.Jefferson County Public Schools

STRATEGIC PLAN: VISION 2015

2013-2014 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 combined reading and math proficiency rate to 49.7% for all students and 44.3% for gap students by 06/05/2014 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	Funding Amount	Funding Source
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 20123Curriculum Maps to ensure maps are congruent with KCAS. This system will aim to provide schools with "goal clarity" regarding what they teach, what will be assessed and the tools/resources they use to ensure the curriculum is learned. CMA A.4.5*, KDE R.1**			7/13	6/14		
1.1.2	Revised Curriculum Maps will be updated and posted on Gheens website prior to the opening of the 2013-14 school year and will be revised and posted with teacher assistance prior to the 2014-15 school year, as well. This endeavor will be connected directly with the Educator Growth System's definition of Planning, Preparation and Content Knowledge, as well as specifically with "learning objectives" as defined in the EQOC Approved Danielson Domains**.** CMA A.4.5, KDE R.1			7/13	6/14		

Revised to change year to 2014 as highlighted above.

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1.1.3	District Curriculum Specialists will work in collaboration with classroom teachers to provide ongoing feedback for update and revisions to the Curriculum Maps. These teachers will be selected based on data results in their classrooms and recognitions as leaders and/or coaches. A protocol will be created to support and defined this collaboration between specialists and classroom teachers CMA A.4.5, KDE R.1			7/13	6/14	$46,500 for teacher stipends, PD Sessions and materials	General Fund, Title II Funds
1.1.4P	Priority schools will use JCPS curriculum maps to make clear to teachers, students, and parents "WHAT" students are expected to know and as the foundation to design instruction. The district will provide direct connections to Quality Core, ACT Preparation, and KCAS in the curriculum maps and assessments. Schools will be expected to follow the map and the four benchmarks with fidelity to increase the correlation between CASCADE and KCAS/QC/ACT.	Assistant Superintendents, Principal, Goal Clarity Coach, Teachers		8/13	6/14		
1.2	Determine through collaboration and research—and then institutionalize instructional best practices for—the effective delivery of the district-written curriculum and educational program in support of improved learning and the development of the whole child.	Hensley, Branham, Wright	PTA JCASA JCTA Gheens Leaders and Staff				
1.2.1	Clear Learning Targets will be posted in classrooms daily. Learning Targets will be congruent to KCAS and NGSSCMA A.4.5, KDE R.1.b.	Asst. Superintendents; Principals and Administrators		7/13	6/14		
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.			7/13	6/14		
1.2.3	PLC Teams will design classroom instruction, student tasks, and classroom assessments that are congruent to the learning target and KCAS and NGSS. Principals, Coaches and others will be trained in planning process. This training will include our Phase Two PLC Training Schedule, "just in time PD" that is aligned with the PGES/EGS, and professional learning opportunities for teachers and leaders.			7/13	6/14	$80,000 Dufours PD $341,800 Solution Tree PD	General Fund; Gheens Foundation funds; Title II; SIG funds Title I funds

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	It is directly connected to our PLC Phase Two plans with Solution Tree and a continuation of our work with the Dufours. Also it is our part of the Super Six work in collaboration with JCTA and other stakeholders in the district. Vanderbilt University will also play an evaluative role in this PD System. CMA A 6.3, A 8.9, KDE R.1.b.						
1.2.4	Walk-through instruments will align the PGES, CIITS and Best Practices work. They will be designed to monitor the following: • Daily Learning Target is posted and referenced during the lesson • Classroom instruction matches the learning target and KCAS and NGSS • Student work matches the learning target and KCAS and NGSS • Assessment matches learning target and KCAS and NGSS CMA A 6.2, A 7.6, KDE R.1.	Asst. Superintendents and ETCs.		7/13	6/14		
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.	Asst. Superintendents; Administrators, Teachers, ERLs, ETCs.		8/13	6/14		
1.3	Design and implement a coordinated system of professional development that is aligned to annual strategic priorities and targeted to the needs of schools.	Hensley, Branham, Wright, Wilson, and Curriculum Specialists	Gheens Leadership and PD Office EQOC				
1.3.1	Key areas of focus for 2013-14 PD will be identified and aligned with District Strategic Plan as well as the results of the Curriculum Management Audit. CMA A 8.5			7/13	6/14		
1.3.2	Four key areas of focus will include 1) PLC Process, 2) Standards Based instruction, 3) Danielson domains and PGES, and 4) NISL. CMA A 8.5, A 8.9			7/13	6/14		

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1.3.3	Develop a systematic PD plan that aligns with the Danielson framework and supports PGES rollout. A document aligning this work has been approved by the Educator Quality Oversight Committee. The goal is to align and connect the PGES/EGS work so that a framework definition of "effective teaching" exists in that system. CMA A 8.5			7/13	6/14		
1.4	Establish a formal process to support and monitor the use of instructional best practices.	Hensley Branham Wright	Gheens Leadership; EQOC, Asst. Superintendents, Human Resources, ETCs PTA JCASA JCTA				
1.4.1	PGES is currently being piloted in 22 schools across the district. PGES will be used to monitor and support effective teacher practices aligned to the Danielson Framework. CMA.A.6.2			7/13	6/14		
1.4.2	Utilize the PGES/EGS system, CIITS, Teachscape Training, the Danielson Domains and the other facets of the new evaluation systems (as it comes to fruition) to design and constantly improve the professional development system and walkthrough tools around a common definition of "an effective teacher." This alignment will ensure all schools and teachers have a coherent and cohesive system for ensuring best instructional practices in each classroom— i.e. "more effective instruction in more classrooms more of the time."			7/13	6/14		
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	Gheens Leadership Team, Content Area Specialists, Teachers PTA JCASA				

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#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
1.5.1	Curriculum Specialists will work with a team of teachers and coaches to review and revise 2013-14district diagnostic and proficiency assessments to ensure assessments are congruent with KCAS and NGSS. CMA A 5.2, A 5.3, KDE R.1.a.			7/13	6/14	$46,500	General Fund, Title II Funds
1.5.2	Revised diagnostic and proficiency assessments will be updated and posted on CASCADE for the 2013-14school year. Academic Services and Data Management continue to collaborate to ensure CASCADE data collection is accurate, improves achievement and helps schools make instructional decisions. This collaboration has led to analysis and offer recommendations around CASCADE CMA A 5.2, KDE R.1.a.	Hensley Branham Wright Content Area Specialists	Gheens Leadership in Academic Services; Content Area Specialists, Teachers	7/13	6/14		
1.5.3	Develop a plan to equip teachers to write and develop ongoing formative and common assessments on CIITS. 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. A Data Analysis Team will analyze the data and provide schools with feedback.	Hensley Branham Wright Specialists Assistant Supes ETCs School Admin Data Management		10/13	6/14	Stipends and subs for training $90,000	RTTT funds
1.5.4	Identify and train a cohort of GCCs and Teacher teams in all six regions that will learn and implement the Express Test Feature as well as the development of common assessments CMA A 5.5			12/13	6/14	Stipends and subs for training $90,000	RTTT
1.5.5	Goal Clarity Coaches and Teacher teams will train ELA and Math Teachers in grades 3-8 using the Express Test Feature. CMA A 5.5			7/13	6/14		
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	Goal Clarity Coach, Teachers, principals, Asst. Sups and ETCs		8/13	9/14		

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	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.						
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, Mackey					
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.	RTI Elementary and Middle School Leads		7/13	6/14	$2000 stipend for each RTI Lead $230,000 total	CEIS Funds
1.6.2	Support teachers and community partners 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.			7/13	6/14		
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.			7/13	6/14	$650,000	General Fund
1.6.4	Support PLC teams with Goal Clarity Coaches and protected PLC time for analysis of student work and assessment data for targeted interventions. CMA A 8.9, KDE R.1.a.			7/13	6/14		

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1.6.5	Work in collaboration with community partners to design and implement a Third Grade Reading Pledge to Proficiency to galvanize the community around the critical need for Pre-K through 2 literacy awareness. This plan would focus on reading at the elementary level to respond to data showing poor reading scores at the lowest level of our district. This partnership would include the following: • Bellarmine University's Dr(s) Cooters and Dr. David Paige. • University of Louisville	Gheens Leadership; Select group of 25 Elementary Schools; Bellarmine and UofL		11/13	6/14	$150,000	General Fund, Title I, Title II
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			6/13	11/14	$143,000	Title II
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			11/13	11/14		
1.7.3	Saturate the community with the Early Childhood Readiness Visual to promote a common definition of school readiness. This partnership is with the Mayor's Office, Metro United Way and our own Academic Services including Pre K and Communications and Community Engagement. This saturation uses all available resources to help parents practice "concerted cultivation" with the children.	Branham Nix Hensley Communications MUW and Mayor's Office		11/13	11/14	$4,000	Title I, General Fund
1.7.4	Develop tools for Kindergarten teachers to monitor student progress for all Kindergarten students identified as Ready with Supports based on BRIGANCE Kindergarten Readiness Screen. CMA A 9.5		Teachers Gheens Leadership Pre K	11/13	6/14		

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1.7.5	Develop and Implement the Concerted Cultivation Plan to address School Readiness in homes, child care providers, and our own pre-k/Head Start families.	Hensley Branham Wright Nix Gold Communications and Community Engagement		7/13	6/14	$5,000	Title I; General Fund
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 for the 2013-14 school year that is aligned with the district's strategic plan and prioritizes which program/activities are evaluated. CMA A 5.2			7/13	6/14		
1.8.2	Include cost-benefit analysis in program evaluations where appropriate. CMA A.5.6			7/13	6/14		
1.8.3	Continue to collaborate with Financial Planning and Management on using program evaluation results.CMA A 5.2			7/13	6/14		
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			7/13	6/14		
1.8.5	Develop administrative regulations that align with the district policies on program evaluation and assessment. CMA G.5.1, A 5.1			7/13	6/14		
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 Bartlett					
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			7/13	6/14	$207,378 (2 Resource Teacher, 1 Social Worker)	General Fund

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1.9.2	Pilot one classroom as the District SRT Positive Action Center (PAC).			7/13	6/14	$100,000 1 teacher, 2 assistants	General Fund
1.9.3	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			7/13	6/14		
1.9.4	• 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 All SRT documents will be updated and placed on SRT/PBIS website. The following training videos will be revised/produced and placed on the SRT/PBIS website • Restraint and Seclusion • School-Based SRT Overview • Area SRT Overview • Positive Action Center • Behavior Incident Logs			7/13	6/14		
1.9.5	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. Training on analyzing data will be provided for all stakeholders. CMA A 9.5, A 9.7, KDE A.3	Hensley and Montgomery Area Superintendents SRTs at the District Level Data Management		7/13	6/14		

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1.9.6P	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. School Based SRT Coordinator will visit all priority schools to assist and support the school with implementing an SRT Team and PAC with fidelity.	Montgomery Area Superintendents SRTs at each level		9/13	6/14		
1.10	Provide for continuous improvement of systems designed to support student achievement and to eliminate the achievement gap,	Hensley Assistant Superintendents K-12					
1.10.1	Align the comprehensive school plans with the comprehensive district plan, utilizing the district's strategic plan as the common language in developing strategies to support student achievement and eliminate the achievement gap. CMA A 3.9, A 3.11			7/13	6/14		
1.10.2	Develop and implement a systemic process to analyze district proficiency assessments and provide feedback to schools through District Assessment Teams CMA A 5.5, KDE A.1.			7/13	6/14		
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			7/13	6/14		
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.			7/13	6/14		
1.10.5	Provide progress report on recommended actions identified in the AdvancED accreditation report. Provide for Asst. Superintendents, ETCs and other district staff to attend AdvancED training to support systems and quality assurance in schools well before the next accreditation and leadership assessments.			7/13	6/14		
1.10.6	Implement the District of Innovation application approved by KDE, which includes a school of innovation design and a mentoring program for at-risk students.			7/13	6/14		

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 59% and increase the graduation rate to 79% by 06/05/2014 as measured by the state accountability system.

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
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	Provide interim program evaluation reports to monitor implementation and provide feedback to inform intervention systems. CMA A 5.2, KDE A.1.			7/13	6/14		
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.			7/13	6/14		
2.1.3	Update and expand data dashboards to help schools better identify students for interventions. CMA A.5.7, KDE A.1.			7/13	6/14		
2.1.4	Continue to 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.			7/13	6/14		
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	Generate reports on a quarterly basis from the new Infinite Campus tab on intervention data.			1/14	6/14		
2.2.2	Determine relationships between interventions and student success as measured by the leading indicators.			1/14	6/14		

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2.2.3	Modify the data dashboards to include intervention descriptions CMA A 5.7. KDE A.1.			7/13	6/14		
2.2.4	Conduct program evaluations that will provide summative reports to assess the effectiveness of interventions/programs. CMA A.5.2			7/13	6/14		
2.2.5	Continue to work with 55K Data Committee on tracking student progress and success.			7/13	6/14		
2.3	Utilize advisory structures to increase the number of students pursuing and enrolling in extension and postsecondary experiences.	Hensley ' Assistant Superintendents K-12 P. Royster					
2.3.1	Ensure each high 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, individual learning plans (ILPs), and positive relationships. CMA A 9.5, KDE R.2.			7/13	6/14		
2.3.2	Ensure each school intentionally creates additional opportunities for specific "at-risk" students to connect with positive adult role models, including the use of technology to connect students with mentors (i.e. District of Innovation strategy).. CMA A 9.5			7/13	6/14		
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.			7/13	6/14		
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 Royster					

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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.			7/13	6/14	$90,000	General Fund
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.			7/13	6/14		
2.4.3	Continue collaborations, such as the Mayor's Commitment, 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. Other examples of collaborations include Close the Deal and LEEP. CMA A 9.5, KDE R.2.			7/13	6/14		
2.4.4	Collaborate with community partners to implement the Ford Next Generation Learning Master Plan which focuses on increasing college and career readiness by transforming teaching and learning, redesigning high schools, and sustaining change through civic and business partnerships. Examples of this work include CEO advisory board, teacher externships, student internships, and mentoring opportunities.	Hensley Branham Robinson and Shumate Asst. Sups and ETC Pam Royster		7/13	6/14		
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 ETCs					
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 grade level transitions, 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. ETCs will develop individual student profile sheets to help schools with transitions. CMA A 9.5	Hensley Branham Nix Montgomery Bartlett		7/13	6/14		

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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. ETCs will use the survey findings to inform conversations with regional administrators. CMA A 9.5	Hensley ETCs		7/13	6/14		
2.5.3	Create, train and implement "District and School-Based Combined Transition Taskforce" 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. These selected administrators will constitute the District and School-Based Combined Transition Taskforce. The Transition Profile dashboard is projected to be online for use in Spring 2014. CMA A 9.5	ETCs		7/13	6/14		
2.5.4	Develop and implement Training Materials and Resources needed for proactive, nurturing, effective and efficient transitions. ETCs continue to promote an expanded definition of successful student transitions. Informational resources to assist schools with this work were shared with Academic Support Personnel in a series of regional meetings.CMA A 9.5	ETCs Hensley Communications and Community Engagement		7/13	6/14		
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 Taskforce. CMA A 9.5	ETCs		7/13	6/14		
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 21st Century skills. CMA A 9.5, KDE R.2.			7/13	6/14		

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2.6.2	Provide opportunities for students to conduct activities that are service based, which addresses the life and career skills of the 21st Century. (Example: A partnership with The YUM Center has been established to focus on World Hunger Leadership Challenge.) KDE R.2.			7/13	6/14		
2.6.3	Conduct a Superintendent Summit to collaborate with community partners to identify 21st. Century skills. District and school resolutions will be shared to further promote the 21st Century skills. CMA A 9.5, KDE R.2.			7/13	6/14		
2.6.4	Using Louisville Linked, develop a cohort of students who are considered High Challenge and High Resiliency and nurture them to Tier I universities, where they have a better chance of retention than even local universities.	Hensley Bartlett Community Members		6/13	7/14		

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 10 days per student and increase the opportunities that support learning through community and parental involvement to 20 hours per student by 06/05/2014 as measured by number of days engaged in out-of-school instructional time and number of hours of enrichment opportunities.

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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	Complete the data dashboard on the leading indicators and success measures from the district's Strategic Plan. CMA A 5.7, KDE A.1.			7/13	6/14		
3.1.2	Continue to utilize the strategies from the district's Strategic Plan as the components of the Comprehensive District Improvement Plan.CMA A 3.11, KDE A.1.			7/13	6/14		
3.1.3	Train schools on the new state adopted CSIP process in ASSIST, which is aligned with the state accountability system and the success measures in the strategic plan. CMA A 3.5			7/13	6/14		
3.1.4	Assess the implementation of the Deep Implementation Planning Process (DIPP) at the school level. This process involves developing individual strategies for each student based on the latest assessment data.			12/13	6/14		
3.1.5	Provide regular updates on the district's progress on the leading indicators and the implementation of the CMA recommendations. CMA A 3.6			7/13	6/14		

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
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 Carrico	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.			7/13	6/14		
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.			7/32	6/14		
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.			7/13	6/14		
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.			7/13	6/14		
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.			7/13	6/14		
3.3.2	Increase the number of Learning Places to support student learning outside of school (i.e. summer reading program in homeless shelters). CMA A 9.10, KDE R.2.			7/13	6/14		
3.3.3	Revitalize Every1Reads by increasing the number of trained volunteers. CMA A 9.10			7/13	6/14		

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
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.			7/13	6/14		
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.			7/13	6/14		
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.			7/13	6/14		
3.4.2	Continue to seek and support funding for grants that will impact student learning.			7/13	6/14		
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.			7/13	6/14		
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 15th 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.			7/13	6/14		

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.5.2	Support parent leadership programs, such as Urban League Parent Leadership Academy and the Governor's Institute for Parent Leadership, to have a more targeted focus on how parent/guardians can provide academic support to their children. KDE R.3.,R. 4. A 2.			01/14	6/14	$25,000	Title I Funds
3.5.3	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.			7/13	6/14		
3.5.4P	Develop and support parent engagement and communication strategies at each Priority School.	Robinson Principals		7/13	9/14		
3.5.5P	Priority Schools will have a system of extended learning and enrichment/support opportunities for the 13-14 school year that is "designed" based on the needs of the students as demonstrated by the data at a particular school. The District and community partnerships will be engaged to support this intervention (more time and more support) system, The district is monitoring implementation by tracking the number of participating students on a weekly basis.	Hensley, Principals, Powers		7/13	6/14	$5 million plus approximately $3 million for transportation	General Fund
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 Council on Postsecondary Education				
3.6.1	Continue Signature Partnership with the University of Louisville to support teacher growth.			7/13	6/14		
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.			7/13	6/14		
3.6.3	Seek to establish partnerships with other local universities to support teacher growth and development.			7/13	6/14		
3.6.4	Submit a proposal for a Kentucky Department of Education Math and Science Partnership (MSP) grant.			8/13	12/14		

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
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 Goal Clarity Coaches to all schools CMA A 8.9, KDE R.1.			7/13	6/14	10.1 million	General Fund and GE
3.7.2	Provide professional development for Goal Clarity Coaches to support the implementation of PLCs. CMA A 8.9, KDE R.1.			7/13	6/14		
3.7.3	Collaborate with Solution Tree to provide Phase II PLC support to all Title One Goal Clarity Coaches and Principals			7/13	6/14	$400,000	Title I Funds
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		7/13	6/14		
3.8	Celebrate learning—the successes of our students as well as the contributions of teachers, administrators, parents, and community stakeholders	Lanier-Robinson Branham					
3.8.1	Conduct special recognitions at employee group meetings such as the recognition of schools that were at or above the state average in achievement, gap, or growth. Hilliard Lyons Excellence Program recognizes the contributions of teachers and administrators.			8/13	6/14		
3.8.2	Celebrate JCPS employees that embody our core values (Golden Oar Award)			8/13	6/14		
3.8.3	Develop a program to celebrate the successes of students.			8/13	6/14		
3.8.4	Present the Gheens Innovation Awards to community members and JCPS employees to recognize outstanding innovations and achievements in increasing student success.			9/13	10/14		

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.8.5	Conduct a communication blitz with achievement results from state assessment release in October (raise the bar Louisville.org)			7/13	6/14		
3.8.6	Continue to recognize successes of students, teachers, staff, and schools at the Board of Education meetings			7/13	6/14		

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 74% and for instruction to 55%, (2) recruit and retain 97% high quality staff, (3) increase the percentage of staff participating in targeted PD to 75%, and (4) increase school safety to 90% by 06/05/2014 as measured by (1) general fund budget, (2) retention rates, (3) participation rates in pdCentral, and (4) survey data. By 2014-15, JCPS will fully implement the Professional Growth and Effectiveness System (PGES). The baseline data from the 2014-15 school year, will be used to set targets for the 2015-16 school year.

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
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			7/13	6/14		
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			7/13	6/14		
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			7/13	6/14		
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			7/13	6/14		
4.1.5	Develop a communication plan for sharing board policy updates. CMA A 1.9			7/13	6/14		
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)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
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.			7/13	6/14		
4.2.2	Continue to re-organize when needed to maximize efficiency and effectiveness in alignment with the recommendations of the Curriculum Management Audit.. CMA A 1.3			7/13	6/14		
4.2.3	Collaborate with multiple departments (such as Gheens, Research, and Finance) to reallocate central office funding so that more resources are directed to schools and students. CMA A 10.2			7/13	6/14		
4.2.4	Work with the state auditor to examine issues such as contracts and procurement, administration, expenses and travel. Identify best practices to control or reduce non-instructional costs. CMA A 10.7			7/13	6/14		
4.3	Provide equal access to programs, services, and opportunities to advance achievement for all students.	Marshall Diversity, Equity, & Poverty Raisor	PTA JCASA JCTA Postsecondary CBO Business				
4.3.1	Collaborate with the Data Management and Program Evaluation unit to develop the district's equity scorecard which reports on the equity of student access to programs, services and opportunities.CMA A 9.3			7/13	6/14		
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			7/13	6/14		
4.3.3	Expand Street Academy, a multi-faceted program to address the academic and socio-behavioral needs of African-American male students.			7/13	6/14		
4.3.4	Expand Project Reach in order to target more minority students to participate in Advance Program.			7/13	6/14		
4.3.5	Develop a long range strategic facilities usage plan to maximize student achievement, safety, and resources.			7/13	6/14		

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
4.3.6	Develop a long range strategic technology plan to create equitable access to technology to maximize student achievement.			7/13	6/14		
4.3.7	Develop and implement a plan to expand offerings in order to provide meals to at-risk students.			7/13	6/14		
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 Marshall Montgomery		7/13	6/14		
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 (PBIS, Safe and Drug Free Schools/Student Relations) to determine what assistance families need to remove educational barriers. • Continue to add PBIS Cohorts • Monitor existing PBIS Cohorts for implementation with fidelity • Train District Coaches support schools with implementing PBIS with fidelity CMA A 9.5, A 9.7, KDE R.3			7/13	6/14		
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 15th District PTSA Newsletter. CMA A 9.5, A 9.7, KDE R.3, A.3			7/13	6/14	$5,000	General Fund
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			7/13	6/14		

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
4.4.4	Continue to help build capacity for research-based prevention programs (PBIS) within schools with support from Safe and Drug Free resource teachers and Student Response Team (SRT) staff. • PBIS training will be on-going • SRT Coach training • Regular SRT Case Manager training CMA A 9.5, A 9.7, KDE R.3, A.3			7/13	6/14	$32,000 PD $1,600 books per school	ECE Funds
4.4.5	Provide behavior management support for staff utilizing SRT, as well as providing support through the Positive Outreach Program (PBIS) and Safe Crisis Management, which teaches staff on de-escalation techniques. SRT Coaches will assist identified schools with behavior management and de-escalation strategies. Each school will have a Core Team of SCM trained personnel. CMA A 9.5, A 9.7, KDE R.3, A.3			7/13	6/14		
4.4.6	Promote the Louisville Linked system; including developing the program, training and continuous monitoring of the program. Louisville Linked involves partnerships with over 100 agencies, including the Metro United Way, Seven Counties, and the 15th District PTA Clothing Assistance Program. CMA A. 9.5			1/13	6/14	$138,100 $90,652 $15,000	General Fund
4.4.7	Plan and schedule bi-weekly Core Planning Team meetings with District Personnel and Community members to review data monthly on the use of Louisville Linked and 3 times per year to review expanded data to determine areas of success and areas for growth. CMA A 9.5			1/13	6/14		
4.4.8	Continue to educate the community on Louisville Linked, occur through initial community meetings, video trainings or on-site trainings at local community agencies as requested .CMA A. 5			1/13/	6/14		
4.4.9	Continue to educate school personnel on Louisville Linked, how to recognize students who are in need, and how to access the program. This will be completed by face-to-face and video trainings. CMA A. 5			1/13	6/14		

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
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			7/13	6/14		
4.5.2	Create a spending blueprint in each department. Spending blueprints are being refined with each year of use. CMA A 10.2			7/13	6/14		
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		
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. Programs are evaluated to determine significance to academic achievement. Recommendations are made to eliminate funding where program has not shown results. CMA A 10.2			7/13	6/14		
4.5.4	Stop non-essential funding. New expense guidelines have been completed, approved, disseminated, and upheld. Programs continue to be evaluated for return on investment. Recommendations are made during the budget cycle for elimination of funding to ineffective programs. Expenditures continue to be monitored for compliance with spending guidelines. CMA A 10.2			7/13	6/14		
4.5.5	Establish a system for program evaluations that includes cost information. CMA A.5.6			7/13	6/14		

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
4.5.6	Improve communications regarding financial spending and resource availability by engaging community partners to obtain input on development of an understandable budget document.			7/13	6/14		
4.5.7	Support the adequacy/equity study of State funding to KY school districts.			7/13	6/14	$21,525	General Fund
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 Armour	JCASA JCTA				
4.6.1	Collaborate with KDE on the development of the state's Professional Growth and Effectiveness system (PGES).			7/13	6/14		
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.			7/13	6/14		
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.	Armour ETCs		8/13	6/14		
4.6.3	The district's Evaluation Growth System Committee will review other districts' professional growth and evaluation systems.			7/13	6/14		
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 through the district-wide book study and the cadre model. CMA A 9.5, KDE R.3.a.			7/13	6/14		
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.			7/13	6/14		

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
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.			7/13	6/14		
4.8	Retain and recruit high-quality staff who reflects the diversity of the student population.	Raisor Armour Marshall	JCASA JCTA Postsecondary Business				
4.8.1	Develop and implement an On Boarding Induction program which aims to recruit high-quality staff that embodies the values of JCPS and includes a full day of training on cultural competence. CMA A 4.9, A 4.10			7/13	6/14		
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			7/13	6/14		
4.8.3	Continue to support current staff with high quality professional growth and development opportunities. CMA A 8.5			7/13	6/14		
4.8.4	Target recruiting resources in areas of high need such as Math and Science. CMA A 9.9			7/13	6/14		
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			7/13	6/14		
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 (i.e. Competent Cardinal program).	Raisor Marshall		7/13	6/14		

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
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	Develop a systematic PD plan that aligns with the Danielson framework and supports PGES rollout CMA A 8.5			7/13	6/14		
4.9.2	Continue to provide ongoing professional development, as appropriate, for content specific needs. CMA A 8.4			7/13	6/14	$250,000	Title II
4.9.3P	Provide ongoing professional development/principal meetings 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 U of L will establish a training program for Assistant Principals that will extend into the 13-14 school year.	Hensley Powers Haselton		7/13	6/14		
4.9.4	Create School Improvement Academy for schools at risk of becoming priority schools.			7/13	6/14		
4.10	Create a system of support for collaboration in Professional Learning Communities.	Hensley Branham					
4.10.1	Provide ongoing regional level work sessions for assistant principals, Goal Clarity Coaches, and Educational Recovery Specialists to support on-going school-based PLC work. CMA 8.9			7/13	6/14		
4.10.2	Establish and support the PLC process for content specific curriculum specialists to support student achievement. CMA 8.9			7/13	6/14		
4.10.3	Establish and support the PLC process for assistant superintendents to support student achievement. CMA 8.9			7/13	6/14		
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.			7/13	6/14		

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
4.11.2	Regularly hold expanded cabinet meetings, which include representation from various groups such as GLI, JCASA, and JCTA.			7/13	6/14		
4.11.3	Conduct regular employees meetings with various groups including principals, central office employees, assistant principals, and counselors.			7/13	6/14		
4.11.4	Hold quarterly Student Advisory Councils to received feedback from students on how decisions impact students and their classroom experiences.			7/13	6/14		
4.11.5	Continue to distribute and refine internal and external publications (i.e., Monday memo, Parent connections). KDE R.4, A.2.			7/13	6/14		
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.			7/13	6/14		
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.			7/13	6/14		
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.			7/13	6/14		
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.			7/13	6/14		

Last Board Approval: 4/22/13
Revised 12/2/13

Notes: * Activities address Curriculum Management Audit recommended actions; ** Activities address KDE Leadership Assessment recommendations