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	**Direct the superintendent to revise the table of organization based upon sound management principles (p. 381)**	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	**Direct the superintendent to complete a Level II organization review (p. 383)**	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	**Direct the superintendent to prepare for board approval a new strategic plan or significant revision of the current system-level plan (p. 390)**	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	12/30/13	🟡	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	**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)**	Hensley		Y1Q3	01/02/12	12/30/13	🟡	Improving student achievement is a district priority. Presently we are working on a curriculum policy that honors Vision 2015 and incorporates the "The Four Big Rocks" for improving student achievement. A framework to support student achievement will be submitted to the JCPS Policy Committee.
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	12/30/13	🟡	Presently, we are in the process of reviewing all Section 8 (curriculum) policies.
14	G	⊟ G.10.6	**Require the superintendent to establish guidelines that ensure close alignment between the budget and the district's curricular goals (p. 412)**	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	🟢	have procedures in place to ensure requests support the strategic plan

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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 educations 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 (MSA) for technical assistance; working with MSA to develop evaluation plan; presented magnet data at board work session (July 2013)
18	A	⊟ A.10.7	**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)**	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	**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)**	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 July 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 July 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 July 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; the evaluation workplan and assessment calendars for 2013-14 are in DRAFT form
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.

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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	🟡	Cost Benefit Analysis training has been scheduled for September 5-6, 2013 to assist in program evaluations
27	G	⊟ G.2.3	**Require the superintendent to organize the board policies so they are easily accessed and cross-referenced to corresponding administrative regulations (p. 388)**	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	**Assign specific district personnel with responsibility for planning, directing, and coordinating improved curriculum design (p. 394)**	Hensley		Y1Q4	04/02/12	12/30/13	🟢	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	08/01/13	🟢	A district walk-through instrument has been designed and implemented with a specific focus on learning targets, instruction and formative assessment aligned to the standards. This walk-through instrument has been rolled out via e-walk to monitor curriculum delivery in all classrooms. Assistant Superintendents and ETCs will also provide monitoring. A Data Analysis Team (DAT) is being created to analyze district assessments.

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39	A	A.6.2	**Prescribe the nature and characteristics of instruction sought in the school district's classrooms (p. 402)**	Hensley	1.2	Y1Q4	04/02/12	12/30/13	🟡	The Super 6 strategy initiative is underway. More importantly, we are systemically aligning the PGES system with our definition of effective teaching which will now be based upon the Danielson Domains. All professional development, walk-throughs, teacher induction, teacher recruitment, and competencies will be built around this definition of effective teaching.
40	A	⊟ A.8.3	**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)**	Hensley		Y1Q4	04/02/12	12/30/13	🟢	All school based PD must be approved by the PD office under the guidance of the Director of Professional Development. We are systemically aligning the PGES system with our definition of effective teaching which will now be based upon the Danielson Domains. All professional development, walk-throughs, teacher induction, teacher recruitment, and competencies will be built around this definition of effective teaching.t.
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	12/30/13	🟡	We are systemically aligning the PGES system with our definition of effective teaching which will now be based upon the Danielson Domains. All professional development, walk-throughs, teacher induction, teacher recruitment, and competencies will be built around this definition of effective teaching.
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	12/30/13	🟢	We are systemically aligning the PGES system with our definition of effective teaching which will now be based upon the Danielson Domains. All professional development, walk-throughs, teacher induction, teacher recruitment, and competencies will be built around this definition of effective teaching. Much of this will focus on standards-based instruction, a balanced assessment system, culturally responsive teaching strategies and the implementation of Professional Learning Communities.

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43	A	A.5.5	Expand training in formative and summative data access, analysis, and use in facilitating teaching and learning (p. 400)	Rodosky	2.1	Y1Q4	04/02/12	06/29/12	🟡	A comprehensive training plan was successfully completed to implement CIITS Express tests with all elementary and middle schools in 2012-13. CIITS training included analysis of data. At least 37% of JCPS teachers were actively using CIITS and over 6000 Express Tests were created in April 2013. Additional training and implementation will occur during the 2013-14 school year.
44	A	A.4.10	Enhance the orientation program for new employees (p.397)	Raisor		Y1Q4	04/02/12	05/31/14	🟡	New teacher induction has been improved and a more comprehensive new employee orientation will be develope throughout this year under the guidance of EQOC and employee groups.
45	A	A.9.3	Develop a comprehensive curriculum, program, and assessment plan to provide the framework for a consistent educational program (p. 409)	Hensley	1.9,1.10	Y1Q4	04/02/12	08/01/13	🟢	A new district assessment system has been developed for the 2013-14 school year which includes a balance of formative and summative assessments. District curriculum maps were revised and district proficiency assessments were developed in collaboration with classroom teachers to further involve schools in the district assessment system.
46	G	⊟ G.9.6	Make the implementation of a consistent district-wide discipline program a priority (p. 409)	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.Priortize 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	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)	Hardin		Y1Q4	04/02/12	06/29/12	🟢	long range planning includes a five year revenue projection as well as five year expense projection
49	G	⊟ G.10.4	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)	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

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51	G	⊟ G.10.5	**Require the superintendent to develop cost/benefit analyses related to the effects of school choice on diversity (p. 412)**	Rodosky		Y1Q4	04/02/12	06/29/12	🟡	Cost Benefit Analysis training has been scheduled for September 5-6, 2013; 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	**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)**	Hensley		Y1Q4	04/02/12	12/30/13	🟡	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
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	12/30/13	🟡	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
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	08/01/13	🟢	The role and function of library media is to promote reading, teach information literacy skills and help teachers teach the CCSS and Next Generation Science Standards (NGSS). The use of technology will be imbedded in this process.
56	G	⊟ G.10.8	**Require that long-range facility plans include clear linkage of the facility needs and planned actions with educational program priorities (p. 412)**	Raisor		Y1Q4	04/02/12	06/29/12	🟢	District Facilities Plan has been approved and short term plans are in place. Will work throughout 13/14 school year to determine 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	05/31/14	🟢	Green Guidelines will be distributed to all schools and buildings and energy data analyzed and shared.
61	G	G.3.4	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)	Lanier-Robinson		Y2Q1	07/02/12	07/31/12		
62	A	A.2.7	Provide yearly reports to the board on the development and implementation of its policies (p. 388)	Lanier-Robinson		Y2Q1	07/02/12	07/31/12		

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63	63 G	G.10.9	Require annual reports that communicate how effectively the budget, facility plan, technology plan, and interventions are meeting the district's goals (p. 412)	Lanier-Robinson		Y2Q1	07/02/12	07/31/12	🟢	Updated annual plan and progress report undergoing final edits
64	64 A	A.4.11	Provide frequent and timely reports to the board, staff and community on the effectiveness of the staff development program (p. 397)	Lanier-Robinson		Y2Q1	07/02/12	07/31/12		
65	65 G	⊟ G.9.9	Think big! Plan with community stakeholders and seek funding for a major initiative that will impact student learning	Hargens		Y2Q1	07/02/12	09/28/12	🟡	
66	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	67 G	⊟ G.9.11	Direct the superintendent to provide annual updates regarding efforts and progress in eliminating inequalities and inequities within the district.	Marshall		Y2Q1	07/02/12	09/28/12	🟢	Equity Scorecard is underwary 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 cordinator to discuss the value inclusion. MTRP cordinator is writing a literature review on the importance of having minorities in education.
68	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 JCBOE WORK SESSIONS. To discuss ACHIEVEMENT & ACCELERATION of students falling behind.
69	69 G	⊟ G.10.1	Direct the superintendent to develop budgetary policies using the criteria noted in Exhibit 5.1.15 and A.10.2 (p. 412)	Hardin		Y2Q1	07/02/12	09/28/12	🟢	Cost Benefit Analysis training has been scheduled to assist in program evaluations
70	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	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	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	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	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	12/30/13	🟡	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

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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	G	⊟ G.2.1	**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)**	Hensley		Y2Q1	07/02/12	12/30/13	🟡	Section 8 Board Policies are currently under revision and will be submitted to the board for review, revision, and adoption.
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	12/30/13	🟡	Section 8 Board Policies are currently under revision and will be submitted to the board for review, revision, and adoption.
78	A	A.2.3	Adhere to board policies when making decisions (p. 388)	Hargens		Y2Q1	07/02/12	09/28/12	🟢	
79	G	G.3.3	**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)**	Hargens		Y2Q1	07/02/12	09/28/12	🟡	
80	A	A.3.7	**Refine the current district-driven process/protocol for creating and monitoring school-based plans (p. 391)**	Rodosky		Y2Q1	07/02/12	09/28/12	🟢	Schools have participated in three training sessions on the new CSIP tool in ASSIST; priority schools will receive additional CSIP training during their summer turnaround training (July 25-26)
81	A	⊟ A.4.1	**Assist the board of education in creating required policies to ensure a comprehensive curriculum management system (p. 393)**	Hensley		Y2Q1	07/02/12	12/30/13	🟡	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
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	12/30/13	🟡	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
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	12/30/13	🟡	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

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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	12/30/13	○	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--this will result in some procedures. The district assessment system will provide a framework to monitor classroom instruction and adherence to the standards.
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	12/30/13	○	A system for communication exists between CIA, Area Asst. Superintendents, Prinicpals and Central Office staff. Key areas of focus include coordinated curriculum implementation and delivery, as well as the district assessment system.
87	G	G.4.4	**Direct the superintendent to develop a policy that requires a staff development plan that reflects district goals (p. 393)**	Hensley		Y2Q1	07/02/12	12/30/13	○	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
88	A	A.5.7	**Further efforts to upgrade technology to facilitate ease of data collection and use, expand scope of data available, and provide training (p. 400)**	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; new scanners provided to schools
89	A	⊟ A.6.1	**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)**	Hensley		Y2Q1	07/02/12	12/30/13	○	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
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	12/30/13	○	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
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	12/30/13	○	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

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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	12/30/13	🟡	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	12/30/13	🟡	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
94	G	⊟ G.7.1	**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)**	Hensley		Y2Q1	07/02/12	12/30/13	🟡	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
95	A	A.4.6	Develop a system for monitoring curriculum delivery throughout the district (p. 396)	Hensley	1.4	Y2Q1	07/02/12	12/30/13	🟡	Walk-through tools and a district assessment system are currently in place to focus on standards based instruction and a guaranteed curriculum for all students.
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	12/30/13	🟡	Walk-through tools and a district assessment system are currently in place to focus on standards based instruction and a guaranteed curriculum for all students.
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	12/30/13	🟡	Walk-through tools and a district assessment system are currently in place to focus on standards based instruction and a guaranteed curriculum for all students.
99	G	⊟ G.7.3	**Direct the superintendent to determine the responsibilities for monitoring of teachers in regard to the delivery of curriculum (p.404)**	Hensley		Y2Q1	07/02/12	12/30/14	🟡	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	12/30/13	🟡	Assistant Superintendents will monitor the principals in their academic achievement areas (with the help of their ETCs) and will report progress to CAO

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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	12/30/13	●	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
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	12/30/13	●	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
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	12/30/13	●	A system for communication exists between CIA, Area Asst. Superintendents, Prinicpals and Central Office staff. Key areas of focus include coordinated monitoring and evaluation process.
104	A	A.8.9	**Coordinate and strengthen the implementation of Professional Learning Communities in all district schools (p. 407)**	Hensley	3.7,4.10	Y2Q1	07/02/12	12/30/13	●	Ongoing work to sustain the PLC process in all schools is underway. This includes embedded PD for PLC teams.
105	G	⊟ G.9.2	**Adopt a policy that makes a commitment to end the achievement gap based on socioeconomic status and ethnicity (p.408)**	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 thier progress, participation, and parents needs.
107	G	G.9.3	**Adopt a policy that makes a commitment to reduce the student dropout rate. (p. 409)**	Hensley		Y2Q1	07/02/12	12/30/13	●	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
108	A	A.3.5	**Provide training for all administrators and key instructional staff pertaining to planning and monitoring progress (p. 391)**	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	**Expand evaluation of PD to include all stages of Guskey's model for PD evaluation (p. 407)**	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.

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110	A	A.9.4	**Supervise and monitor the implementation of the intended curriculum and of expected instructional strategies (p. 409)**	Hensley		Y2Q2	10/01/12	12/30/13	🟡	A district walk-through instrument has been implemented that focuses on learning targets and standards based instruction and the implementation of the intended curriculum. A district assessment system for 2013-14 will be implemented that defines the "what" of curriculum. The Super 6 instructional strategies /dispositions are in the beginning stages of implementation.
111	G	⊟ G.7.4	**Direct the superintendent to revise system plans, job descriptions, and evaluation instruments to reflect the newly created monitoring requirements (p. 404)**	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	12/30/13	🟡	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	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)	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	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)	Lanier-Robinson		Y2Q3	01/01/13	05/14/14	🟡	This initiative is being move to under Dr. Raisor with a new due date of 05/14
116	A	A.1.9	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)	Lanier-Robinson		Y2Q3	01/01/13	01/31/13	🟢	Developing an annual report and progress report that outlines key programs and inititiatives that support the 4 focus areas within the Strategic Plan
117	G	G.4.3	Require regular and timely reports and evaluations of curriculum development and the effectiveness of programs in meeting district goals and improving performance. (p. 393)	Lanier-Robinson		Y2Q3	01/01/13	01/31/13	🟡	See above
118	G	G.4.6	Require regular and timely reports and evaluations of the staff development program and the effectiveness of the program in meeting district goals (p.393)	Lanier-Robinson		Y2Q3	01/01/13	01/31/13	🟡	See above
119	G	G.5.3	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)	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
120	A	A.5.8	Make regular reports to the board regarding the status of student performance on state and local assessments (p. 401)	Lanier-Robinson		Y2Q3	01/01/13	01/31/13	🟢	Awaiting results of K-Prep scores which will be integrated into the 2013 annual report.

key	Action Type	Action Number	Action Description	Leads	Strategic Plan Strategies	Quarter	Start Date	End Date	Status	Notes
121	G	G.6.3	Require a report to the board on a yearly basis of the progress of the instructional practices in relation to student achievement (p.402)	Lanier-Robinson		Y2Q3	01/01/13	01/31/13	🟡	Awaiting data
122	A	A.6.6	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)	Lanier-Robinson		Y2Q3	01/01/13	01/31/13	🟡	Awaiting data
123	G	G.7.8	Require a yearly report to the board on the improvement of teacher monitoring and evaluation efforts in relation to student achievement (p. 404)	Lanier-Robinson		Y2Q3	01/01/13	01/31/13	🟡	Update to the board tentatively scheduled for January 28.
124	A	A.7.11	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)	Lanier-Robinson		Y2Q3	01/01/13	01/31/13		
125	G	G.8.3	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)	Lanier-Robinson		Y2Q3	01/01/13	01/31/13		
126	A	A.8.10	Assign the Director of PD the responsibility to report annually to the board on the impact of PD on student achievement (p. 407)	Lanier-Robinson		Y2Q3	01/01/13	01/31/13		
127	G	⊟ G.2.2	Direct the superintendent to assist the board to review and revise all sample SBDM policies for alignment with board policy (p.387)	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 July 2013
133	A	⊟ A.3.9	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)	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 and May; Superintendent's report at Board meetings include updates on student achievement data
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, January, and April; updated data presented to board in February and May; Superintendent's report at Board meetings include updates on student achievement data

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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	**Assist the board in the revision and implementation of policy outlining a comprehensive staff development program (p. 396)**	Hensley		Y2Q3	01/01/13	12/30/13	🟡	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	12/30/13	🟡	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	12/30/13	🟡	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	12/30/13	🟡	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	12/30/13	🟡	PD funds are positively scrutinized to ensure they are linked to professional growth and performance based outcomes.
141	A	⊟ A.9.2	**Assist the board in obtaining stakeholders' commitment to equal access and equitable allocation of resources (p. 409)**	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 homless 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.

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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 Proffesional 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**	**Revise Board Policy GCN – Supervision evaluation and accountability of staff (p. 380)**	Raisor		Y2Q4	04/01/13	05/31/14	●	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	05/31/14	●	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	05/31/14	●	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	05/31/14	●	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	05/31/14	●	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	05/31/14	●	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	●	Assessment protocol for 2013-2014 shared with all principals
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	12/30/13	●	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	05/31/14	●	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)	Marshall		Y2Q4	04/01/13	05/31/14	●	MTRP has been transferred to DEP, but recruitment is part of Educator Growth System development
153	G	⊟ **G.3.1**	**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)**	Rodosky		Y2Q4	04/01/13	06/28/13	●	Strategic plan developed and adopted; District plan and school plan policies reviewed by Board Policy committee in July 2013
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 July 2013

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155	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	156 A	⊟ A.3.6	**Prepare for board approval a new system-level plan that meets all Curriculum Management Audit™ Criteria (p. 391)**	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	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	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	159 A	A.4.3	**Design a comprehensive curriculum management plan (p. 394)**	Hensley		Y2Q4	04/01/13	12/30/13	🟡	A plan is in place that includes a curriculum review cycle and procedures. However, the plan is not comprehensive or long-term.
160	160 A	⊟ A.4.9	**Develop a comprehensive, long-term, district-wide staff development plan (p. 396)**	Hensley	1.3	Y2Q4	04/01/13	12/30/13	🟡	Professional development is provided for various stakeholder groups. A district-wide, comprehensive, long-term PD plan is in the beginning stages of development.
161	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	12/30/13	🟡	Collaborative processes are in place for Curriculum Specialists to partner with classroom teachers to annually revise, update and align the written, taught, and tested curriculum.
162	162 G	⊟ G.8.2	**Direct the superintendent to design a comprehensive, long range PD plan to provide a framework for all stakeholders (p. 406)**	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	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	12/30/13	🟡	A district walk-through system is being developed to improve the monitoring of classroom practices. Walk-through tools will be consistently shared with principals as developed and training will be provided.
164	164 A	A.7.8	Design PD to monitor curriculum delivery and institute the employee evaluation program (p. 405)	Hensley		Y2Q4	04/01/13	12/30/13	🟡	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.

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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	12/30/13	🟡	We are systemically aligning the PGES system with our definition of effective teaching which will now be based upon the Danielson Domains. All professional development, walk-throughs, teacher induction, teacher recruitment, and competencies will be built around this definition of effective teaching. Much of this will focus on standards-based instruction, a balanced assessment system, culturally responsive teaching strategies and the implementation of Professional Learning Communities.
166	G	⊟ G.9.5	**Direct the superintendent to review curriculum areas, magnet programs, and interventions to determine equality of access and equitable distribution of resources (p. 409)**	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	12/30/13	🟡	We are selectively abandoning ineffective programs and interventions based on program evaluation feedback.