the district, high expectations for all students and specific attention to schools who have not met their goals.

***Performance Goal 2: Develop a sound organizational management plan***

Dr. Hargens took the recommendations of external audits seriously. The Board acknowledges her bold leadership to execute those recommendations related to a comprehensive reorganization of the district. She was guided by her commitment to improve student achievement, to support students and our schools and to do so in a fiscally responsible manner. We commend her for that.

She integrated the audit recommendations into the strategic plan. She executed on those recommendations that supported a reorganization of functions, greater alignment internally and sound internal operations. This has been a significant endeavor given the size, complexity and traditions of district operations.

Dr. Hargens has demonstrated excellent management of fiscal responsibilities in her decision making. She expresses a consistent accountability to use the district's resources in the most effective and efficient way to benefit students and schools. Her decisions have resulted in a cost savings to the district of over four million dollars.

***Performance Goal 3: Effectively manage the student assignment plan***

Dr. Hargens brought prior experience from a large district to the efforts of JCPS to continually improve student assignment. She worked closely with senior staff, listened to community input and supported the development of recommendations to the Board regarding student assignment.

Dr. Hargens has arranged multiple work sessions for the Board on student assignment. She has considered the recommendations provided by an external consultant and weighed multiple benefits, risks and desires for student assignment practices. She has directed and monitored the development of recommendations.

**Recommendations**

The Board commends Dr. Hargens for significant accomplishments in less than a year to move JCPS forward through substantive changes to support schools and to optimize district resources. As the focus of student achievement takes on increased positive momentum through district support structures, we recommend attention be directed to specific areas. We recognize that significant work has begun under her leadership in these areas.



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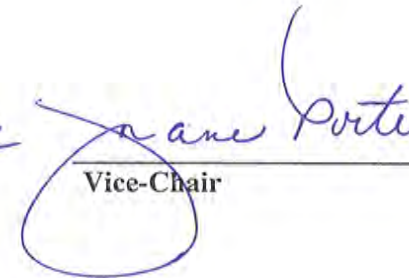
1. The Board recommends that attention be given to maintaining and building areas of expertise specific to the unique qualities, needs and best practices at the different levels- elementary, middle and high schools. The new organizational structure will support opportunities to coordinate improvement efforts across levels in new ways for JCPS. While the Board recognizes the advantages of this regional structure, it is recommended that the district continue its commitment to building capacity in specific expertise at the district that is essential for best practices at each level of a K-12 education.
2. The Board recommends that Dr. Hargens develop and report specific strategies to address the following areas of need.
  - Reaching all parents and families: The Board recommends that attention be given to effective ways we can better reach all parents to inform them of the educational choices and how they can best make one of the most important decisions for their children, such as home visits that are currently in place.
  - Low enrollment schools: The Board is committed to diverse schools, choices to families and every school becoming high performing. We request that Dr. Hargens develop specific strategies to increase enrollment in schools that are currently below capacity.
  - Student Conduct and Discipline: The Board recommends that attention be directed towards areas related to student conduct and discipline in JCPS schools.
3. The Board recommends that every effort be made to proactively clarify and communicate responsibilities, reporting lines, and processes to support clear, smooth operations within the district.
4. The Board recommends a priority to develop a sense of team within the district. The reorganization dramatically changed how the district will internally do its business to support schools and operate effectively. Although an essential first step, the Board recommends attention be given to acknowledging and supporting the value each employee has to our collective success.
5. The Board recommends that the strategic plan be implemented with regular reporting on benchmarks to the Board and the community. As a component of reporting, we ask that you develop and communicate plans to address academic deficiencies by February 2013.
6. The Board recommends that Dr. Hargens maintain the current communication processes she has put in place and further develop systematic, proactive and responsive communication strategies with board members, internal staff and with the community through multiple avenues.



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**Summary**

The Jefferson County Board of Education commends Dr. Hargens for a successful first year. We recognize the strength of her leadership as she worked tirelessly to learn about and become part of this community. Her efforts to reform district operations and practices have been bold and reflect her dedicated commitment to support our students and schools. We have confidence in Dr. Hargens to lead the district with consistent focus, unwavering commitment and with skillful leadership and management. We look forward to next school year as Dr. Hargens implements the sound strategies in the district's strategic plan.

 _____ Chair	 _____ Vice-Chair
June 11, 2012 Date	Jane Porter 11 June 12 Date