



# FORD NEXT GENERATION LEARNING



*Education Innovation*

LOUISVILLE, KENTUCKY







Dr. Donna Hargens, Superintendent

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**Jefferson County Public Schools**

**Ford Next Generation Learning**

**Master Plan 2013–16**

## Administrative Offices

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VanHoose Education Center  
P.O. Box 34020  
Louisville, KY 40232-4020  
(502) 485-3011

*Collaboration, stakeholder engagement, and commitment* are just a few of the words that describe the efforts that have led to the creation of the Jefferson County Public Schools (JCPS) Ford Next Generation Learning (NGL) Master Plan. The goal of this plan is simple: to increase the number of students who graduate college- and career-ready. Ultimately, this effort supports the district's vision and commitment to having all students graduate prepared. For the past 17 months, more than 100 civic, business, community, and district representatives have worked with the staff from the Ford Fund to shape and develop this master plan. And, while their individual involvement and interest in this effort may vary, they are united in their commitment to boosting student academic achievement in our schools. The completion of this plan allows JCPS to take the next steps in being designated a Ford Fund NGL Community. With this designation, JCPS will become 1 of 17 school districts that have earned this honor.

The JCPS Ford NGL Master Plan builds on the work that the district has done through the JCPS 5-Star Schools. In partnership with local and regional businesses, the district has developed classes offered at these schools to make learning relevant by tying them to the more than 100 Career and Technical Education Programs offered in our high schools. Students participating in these programs have an opportunity to personalize a pathway toward a credentialed program or a career that is aligned with the workforce needs in our region. Ultimately, this will ensure that students have the opportunity to pursue their passion and that our community has the highly skilled workforce needed to remain competitive.

The completion of this plan allows JCPS to join an elite group of school districts that have earned the honor of becoming a Ford Fund NGL Community. A special thanks to the Ford Fund for its commitment to improving the quality of education in communities across the country and for its commitment to helping JCPS become the country's best urban school district.

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

James R. Allen  
Chair  
Jefferson County Public Education Foundation

# Jefferson County Public Schools Ford NGL Master Plan

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# Jefferson County Public Schools Ford NGL Master Plan

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## Part 1. Introduction

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JCPS and the Ford NGL are working together to energize community collaboration for reinventing education systems and structures. In support of the district's *Strategic Plan: Vision 2015*, JCPS, Louisville community leaders, and Ford NGL have created a three-year tactical plan to transform teaching and learning, redesign the 5-Star high schools, and sustain the changes through premier partnerships with industry, postsecondary, civic, and community leaders. JCPS 5-Star high schools will guide graduates through career-themed schools to pursue early postsecondary degrees for professional careers in our region. Professional career theme academies have been one of the nation's most successful reform strategies in developing a personalized, supportive learning environment that improves student achievement, graduation rates, and transition to postsecondary education and the workplace. For each student to graduate prepared to reach his or her full potential (JCPS vision), JCPS must revolutionize classrooms with academically rigorous, performance-based, and career-relevant instruction. By implementing the tactics outlined in this plan, JCPS will see significant increases in the graduation rate, decreases in the dropout rate, and increases in the number of students who are college-/career-ready. Most importantly, students will experience a more personalized environment and a more relevant context for learning. Collectively, we can help the next generation of Louisvillians become who they really are: critical thinkers, trained workers, civic leaders, and compassionate neighbors who contribute their talents and expertise to serve their fellow citizens and our community.

## Overarching Ford NGL Master Plan Goals and Alignment With JCPS Vision 2015

### JCPS Vision

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

### JCPS Mission

To provide relevant, comprehensive, quality **instruction** in order to educate, prepare, and **inspire** our students to learn

### JCPS: Ford NGL Master Plan Goals

The vision and mission of the JCPS District were central in the development of the Ford NGL Master Plan, which focuses on the following:

- Transforming Teaching and Learning
- Redesigning High Schools
- Sustaining Change Through Business and Civic Leadership (see Appendix A).

The essential practices under these strands will be in direct support of the Focus Areas of Vision 2015:

- Increased Learning



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- Graduation and Beyond
- Stakeholder Involvement/Engagement
- Safe, Resourced, Supported, and Equipped Schools

In order to accomplish our vision and mission, JCPS has set forth the following overarching goals:

- To increase the graduation rate from 76.5 percent in 2013 to 83.7 percent in 2016
- To decrease the dropout rate to 3.8 percent by 2016
- To increase the percentage of students who are college- or career-ready from 51.3 percent in 2013 to 72.4 percent in 2016
- To have all students at 5-Star Schools enrolled in a School of Study (SoS) by 2016

The summary of the goals and interim benchmarks are shown below. Goals were written to be aligned with state accountability goals and 55,000 Degrees, Greater Louisville’s education commitment to have Louisville citizens earn an additional 55,000 postsecondary degrees by the year 2020.

	Baseline 2012-13	2013-14	2014-15	2015-16
Graduation Rate (Cohort)*	76.5%	78.9%	81.3%	83.7%
Dropout**	TBD	4.1%	4.0%	3.8%
Percentage of Students Who Are College- or Career-Ready*	51.3%	58.6%	65.5%	72.4%
Percentage of Students Enrolled in a School of Study (SoS)***	34%	56%	78%	100%

\*Aligned with state accountability goals

\*\* Aligned with 55K

\*\*\*Baseline data extracted from 2012-13 Count of Students with SoS affiliations denoted in IC

## Existing Academy Network: What are the 5-Star Schools?

JCPS is made up of 90 elementary schools, 24 middle schools, and 21 high schools. At the high school level, 15 of the 21 high schools are considered 5-Star Schools with Professional Career Themes (see Appendix B). Because of the geographical dispersion of our high school students in Jefferson County, the 5-Star Schools are organized by geography and career themes so that all high school students have access to all five Professional Career Themes in a school close to where they live. In other words, the 5-Star School plan ensures that no matter where students live, they have a chance to enroll in the Professional Career Theme they want.

There are five overarching Professional Career Themes and their associated high schools are shown below:

- Human Services, Education, and International Studies: Atherton, Fairdale, Seneca
- Engineering: Iroquois, Jeffersontown, Academy @ Shawnee

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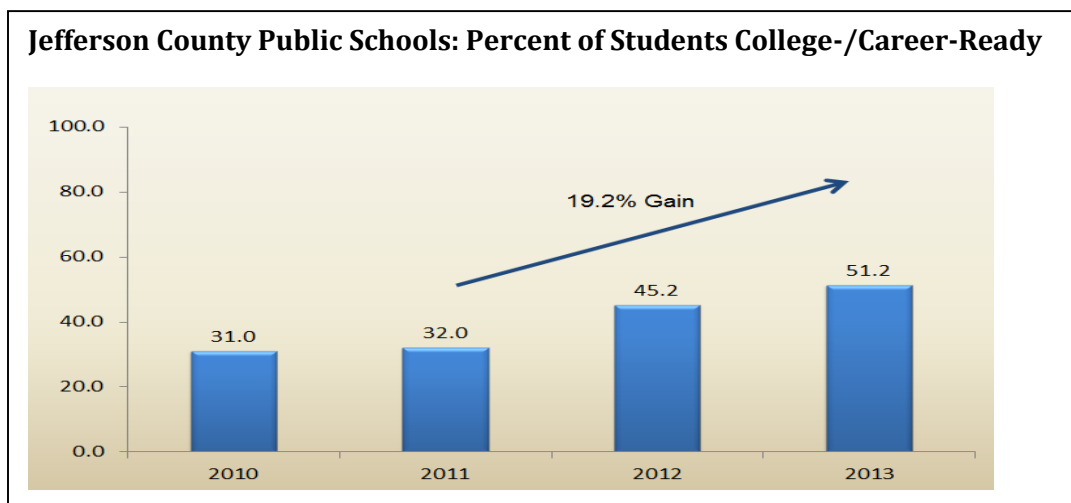
- Communication, Media, and Arts: Ballard, Fern Creek Traditional, Pleasure Ridge Park (PRP)
- Medicine, Health, and the Environment: Moore Traditional School, Valley, Waggener
- Business and Information Technology: Doss, Eastern, Southern

Each high school student in the 5-Star Schools matriculates through a freshman academy and a career-themed SoS to pursue a credentialed diploma encompassing dual-credit courses, authentic experience, and industry certifications. Organized into three networks, each comprehensive high school in a network has adopted one of five Professional Career Themes aligned with local workforce-development projections. Through a freshman academy, each student initially explores a variety of entry points into his or her school's broader career theme and then navigates a personal career pathway through a supporting School of Study in grades ten through twelve. Students connect with peers who have similar interests and an adult advisor or mentor as they pursue a credentialed diploma representing dual college credit and/or an industry certification. The six other high schools in the district are districtwide magnets and currently are not associated with Professional Career Themes.

## Current District Data Profile

JCPS is the only public school system for the metropolitan Louisville area and is the largest school district in Kentucky, with more than 100,000 students enrolled for 2013-14. About 1/7 of all Kentucky public school students are in JCPS. There are more than 107 languages spoken at JCPS schools. In fact, our English as a Second Language (ESL) population has grown at a rate of 7 percent for the past three years. Forty-nine percent of the student population is white, 36 percent African-American, 7 percent Hispanic, 3 percent Asian, and 3 percent identify as other ethnic minorities. Sixty-seven percent of JCPS students qualify for free and reduced-price meals, and more than 13,000 received Exceptional Childhood Education (ECE) services in 2012-13.

In terms of our high school graduation and college-/career-readiness rates, data from 2012-13 show that we are moving in the right direction. In graduation, JCPS has improved to 76.5 percent (up from 67.8 percent two years prior), and in college/career readiness, more than half of high school graduates (51.2 percent) were college- or career-ready in 2012-13, a significant increase.

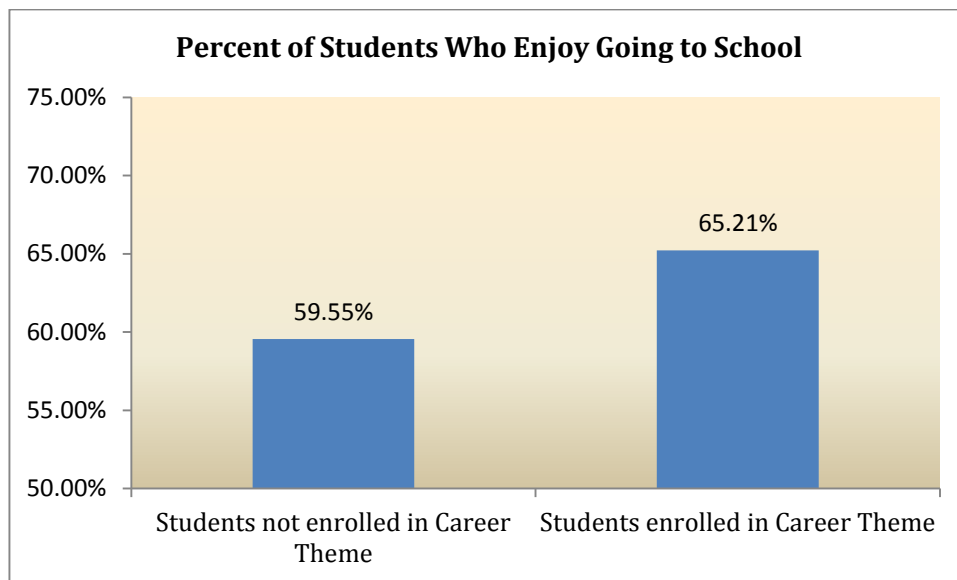




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Data on the 5-Star Schools have indicated some success. During the 2012-13 school year, 80 percent of the 5-Star Schools successfully achieved their state graduation goal compared to 67 percent of non-5-Star Schools. One-third of the 5-Star Schools improved in attendance compared to 17 percent of non-5-Star Schools. Preliminary data on students enrolled in a Professional Career Theme show no significant differences in achievement, attendance, or graduation, but survey data are showing that they enjoy school more than students who are not enrolled in a Professional Career Theme.



In addition to the quantitative data, students have also given feedback on the Professional Career Themes. Below are a few quotes from interviews with the students:

- “Thanks to the medical program offered at my school, I have been able to take Emergency Procedures and Biomedical Science classes. By far, my junior year has been the most awesome.”
- “The Engineering Program helped me focus on my career goals and decide what kind of engineering I want to do.”
- “During my sophomore year, I enrolled in the Education Career Academy (ECA). ECA has given me the skills and fundamentals of teaching that I can use in the future.”
- “The IT Program has provided me hands-on experience with real-world situations.”

JCPS is ready to take the next step in growing and deepening the experiences for our students so that they graduate and are college-/career-ready. The trend data show that we are moving in the

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right direction, and with the implementation of the tactics described in the Ford NGL Master Plan, we expect the data to show continued improvement.

# Jefferson County Public Schools Ford NGL Master Plan

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## Engagement with Ford Next Generation Learning

On May 29, 2012, the Jefferson County Board of Education (JCBE) adopted the *Strategic Plan: Vision 2015*. The plan set forth an ambitious goal of being the best urban district in the nation and delineates a clear, 36-strategy goal to accomplish this goal. The success of the *Strategic Plan: Vision 2015* relies on the commitment of not only the JCPS community but also the entire Louisville community to work collectively toward every student graduating prepared to reach his or her full potential.

In the spring of 2013, JCPS announced an exciting partnership with Ford NGL. The Ford NGL staff collaborated with the leadership of JCPS and other community leaders to develop tactics for strengthening student and teacher experiences and skills through business community partnerships. These tactics will lead to a redesign and improvement of our high schools, with a focus on deepening instruction and providing real-world learning experiences for students.

## Next Generation Learning Community Leadership Team

### Strand 1: Transforming Teaching and Learning

<b>Name</b>	<b>Business</b>
<b>Deborah Anderson, Co-Chair</b>	<b>JCPS</b>
<b>James Reddish, Co-Chair</b>	<b>Greater Louisville Inc.</b>
Karen Branham	JCPS
Jerry N. Burke	JCPS
Sam Corbett	University of Louisville/JCPEF
Justin A. Cornell	JCPS
Amy P. Dennes	JCPS
Tami Hatfield	Ford
Bill Heinz	Los Monitos
Dewey Hensley	JCPS
Tom Hudson	nth/works/JCPEF
Diane Mackenzie	JCPS
Andrea Miller	JCPS
Marty Pollio	JCPS
Joe Seiler	PBI Bank/JCPEF
Mark Shirkness	GE/JCPEF
Dana Shumate	JCPS
Bob Silliman	Kentucky Community and Technical College System (KCTCS)
Bill Simpson	Zeon Chemicals/JCPEF
Berard Tomassetti	PharMerica
Tim Truitt	JCPS
Jeff Uligian	Genentech/JCPEF

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## Strand 2: Redesigning High Schools

<b>Name</b>	<b>Business</b>
<b>Audwin Helton, Co-Chair</b>	<b>Spatial Data Integrations/JCPEF</b>
<b>Brian Shumate, Co-Chair</b>	<b>JCPS</b>
Julie Barrett	JCPS
Rick Delano	Ford
Michelle Dillard Heather	JCPS
Gray	JCPS
Angela Greathouse Paige	JCPS
Hartstern	JCPS
Starr Herrman	Ford
Bryce K. Hibbard	JCPS
Lynn Huether	Class Act Federal Credit Union/JCPEF
David Johnson	JCPS
Kevin Joynt	Deloitte & Touche/JCPEF
Sandy Ledford	JCPS
Carl Leiterman	Ford
Pamela Royster	JCPS
Ken Talley	JCPS
Steve Tarver	YMCA
Carol Timmons	Business First/JCPEF
Brad Weston	JCPS
Mary Gwen Wheeler	55,000 Degrees (55K)
Peggy Williford	JCPS

## Strand 3: Sustaining Change Through Business and Civic Leadership

<b>Name</b>	<b>Business</b>
<b>Debra Hoffer, Co-Chair</b>	<b>Junior Achievement (JA)/JCPEF</b>
<b>Christi Lanier-Robinson, Co-Chair</b>	<b>JCPS</b>
Tom Anonson	Class Act Federal Credit Union
Nichelle Anthony	JCPS
Mike Brown	Barrister Commercial Group/JCPEF
Al Cornish	Norton Health/JCPEF
Ryan Deal	JCPS
Richard Delano	Ford
Michael Gritton	KentuckianaWorks
Dan Hall	Community Engagement
Henry Heuser	Unistar/Vogt/JCPEF
Chris Johnson	Consultant
Don Kelly	Wyatt, Tarrant & Combs
Kirk Lattimore	JCPS
Karen Napier	Metro United Way
Tony Peyton	Louisville Metro Government

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William Carlos Phillips	Kentucky Chamber of Commerce
Sydney Rogers	Ford
Allen Rose	Sullivan University
Ken Selvaggi	WAVE-3 TV/JCPEF
Barbara Sexton Smith	Fund for the Arts
Tammy Slaughter	JCPS/Class Act Federal Credit Union
Joe Tolan	Metro United Way
Lynne Wheat	JCPS
Kathy Zandona	Consultant
Katy Zeitz	JCPS

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## Community Overview

Louisville encompasses all of Jefferson County, Kentucky, and is the largest city in the state, with nearly 750,000 people. For the past few years, the Census Bureau reports that approximately 30 percent of Jefferson County residents aged 25+ years have at least a bachelor's degree, while 9 percent of residents attended high school but have no diploma. Education, healthcare, and social assistance industries provide 24.9 percent of the area's jobs, by far the largest source of employment in Jefferson County. The median income for 2011 was \$45,149; however, 25.2 percent of children under 18 years old were considered to be living below the poverty level.

The economic downturn has provided a challenge to the Louisville community and has affected many JCPS students as evidenced by the increase in the number who qualify for free and reduced-price meals—from 55 percent in 2006-07 to 67 percent in 2013-14. JCPS has also seen a 50 percent increase in the number of homeless students in the last five years, with 12,389 students homeless at some point during the 2011-12 school year. This translates to more than 12 percent of JCPS students experiencing instability in living situations ranging from shelters to families doubling up in single-family housing by staying in a relative's or friend's homes. Fortunately, JCPS has uniquely strong, well-established partnerships with the Louisville community; both governmental and corporate. One such community partnership, Close the Deal, is between GLI, JCPS, and Louisville Metro Government. Close the Deal reaches out to students who would be the first in their family to pursue a college education. It began in 2008 as an effort to build a college-going culture at one local high school. That senior class met with financial aid, admissions, and college life representatives. Throughout the year, students met with representatives from their top-choice colleges or universities and visited campuses. The result was a significant increase in students applying and going to college. Since then, the program has been expanded to five other JCPS high schools.

In order to be globally competitive, the Louisville community created the 55K initiative, which aims to add 40,000 more bachelor's degrees and 15,000 more associate's degrees to Louisville by the year 2020. When examining similar cities, Louisville will need to increase the percentage of residents with a college degree from 1/3 to 1/2 in order to remain competitive. If the goal is reached, by 2020, 40 percent of the adults working in Louisville will hold at least a bachelor's degree and 10 percent will hold an associate's degree.

The baseline data from the 55K initiative and the Greater Louisville Project 2010 Competitive City report showed that Louisville ranked tenth among 15 similar cities in adults with bachelor's degrees and ninth among the 15 peer cities in adults with associate's degrees. Furthermore, data showed that increased educational attainment significantly increases the average annual earnings in the Louisville area, with high school graduates earning an average of \$26,467, adults with associate's degrees earning an average of \$31,749, and adults with bachelor's degrees earning an average of \$54,120.

The most recent 55K report emphasizes that there is a sense of urgency in Louisville to turn around college-going and completion rates. From 2010 to 2011, Louisville declined in the number of working-age adults with an associate's degree or higher (from 40.1 percent to 38.9 percent). It is imperative that the community, in conjunction with JCPS, work collectively toward a college-going culture.



## Sustainability and Community Support Structures

JCPS will implement the tactics in the Ford NGL Master Plan using the Career Academy National Standards of Practice (NSOP). Using the NSOP, the Ford Partnerships for Advances Studies (PAS) has found that it can have a significant impact on the college-going culture, twenty-first-century learning for the workplace, and public engagement.

The implementation of the plan will be driven by the tactics; measures; and short, intermediate, and long-term outcomes outlined in the tactical plan. Several stakeholders will be leading the sustainability of the plan. The Ford NGL Master Plan Implementation Team, JCPS leadership, and the CEO Board will be monitoring the plan and regularly working with key stakeholders (e.g., 5-Star Schools staff and students) to ensure that the plan is being monitored for continuous improvement and sustainability.

The support of the community has had a positive impact on the foundation for success that the 5-Star Schools have already achieved. The following groups provide support structures that facilitate the implementation of the Ford NGL model in Jefferson County's 5-Star Schools:

**55,000 Degrees** has adopted five key objectives that will allow the community to achieve the goal of increasing education attainment in Louisville by 55,000 postsecondary degrees by 2020:

- Create and support a college-going culture
- Use the business community's unique points of leverage to accelerate attainment
- Prepare students for success in college, career, citizenship, and life
- Make postsecondary education accessible and affordable
- Increase educational persistence, performance, and progress

**Mary Gwen Wheeler**, Executive Director

**Tel: 585-4649**

**E-Mail: [marygwenw@cflouisville.org](mailto:marygwenw@cflouisville.org)**

**[www.55000degrees.org](http://www.55000degrees.org)**

The **Jefferson County Public Education Foundation** exists to assist and support the public school system of Jefferson County, Kentucky, financially and to engage in any and all activities that advance the education of the citizens of Louisville and Jefferson County through support of JCPS. JCPEF has played a key role in overseeing the development of the Master Plan and, once the plan is approved, will continue to identify areas of need and to direct private resources to accelerate academic achievement.

**Dana Shumate**, JCPS Coordinator, Business Involvement, and Staff Liaison to JCPEF

**Tel: 485-3995**

**Fax: 485-3634**

**E-Mail: [dana.shumate@jefferson.kyschools.us](mailto:dana.shumate@jefferson.kyschools.us)**

**[www.jefferson.k12.ky.us/Programs/JCPEF](http://www.jefferson.k12.ky.us/Programs/JCPEF)**

**Junior Achievement of Kentuckiana's** mission is to prepare and inspire young people for success in the global economy. JA supports the work of the 5-Star Schools by providing real-world learning experiences for students that include JA Job Shadow and JA classroom programs, including JA Real Jobs, Real World and JA Career Success, which are delivered by business volunteer role models.

**Debra Hoffer**, President

**Tel: 569-9210**

**Fax: 561-2114**

**E-Mail: [dhoffer@jaky.org](mailto:dhoffer@jaky.org)**

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**[www.jaky.org](http://www.jaky.org)**

**KentuckianaWorks'** mission is to provide public leadership on the goal setting, performance measurement, and system building needed to help our community to develop a skilled and educated workforce whose qualifications give our community a competitive advantage in making the Louisville area the nation's next "economic hotspot." The organization works to build business, education, and community partnerships that address the lifelong education, training, and employment needs of our community.

**Michael Gritton**, Executive Director

**Tel: 574-2500**

**Fax: 574-4288**

**E-Mail: [michael.gritton@kentuckianaworks.org](mailto:michael.gritton@kentuckianaworks.org)**

**[www.kentuckianaworks.org](http://www.kentuckianaworks.org)**

**Metro United Way** advances the common good in our community by creating opportunities for a better life for all. The organization's Community Impact Education Agenda related to the 5-Star Schools focuses on two primary goals: that all youth will complete high school on time prepared for college, work, and life and that parents and caregivers will have the knowledge, skills, and abilities necessary to maintain family stability and help their children succeed.

**Joe Tolan**, President and CEO

**Tel: 589-4259**

**Fax: 583-0330**

**E-Mail: [joe.tolan@metrounitedway.org](mailto:joe.tolan@metrounitedway.org)**

**[www.metrounitedway.org](http://www.metrounitedway.org)**

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## **Ford Motor Company Next Generation Learning**

### **Career Academies—An Education Transformation Initiative for Increased Community Prosperity**

Career academies are small, personalized learning communities within a high school or middle school that select a cohort of students and teachers for a three- or four-year span. Students enter the academy through a voluntary process; they must apply and be accepted with parental knowledge and support.

A career academy involves teachers from career and technical and academic subjects working together as an Academy Team.

Academy Teams that share common planning time work together to implement the key features of the model and provide students with exposure to the career field. Students are grouped together for several periods every day with a core group of teachers. This promotes a family-like atmosphere and results in close student-teacher ties.

Career academies include the following essential elements:

- A small learning community
- A college-prep curriculum with a career theme that addresses Federal Common Core and Career Readiness
- Classroom instruction typically is delivered in carefully and purposefully developed themes of project and inquiry-based instruction and is integrated with both academic and technical concepts found within the career/industry focus. In addition, there is a strong focus on the twenty-first-century skills of critical thinking, teamwork, and communication, and it culminates in a senior or capstone project.
- Partnerships with employers, the community, and higher education representatives who, as supportive partners of the career academy initiative, assist in the development and implementation of student internships and other work-based learning opportunities, teacher externships, integrated curriculum development, advanced college credit earning, classroom presentations, demonstrations, and scholarship opportunities.

By design, these central elements of a career academy lead to a school/district that is rigorous, relevant, and relational. As such, career academies are an excellent example of a reform model for policymakers and practitioners to consider in middle and high school reform.

Typically, a community that has been guided through the development and implementation of a Ford NGL Master Plan has reported the following outcomes:

- Increased graduation rates
- Decreased dropout rates
- Increased grade point averages
- Increase college-going rates
- Increased industry certification rates
- A more highly skilled, work-ready workforce

## Part 2. Schools of Study Overview of Master Plan and Outline

The beginnings of the JCPS Ford NGL Master Plan started in July 2012, when JCPS leaders convened with community leaders and Ford NGL coaches. The Ford NGL network had extensive experience and data showing the impact of the Ford NGL partnerships with other districts (JCPS is their eighteenth partnership) on their graduation rates, achievement, and other key indicators of success. Because of the foundational work already started by JCPS and its 5-Star Schools, the partnership with Ford NGL was a logical next step in solidifying a master plan to expand and improve upon the existing Professional Career Theme structure. By rallying community collaboration around the development of the plan, a multilayered and multifaceted master plan has been developed to support the success of the 5-Star Schools.

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### Master Plan: Overview, Outline, and Timeline

A group of approximately 90 diverse business, civic, and education stakeholders have served on the Three-Strand Plan Writing Teams to debate, agree upon, and write the three-year Master Plan. Individuals representing the for-profit sector, higher education, and nonprofit organizations and other civic leaders have collaborated to create the plan. (See Appendix D.)

The tactical plan is fully delineated in Appendix C and is based on the three major strands of the Ford NGL model and their associated essential practices. For each goal, the tactical plan is made up of the overarching strategy, tactic, and output, and short-term, intermediate, and long-term outcomes. All goals share the same long-term outcome measurements, which are aligned with our *Strategic Plan: Vision 2015* and state accountability. In addition, the tactical plan includes the target population, people responsible for the tactic, and community support structures. This tactical plan is essentially a roadmap for the next three years in transforming our 5-Star high schools into premier professional career academies.

The major outline of the action plan consists of the following:

#### Strand One: Transforming Teaching and Learning

**Teacher Externships**—Support from the business community will be needed to help equip teachers with real-world projects to bring back to the classroom. Externship experiences can serve as the inspiration for these projects, but ongoing support from the business will be required to achieve maximum efficacy.

**Project-Based Learning**—JCPS must ensure that project-based learning is congruent with state standards for teaching, establishing a cross-walk to help align core curriculum concepts with project-based learning. Teachers must feel supported and see project-based learning as a means to teaching standards as opposed to a distraction. Finally, continued support of teachers will be critical. Systems for that sharing of best practices, dissemination of resources, standards of instruction, and measures of success will need to be established and widely disseminated to teachers.

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**Professional Development**—It is incumbent on the schools and the administration to support teachers in these new instructional strategies. Standardized professional development and support resources for classroom implementation will be critical to ensuring teacher success and, by extension, student success. JCPS must first work to identify a preferred curriculum of professional development around project-based learning and then sequence that professional development to ensure that all teachers can be trained within the next three years.

## **Strand Two: Redesigning High Schools**

**High Quality SoSs**—At the core of the Master Plan is ensuring that our 5-Star Schools have high-quality Professional Career Themes that engage students in experiential learning and result in students graduating credentialed. To accomplish this outcome, it will be essential to ensure that students make informed decisions about their college/career pathways and that collaborations are formalized to ensure that each career pathway aligns with industry expectations and community needs.

**Individual Learning Plans**—Intentional planning will be required through the use of an online college- and career-planning portfolio, Individual Learning Plans (ILPs). These plans will be vital in helping track and monitor students' progress and success as they advance through the SoS courses and experiences.

**Leadership Training/Professional Development**—Wall-to-wall student participation in SoSs relies on a coordinated professional-development system focused on the model. Leadership roles of teachers, advisors, counselors, and support staff should be defined within this process so that all stakeholders understand their role in the SoS model. Coaching and professional development must be ongoing and evolving, including refining tactics for returning faculty and initiating new faculty members to the SoS philosophy. Coaching and professional-development must be connected directly to the job responsibilities so students see evidence of the transformed high school in their interactions with faculty in all classrooms. Transformation in professional-development planning and execution builds the bridge between the transformation of the high school structure and twenty-first-century classroom instruction.

**Evaluation Data and Accountability**—A core component of Strand 2 is the development of evaluation tools to assess baseline data in order to provide timely feedback for school leaders in driving continuous improvement. Multiple quantitative measures are outlined in the tactical plan and will be essential to regular monitoring in order to allow for quality assurance. As the tactics are being implemented, the evaluation results will allow school and district leadership to determine midcourse adjustments and develop a plan for professional development. Accountability will be ensured via regular progress reporting to the major stakeholders. The Master Plan is one of mutual accountability in which everyone—students, teachers, administrators, families, and business and community partners—participate in collecting and reviewing data in order to measure progress. We will work collaboratively to build a climate of trust that welcomes the perspectives of all stakeholders and will maintain

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a commitment to continual learning and improvement. It is only through systematic collection and review of data that we will be able to accomplish our goals.

## **Strand Three: Sustaining Change Through Business and Civic Leadership**

**Industry Councils for Each SoS Pathway**—In order to ensure high-quality pathways in the 5-Star Schools, industry councils for each SoS pathway will be formed so that real-time industry needs are communicated to the 5-Star Schools for continuous improvements in their pathways so that they remain relevant to students and aligned with community needs.

**CEO Advisory Board**—Working together, the business community, JCPS leaders, and the mayor of Louisville will recruit a core group of community leaders who will define the group’s charter and plan of action to increase business participation in the transformation of the 5-Star Schools (see Appendix C). The CEO Advisory Board will review results of the community Master Plan regularly. The board will work to populate the industry councils and school advisory councils with members of their own businesses. They will also serve as 5-Star Schools emissaries as they seek out, inform, and engage other community leaders in the conversation about our community and will begin to advocate for the academies and other relevant strategies to improve student success and develop human capital. They will establish and implement a campaign to increase broad-scale business “ownership” and involvement with 5-Star Schools.

**Parent and Family Engagement**—Since parents are the first educators in a child's life, it is essential for parents and school staff to work together on their students’ progression through school. Student ambassadors will be trained in each school to be leaders in communicating information about the 5-Star Schools to parents, other adults, and the broad community, with the goal of increasing parent and student engagement. Without a partnership between families and the school, parents miss out on vital sharing of information about a child's academic strengths and challenges. Parents are the number one advocate for their child. A parent is the key for information sharing between grade levels and various schools and from teacher to teacher. When a parent takes an active role in their child's education, the child understands that education is important to his or her family.

<b>Timeline for Key Tactics From Master Plan</b>	<b>Year 1 (2013-14)</b>	<b>Year 2 (2014-15)</b>	<b>Year 3 (2015-16)</b>
<b>Strand 1</b>			
Teacher externships for selected teacher teams	X	X	X
Professional activities for project-based lesson development	X	X	X
Develop and facilitate orientation/training for high school administrators, promoting an understanding of the flexible use of academic knowledge and skills, communication, and teamwork on student achievement.	X		
Training and support to Career and Technical Education (CTE) teachers and core teachers involved in externships	X	X	X



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Support teachers in ongoing and regular professional learning communities (PLCs) to collaborate on instruction within their cross-curricular teams and make decisions on how to better implement the Ford NGL model within the cohort.	X	X	X
Provide opportunities for selected teachers within the 5-Star high schools and Ford NGL schools to observe effective peer classrooms to reflect on their own instruction. Teams of teachers also observe a teachers' class to provide feedback.		X	X
Identify teacher leaders in each 5-Star high school to provide training and leadership in the development of additional interdisciplinary teams of teachers.	X		
Teachers from cohort 1 will work to train and mentor new teachers.	X	X	X
<b>Strand 2</b>			
Each student will be connected to an academic plan in Infinite Campus, which will detail his or her progress toward major completion/4-course sequence.		X	X
All academic teachers engage in cross-content PLC work with at least one career theme teacher.		X	X
All school-based partnership councils are refined to meet multiple needs in order to not overtax community and business partners.	X	X	X
All students in each SoS participate in Experiential Learning through service learning, CSO, internships, or other on-the-job training.	X	X	X
Develop and implement a communication to eighth-grade students and families connecting the ILP to high school choice.	X	X	X
Every 5-Star SoS major has a service, career, extracurricular, or OST program component related to the major.		X	X
One hundred percent of school of study majors include an endorsement opportunity.	X	X	X
One hundred percent of courses that include an advanced learning opportunity will be coded in Infinite Campus.		X	X
The focus of professional development is determined and reflected in teachers' professional growth plan, and a long-term plan is created.		X	X
Develop criteria for school leaders and teachers to measure the effectiveness of professional-development activities through classroom observations; student achievement data; and teachers', students', and business and community partners' feedback. Evaluation results are used to reassess and revise professional-development plans.	X	X	X
Restructure freshman class schedule based on block scheduling.	X	X	X
Every student selects a career pathway by end of freshman year.			X
Evaluate effectiveness of SoSs by district leadership and community representatives using the NSOP.		X	X
Career planning is adopted and used to improve the transition from middle school to high school.	X	X	X
Request that the superintendent select a single point of contact for the initiative by strand team leaders.	X		
Create a collaborative structure that engages secondary, postsecondary, and business in the curriculum alignment, dual credit opportunities, and seamless pathways to postsecondary and career.	X	X	X
<b>Strand 3</b>			
Recruit key CEOs who will serve as the JCPS NGL CEO Board.	X		
Create a plan of action for the CEO Board to increase business participation in transformation of secondary schools.	X		

## Jefferson County Public Schools Ford NGL Master Plan

Establish a campaign to increase broad-scale business “ownership” and involvement with 5-Star Schools, to possibly include press conference, business luncheon, series of presentations to boards, and one-on-one meetings.	X		
Establish partnership councils to advise each professional career pathway.	X		
Create structure for industry and community networks to share real-time industry-needs information.	X		
Adopt academy evaluation system created in Essential Practice 3.7, which will allow industry and community network teams to annually evaluate SoSs to ensure that graduates have developed knowledge and skills to succeed in college and careers after high school.	X	X	X
Design and execute awareness campaign for the JCPS Parent Portal, Parent Hotline, and <i>Parent Connection</i> with higher education and college- and career-readiness tools.	X	X	X
Engage middle school and first-generation students and parents in meaningful opportunities to express their perspectives and be directly involved in developing the plan.	X	X	X
Design data dashboard with input and approval from the CEO committee.	X	X	X

### Master Plan: Implementation Team and Plan

Upon the approval of the Master Plan by the JCBE, the formation of the CEO Advisory NGL Board will be finalized and will be charged with working closely with the Master Plan Implementation Team. The Implementation Team will be monitoring, executing, and refining the Master Plan over the course of the next three years. The chair of the Implementation Team will report to the CEO Advisory Board as well as the superintendent of JCPS. In addition, there will be at least one member of the Implementation Team who will be a member of the CEO Advisory Board to ensure linkages between the two groups. Members of the Implementation Team will include representatives from 55,000 Degrees, Junior Achievement, postsecondary institutions, and other key groups to ensure that community leaders are part of the continuous monitoring of the plan.

Meetings of the Master Plan Implementation Team will be held monthly after the Ford Community designation and during the 2014-15 school year. For the remainder of the three-year plan, the team will meet bimonthly. Each meeting will be scheduled to meet for 1 ½ hours. At the end of each school year, the Implementation Team will hold an annual one-day retreat to review the Master Plan.

An annual retreat will be held with major stakeholders to share progress reports on the Master Plan implementation. The objectives of the annual retreat will be to 1) update community leaders on the implementation of key strategies and tactics outlined in the Master Plan (see Appendix C), 2) share data collected from each strand, particularly as they relate to the progress toward achieving the overarching goals and benchmarks, 3) discuss midcourse adjustments based on the data collected so that the team can continually refine the plan as needed for achieving the long-term goals, and 4) plan how the results of the annual retreat will be provided to all stakeholders (school board, press, business community, parents, etc.).

Some of the key data variables that will be reviewed at the annual retreat will include 1) the number of teachers targeted with the professional-development plan (see Appendix C, Tactic 1.1),

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and 2) the number of students who will be served in the SoSs as compared from one year to the next (see Appendix C, Tactic 2.1). Projections of number of teachers and students are shown below:

	Baseline 2012-13	2013-14	2014-15	2015-16
Percent of students enrolled in SoS	34%	56%	78%	100%
Approximate number of students enrolled in SoS	6,018	9,784	13,628	17,472
Approximate number of teachers provided an externship and additional professional development on integrating externship experience into the classroom	45	90	180	360

The Master Plan Implementation Team will consist of the following leaders and team members:

<p><b>Chair—Community Coordinator Dana Shumate, JCPS, until further notice</b>  <b>Co-Chair—Debra Hoffer, JA, until further notice</b></p>
<p><b>Team Members</b></p> <p>Jim Allen, Hilliard Lyons/JCPEF            Dana Shumate, JCPS            Debra Hoffer, JA/JCPEF            Deborah Anderson, JCPS Karen Branham, JCPS            Jerry N. Burke, JCPS            Dr. Marty Pollio, JCPS            Tim Truitt, JCPS            Dr. Brian Shumate, JCPS Julie Barrett, JCPS            Dr. Pam Royster, JCPS            Dr. Ken Talley, JCPS            Christi Lanier-Robinson, JCPS            Katy Zeitz, JCPS            Nichelle Anthony, JCPS Ryan Deal, JCPS            Peggy Williford, JCPS            Diane McKenzie, JCPS            Jenni Aberli, JCPS</p>

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James Reddish, GLI  
Audwin Helton, Spatial Data Integrations/JCPEF  
Tami Hatfield, Ford  
Al Cornish, Norton Health/JCPEF  
Tony Peyton, Louisville Metro Government  
Carol Timmons, Business First/JCPEF  
Mary Gwen Wheeler, 55,000 Degrees/KY State Education Board  
Bill Simpson, Zeon Chemical/JCPEF  
Sam Corbett, University of Louisville (UofL)/JCPEF  
Dr. Paige Hartstern, JCPS

## **Strand One: Transforming Teaching and Learning**

In order to achieve the breakthrough results desired of a Ford NGL community, a transformation must occur in the fundamental interaction of teaching and learning. This interaction has remained largely unchanged over the course of the past century, and while many principles are still valid, the community and the business marketplace have evolved; so to, must the education process evolve.

Renewed emphasis and support must be focused on the art of teaching. It is the teacher who most directly affects learning and the quality of education a child receives. At the macro level, teachers must be better equipped to connect educational concepts with real-world application of those concepts. So-called “project-based learning” enables teachers to better demonstrate relevance to students, thereby facilitating better processing of the material. While the concept of project-based learning at the 50,000-foot level is fairly intuitive, implementation can be extremely complicated and requires purposeful dedication from teachers, schools, the administration, and the business community.

In Strand 1, the focus will revolve around the teachers and the resources they need to develop a more robust and relevant learning environment. The complimentary structural changes to the school environment and many of the changes in business partnership relationships will be covered in Strands 2 and 3. Strand 1 seeks to establish instructional strategies—based on rigorous research and professional experience—that are essential for facilitating learning of the essential knowledge and skills that students need to graduate college- and career-ready. These instructional strategies will require new and different professional development. Teachers will require support from their schools, their school system, and the business community to ensure that they have the necessary resources to be successful in the classroom. The goal must be to establish standard operating procedures that provide a framework in which teachers can apply best practices to their individual learning environments and a support structure that facilitates sharing of best practices in a sustainable manner. To that end, several strategies have been developed around three essential practices of the Ford NGL Strand 1.

### **Essential Practice 1.1: Teaching Pillars—Educators employ teaching strategies that develop students' knowledge and skills for college and career readiness.**

The first essential practice of Strand 1 focuses on instructional strategies that better promote student learning in a contextual, real-world manner. The features of the FORD NGL Teaching Pillars address curriculum, instruction, assessment, and career-relevant learning opportunities. The

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outcomes called for in this pillar of Strand 1 revolve around the implementation of project-based learning as core to the instructional method. This project-based learning is facilitated by the creation of cross-circular PLCs of teachers (described in Strand 2) and targeted professional development to help equip teachers with the framework for project-based learning. These tactics are supported by business externships that help provide these PLCs with contextual experiences and real-world projects to bring back to the classroom.

Strong business partnerships (as described in Strand 3) are critical to success in project-based learning efforts within JCPS. Additional professional development or training may be required for both teachers and the business partners to help them better understand one and other. Quite often, these partnerships break down due to misalignment in expectations or differences in communication. It is incumbent on JCPS to ensure that those breakdowns are preempted at both the school and business levels.

## **Essential Practice 1.2: Learning Pillars—Students develop essential knowledge and skills for college and career readiness.**

Essential Practice 1.2 flows naturally from Essential Practice 1.1. Whereas 1.1 focuses on teachers and instructional methods, 1.2 focuses on the student and how and what they are learning. The goal is for students develop essential knowledge and skills for college and career readiness. The seven pillars—developing academic knowledge, problem solving, critical thinking, teamwork, communication, creativity and innovation, and global awareness—are essential to the workplace. Project-based learning is again the foundation for the work of 1.2 and is seen as the preferred instructional strategy for optimal learning of these college- and career-readiness skills. However, additional professional development is also called for in this essential practice to help better prepare teachers to instruct students both explicitly and implicitly in these skills.

Project-based learning by its very nature facilitates teamwork, problem solving, critical thinking and all the other college- and career-readiness skills articulated in Essential Practice 1.2. However, these skills are best and most authentically taught in an implicit manner, through action and practice rather than through direct instruction. Put another way, students pick up these skills through learning in a more interactive and less prescriptive teaching environment. By their very nature, these classes teach students career-readiness skills through mostly project-based instruction. Through career academies and PLCs (both detailed in Strand 2), career and technical education best practices can be infused into core curriculum learning. Likewise, closer alignment can help CTE teachers better articulate the application of core curriculum concepts in their classrooms, deepening relevance for student in both environments. To facilitate this cross-circular collaboration and to better implement college- and career-readiness skills in the classrooms, some training or professional development is needed to help support teachers in their efforts. This collaboration and implementation of project-based learning will result in student attainment of critical college- and career-readiness skills in a more organic and meaningful way.

The business community also has a critical role to play in this essential practice. It is the business community that represents the marketplace for these college- and career-readiness skills. Their feedback and participation in the process is critical to ensuring that students are receiving and developing the proper skills needed to thrive in the workplace of the future. Externships will again

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be the foundation of business engagement. Desired skills will be demonstrated to teachers through their externship experiences. Teacher experiences should include teamwork, critical thinking, and other desired skills to help teachers see relevance in incorporating these skills in the classroom. Additional business engagement and direct interaction with students can also be developed to deepen skill development and student retention.

## **Essential Practice 1.3: Professional development is dedicated to supporting implementation of the Ford NGL Teaching and Learning Pillars.**

The final essential practice in Strand 1 focuses on professional development in support of the Ford NGL teaching and learning pillars. Professional development is articulated as a tactic to achieve the desired outcomes in the previous two essential practices, but this final essential practice seeks to view professional development at the systems level. Professional development is not new; in fact, teachers have participated in mandated professional development for decades. But for too long, this professional development has occurred in silos and without a comprehensive, strategic approach. The Ford NGL framework is about ensuring alignment of resources to achieve specific and stated outcomes. This includes all the built environment of a school, but it also must include professional development resources.

At the district level, an inventory of professional-development resources needs to be taken. Once that inventory is complete, existing resources can be viewed in the context of this master plan. Some resources may be perfectly aligned, some many need additional focus, and some may need to be reallocated. Ultimately, at the systems level, professional development is one of the school system's most precious resources and a critical means for effecting change within teaching and learning. Careful thought and consideration must be given to the type, frequency, sequencing, and ongoing support of professional development. Additionally, resources need to be dedicated to ensure that a systems approach to professional development is taken across the district.

Businesses also have a role to play in professional development. Obviously, externships are a very tangible and direct means for business participation in professional development. But a more indirect advisory function should be explored, especially when it comes to assessing resource allocation and identifying professional development that is most closely aligned to business needs.

## **Strand Two: Redesigning High Schools**

Research affirms that providing a career emphasis for students gives meaning and motivation that leads to more successful high school and postsecondary experiences. Major components of the work in Strand 2 involve personalizing the high school experience so that learning occurs in the context of real-world applications. Enhancement of the work already begun by the 5-Star School is the focus of Strand 2, including the continuous improvement of the Professional Career Themes, freshman academy, intensive counseling, guidance, and postsecondary coaching, and middle school career planning. The structure of Professional Career Themes provides the organizational framework for relevance and connection, while the freshman academy provides more personal guidance, attention, and supervision. Our freshman academy effectively transitions students from middle school and provides coherent support systems to foster student connectedness and successful matriculation throughout high school.



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A college-going mentality starts before high school, and it will be essential that the career and college planning currently in our middle schools is strengthened. Middle schools guide students to understand the relationship between their skills, talents, and aspirations with education, career themes, and workplace competencies. Each student is organizing his or her learning reflections with an ILP. Students also receive in-depth exposure to the five overarching career themes in the high schools in their high school network.

## **Essential Practice 2.1: Students have choices among high-quality career academies and similar career- and interest-themed programs.**

The work of Essential Practice 2.1 strives to increase on-time graduation, college/career readiness, and the acquisition of outside credentials by organizing students, teachers, and courses into SoSs, using the ILP as the primary planning tool, and increasing advanced learning opportunities for all students. The tactics in Essential Practice 2.1 rally around two seminal outcomes: (1) all students engaged in an SoS participating in some form of experiential learning and (2) all students will graduate “credentialed” or with a third-party endorsement of accomplishment, such as industry certification, dual credits, or college credit equivalents (AP/IB/AICE). JCPS cannot achieve either of these outcomes working in isolation but depends on business and postsecondary partnership and alignment described in the Strand 3 narrative.

Focusing on giving all students opportunities to take learning from the classroom into a real-world setting, such as a service project, workplace, or performance-based competitions, forces students and teachers to meet rigorous learning expectations while integrating and applying knowledge and skills. To accomplish this goal, JCPS must assess the current experiential learning opportunities to find gaps to fill. Through the business partnership councils, schools will ensure that each student can engage in real-world application of knowledge while developing essential work habits, twenty-first-century skills, and their own social network.

To ensure all students graduate “credentialed,” JCPS must connect each major with at least one endorsement opportunity or, ideally, with multiple and varied options. Working with business partners, JCPS will ensure these credentials remain current to industry standards and viable upon graduation. Postsecondary partners become vital in assisting with planning and alignment. Communication tools like scheduling books and postsecondary planning aids will take these aligned options to the homes of our students and families. These communication aids will help our students and families see the pathway from high school to college to career. Finally, 5-Star Schools will use the ILP, an online college and career planning portfolio, as well as advisory structures to inform, guide, and track progress and celebrate student success on important life-planning milestones.

## **Essential Practice 2.2: Professional development and communities of practice**

The tactics described in Essential Practice 2.2 propel school leadership and instructional staff to recognize and prioritize professional development and form communities of practice committed to shared learning to support the SoSs and transform everyone’s practice. Aligned with the JCPS Strategic Plan Goal 1, where every student progresses in his or her learning and meets or exceeds proficiency in all subjects, these tactics aim to design, implement, evaluate, and redesign a coordinated system of professional development and coaching supporting the SoS model. The

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tactics are centered on two main outcomes: 1) A professional-development plan supporting the SoS model, and 2) Having 100 percent student participation in an SoS.

Tactics described in Essential Practice 2.2 call for the creation of a professional-development plan, taking teacher and administrative input and needs into consideration. This plan must be responsive to needs as described by survey results (2.2 Tactic 1). Financial resources, including time and technical assistance, must be specified in the design of the overarching plan with a perpetual focus on the SoS model (2.2 Tactic 2). The foundation of the professional-development plan will be collaboration, both within the school and with the broader community. Teachers and school leaders will have opportunities to collaborate within content and cross-content groups to improve practice and guarantee student supports academically, socially, and emotionally (2.2 Tactic 6). Equally important is a professional-development plan for teachers, counselors, and school leaders engaging business and community partners and ensuring a community and business buy-in for the SoS model (2.2 Tactic 4). An additional important component of the cycle includes ongoing evaluation of effectiveness to ensure the professional growth of 5-Star School faculty reaches the desk of each student (2.2 Tactic 7).

### **Essential Practice 2.3: School-based instructional leaders use available resources to maximize the structural benefits of SoSs for students and teachers.**

The tactics described in Essential Practice 2.3 work to create the best environment for teaching and learning and allow school leaders to take advantage of scheduling and other options that maximize the potential of the SoS model. The tactics in Essential Practice 2.3 center on two main outcomes: 1) All 5-Star Schools will provide consistent time/support for cross-curricular/CTE planning and 2) All 5-Star School administrators will participate in professional development designed to promote effective teaming for student achievement enhancement. This work will be evidenced by district policy, schedule examples, agendas, student outputs, dashboard data, and team visuals. As a result, the district will meet the long-term outcome that every student graduates prepared for his or her postsecondary choice for college or career and for life.

Two of the tactics described in Essential Practice 2.3 support the use and support for cross-curricular/CTE planning across all schools. The first tactic builds on current JCPS work on freshman academies and uses that work as a model for the spread of learning communities to other groups of students and teachers using the SoS model. The second tactic emphasizes the role data will play in the development and implementation of career pathways, scheduling teams, and SoSs geared to graduate all students college- and career-ready. Evidence of this work will include master schedules, major declaration forms, grad planner data, and the College- and Career-Readiness Rate (KDE accountability).

Essential Practice 2.3 also requires supports and professional development for principals and school administrators to ensure effective use of learning time and financial resources. As mentioned in Essential Practice 2.2, this professional development must include a level of orientation to engage all principals and administrative teams as well as being ongoing to ensure momentum toward the ultimate goal. Principals must understand the need for, connection to, and early success of cohort scheduling toward the goals for the SoS model. Administrative teams will also need

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supports in designing master schedules that organize faculty time around student need with the outcome that all students have access to credentialing opportunities. Principals will also need supports for the effective use of financial resources in particular as it pertains to scheduling tactics. The final tactic describes a system of communication to ensure that the goals and practices of cohort scheduling are shared among the 5-Star School community.

### **Essential Practice 2.4: School districts and schools share responsibility for measuring success.**

The tactics described in Essential Practice 2.4 provide guidelines for district leadership and community partners to evaluate and monitor the effectiveness of SoSs and their impact on student learning. The tactics center on using multiple measures to evaluate the effectiveness of SoSs, communicating the results to all stakeholders, and using student performance data to affect instruction by addressing the professional learning needs of school staff.

The tactics are centered on three main outcomes that include achieving continual improvement within SoSs, offering students a wide range of learning opportunities, and helping students graduate college- and career-ready.

The tactics described in Essential Practice 2.4 require the development of an evaluation tool to gather baseline data in order to provide feedback to SoS leaders (2.4 Tactic 1). The effectiveness of SoS implementation on student success will be determined through multiple quantitative measures of (2.4 Tactic 2). Evaluation results will allow school and district leadership to determine instructional needs and develop a plan for professional learning opportunities (2.4 Tactic 3). Progress will be reported to all stakeholders through a variety of communication tools. (2.4 Tactic 3).

Essential Practice 2.4 and the three tactics contained within provide opportunities for JCPS to partner with parents and community leaders to ensure that all high school students have quality experiences in their SoSs so they can graduate prepared.

### **Essential Practice 2.5: The school district actively supports and holds leaders accountable for high school transformation using the academy model.**

The tactics described in Essential Practice 2.5 focus on supporting and holding leaders accountable for high school transformation using the SoS model. This in turn supports the vision of having every student graduate prepared for his or her postsecondary choice for college or career and for life.

Essential Practice 2.5 will be achieved through five tactics. The first tactic focuses on the JCBE and the superintendent supporting and setting clear expectations for the implementation of the Master Plan in support of the *Strategic Plan: Vision 2015*. Documentation of this tactic will include school board minutes, agendas, press releases, and policies related to support for SoSs (2.4 Tactic 1). The second component in this practice provides the opportunity for the superintendent, in collaboration with strand leaders, to select a single point of contact for the initiative. The single point of contact begins oversight responsibilities and identifies additional school district personnel and connects them to their role in the tactical plan (2.5 Tactic 2). Support for SoSs will occur after

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the completion of a needs assessment of facilities, equipment, and materials. Needs will be prioritized and outlined within a district plan (2.5 Tactic 3) with local, state, and federal funding secured and appropriated to meet priority needs (2.5 Tactic 4). The final tactic within Essential Practice 2.5 ensures that career planning is adopted and used to improve the transition from middle school to high school so that students have a focus and purpose for their education. Pilot and early adopter high schools will collaborate with feeder middle schools to develop a career study transition plan for all middle school students. This plan will allow for the transitioning to high school with enrollment in a career pathway. Middle school students will make school and course selections based upon their career plans. Additionally, transition plans between middle schools and their feeder elementary schools will be in place (2.5 Tactic 5).

Essential Practice 2.5 and the tactics contained within ensure a comprehensive, longitudinal career experience from elementary through high school.

### **Essential Practice 2.6: School district and postsecondary institutions work collaboratively for the benefit of students in schools of study.**

The strategies offered in this essential practice seek to build a collaborative structure between postsecondary, secondary, and business partners to promote opportunities as well as develop and align seamless pathways to postsecondary credentials that have value in the marketplace. This work can only be successful when high school teachers, postsecondary professors, and industry representatives work collectively for the benefit of our community's young people. As the structure becomes streamlined, so will the movement of students through the educational pipeline. Students will leave high school with not only a high school diploma but also an outside credential that provides a foot in the door to a postsecondary pathway that leads to gainful employment in that industry.

The first strategy, based on postsecondary, secondary, and business partners collaborating to promote education and career pathways, outlines such tactics as career days, site visits, college visits, and summer camps that enable all students in grades six through twelve to make informed decisions concerning SoS, high school major, and postsecondary plans related to their chosen career path and interests. In order for those pathways to be clear and transparent to students and parents, the second strategy requires JCPS staff to work with postsecondary partners to align secondary majors with state CTE requirements **and** postsecondary expectations. In addition, teachers will provide students with an understanding of dual credit opportunities in their major.

A related strategy is to formalize collaboration, most likely by industry sector, between postsecondary and secondary staff responsible for developing curricula and experiential learning (and business partners), to develop and align seamless pathways from secondary credentialing to postsecondary degrees, diplomas, credentials, or licensure. Furthermore, to institutionalize the collaboration between JCPS and postsecondary institutions, partners must detail and align core institutional objective and goals as well as establish structures of communication, data sharing, and accountability. By establishing an overarching **compact**, it will allow personnel from each institution and business partners to collaborate on learning pathways that lead young people

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through required learning opportunities, supporting credentials to postsecondary program completion and careers.

## **Strand Three: Sustaining Change Through Business and Civic Leadership**

The Ford Next Generation Learning research has proven time and again that a vital component to student success requires hard work, enthusiasm, and ownership of each student's education by the broad community. Most importantly, the Strand 3 Essential Practices clearly define the process by which the Master Plan should be written, coordinated, and overseen. More than 90 community leaders are meeting regularly to write the plan under the leadership of JCPEF. A CEO Advisory Board is being recruited and will meet at least annually with education leaders to review progress on achieving the Master Plan goal and to demonstrate the community's ongoing commitment to the plan.

Partnerships with employers, community groups, and higher education, who as supporters of the career academy initiative, assist in the development of student internships and other work-based learning opportunities, integrated curriculum development that leads to real-world career opportunities for both students and teachers, increased postsecondary attainment and scholarship opportunities. The work of the Strand 3 Essential Practices represents tactics that support broad community involvement, including the encouragement of increased parent/guardian involvement, undoubtedly one of the most critical factors in a student's educational success. A systemwide student ambassador program will play a key role in increasing parent/guardian involvement. The Strand 3 Essential Practices not only lead to measurable educational goals, but they also incorporate the celebration of increased attainment.

The tactics outlined to address the Strand 3 Essential Practices provide structure and sustainability to community engagement in 5-Star Schools student success. A CEO Advisory Board reviews and responds to progress made toward Master Plan goals on an annual basis. Industry and school advisory councils bring business leaders into the schools with the goals of providing opportunities for students to interact with representatives of the working world and to advise on curriculum content that will help create the employees of the future who will meet employment needs. Given that the Ford NGL model represents a new way of doing things for our community, the Master Plan outlines a multifaceted communications plan that will help to build awareness, support, and active participation in this effort.

Student data, as it relates to high school achievement and college attainment, will be collected, reviewed, and evaluated regularly, and plan tactics will be modified when necessary. Postsecondary institutions will work with the 5-Star Schools to ensure that high school career paths are aligned with college-going expectations to reduce the need for remediation. A unified scholarship application will be created in order to simplify the already complex college financial aid process.

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## **Essential Practice 3.1: Business, civic, and education leaders create a master plan for sustainable workforce competitiveness and community prosperity built on education transformation.**

On July 20, 2012, community and education leaders were invited to a meeting organized by JA at Waggener High School to learn more about the Ford NGL Network. A Ford NGL community coach presented a summary of the impact of the Ford NGL in other communities, noting that under the career academy model, test scores, grade point averages (GPAs), and high school graduation rates have risen significantly. It was further explained that JCPS had already begun the hard work of transforming the high schools into career-themed academies, the 5-Star Schools. The remaining necessary work involves a communitywide effort to develop a master plan that will support the success of the 5-Star Schools. Business and community support has proven to be essential to promoting sustainable workforce competitiveness and community prosperity.

At this meeting, Jim Allen, JCPEF chairman, made the commitment that this organization would oversee and staff the development of the Master Plan. In addition, Dana Shumate, JCPS Business Involvement coordinator, served as the interim community coordinator for the project. Strand team chairs and cochairs composed of education and community business leaders were also secured.

Since then, a group of approximately 90 diverse business, civic, and education stakeholders have served on the 3 Strand Plan Writing Teams to debate, agree upon and write the three-year Master Plan. Individuals representing the for-profit sector, higher education, and nonprofit organizations and other civic leaders have collaborated to create the plan (see Appendix C).

The Ford NGL consultants have played a key role in guiding the stakeholders through developing the strand tactical options and strand narrative as well as editing the Master Plan for final approval. The plan consists of tactics and measurable goals and will forecast improved educational outcomes and positive community cash-flow projections. Data will be collected and evaluated for progress on an annual basis. A convening organization that will employ a community coordinator to oversee plan implementation will be selected. A CEO Advisory Board will be recruited to review plan progress, and the plan will be updated annually.

Louisville is poised to become a formally adopted member of the Ford NGL Network as a Ford NGL Affiliate Community and can serve as a role model to other communities as they develop their own plans for educational and economic success.

## **Essential Practice 3.2 Senior business, education and civic leaders support, sustain, and advocate for the goals outlined in the community master plan.**

The intent of Essential Practice 3.2 is to create an ongoing CEO Advisory Board to align community support for transforming the 5-Star Schools in an advisory capacity. Over the three-year Master Plan timeline, the CEO Advisory Board will increase from 30 to 50 active members. The group will meet at least four times a year and will participate in an annual retreat with representatives of JCPS and Louisville Metro Government to review progress on achieving the Master Plan goal and to demonstrate the community's ongoing commitment to the plan. Active industry and school advisory council membership will increase, in the short term, by 10 percent and, in the long term,



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by 50 percent. The CEO Advisory Board will create a core group of 20 businesses to serve as 5-Star School Core Supporters.

Success in transforming and sustaining new forms of teaching and learning and in redesigning schools depends on strong community leadership and ongoing support. Innovative business, community, and education partnerships connect local high schools with colleges and universities, community organizations, and employers and provide real-world learning opportunities that are an essential component of the curricula and programs of study. These partnerships help sustain reforms during periodic storms that can unhinge education reform initiatives. Only through sustained effort can these reforms succeed in institutionalizing transformative approaches to teaching and learning and school redesign and ultimately changing deeply held beliefs and school cultures. The CEO Advisory Board will provide the strong community leadership needed to maximize student success.

### **Essential Practice 3.3: The 5-Star School model is supported by an increasing number of local businesses and community partners in all pathways offered with Schools of Study.**

Industry councils are formed for each of the 5-Star career theme high schools. The roles of these councils are to support continuous improvement of the SoS pathways within each theme.

These industry councils will be developed with increased business and community involvement by creating a structure for council volunteer recruiting, training, and management. Each industry council will have an executive committee and program chairs to assist in maintaining the mission and goals of each council. Partnerships will be developed with the CEO Advisory Board, JA, and GLI (chamber of commerce) to help recruit knowledgeable volunteers for industries represented in the SoSs.

An important aspect of these councils will be to create a forum for “real-time” industry-needs information to be shared with 5-Star Schools. This data will be used to keep pathways fresh and relevant so that students are learning current skills needed in greater Jefferson County businesses and organizations. Short-term outcomes of this type of collaboration may require changes to pathways offered in an SoS and/or the development of new pathways at 5-Star Schools.

Program evaluations reflecting industry and educational standards will be another important goal of the industry councils. This will ensure that SoS graduates have developed knowledge and skills to succeed in college and careers after high school. Postsecondary partners will be critical members on the industry councils will help ensure that 5-Star SoS pathways are linked to opportunities for postsecondary education and training through dual enrollment and articulated credit.

A long-term outcome of Essential Practice 3.3 is students graduating from SoS pathways college- and career-ready. This essential practice will also ensure program stability by creating strong community and business involvement.

### **Essential Practice 3.4: Community aligns employer and civic support through dedicated staff members who facilitate industry council meetings and coordinate support for academies in their pathways.**

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The components of Essential Practice 3.4 align employer and civic support with dedicated staff to facilitate industry council meetings and coordinate districtwide support for 5-Star Schools (Appendix C). The strategy ensures the ability to scale resources and supports the longevity of the 5-Star theme model. The four essential practice tactics include 1) ensuring financial support for staff resources through a yearly operational budget, 2) ensuring a comprehensive communications channel between JCPS and community organizations, 3) ensuring appropriate training of 5-Star theme school staff and community organizations, and 4) acquiring endorsements from the CEO Advisory Board to support the 5-Star Schools.

Incorporating an adequate yearly operational budget that fully funds key Ford NGL functions will ensure stable funding during lean economic times in the education industry. In the 5-Star Schools' early stages, career theme specialists were funded through the CTE Department, which is itself funded through appropriated local, state, and federal funding, none of which provides long-term stability for the 5-Star theme model. The inclusion of staff funding through the school district budget, grants, and community donations is key to long term successful implementation of real-world programs within the schools.

Consistent and clear communications will be maintained with all industry partners. Industry recruitment and training materials used with all industry partners will have a consistent format and 5-Star Schools branding. Further, materials produced by other community organizations that reference the 5-Star Schools should be consistent with those used by JCPS with the goal of presenting a consistent message to the community. Training will be provided to employees of business partners and community organizations to maximize outside involvement in the schools. Contact lists, industry updates, and program changes will be communicated to all stakeholders in an effective manner.

The CEO Advisory Board will provide endorsements to be used in promoting the 5-Star Schools and opportunities for business involvement to ensure sustained business community engagement for long-term success. Board members will send letters of support within their organizations and endorse 5-Star theme based work throughout the community.

Employers in the community (private businesses, public institutions, and nonprofit organizations) have an important role to play:

- Providing a “high-altitude” perspective regarding the scope and direction of reform efforts, particularly in making sure that the 5-Star Schools graduate students who possess the knowledge and skills needed to acquire jobs in our region
- Working directly with career- and theme-based programs in an advisory capacity, providing input to the curriculum and the program so that current and emerging industry-specific issues and trends are addressed
- Providing the essential real-world connections and learning opportunities that bring the curriculum to life by providing externship experiences to teachers, serving as guest speakers and advisors on student projects in the classroom, and offering mentoring, job shadowing, and internship opportunities to students.

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The funding for staffing and high-level function of the industry councils must be a high priority in order to achieve the goals set out by the Ford NGL Network. The 5-Star Schools need business involvement and expertise to be successful. This anticipated success requires well-trained and effective district staffing as well as high-level community leadership endorsement.

## **Essential Practice 3.5: Parents/Guardians and key family members are actively engaged by the community to support student success.**

Parents/Guardians and other key family members (e.g. adult siblings, aunts and uncles, grandparents) play an important role in supporting students' educational achievement and postsecondary participation. In light of this reality, the education, business, and civic partners will work together to implement strategies specifically aimed at increasing parent/caregiver engagement in the education of students attending the 5-Star Schools (see Appendix C).

As a starting point in our work to engage parents/caregivers and key family members to support 5-Star Schools student success, we will need to establish a baseline of parent engagement with the 5-Star Schools. Once we establish the baseline, we will establish both in-school and community-based parent engagement strategies to increase the level of engagement.

We will implement an awareness campaign for all parent communications tools, including the Parent Portal, Parent Hotline, and *Parent Connection*. We will ensure that all of these tools contain strong messaging about the importance of higher education and college and career readiness. Our long-term outcome will be that every student graduates prepared for his or her college or career and life, and that outcome will occur because all parents/caregivers are actively engaged in the student's success.

Further, we will consult with various organizations that have developed successful parent/caregiver engagement tactics, including the Pritchard Committee, National Center for Family Literacy, United Way Worldwide, and the Wallace Foundation, to learn best practices. We will share these best practices with our community and seek partners to help implement the most promising tactics.

We will establish a 5-Star School systemwide student ambassador program, whereby a uniform application and selection process is developed for students to apply and accepted to be an ambassador their school. Student ambassadors will participate in a leadership development experience prior to their service. Their primary role will be to relay information about the 5-Star Schools to parents, other adults, and the broad community, with the goal of increasing parent engagement.

## **Essential Practice 3.6: The broader community is aware and actively engaged.**

The work of Essential Practice 3.6 is focused on building support and interest in the JCPS 5-Star Schools through a three-year marketing campaign. The plan will focus on increasing community, parental, student, and employee awareness and the benefits these programs provide to the district

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and the families it serves. A key component of the plan includes the establishment of a student and parental advisory board that will focus on identifying those attributes, or “selling points,” that will attract additional interest in these programs.

Additionally, this essential practice is focused on the establishment and work of the CEO Advisory Board that will track the school system’s progress against the Master Plan and serve as an advocate for the district throughout the community.

Key success measures for the plan include an increase in enrollment and interest in the 5-Star Schools programs, an increase in the number of businesses and organizations providing teacher and student externships, and ongoing engagement and support of local businesses and organizations.

### **Essential Practice 3.7: Stakeholders are mutually accountable for implementation of the Master Plan.**

To ensure success, it is critical that all stakeholders are mutually accountable for not only the outputs and activities included in the plan but also the progress and acquisition of outcomes. First, all parties involved will need to have access to real-time student performance data and evidence of the impact our 5-Star pathways are having on student achievement. Our dashboard will allow school- and district-level participants access to student program acquisition data for internal use and external reporting. Programs can be analyzed for participation, completions, and popularity, and comparisons can be made across programs and non-CTE related majors or pathways.

The data generated from the dashboard will be compiled and analyzed by an academic evaluation team, involving a minimum of three CEO Advisory Board members. Academic evaluation teams will ensure that the activities outlined in our plan translate to improved teaching and learning for our students. Progress monitoring will be vital in ensuring that our pathway curricula and lesson delivery yield the academic results necessary to guarantee college/career readiness for students.

Expectations for all stakeholders involved will be outlined and communicated through a Memorandum of Understanding created by the CEO Advisory Board. Clarity of purpose and agreement from all stakeholders are critical in monitoring continuous improvement and assuring accountability for the plan’s execution. The CEO Advisory Board, with consultation from teachers, administrators, and community members, will design a 360-degree feedback system to include in its annual review. Honest feedback from all members of the system will allow the board to objectively evaluate systems and make adjustments to better carry out the plan’s mission and goals.

Finally, an annual celebration event is being designed to share successes of the career-themed pathways. In addition, members of the CEO Board will offer the community data on student, school, and program performance and progress. Acknowledging the efforts and impact of the programs is vital not only for stakeholder buy-in but also to recognize the students and teachers for their accomplishments, automatically restoring their engagement in future projects. While this celebration is a positive and festive event, it is also another form of accountability of the plan’s effectiveness.

## **Essential Practice 3.8: Business and civic leaders promote the benefits of postsecondary education for students.**

Maintaining course and pathway relevance is key in properly preparing our students for college and careers. Our CEO Advisory Board, principals, and teachers, along with designated advisory councils, need current and accurate data about state and national postsecondary opportunities. Our CEO Advisory Board will analyze annual reports from major agencies, such as Kentuckiana Works Occupational Outlook, GLI's annual report, the 55K Progress Report, and postsecondary partner data.

In order to keep curriculum and pathways consistent, it will be critical for not only local school teams of teachers to collaborate but also for community members to stay involved. The plan ensures that industry-relevant members of local school advisory committees maintain healthy relationships at the local school level. Maintaining close contacts in classrooms will allow community members to access students on a frequent basis, reinforcing the importance of postsecondary education and training.

Scholarships can be a labyrinth of confusion and technology-related barriers for our students. Our plan involves a unified and common application process. Community and postsecondary partners will identify and communicate scholarship opportunities to students in the career-themed schools. Partners will ensure that details of the scholarships are clear, making all students aware of opportunities. A scholarship review committee will be selected to include community members, postsecondary partners, administrators, and teachers. The scholarship review committee will analyze the common application and select students that meet the identified criterion. Well-communicated scholarship opportunities, a common application, and a diverse review committee will ensure that students are aware of financial supports and have an equitable chance to receive aid. Further, the common application enables students to apply once and have an opportunity at all scholarships that apply to their skills and career pathway.

As we move forward with our Master Plan, it is essential that we continue to monitor the number of students attending college. We, along with 55K, are interested in increasing the number of seniors that attend college and complete a bachelor's degree or higher. The CEO Advisory Board will be monitoring college-going benchmarks on an annual basis.

As mentioned above, the CEO Advisory Board plans to review the annual data included in the 55K Progress Report. Analyzing this data will enable the board to monitor continuous improvement while keeping curriculum relevant to the local industry and postsecondary demands. Maintaining a consistent and parallel definition of *college-going* and monitoring our effectiveness with successful matriculation of students to college and beyond ensure coherence with community endeavors toward a college-educated Louisville.

## **Conclusion**

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In order for JCPS to accomplish its vision of “All JCPS students graduate prepared to reach their full potential and contribute to our society throughout life,” the Louisville community must pull together to support the tactics outline in the Ford NGL Master Plan. JCPS will ensure that targeted professional development for teachers and increased experiential hands-on learning for students are supported by district resources. The community and business engagement will ensure that high schools students and teachers are receiving the most current and relevant experiences so that, ultimately, students are prepared for college and the workforce.

As with all comprehensive strategies, prioritizing and sequencing of tactics will be key. As JCPS works toward implementation of this strategic plan, the efforts of improving teaching and learning must be parallel with the high school redesign and with support from the community in order to ensure that optimal results are achieved. Ultimately, if JCPS can be successful in transforming teaching and learning, it will provide the community and its students with a competitive advantage for years to come.

The days of saying “The public schools need to improve” are over, but rather, it is time to say, “Everyone in the community must accept responsibility for the success of our 5-Star School students.” The Ford NGL has proven that this approach works, and Louisville must rush to implement this plan so that every student graduates college- and career-ready and plays a role in meeting employers’ needs in our community.

The work that is being done in Louisville can certainly be expected to propel our region into a well-respected national model for high school attainment that leads to gainful employment. We can look forward to the time when representatives of cities throughout the United States will be traveling here to observe and learn from us, which will ultimately help to improve the lives of Americans and the competitive position of our country.

Jenni Aberli  
Curriculum Management  
Jefferson County Public Schools  
[jenni.aberli@jefferson.kyschools.us](mailto:jenni.aberli@jefferson.kyschools.us)

Jim Allen  
President, Chairman, CEO  
Hilliard Lyons  
Chairman, Jefferson County Public Education Foundation  
[JAllen@hilliard.com](mailto:JAllen@hilliard.com)

Deborah Anderson  
Career and Technical Education Specialist  
Jefferson County Public Schools  
[deborah.anderson2@jefferson.kyschools.us](mailto:deborah.anderson2@jefferson.kyschools.us)

Tom Anonson  
Executive Vice President  
Class Act Federal Credit Union  
[tanonson@classact.org](mailto:tanonson@classact.org)

Nichelle Anthony  
Career and Technical Education Specialist  
Jefferson County Public Schools  
[nichelle.anthony@jefferson.kyschools.us](mailto:nichelle.anthony@jefferson.kyschools.us)

Julie Barrett  
Evaluation & Transition Coordinator  
Jefferson County Public Schools  
[julie.barrett@jefferson.kyschools.us](mailto:julie.barrett@jefferson.kyschools.us)

Karen Branham  
Assistant Superintendent, Curriculum and Instruction  
Jefferson County Public Schools  
[karen.branham@jefferson.kyschools.us](mailto:karen.branham@jefferson.kyschools.us)

Mike Brown  
Director of Business Development  
Barrister Commercial Group  
Jefferson County Public Education Foundation  
[mbrown@barristercg.com](mailto:mbrown@barristercg.com)

Jerry N. Burke  
Welding Teacher  
Jefferson County Public Schools  
[jerry.burke@jefferson.kyschools.us](mailto:jerry.burke@jefferson.kyschools.us)

Florence Chang  
Specialist II, Evaluation  
Jefferson County Public Schools  
[florence.chang@jefferson.kyschools.us](mailto:florence.chang@jefferson.kyschools.us)

Sam Corbett  
Director, Community Engagement, University of Louisville  
Jefferson County Public Education Foundation  
Co-owner, Sam Meyers Formal Wear  
[sctuxedo@AOL.com](mailto:sctuxedo@AOL.com) or [sccorb01@louisville.edu](mailto:sccorb01@louisville.edu)

Justin A. Cornell  
Law Teacher  
Jefferson County Public Schools  
[justin.cornell@jefferson.kyschools.us](mailto:justin.cornell@jefferson.kyschools.us)

Al Cornish  
System Vice President, Chief Learning Officer  
Norton Healthcare  
Jefferson County Public Education Foundation  
[Al.Cornish@nortonhealthcare.org](mailto:Al.Cornish@nortonhealthcare.org)

Ryan Deal  
Specialist, Business and Information Technology  
Jefferson County Public Schools  
[ryan.deal@jefferson.kyschools.us](mailto:ryan.deal@jefferson.kyschools.us)



Rick Delano  
Consultant, Ford Motor Company Fund  
President, Social Marketing Services  
[delano@socialmarketingservices.com](mailto:delano@socialmarketingservices.com)

Amy P. Dennes  
Assistant Superintendent, Region 2  
Jefferson County Public Schools  
[amy.dennes@jefferson.kyschools.us](mailto:amy.dennes@jefferson.kyschools.us)

Michelle Dillard  
Principal, Seneca High School  
Jefferson County Public Schools  
[michelle.dillard@jefferson.kyschools.us](mailto:michelle.dillard@jefferson.kyschools.us)

Heather Gray  
Resource Teacher, Southern High School  
Jefferson County Public Schools  
[heather.gray@jefferson.kyschools.us](mailto:heather.gray@jefferson.kyschools.us)

Angela Greathouse  
Technical Teacher, Waggener High School  
Jefferson County Public Schools  
[angela.greathouse@jefferson.kyschools.us](mailto:angela.greathouse@jefferson.kyschools.us)

Michael Gritton  
Executive Director  
Kentuckiana Works  
[michael.gritton@kentuckianaworks.org](mailto:michael.gritton@kentuckianaworks.org)

Carol Haddad  
Vice Chair, Jefferson County Board of Education  
Jefferson County Public Schools  
[dpdh4@aol.com](mailto:dpdh4@aol.com)

Dan Hall  
Vice President, University of Louisville  
Community Engagement  
[daniel.hall@louisville.edu](mailto:daniel.hall@louisville.edu)

Donna Hargens  
Superintendent  
Jefferson County Public Schools  
[donna.hargens@jefferson.kyschools.us](mailto:donna.hargens@jefferson.kyschools.us)

Paige Hartstern  
Assistant Superintendent, Region 3  
Jefferson County Public Schools  
[paige.hartstern@jefferson.kyschools.us](mailto:paige.hartstern@jefferson.kyschools.us)

Tami Hatfield  
Senior HR Associate  
Ford Motor Company/Louisville Assembly Plant  
[thatfie5@ford.com](mailto:thatfie5@ford.com)

Bill Heinz  
President & CEO  
Los Monitos  
[bill@losmomitos.com](mailto:bill@losmomitos.com)

Audwin Helton  
President & CEO  
Spatial Data Integrations, Inc.  
Jefferson County Public Education Foundation  
[audwinh@sdimaps.com](mailto:audwinh@sdimaps.com)

Dewey Hensley  
Chief Academic Officer  
Jefferson County Public Schools  
[dewey.hensley@jefferson.kyschools.us](mailto:dewey.hensley@jefferson.kyschools.us)

Starr Herrman  
Director of Small Learning Communities  
Metro Nashville Public Schools  
[starr.herrman@mnps.org](mailto:starr.herrman@mnps.org)

Henry Heuser  
Chairman, CEO, Henry Vogt Machine Co./Unistar, LLC  
Jefferson County Public Education Foundation  
[hheuser@unistarllc.com](mailto:hheuser@unistarllc.com)

Bryce K. Hibbard  
Principal, Southern High School  
Jefferson County Public Schools  
[bryce.hibbard@jefferson.kyschools.us](mailto:bryce.hibbard@jefferson.kyschools.us)

Debra Hoffer  
President  
Junior Achievement  
[dhoff34@jaky.org](mailto:dhoff34@jaky.org)

Tom Hudson  
CEO & President  
nth works  
[tom.hudson@nth-works.com](mailto:tom.hudson@nth-works.com)

Lynn Huether  
President & CEO  
Class Act Federal Credit Union  
Jefferson County Public Education Foundation  
[lmhuether@classact.org](mailto:lmhuether@classact.org)

Chris Johnson  
Consultant  
[chrisdjohnson@bellsouth.net](mailto:chrisdjohnson@bellsouth.net)

David Johnson  
Principal, Pleasure Ridge Park High School  
Jefferson County Public Schools  
[david.johnson@jefferson.kyschools.us](mailto:david.johnson@jefferson.kyschools.us)

Kevin Joynt  
Director, Deloitte & Touche  
Jefferson County Public Education Foundation  
[kjoynt@deloitte.com](mailto:kjoynt@deloitte.com)

Don Kelly  
Lawyer  
Wyatt, Tarrant & Combs  
[dkelly@wyattfirm.com](mailto:dkelly@wyattfirm.com)

Christi Lanier-Robinson  
Executive Director, Communications and Community Relations  
Jefferson County Public Schools  
[christi.lanier-robinson@jefferson.kyschools.us](mailto:christi.lanier-robinson@jefferson.kyschools.us)

Kirk Lattimore  
Assistant Superintendent, Region 5  
Jefferson County Public Schools  
[kirk.lattimore@jefferson.kyschools.us](mailto:kirk.lattimore@jefferson.kyschools.us)

Sandy Ledford  
Assistant Superintendent, Region 4  
Jefferson County Public Schools  
[sandy.ledford@jefferson.kyschools.us](mailto:sandy.ledford@jefferson.kyschools.us)

Carl Leiterman  
Educational Consultant  
Ford Motor Company Fund Next Generation Learning  
[namritell@aol.com](mailto:namritell@aol.com)

Diane Mackenzie  
Specialist, Human Services, Education & International Studies  
Jefferson County Public Schools  
[diane.mackenzie@jefferson.kyschools.us](mailto:diane.mackenzie@jefferson.kyschools.us)

Andrea Miller  
Teacher/Nursing  
Jefferson County Public Schools  
[andrea.miller3@jefferson.kyschools.us](mailto:andrea.miller3@jefferson.kyschools.us)

Karen Napier  
Director of Education Initiatives  
Metro United Way  
[knapier@ymcalouisville.org](mailto:knapier@ymcalouisville.org)

Tony Peyton  
Director of Policy  
Louisville Metro Government  
[tony.peyton@louisvilleky.gov](mailto:tony.peyton@louisvilleky.gov)

William Carlos Phillips  
Vice President, Kentucky Chamber of Commerce  
[cphillips@kychamber.com](mailto:cphillips@kychamber.com)

Marty Pollio  
Principal, Jeffersontown High Schools  
Jefferson County Public Schools  
[marty.pollio@jefferson.kyschools.us](mailto:marty.pollio@jefferson.kyschools.us)

Diane Porter  
Chair, Jefferson County Board of Education  
Jefferson County Public Schools  
[porterschoolboard@gmail.com](mailto:porterschoolboard@gmail.com)

Joe Prather  
Specialist II, Evaluation  
Jefferson County Public Schools  
[joseph.prather@jefferson.kyschools.us](mailto:joseph.prather@jefferson.kyschools.us)

James Reddish  
Vice President, Economic Development  
Greater Louisville Inc.  
[Jreddish@GreaterLouisville.com](mailto:Jreddish@GreaterLouisville.com)

Sydney Rogers  
Executive Director  
Alignment Nashville  
[Sydney@alignmentnashville.org](mailto:Sydney@alignmentnashville.org)

Allen Rose  
Vice President, Business & Governmental Relations  
Sullivan University System  
[arose@sullivan.edu](mailto:arose@sullivan.edu)

Pamela Royster  
Specialist II, Curriculum Management  
Jefferson County Public Schools  
[pam.royster@jefferson.kyschools.us](mailto:pam.royster@jefferson.kyschools.us)

Joe Seiler  
Executive Vice President  
PBI Bank  
Treasurer, Jefferson County Public Education Foundation  
[jseiler@pbibank.com](mailto:jseiler@pbibank.com)

Ken Selvaggi  
Vice President and General Manager  
WAVE-3 TV  
Jefferson County Public Education Foundation  
[kselvaggi@wave3.com](mailto:kselvaggi@wave3.com)

Barbara Sexton Smith  
President & CEO  
Fund for the Arts  
[barbaras@fundforthearts.com](mailto:barbaras@fundforthearts.com)

Mark Shirkness  
General Manager Distribution  
General Electric Appliance Park  
Jefferson County Public Education Foundation  
[mark.shirkness@ge.com](mailto:mark.shirkness@ge.com)

Brian Shumate  
Assistant Superintendent, Region 1  
Jefferson County Public Schools  
[brian.shumate@jefferson.kyschools.us](mailto:brian.shumate@jefferson.kyschools.us)

Dana Shumate  
Coordinator of Business Involvement  
Jefferson County Public Schools  
[dana.shumate@jefferson.kyschools.us](mailto:dana.shumate@jefferson.kyschools.us)

Bob Silliman  
Dean of Academic Affairs  
Jefferson Community Technical College  
[bob.silliman@kctcs.edu](mailto:bob.silliman@kctcs.edu)

Bill Simpson  
Plant Manager  
Zeon Chemicals  
Jefferson County Public Education Foundation  
[simpson@zeonchemicals.com](mailto:simpson@zeonchemicals.com)

Tammy Slaughter  
Teacher, Doss High School  
Jefferson County Public Schools  
Instructor, Class Act Federal Credit Union  
[tammy.slaughter@jefferson.kyschools.us](mailto:tammy.slaughter@jefferson.kyschools.us)

Ken Talley  
Director, Career & Technical Education  
Jefferson County Public Schools  
[ken.talley@jefferson.kyschools.us](mailto:ken.talley@jefferson.kyschools.us)

Steve Tarver  
President & CEO  
YMCA  
[starver@ymcalouisville.org](mailto:starver@ymcalouisville.org)



Carol Timmons  
Editor, Business First  
Jefferson County Public Education Foundation  
[ctimmons@bizjournals.com](mailto:ctimmons@bizjournals.com)

Joe Tolan  
President & CEO  
Metro United Way  
[joe.tolan@metrounitedway.org](mailto:joe.tolan@metrounitedway.org)

Berard Tomassetti  
Senior Vice President & Chief Accounting Officer  
PharMerica  
[berard.tomassetti@pharmerica.com](mailto:berard.tomassetti@pharmerica.com)

Tim Truitt  
Resource Teacher, Southern High School  
Jefferson County Public Schools  
[tim.truitt@jefferson.kyschools.us](mailto:tim.truitt@jefferson.kyschools.us)

Jeff Uligian  
Site Head of Kentucky Distribution Center  
Genentech  
Jefferson County Public Education Foundation  
[juligian@gene.com](mailto:juligian@gene.com)

Brad Weston  
Principal, Fairdale High School  
Jefferson County Public Schools  
[brad.weston@jefferson.kyschools.us](mailto:brad.weston@jefferson.kyschools.us)

Lynne Wheat  
Assistant Superintendent, Region 6  
Jefferson County Public Schools  
[lynne.wheat@jefferson.kyschools.us](mailto:lynne.wheat@jefferson.kyschools.us)

Mary Gwen Wheeler  
Executive Director, 55,000 Degrees  
[mgwenwheeler@gmail.com](mailto:mgwenwheeler@gmail.com)

Peggy Williford  
Specialist, Career & Technical Education  
Jefferson County Public Schools  
[peggy.williford@jefferson.kyschools.us](mailto:peggy.williford@jefferson.kyschools.us)

Kathy Zandona  
Consultant  
[kmzandona@gmail.com](mailto:kmzandona@gmail.com)

Katy Zeitz  
Principal, Waggener High School  
Jefferson County Public Schools  
[katy.zeitz@jefferson.kyschools.us](mailto:katy.zeitz@jefferson.kyschools.us)



Jefferson County Public Schools

All pages of the  
Strategic Plan will be  
inserted following this page.

# Strategic Plan **Vision 2015**

The journey to becoming the  
best urban district in the nation  
begins with the first step—  
Vision 2015!



JCPS Tactical Plan

**FORD NGL Strand 1 - Essential Practice 1.1**

**Strand Team:** 1 – Transforming Teaching and Learning

**Committee vision:** Transforming teaching to ensure that students are learning in a manner that prepares them for their college or career choice.

**Goal selected from school district or community strategic plan:** Increased Learning & Graduation and Beyond (Goals 1 and 2 from Vision 2015)

**Related Essential Practice 1.1\_ Description:** Teaching Pillars – Educators employ teaching strategies that develop students' knowledge and skills for college and career readiness.

Strategy	Tactic(s)	Output(s)	Short-term outcome (1 year – 2014)	Short-term outcome measurement	Intermediate outcome (2 year – 2015)	Intermediate outcome measurement	Long-term Outcome (3 year – 2016)	Long-term outcome measurement
1.1.1. Academy teams will implement project-based instruction based upon real-world examples gathered during teacher externships.	Provide teacher externships for selected teacher teams.  Provide professional development activities for project-based lesson development.	100% of academy teams are utilizing programs so that at least 18 weeks of the academic year are focused on project-based, real-world problems.  The programs will have the following 5 characteristics: a. academically rigorous b. extend over an appropriate amount of time c. open-ended with multiple solutions or solution paths (if a single answer) incorporating student autonomy and accountability d. chosen with input from the externship partners who will also be used in	80% of academy teams are utilizing programs so that at least 6 weeks of the academic year are focused on project-based, real-world programs. All programs utilized will satisfy 3 of the 5 characteristics listed in the "outputs" column for strategy 1.	Calculate the percentage of academy teams using project-based programs as compared to the target goal of 80%.	90% of academy teams are utilizing programs so that at least 12 weeks of the academic year are focused on project-based, real-world programs. All programs utilized will satisfy 4 of the 5 characteristics listed in the "outputs" column for strategy 1.	Calculate the percentage of academy teams using project-based programs as compared to the target goal of 90%.	Every student graduates prepared for his or her postsecondary choice for college or career and life.  100% of academy teams are utilizing programs so that at least 18 weeks of the academic year are focused on project-based, real-world programs. All programs utilized will satisfy all of the characteristics listed in the "outputs" column for strategy 1.	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016  To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016

<p>1.1.2. Selected teams complete a presentation on their externship and utilize the externship relationship during the academic year. Presentations to include a question-and-answer session on their externship experience with the faculty of their school.</p>	<p>Provide the criteria to selected teams for creating their externship presentation.</p>	<p>100% of selected teams complete presentations on their externship experience and are fully utilizing the relationship by meeting all of the tactics for strategy 2.</p>	<p>80% of selected teams complete presentations on their externship experience.</p>	<p>Calculate the percentage of academy teams completing presentations as compared to the target goal of 80%.</p>	<p>90% of selected teams complete presentations on their externship experience.</p>	<p>Calculate the percentage of academy teams completing presentations as compared to the target goal of 90%.</p>	<p>100% of selected teams complete presentations on their externship experience.</p>
<p>1.1.3. Selected teams create one common formative assessment every 6 weeks (total of 6 for the school year for their</p>	<p>Provide to selected teams criteria and format for acceptable formative assessments.</p>	<p>100% of selected teams create 6 common formative assessments for their PLC based on the externship experience.</p>	<p>80% of selected teams create at least 2 common formative assessments for their PLC based on the externship experience.</p>	<p>Calculate the percentage of academy teams that create at least 2 common formative assessments as compared to the</p>	<p>90% of selected teams create at least 4 common formative assessments for their PLC based on the externship experience.</p>	<p>Calculate the percentage of academy teams that create at least 4 common formative assessments as compared to the</p>	<p>100% of selected teams create 6 common formative assessments for their PLC based on the externship experience.</p>



PLC based on the externship experience.	1.1.4. Selected teams integrate the externship experience with the standards and curriculum of their course.	Provide professional development and/ or guidelines for integration of the externship experience with the standards and curriculum of their course.	100% of selected teams produce a minimum of 12 lesson plans that demonstrate an integration of the externship experience with the standards and curriculum of their course.	target goal of 80%.	Calculate the percentage of academy teams that create a minimum of 4 lesson plans as compared to the target goal of 80%.	90% of selected teams produce a minimum of 8 lesson plans that demonstrate an integration of the externship experience with the standards and curriculum of their course.	target goal of 90%.	Calculate the percentage of academy teams that create a minimum of 8 lesson plans as compared to the target goal of 90%.	100% of selected teams produce a minimum of 12 lesson plans that demonstrate an integration of the externship experience with the standards and curriculum of their course.
1.1.5. Selected teams participate in meetings with their externship partner and produce a summary report for review by a committee comprised of members from business partners and JCPS.	Create framework or guidelines and train selected teams for externship partner meetings. Meetings could take the form of, but not be limited to, a full team meeting, a guest speaker in the classroom, a field trip to the externship site, or a video conference/ Skype meeting.	100% of selected teams have at least 2 meetings in the academic year and produce summaries of the meetings for review by a committee comprised of members from business partners and JCPS.	80% of selected teams have at least 1 meeting per academic year with their externship partner and produce a summary for review by a committee comprised of members from business partners and JCPS.	target goal of 80%.	Calculate the percentage of academy teams that have at least 1 meeting per academic year and produce a summary as compared to the target goal of 80%.	90% of selected teams have at least 1 meeting per academic year with their externship partner and produce a summary for review by a committee comprised of members from business partners and JCPS.	target goal of 90%.	Calculate the percentage of academy teams that have at least 1 meeting per academic year and produce a summary as compared to the target goal of 90%.	100% of selected teams have at least 2 meetings per academic year with their externship partner and produce summaries for review by a committee comprised of members from business partners and JCPS.

**Description of tactic**

<p><b>Target Population</b></p> <p>1. Teachers 2. Administrators 3. Business and Community Partners</p>	<p><b>Expected Dates of Implementation:</b></p> <p><b>2014-2016</b></p>	<p><b>Description</b></p> <p>Essential Practice 1.1 – Teaching Pillars – Educators employ teaching strategies that develop students’ knowledge and skills for college and career readiness.</p> <p>For Essential Practice 1.1, the eight pillars (academically rigorous; integration of academic and career-related knowledge and skills; inquiry-based; project-based; real-world; performance-based assessment; technology-rich; and career-relevant) are illustrated by the five strategies and accompanying tactics. Strategy 1 emphasizes project-based instruction centered upon real-world examples, and it also includes programs that are technology-rich, inquiry-based, and assess students through performances. Strategies 2 through 5, by being built upon the relationship formed during Externships, enable teachers to ensure that their instruction is career-relevant, integrating academic and career-related knowledge and skills, and academically rigorous with high expectations as they pertain to state and national academic standards and college-readiness expectations.</p>	<p><b>Services needed from the community</b></p> <p>In order to make 1.1 effective, it will be incumbent to continue the externship programs for teachers. JCPS will continue to work with community partners to ensure that there are more opportunities for teachers to work with business partners for the externship experience as the project moves forward and the numbers of participants increase.</p>
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**Essential Practice 1.2a - Learning Pillars: Flexible use of academic knowledge and skills:** Students develop academic knowledge and skills in the context of investigating real-world problems and develop flexibility in drawing on appropriate disciplinary knowledge and skills to address such challenges.

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
<p>1.2.1. Support students to develop academic knowledge and skills in the context of investigating real world problems and develop flexibility in drawing on appropriate disciplinary knowledge and skills to address such challenges.</p>	<p>Develop and facilitate orientation/training for HS administrators promoting an understanding of the flexible use of academic knowledge and skills on student achievement</p>	<p>100% of HS administrators in attendance at training on flexible use of academic knowledge</p>	<p>October 1, 2014 100% of administrators in 5 pilot schools participate in training promoting an understanding of the flexible use of academic knowledge and skills on</p>	<p>Documentation of % of administrators trained in promoting an understanding of the flexible use of academic knowledge and skills on student achievement</p>	<p>October 1, 2016 100% of administrators in 5 star high schools are trained in promoting an understanding of the flexible use of academic knowledge and skills on student achievement</p>	<p>Documentation of % of administrators in 5 star high schools promoting an understanding of the flexible use of academic knowledge and skills on student achievement  Note: 100% trained by June 2018</p>	<p>Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)</p>	<p>To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016  To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016</p>

	<p>Provide necessary support/training to CTE teachers and core teachers involved in externships to incorporate developing academic knowledge and skills into classroom lessons particularly the project based learning activities stemming from the externships.</p>	<p>100% of teachers receive support/training on flexible use of academic knowledge</p>	<p>student achievement October 1, 2014 100% of teachers participating in the externship receive support/training on flexible use of academic knowledge</p>	<p>Documentation of % of teachers participating in the externship receive support/training on flexible use of academic knowledge</p>	<p>October 1, 2016 100% of teachers in 5 star high schools receive support/traini ng on flexible use of academic knowledge</p>	<p>Documentation of % of teachers in 5 star high schools receive support/training on flexible use of academic knowledge Note: 100% trained by June 2018</p>	<p>Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)</p>	
	<p>Business and Community partners, particularly those hosting the externships, will collaborate with Jcps to incorporate developing academic knowledge and skills into the externship experiences.</p>	<p>100% of teachers participate in experiences during the externship that participate in experiences that incorporate the flexible use of academic knowledge</p>	<p>October 1, 2014 100% of teachers participating in the externship experiences that incorporate the flexible use of academic knowledge</p>	<p>Documentation of % of teachers participating in the externship that participate in experiences incorporate the flexible use of academic knowledge</p>	<p>October 1, 2016 100% of teachers in 5 star high schools participate in experiences incorporate the flexible use of academic knowledge</p>	<p>Documentation of % of teachers in 5 star high schools participate in experiences incorporate the flexible use of academic knowledge</p>	<p>Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)</p>	

<p><b>Target Population</b></p> <p>Teachers Administrators Business and Community Partners</p>	<p><b>Description</b></p> <p>Essential Practice 1.2 - <i>Learning Pillars</i> Students develop essential knowledge and skills for college and career readiness.</p> <p>The seven pillars: developing academic knowledge, problem solving, critical thinking, teamwork, communication, creativity and innovation, and global awareness are essential to the workplace. Without these essential skills a worker will not be productive. Throughout the training around these pillars, there will certainly be many instances where these can and should be combined. For example: training around teamwork would almost certainly include communication. These pillars should be incorporated into the work and not seen as separate entities.</p>	<p><b>Services Needed from the Community</b></p> <p>In order to make 1.2 effective, it will be incumbent to continue the externship programs for teachers. JCPs will continue to work with community partners to ensure that there are more opportunities for teachers to work with business partners for the externship experience as the project moves forward and the numbers of participants increase.</p>
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**1.2b- Learning Pillars: Problem-solving:** Students work with open-ended problems and issues that require them to identify problems, clarify and analyze situations, explore solutions, and evaluate their results

<b>Strategy</b>	<b>Tactic(s)</b>	<b>Output(s)</b>	<b>Short-term outcome</b>	<b>Short-term outcome measurement</b>	<b>Intermediate outcome</b>	<b>Intermediate outcome measurement</b>	<b>Long-term Outcome</b>	<b>Long-term outcome measurement</b>
<p>1.2.2. Support students to work with open-ended problems and issues that require them to identify problems, clarify and analyze situations, explore solutions, and evaluate their results</p>	<p>Develop and facilitate orientation/training for HS administrators promoting an understanding of the flexible use of problem solving and its effect on student achievement</p> <p>Provide necessary support/training to CTE teachers and core teachers</p>	<p>100% of HS administrators in attendance at training on problem solving and its effect on student achievement</p> <p>100% of teachers receive support/training on problem</p>	<p>October 1, 2014 100% of administrators in 5 pilot schools participate in training promoting problem solving and its effect on student achievement</p> <p>October 1, 2014 100% of teachers participating in</p>	<p>Documentation of % of administrators trained in promoting an understanding of problem solving and its effect on student achievement</p> <p>Documentation of % of teachers participating in the externship receive</p>	<p>October 1, 2016 100% of administrators in 5 star high schools are trained in promoting problem solving and its effect on student achievement</p> <p>October 1, 2016 100% of teachers in 5 star high schools receive</p>	<p>Documentation of % of administrators in 5 star high schools promoting an understanding of problem solving and its effect on student achievement</p> <p>Note: 100% trained by June 2018</p> <p>Documentation of % of teachers in 5 star high schools receive support/training</p>	<p>Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)</p> <p>Every student graduates prepared for his or her postsecondary</p>	<p>To increase graduation rate from 76.5% in 2013 to 83.7% in 2016</p> <p>To decrease dropout rate to 3.8% by 2016</p> <p>To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016</p> <p>To have all students at the 5-Star Schools enrolled in a School of Study by 2016</p>

	involved in internships to incorporate developing problem solving into classroom lessons particularly the project based learning activities stemming from the externships.	100% of teachers participate in experiences during the externship that participate in experiences that incorporate problem solving and its effect on student achievement	the externship receive support/training solving problem and its effect on student achievement	support/training on problem solving and its effect on student achievement	support/training on problem solving and its effect on student achievement	problem solving and its effect on student achievement  Note: 100% trained by June 2018	choice- for college or career, and life. (2012-13 CDIP Objective 2)	
Business and Community partners, particularly those hosting the externships, will collaborate with JCPs to incorporate problem solving and its effect on student achievement into the externship experiences.	100% of teachers participate in experiences during the externship that participate in experiences that incorporate problem solving and its effect on student achievement	October 1, 2014 100% of teachers participating in the externship experiences that incorporate problem solving and its effect on student achievement	Documentation of % of teachers participating in the externship that participate in experiences that incorporate problem solving and its effect on student achievement	October 1, 2016 100% of teachers in 5 star high schools participate in experiences that incorporate problem solving and its effect on student achievement	Documentation of % of teachers in 5 star high schools participate in experiences that incorporate problem solving and its effect on student achievement	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)		

<p>Target Population Teachers Administrators Business and Community Partners</p>	<p>Description Essential Practice 1.2 - <u>Learning Pillars</u> Students develop essential knowledge and skills for college and career readiness.  The seven pillars: developing academic knowledge, problem solving, critical thinking, teamwork, communication, creativity and innovation, and global awareness are essential to the workplace. Without these essential skills a worker will not be productive. Throughout the training around these pillars, there will certainly be many instances where these can and should be combined. For example: training around teamwork would almost certainly include communication. These pillars should be incorporated into the work and not seen as separate entities.</p>	<p>Services Needed from the Community  In order to make 1.2 effective, it will be incumbent to continue the externship programs for teachers. JCPs will continue to work with community partners to ensure that there are more opportunities for teachers to work with business partners for the externship experience as the project moves forward and the numbers of participants increase.</p>
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**1.2c - Learning Pillars: Critical thinking:** Students analyze, synthesize, and evaluate information. They learn how to make reasoned judgments based on observation, experience, reflection, reasoning, and discussion.

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
1.2.3. Support students to analyze, synthesize, and evaluate information. They learn how to make reasoned judgments based on observation, experience, reflection, reasoning, and discussion.	Develop and facilitate orientation/training for HS administrators promoting an understanding of critical thinking and its effect on student achievement	100% of HS administrators in attendance at training on critical thinking and its effect on student achievement	October 1, 2014 100% of administrators in 5 pilot schools participate in training promoting critical thinking and its effect on student achievement	Documentation of % of administrators trained in promoting an understanding of critical thinking and its effect on student achievement	October 1, 2016 100% of administrators in 5 star high schools are trained in promoting critical thinking and its effect on student achievement	Documentation of % of star high schools promoting an understanding of critical thinking and its effect on student achievement  Note: 100% trained by June 2018	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016  To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016
	Provide necessary support/training to CTE teachers and core teachers involved in externships to incorporate developing critical thinking into classroom lessons particularly the project based learning activities stemming from the externships.	100% of teachers receive support/training on critical thinking and its effect on student achievement	October 1, 2014 100% of teachers participating in the externship receive support/training critical thinking and its effect on student achievement	Documentation of % of teachers participating in the externship receive support/training on critical thinking and its effect on student achievement	October 1, 2016 100% of teachers in 5 star high schools receive support/train critical thinking and its effect on student achievement	Documentation of % of teachers in 5 star high schools receive support/training critical thinking and its effect on student achievement  Note: 100% trained by June 2018	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	

	Business and Community partners, particularly those hosting the externships, will collaborate with JCPS to incorporate critical thinking and its effect on student achievement into the externship experiences.	100% of teachers participate in experiences during the externship that participate in experiences that incorporate critical thinking and its effect on student achievement	October 1, 2014 100% of teachers participating in the externship participate in experiences that incorporate critical thinking and its effect on student achievement	Documentation of % of teachers participating in the externship that participate in experiences that incorporate critical thinking and its effect on student achievement	October 1, 2016 100% of teachers in 5 star high schools participate in experiences that incorporate critical thinking and its effect on student achievement	Documentation of % of teachers in 5 star high schools participate in experiences that incorporate critical thinking and its effect on student achievement	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	
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Target Population Teachers Administrators Business and Community Partners Expected Dates of Implementation: 2014-2016	Description Essential Practice 1.2 - <u>Learning Pillars</u> Students develop essential knowledge and skills for college and career readiness.  The seven pillars: developing academic knowledge, problem solving, critical thinking, teamwork, communication, creativity and innovation, and global awareness are essential to the workplace. Without these essential skills a worker will not be productive. Throughout the training around these pillars, there will certainly be many instances where these can and should be combined. For example: training around teamwork would almost certainly include communication. These pillars should be incorporated into the work and not seen as separate entities.	Services Needed from the Community  In order to make 1.2 effective, it will be incumbent to continue the externship programs for teachers. JCPS will continue to work with community partners to ensure that there are more opportunities for teachers to work with business partners for the externship experience as the project moves forward and the numbers of participants increase.
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**1.2d - Learning Pillars: Teamwork:** Students work in teams to conduct investigations, synthesize data, and communicate results. They learn to give and receive feedback, negotiate agreements, facilitate meetings, and take on a variety of leadership roles. Students also work independently and are assessed on the individual contributions they make to team products

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
1.2.4 Support students to work in teams to conduct investigations, synthesize data, and communicate results. They learn to give and receive feedback, negotiate agreements, and facilitate meetings, and take on a variety of leadership roles. Students also work independently and are assessed on the individual contributions they make to team products	Develop and facilitate orientation/training for HS administrators promoting an understanding of teamwork and its effect on student achievement	100% of HS administrators in attendance at training on teamwork and its effect on student achievement	October 1, 2014 100% of administrators in 5 pilot schools participate in training promoting teamwork and its effect on student achievement	Documentation of % of administrators trained in understanding of teamwork and its effect on student achievement	October 1, 2016 100% of administrators in 5 star high schools are trained in promoting teamwork and its effect on student achievement	Documentation of % of administrators in 5 star high schools promoting an understanding of teamwork and its effect on student achievement  Note: 100% trained by June 2018	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016  To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016
	Provide necessary support/training to CTE teachers and core teachers involved in externships to incorporate developing teamwork into classroom lessons particularly the project based learning activities	100% of teachers receive support/training on teamwork and its effect on student achievement	October 1, 2014 100% of teachers participating in the externship receive support/training on teamwork and its effect on student achievement	Documentation of % of teachers participating in the externship receive support/training on teamwork and its effect on student achievement	October 1, 2016 100% of teachers in 5 star high schools receive support/train on teamwork and its effect on student achievement	Documentation of % of teachers in 5 star high schools receive support/training on teamwork and its effect on student achievement  Note: 100% trained by June 2018	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	

	stemming from the externships. Business and Community partners, particularly those hosting the externships, will collaborate with JCPS to incorporate teamwork and its effect on student achievement into the externship experiences.	100% of teachers participate in experiences during the externship that participate in experiences that incorporate teamwork and its effect on student achievement	October 1, 2014 100% of teachers participating in the externship participate in experiences that incorporate teamwork and its effect on student achievement	Documentation of % of teachers participating in the externship that participate in experiences that incorporate teamwork and its effect on student achievement	October 1, 2016 100% of teachers in 5 star high schools participate in experiences that incorporate teamwork and its effect on student achievement	Documentation of % of teachers in 5 star high schools participate in experiences that incorporate teamwork and its effect on student achievement	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	
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Target Population Teachers Administrators Business and Community Partners Expected Dates of Implementation: _____	Description Essential Practice 1.2 - <u>Learning Pillars</u> Students develop essential knowledge and skills for college and career readiness. The seven pillars: developing academic knowledge, problem solving, critical thinking, teamwork, communication, creativity and innovation, and global awareness are essential to the workplace. Without these essential skills a worker will not be productive. Throughout the training around these pillars, there will certainly be many instances where these can and should be combined. For example: training around teamwork would almost certainly include communication. These pillars should be incorporated into the work and not seen as separate entities.	Services Needed from the Community In order to make 1.2 effective, it will be incumbent to continue the externship programs for teachers. JCPS will continue to work with community partners to ensure that there are more opportunities for teachers to work with business partners for the externship experience as the project moves forward and the numbers of participants increase.
2014-2016		

**1.2e - Learning Pillars: Communication:** Students learn to create oral, written, and multimedia communications for a wide variety of purposes and audiences and for a range of formats and contexts. They develop strategies for evaluating complex oral, written, and multimedia communications. They also learn the value and appropriate uses of social networking communication tools.

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
1.2.5. Support students to create oral, written, and multimedia communications for a wide variety of purposes and audiences and for a range of formats and contexts. They develop strategies for evaluating complex oral, written, and multimedia communications. They also learn the value and appropriate uses of social networking communication tools.	Develop and facilitate orientation/training for HS administrators promoting an understanding of communication and its effect on student achievement	100% of HS administrators in attendance at training on communication and its effect on student achievement	October 1, 2014 100% of administrators in 5 pilot schools participate in training promoting communication and its effect on student achievement	Documentation of % of administrators trained in promoting an understanding of communication and its effect on student achievement	October 1, 2016 100% of administrators in 5 star high schools are trained in promoting communication and its effect on student achievement	Documentation of % of administrators in 5 star high schools promoting an understanding of communication and its effect on student achievement  Note: 100% trained by June 2018	Every student graduates prepared for his or her postsecondary choice- for college (2012-13 CDIP Objective 2)	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016  To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016
	Provide necessary support/training to CTE teachers and core teachers involved in externships to incorporate developing communication into classroom lessons particularly the project based	100% of teachers receive support/training on communication and its effect on student achievement	October 1, 2014 100% of teachers participating in the externship receive support/training and its effect on student achievement	Documentation of % of teachers participating in the externship receive support/training on communication and its effect on student achievement	October 1, 2016 100% of teachers in 5 star high schools receive support/training on communication and its effect on student achievement	Documentation of % of teachers in 5 star high schools receive support/training on communication and its effect on student achievement  Note: 100% trained by June 2018	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	

	Learning activities stemming from the externships.	Business and Community partners, particularly those hosting the externships, will collaborate with JCPS to incorporate communication and its effect on student achievement into the externship experiences.	100% of teachers participate in experiences during the externship that participate in experiences that incorporate communication and its effect on student achievement	October 1, 2014 100% of teachers participating in the externship experiences that incorporate communication and its effect on student achievement	Documentation of % of teachers that participate in the externship experiences that incorporate communication and its effect on student achievement	October 1, 2016 100% of teachers in 5 star high schools participate in experiences that incorporate communication and its effect on student achievement	Documentation of % of teachers in 5 star high schools participate in experiences that incorporate communication and its effect on student achievement	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	
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Target Population Teachers Administrators Business and Community Partners  Expected Dates of Implementation: <hr/> 2014-2016	Description Essential Practice 1.2 - <i>Learning Pillars</i> . Students develop essential knowledge and skills for college and career readiness.  The seven pillars: developing academic knowledge, problem solving, critical thinking, teamwork, communication, creativity and innovation, and global awareness are essential to the workplace. Without these essential skills a worker will not be productive. Throughout the training around these pillars, there will certainly be many instances where these can and should be combined. For example: training around teamwork would almost certainly include communication. These pillars should be incorporated into the work and not seen as separate entities.	Services Needed from the Community  In order to make 1.2 effective, it will be incumbent to continue the externship programs for teachers. JCPS will continue to work with community partners to ensure that there are more opportunities for teachers to work with business partners for the externship experience as the project moves forward and the numbers of participants increase.
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**1.2f - Learning Pillars: Creativity and innovation:** Students learn to think creatively in response to a wide variety of challenges. They invent, try out, and revise designs and solutions, and are encouraged to take risks, learn from both failures and successes, and value diverse perspectives.

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
1.2.6. Support students to learn to think creatively in response to a wide variety of challenges. They invent, try out, and revise designs and solutions, and are encouraged to take risks, learn from both failures and successes, and value diverse perspectives.	Develop and facilitate orientation/training for HS administrators promoting an understanding of creativity and innovation and its effect on student achievement	100% of HS administrators in attendance at training on creativity and innovation and its effect on student achievement	October 1, 2014 100% of administrators in 5 pilot schools participate in training promoting creativity and innovation and its effect on student achievement	Documentation of % of administrators trained in promoting an understanding of creativity and innovation and its effect on student achievement	October 1, 2016 100% of administrators in 5 star high schools are trained in promoting creativity and innovation and its effect on student achievement	Documentation of % of star high schools promoting an understanding of creativity and innovation and its effect on student achievement  Note: 100% trained by June 2018	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016  To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016
	Provide necessary support/training to CTE teachers and core teachers involved in externships to incorporate developing creativity and innovation into classroom lessons particularly the project based learning activities	100% of teachers receive support/training on creativity and its effect on student achievement	October 1, 2014 100% of teachers participating in the externship receive support/training on creativity and innovation and its effect on student achievement	Documentation of % of teachers participating in the externship receive support/training on creativity and innovation and its effect on student achievement	October 1, 2016 100% of teachers in 5 star high schools receive support/train on creativity and innovation and its effect on student achievement	Documentation of % of teachers in 5 star high schools receive support/training on creativity and innovation and its effect on student achievement  Note: 100% trained by June 2018	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	

	stemming from the externships. Business and Community partners, particularly those hosting the externships, will collaborate with JCPS to incorporate creativity and innovation and its effect on student achievement into the externship experiences.	100% of teachers participate in experiences during the externship that participate in experiences that incorporate creativity and innovation and its effect on student achievement	October 1, 2014 100% of teachers participating in the externship experiences that incorporate creativity and innovation and its effect on student achievement	Documentation of % of teachers participating in the externship that participate in experiences that incorporate creativity and innovation and its effect on student achievement	October 1, 2016 100% of teachers in 5 star high schools participate in experiences that incorporate creativity and innovation and its effect on student achievement	Documentation of % of teachers in 5 star high schools participate in experiences that incorporate creativity and innovation and its effect on student achievement	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	
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<p>Target Population</p> <p>Teachers Administrators Business and Community Partners</p> <p>Expected Dates of Implementation: _____</p> <p>2014-2016</p>	<p>Description</p> <p>Essential Practice 1.2 - <i>Learning Pillars</i>. Students develop essential knowledge and skills for college and career readiness.</p> <p>The seven pillars: developing academic knowledge, problem solving, critical thinking, teamwork, communication, creativity and innovation, and global awareness are essential to the workplace. Without these essential skills a worker will not be productive. Throughout the training around these pillars, there will certainly be many instances where these can and should be combined. For example: training around teamwork would almost certainly include communication. These pillars should be incorporated into the work and not seen as separate entities.</p>	<p>Services Needed from the Community</p> <p>In order to make 1.2 effective, it will be incumbent to continue the externship programs for teachers. JCPS will continue to work with community partners to ensure that there are more opportunities for teachers to work with business partners for the externship experience as the project moves forward and the numbers of participants increase.</p>
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**1.2g - Learning Pillars: Global awareness:** Students tackle issues that cross borders and consider the perspectives of people and communities around the world. They explore potential solutions tailored to particular cultures and learn to work and communicate effectively with those who have diverse views.

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
1.2.7. Support students to tackle issues that cross borders and consider the perspectives of people and communities around the world. They explore potential solutions tailored to particular cultures and learn to work and communicate effectively with those who have diverse views	Develop and facilitate orientation/training for HS administrators promoting an understanding of global awareness and its effect on student achievement	100% of HS administrators in attendance at training on global awareness and its effect on student achievement	October 1, 2014 100% of administrators in 5 pilot schools participate in training promoting global awareness and its effect on student achievement	Documentation of % of administrators trained in promoting an understanding of global awareness and its effect on student achievement	October 1, 2016 100% of administrators in 5 star high schools are trained in promoting global awareness and its effect on student achievement	Documentation of % of administrators in 5 star high schools promoting an understanding of global awareness and its effect on student achievement  Note: 100% trained by June 2018	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016  To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016
	Provide necessary support/training to CTE teachers and core teachers involved in externships to incorporate developing global awareness into classroom lessons particularly the project based learning activities	100% of teachers receive support/training on global awareness and its effect on student achievement	October 1, 2014 100% of teachers participating in the externship receive support/training on global awareness and its effect on student achievement	Documentation of % of teachers participating in the externship receive support/training on global awareness and its effect on student achievement	October 1, 2016 100% of teachers in 5 star high schools receive support/train on global awareness and its effect on student achievement	Documentation of % of teachers in 5 star high schools receive support/training on global awareness and its effect on student achievement  Note: 100% trained by June 2018	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	

	stemming from the externships.	Business and Community partners, particularly those hosting the externships, will collaborate with JCPS to incorporate global awareness and its effect on student achievement into the externship experiences.	100% of teachers participate in experiences during the externship that participate in experiences that incorporate global awareness and its effect on student achievement	October 1, 2014 100% of teachers participating in the externship experiences that incorporate global awareness and its effect on student achievement	Documentation of % of teachers participating in the externship that participate in experiences that incorporate global awareness and its effect on student achievement	October 1, 2016 100% of teachers in 5 star high schools participate in experiences that incorporate global awareness and its effect on student achievement	Documentation of % of teachers in 5 star high schools participate in experiences that incorporate global awareness and its effect on student achievement	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	
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Target Population Teachers Administrators Business and Community Partners Expected Dates of Implementation: _____	Description Essential Practice 1.2 - <u>Learning Pillars</u> Students develop essential knowledge and skills for college and career readiness. The seven pillars: developing academic knowledge, problem solving, critical thinking, teamwork, communication, creativity and innovation, and global awareness are essential to the workplace. Without these essential skills a worker will not be productive. Throughout the training around these pillars, there will certainly be many instances where these can and should be combined. For example: training around teamwork would almost certainly include communication. These pillars should be incorporated into the work and not seen as separate entities.	Services Needed from the Community In order to make 1.2 effective, it will be incumbent to continue the externship programs for teachers. JCPS will continue to work with community partners to ensure that there are more opportunities for teachers to work with business partners for the externship experience as the project moves forward and the numbers of participants increase.	2014-2016
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**Tactical Plan Template Essential Practice 1.3**

**Strand Team: 1**

**Committee vision/goal: Educators employ teaching strategies that develop students' knowledge and skills for college and career readiness.**

**Goal selected from school district or community strategic plan:** Every student progresses in his or her learning and meets or exceeds proficiency in all subjects. Every student graduates prepared for his or her postsecondary choice—for college or career, and life.

**Related Essential Practice 1.3**

**Description:** The FORD NGL Teaching Pillars describe the instructional strategies—based on rigorous research and professional experience—that are essential for facilitating learning of the essential knowledge and skills that students need. These teaching strategies help students meet and exceed national and state-established standards and benchmarks for academic performance, and meet expectations for college-level work and future employment. The features of the FORD NGL Teaching Pillars address curriculum, instruction, assessment, and career-relevant learning opportunities.

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
1.3.1. Professional development is aligned across the curriculum with the goals for teaching and learning	Provide professional development training for CTE teachers in core content instruction that includes implementing reading, writing, math and science strategies in their instruction. * Vision 2015 Goal 1 Increase Learning Strategy 1.1	All CTE Teachers in 5-Star Career Themed high schools have curriculum aligned to appropriate academic standards	Summer 2013 2 interdisciplinary teams of teachers from 9 of the 5-Star high schools participate in PD to develop integrated, learning experiences for students.  9 of the 5-Star high schools will show evidence of interdisciplinary instruction in at least 1 school of study	Compare number of interdisciplinary teams that participated in PD against target goal of teams  Schools submit evidence of interdisciplinary work in the form of lesson plans and/or units of study.	Summer 2014 2 interdisciplinary teams of teachers from 15 of the 5-Star high schools will participate in PD to develop integrated learning experiences for students	15 of the 5-Star high schools will show evidence of interdisciplinary teaching in 2 schools of study in the form of lesson plans and/or units of study.	Summer 2015 2 interdisciplinary teams of teachers from 15 of the 5-Star high schools will participate in PD to develop integrated learning experiences for students.  All CTE teachers in the 5-Star Career-Themed high schools have received professional development and are implementing	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016  To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016

									interdisciplinary/ integrated instructional practices and participating in an interdisciplinary PLC. *Vision 2015 Goal 1 Increased Learning Leading Indicator 6: Increase in number of observed instructional best practices per month  c. All JCPS students graduate ready for college, career and life
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<i>Target Population</i> CTE and academic teachers in the 15 5-Star high schools.	<i>Who is responsible for development of tactics?</i> Karen Branham Asst. Supt Curriculum & Instruction Ken Talley Director CTE  <i>Expected Dates of Implementation:</i> 2013-2016	<i>Description</i> 5 Star High Schools develop interdisciplinary teams of teachers who teach common students. Interdisciplinary teams of teachers are trained to integrate and align content to common core standards and real- world applications. Business partners will develop/facilitate externship experiences for teams to develop authentic experiences to use in classroom instruction.	<i>Services needed from the community</i>  <ul style="list-style-type: none"> <li>• Business/Industry provide onsite externship experiences for interdisciplinary teams of teachers during summers.</li> <li>• Business/Industry externship partners provide support for interdisciplinary teaching experiences during each school year.</li> <li>• Funding to implement summer externship activities and teacher participation.</li> </ul>
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**Tactical Plan Template Essential Practice 1.3**

**Strand Team: 1**

**Committee vision/goal: Educators employ teaching strategies that develop students' knowledge and skills for college and career readiness.**

**Goal selected from school district or community strategic plan:** Every student progresses in his or her learning and meets or exceeds proficiency in all subjects. Every student graduates prepared for his or her postsecondary choice—for college or career, and life.

**Related Essential Practice 1.3**

**Description:** The FORD NGL Teaching Pillars describe the instructional strategies—based on rigorous research and professional experience—that are essential for facilitating learning of the essential knowledge and skills that students need. These teaching strategies help students meet and exceed national and state-established standards and benchmarks for academic performance, and meet expectations for college-level work and future employment. The features of the FORD NGL Teaching Pillars address curriculum, instruction, assessment, and career-relevant learning opportunities.

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
1.3.2. Teachers use Project Based Instruction in support of the schools of study curriculum	Provide professional development for teachers in the effective use of project-based learning within the classrooms * Vision 2015 Goal 1 – Increased Learning Strategy 1.	100% of teachers, and appropriate school leaders, in 5-Star high schools are trained in project-based learning	Summer 2013 45 teachers will be introduced to project-based learning and will develop experiences that engage students in projects that incorporate career exploration.  2013-14 school year students in cohort scheduled schools of study at nine 5-Star high schools will engage in projects	45 teachers will share evidence such as lesson plans and project deliverables resulting from summer professional development.  Compare number of teachers trained in PBL vs target goal...need% as you stated in intermediate outcome	Summer 2014; 75 teachers in 5-Star high schools will be trained in project-based learning.	75 teachers will share evidence such as lesson plans and project deliverable resulting from summer professional development.  Compare number of teachers trained in PBL VS target goal	All remaining teachers in 5-Star high schools will be trained in project-based learning.  Every student prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016  To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016

					that incorporate career exploration					

<p><b>Target Population</b> CTE and academic teachers in the 15 5-Star high schools.</p>	<p><b>Who is responsible for development of tactics?</b> Karen Branham Asst Supt Curriculum &amp; Instruction Ken Talley Director CTE</p> <p><b>Expected Dates of Implementation:</b> 2013-2016</p>	<p><b>Description</b> 5 Star High Schools develop interdisciplinary teams of teachers who teach common students. Interdisciplinary teams of teachers are trained in project-based learning.</p>	<p><b>Services needed from the community</b></p> <ul style="list-style-type: none"> <li>• Business/Industry provide onsite externship experiences for interdisciplinary teams of teachers during summers.</li> <li>• Business/Industry partners will participate in vetting student projects.</li> <li>• Funding to support ongoing project based learning training.</li> </ul>
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**Tactical Plan Template Essential Practice 1.3**

**Strand Team: 1**

**Committee vision/goal: Educators employ teaching strategies that develop students' knowledge and skills for college and career readiness.**

**Goal selected from school district or community strategic plan:** Every student progresses in his or her learning and meets or exceeds proficiency in all subjects. Every student graduates prepared for his or her postsecondary choice—for college or career, and life.

**Related Essential Practice 1.3**

**Description:** The FORD NGL Teaching Pillars describe the instructional strategies—based on rigorous research and professional experience—that are essential for facilitating learning of the essential knowledge and skills that students need. These teaching strategies help students meet and exceed national and state-established standards and benchmarks for academic performance, and meet expectations for college-level work and future employment. The features of the FORD NGL Teaching Pillars address curriculum, instruction, assessment, and career-relevant learning opportunities.

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
1.3.3. Teachers participate in sustained inquiry and reflection on their practice	Engage teachers in ongoing and regular PLC's to collaborate on instruction within their cross-curricular teams and make decisions on how to better implement Ford NGL model within the cohort. *Vision 2015 Goal 1 Increased Learning Strategy 1.4	100% of teachers will regularly meet in cohort team PLC's and use best practice in meetings	(9) 5-Star high schools will have at least 2 cross-curricular teams engaged in ongoing, regularly scheduled PLC collaborations Summer of 2014 Each Ford NGL school will have at least 2 cross-curricular teams that participate in regular PLC meetings.	Documentation of PLC meetings	(9) 5-Star high schools will have at least 4 cross-curricular teams engaged in ongoing, regularly scheduled PLC collaborations Summer of 2015 Each Ford NGL school will have at least 4 cross-curricular teams that participate in regular PLC meetings.	Documentation of PLC agendas and minuetts	All 9 5-star high schools will have cross curricular teams that participate in PLC meetings representing all grade levels and schools of study within their school Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016  To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016

<p><b>Target Population</b></p> <p>Teachers in 5 Star High Schools</p>	<p><u>Who is responsible for development of tactics?</u> School Principals</p> <p><u>Expected Dates of Implementation:</u> _2014-2015</p>	<p><u>Description</u></p> <p>5 Star High Schools cross curricular teams of teachers will actively engage in regularly scheduled PLC meetings to monitor student achievement of standards incorporated in integrated curriculum.</p>	<p><u>Services needed from the community</u></p> <p>Funding to support extra time that may be needed to schedule PLC meetings.</p>
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### Tactical Plan Template

**Strand Team: 1**

**Committee vision/goal: Educators employ teaching strategies that develop students' knowledge and skills for college and career readiness.**

**Goal selected from school district or community strategic plan:** Every student progresses in his or her learning and meets or exceeds proficiency in all subjects. Every student graduates prepared for his or her postsecondary choice—for college or career, and life.

**Related Essential Practice 1.3**

**Description:** The FORD NGL Teaching Pillars describe the instructional strategies—based on rigorous research and professional experience—that are essential for facilitating learning of the essential knowledge and skills that students need. These teaching strategies help students meet and exceed national and state-established standards and benchmarks for academic performance, and meet expectations for college-level work and future employment. The features of the FORD NGL Teaching Pillars address curriculum, instruction, assessment, and career-relevant learning opportunities.

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
<p>1.3.4. Teachers have opportunities for practice and learning</p>	<p>Provide opportunities for selected teachers within the 5-Star high schools and Ford NGL Schools to observe effective peer classrooms to reflect on their own instruction. Teams of teachers also observe a teachers' class to provide feedback.</p>	<p>100% of teachers are given the opportunity to observe colleagues classrooms</p>	<p>2013-14 school year: 100% of teachers who participated in externships are given the opportunity to observe other classrooms on their team and outside of team</p>	<p>Compare number of teachers who were in externships to those who reported having performed colleague observations</p>	<p>2014-15 school year: 100% of teachers within career theme and core content within cross-curricular teams are given the opportunity to observe classes within school and at other Ford NGL schools</p>	<p>Compare number of teachers within career theme and core content within cross-curricular teams who reported having performed observations both within their schools and other schools</p>	<p>Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)</p> <p>All teachers are given the opportunity to observe colleagues classrooms</p>	<p>To increase graduation rate from 76.5% in 2013 to 83.7% in 2016</p> <p>To decrease dropout rate to 3.8% by 2016</p> <p>To increase the percent of students college or career ready from 51.3% in</p>

	*Vision 2015 Goal 1 Increased Learning Strategy 1.4								2013 to 72.4% in 2016 To have all students at the 5-Star Schools enrolled in a School of Study by 2016
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<b>Target Population</b> Teachers at 5 Star High Schools	<u>Who is responsible for development of tactics?</u> Principals Expected Dates of Implementation: 2014-2015	<b>Description</b> 5 Star High Schools cross curricular teams of teachers will observe team members classrooms throughout the year to better prepare to integrate supporting curriculum.	<b>Services needed from the community</b>  <b>none</b>
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Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
1.3.5. Teachers develop leadership skills	Identify teacher leaders in each 5-Star high school to provide training and leadership in the development of additional interdisciplinary teams of teachers	Initial cohort teachers become leaders for future teachers within the program and provide training and leadership to future cohort groups. *Vision 2015 Goal 1 Increased Learning Strategy 1.4	Fall 2013 The 45 cohort teachers in 9 5-Star high schools will participate as leaders within their respective disciplines to recruit and mentor future cohort groups	Compare number of cohort teachers who report recruiting and mentoring of cohort groups to target goal of 45 teachers	Teachers from cohort 1 will work to train and mentor new teachers  Spring 2014 New cohort interdisciplinary teams will be identified by school leadership from all 15 5-Star high schools.	Documentation of cohort 1 teachers training and mentoring new teachers  Documentation of new cohort interdisciplinary teams from all of the 5-Star Schools	2014-15 school year: 100% of teachers from cohort 1 will participate in mentoring and training new teachers throughout the school year  Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016  To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016

<b>Target Population</b> Teachers at 5 Star High Schools	<u>Who is responsible for development of tactics?</u> Principals  <u>Expected Dates of Implementation:</u> 2014-2015	<u>Description</u> Teachers will be chosen from 5-Star High Schools cross curricular teams to assist in recruiting and mentoring new teachers to participate in future teams to insure capacity building in schools.	Services needed from the community  none
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**FORUM NGL SURAHU 4.1 ESSENIAL FRACUTE 4.14 : HIGH QUALITY ACADEMIES**

Strategy	Tactic(s)	Output(s)	Short-term outcome Year 1 (2013-14)	Short-term outcome measurement	Intermediate outcome Year 2 (2014-15)	Intermediate outcome measurement	Long-term Outcome Year 3 (2015-16)	Long-term outcome measurement
2.1.1. Use the 5-Star School structure for implementation of high-quality career academies	Ensure students engage in and complete a sequence of high-quality Career theme courses that reflect industry expectations (2.4, 4.4, & 4.12)	Each student will be connected to an academic plan in Infinite Campus which will detail their progress towards major completion/4 course sequence	Each Major within the pilot high schools will be set up in "grad planner" 100% of students in the pilot high schools will be connected to an academic plan in Infinite Campus	Documentation showing each major in Infinite Campus  Documentation from IC of students and their academic plan (report in IC)	Each Major within the early adopter schools will be set-up in "grad planner" 100% of students in the early adopter schools will be connected to an academic plan in Infinite Campus	Documentation showing each major in Infinite Campus  Documentation from IC of students and their academic plan (report in IC)	Every student graduates prepared for his or her postsecondary choice-for college or career and life (CDIP Objective 2)	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016  To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016
	Engage active collaboration and joint planning by academic and career theme teachers including the use of teacher externships (3.7 & 4.10)	All academic teachers engage in cross-content PLC work with at least one career theme teacher  <b>15</b> academic/CTE school of study teams will participate in teacher externships for the development of cross-content project-based learning	100% of the academic teachers in the pilot schools engage in a cross content PLC work	Documentation PLC teams and meeting times  Documentation of team externships  Documentation of projects	100% of the academic teachers in the pilot & early adopter schools engage in a cross content PLC work  <b>2</b> teams from each 5-star school will attend a summer externship and create a cross-content project to be implemented by May	Documentation PLC teams and meeting times  Documentation of team externships  Documentation of projects		



<p>8<sup>th</sup> – Theme selection  9<sup>th</sup> – Pathway Selection  10<sup>th</sup> – Post-Secondary Connection  11<sup>th</sup> –Resume/Putting it all Together  12<sup>th</sup> - Bridge to postsecondary  Post Grad – continued use</p> <p>ILP is THE THING that connects (nervous system)</p>	<p>Engage business and community supports to reinforce ILP as a planning tool (2.3, 2.5, 3.2 &amp; 3.3)(including JA programs, GLI/HIRE, Ready, Set, GO, SR Exit)</p>	<p>100% of the 7<sup>th</sup>-12<sup>th</sup> grade students have an entry under community service, career planning activities, or extracurricular</p>	<p>December 2013  Systemize participation in currently active programming to maximize participation.</p>	<p>Documentation of engagement opportunities</p>	<p>Every student in pilot/early adopter schools engage in at least 1 business/community organized learning opportunity each year 7<sup>th</sup>-12<sup>th</sup></p>	<p>% increase as determined from asset mapping</p>	<p>To decrease dropout rate to 3.8% by 2016  To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016</p>
	<p>Develop and implement accountability strategies (1.8) the reflect usage over compliance</p>	<p>Every student participates in at least 1 career/college planning learning opportunity each year</p>	<p>December 2013  Assess current JCPS methods and research possible options</p>	<p>Asset map is completed and distributed to related stakeholders</p>	<p>Students enter experiences into their ILP</p>	<p>% increase in experiences listed on ILP</p>	
	<p>Develop and implement a communication to 8<sup>th</sup> grade students and families connecting the ILP to high school choice</p>	<p>100% of 8<sup>th</sup> graders receive a letter connecting career assessment results to high school selection before the Showcase</p>	<p>Systems established to connect ILP database info to JCPS student information  Career Mapping to Professional Career Themes</p>	<p>Documentation of meetings and sample letter  Career Map is created matching PCT to the top 100 careers in matchmaker</p>	<p>October 2014  10 middle schools participate</p>	<p>100% of 8<sup>th</sup> graders in participating schools receive letters before Showcase</p>	
		<p>July 1, 2017  New accountability measures published for all schools (Web – posting Leading Indicator for goal 2)</p>	<p>December 2013  Assess current JCPS methods and research possible options</p>	<p>Document current practices  Outline of other successful practices</p>	<p>July 1, 2014  Implement (pilot) accountability strategies</p>	<p>JCPS-only web posting for pilots</p>	

			Letter drafted and approved Get on Materials & Production, MIS/Research, student assignment schedule	Documentation of timeline required to publish letter		
100% of 8 <sup>th</sup> grade students have face-to-face instruction using the 5-Star School Book	Current books and lesson plans redistributed to middle schools Review and revise as needed	Survey results from principals to measure how books were distributed and used Documentation of review and plans for revision as needed	Revised books and lesson plans redistributed to middle schools Review and revise as needed	Documentation of focus group of teachers, students, families		

**Goal selected from school district or community strategic plan:** Goal 2 – Every student graduates prepared for his/her postsecondary choice – for college or career, and life.  
**Related Essential Practice (enter number) 2.1c Description: Accelerated learning opportunities:** Each school of study team member encourages students to participate in advanced learning and service opportunities, and supports them in doing so.

Strategy	Tactic(s)	Output(s)	Short-term outcome 2013-14	Short-term outcome measurement	Intermediate outcome 2014-15	Intermediate outcome measurement	Long-term Outcome 2015-16	Long-term outcome measurement
2.1.3. All school of study team members encourage students to participate in advanced learning and service opportunities, and supports them in doing so.	Connect each school of study with a service, career, other extracurricular organization	Every 5 star school of study major has a service, career, or extracurricular, or OST program component related to the major	Mapping and gap analysis of current students in pilot and early adopter schools	Compare percentile of pilot schools that have majors with service, career, or extracurricular components from previous year to date	Mapping and gap analysis of current opportunities for students in remaining schools Begin to fill gaps	Compare percentile of all schools that have majors with service, career, or extracurricular components from previous year to date	Every student graduates prepared for his or her postsecondary choice- for college or career and life (CDIP Objective 2)	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016

<p>(assumes 2.1 work)</p>	<p>Ensure each major culminates with some sort of outside endorsement or credential (see 2.1a)</p>	<p>100% of school of study majors include an endorsement opportunity</p> <p>75% of academy graduates earn an endorsement connected to their major</p> <p>Each student is connected to a faculty advisor and meets with them regularly to support their education plans through high school and beyond</p>	<p>Begin to fill gaps</p> <p>Pilot schools assess majors and fill gaps</p>	<p>Documentation of current endorsement standing is produced with a prioritized list of gaps to be filled.</p> <p>100% of pilot school majors include an endorsement opportunity</p> <p>Documentation of lessons in the CAT Resource Group on JCPs Online</p> <p>Documentation of plan is produced for impacted stakeholders</p>	<p>Early adopter schools assess majors and fill gaps</p> <p>Continued Implementation of College Access Time with students meeting regularly with a faculty advisor</p> <p>Showcase materials revised at pilot and early adopter schools</p> <p>Pilot &amp; Early adopter schools</p>	<p>Documentation of current endorsement standing is produced with a prioritized list of gaps to be filled.</p> <p>100% of early adopter school majors include an endorsement opportunity</p> <p>Documentation of student advising by faculty members</p> <p>Compare time spent in CAT using lessons that meet established objectives</p> <p>Document the percent of schools using revised showcase and scheduling materials</p>	<p>To decrease dropout rate to 3.8% by 2016</p> <p>To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016</p> <p>To have all students at the 5-Star Schools enrolled in a School of Study by 2016</p>
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<p>coordination with Strand 2.6 work] (2.5, 2.6)</p> <p>Develop and implement a system for tracking student participation in advanced learning opportunities (2.1)</p>	<p>showcase and scheduling</p> <p>100% of courses that include an advanced learning opportunity will be coded in Infinite Campus</p>	<p>Field testing results</p> <p>Documentation of courses coded in IC</p>	<p>develop revised scheduling materials based on last season's field test</p> <p>As further course opportunities are identified, courses are coded in IC</p>	<p>Documentation of field test results</p> <p>Documentation of courses coded in IC</p>
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**Description of tactic**

<p><b>Target Populations:</b> 6<sup>th</sup>-12<sup>th</sup> grade students</p> <p><b>Engaged Partners:</b> Business/Community Principals Career Theme Specialists School Faculty KDE/OCTE 6<sup>th</sup>-12<sup>th</sup> grade teachers Parents and Families</p>	<p><i>Who is responsible for development of tactics?</i> 5-Star School Structure</p> <p><i>Expected Dates of Implementation:</i> June 2013- Aug 2016</p>	<p><b>Description:</b> 5-Star School Structure Experiential learning provides opportunities for students to expand their knowledge through firsthand observations of real-world, workplace settings.</p> <p>The 5-star school structure provides the main entry point for students to engage in practical learning that prepares them for the work force and post-secondary opportunities. The wall-to-wall approach to schools of study ensures each student engages in career preparation that is of interest to them.</p> <p>Ongoing reviews and revisions of course sequences within schools of study help ensure that students are exposed to relevant learning that reflects current industry standards and expectations in the given field. But providing relevant learning is not a sufficient goal on its own. Students should be fully engaged in their majors in order to master the content. Reaching established goals on both relevant curriculum and student engagement in some cases could be required to continue program funding.</p> <p>By establishing collaboration opportunities and protocols between academic and career/technical teachers, teams are able to bring learning to life for students. Students will be able to make the connection between what they learn in class and how those studies apply in the workplace.</p> <p>By engaging and aligning business and community supports through a revised partnership council, schools and partners will establish lines of communication to make in-class learning more relevant and student opportunities at businesses easier to manage. These partnership councils also will create and/or strengthen college to career pipelines through their work on curriculum and experiential learning opportunities. By aligning this work with other programmatic requirements, we honor people's time and demonstrate coherence of programming and efforts.</p>	<p><b>Services needed from the community</b></p> <p><b>5-Star School Structure</b></p> <ul style="list-style-type: none"> <li>• advisory participation from community and business partners for program alignment, assessments, and reviews</li> <li>• business externship opportunities for teacher teams</li> <li>• business experiential learning opportunities for students</li> <li>• business and community support in Career Student Organizations</li> </ul> <p><b>ILPs</b></p> <ul style="list-style-type: none"> <li>• programmatic opportunities supporting ILP use <ul style="list-style-type: none"> <li>○ JA programming</li> <li>○ Job Shadowing</li> <li>○ College Day Out</li> <li>○ Close the Deal</li> <li>○ LEEP</li> </ul> </li> </ul>
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<p>Community and Business Partners</p> <p>Central Office staff</p>	<p>By providing opportunities for experiential learning, we introduce the world of work to students who may otherwise have no access. Through these experiences, we build students' human and social capital by extending their network of supports and experience. These experiences are expected to empower and encourage students' ownership of learning. They also allow students to explore potential future careers for fit BEFORE spending time or money on furthering their education towards that particular career goal.</p> <p><u>ILPs</u></p> <p>A school-based technology tool that assists students in identifying potential career interests is the ILP. The ILP is the essential catalyst that connects career interest and relevance to learning leading to postsecondary success.</p> <p>The goal of this feature is to use the ILP to interweave classroom and other learning experiences into the portrait of each student's master life plan so it becomes THE device for depicting both past growth and future possibilities. By incorporating ILP language, posting opportunities and identifying available resources, the ILP becomes the hub of students' transition plans, connecting them to postsecondary options and careers.</p> <p>Community and business partners will help students understand the value of the ILP as the "go-to" online resource for college/career planning. Once faculties are trained in ILP use, teachers will be able to use the ILP as a resource to connect core studies with career application.</p> <p>By adjusting how ILP implementation is measured, we endeavor to change attitudes about the ILP from simply compliance to true integration and acknowledgement of the tool's value.</p> <p><u>Advanced Learning Opportunities</u></p> <p>In order to connect career skills and knowledge to application, students must have the opportunity to experience real-world work setting where they can use their skills/knowledge to validate what they have learned.</p> <p>Connecting each major with a service, career, and/or extra/co-curricular organization will help provide those experiences. Exploring CTSO – Career Technical Student Organizations (like FPLA, FFA, FCCLA, DECA, HOSA, or VICA) can provide out of school time opportunities for students to network with like-interested students and professionals.</p> <p>Service Learning opportunities like the ones listed below are another way to connect students to their community using their career interests and skills. Service learning also can be organized via College Access Time/Advisory developing peer relationships.</p> <ul style="list-style-type: none"> <li>• Mayor's Give a Day</li> <li>• MLK Day of Service</li> <li>• Lead 2 Feed</li> </ul>	<ul style="list-style-type: none"> <li>○ Go College/ETS/Upward Bound</li> <li>○ Community Service (Give a Day)</li> <li>• volunteers for Ready, Set, Go/ SR Exit interviews or making the connection</li> <li>• parent engagement/training opportunities <ul style="list-style-type: none"> <li>○ lunch &amp; learns in corporate offices</li> <li>○ open house @ schools</li> <li>○ "you tube" vignettes</li> </ul> </li> </ul> <p><u>Adv Learning Opportunities:</u></p> <p>Service learning and extracurricular opportunities cannot be sustained without the support of the community and business partners.</p> <ul style="list-style-type: none"> <li>• Volunteers to support extracurricular and service learning opportunities as identified in tactic #1</li> </ul> <p>Hosts/partners for service and project activity as identified in tactic #1</p>
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		<ul style="list-style-type: none"> <li>• USA Today Education clearing house (curriculum)</li> <li>• Road Trip Nation</li> </ul> <p>Advanced Learning opportunities listed below represent courses that culminate in a third-party endorsement of accomplishment. The results of these opportunities provide the basis for the “credentialled diploma” detailed in the above plan.</p> <ul style="list-style-type: none"> <li>• Industry Certifications</li> <li>• KOSSA</li> <li>• Dual Credit (multiple delivery models)</li> <li>• Articulation Credit</li> <li>• Advanced Placement (Advance KY – Math/Science)</li> <li>• Cambridge/IB</li> </ul>	
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Tactical Plan Template

**FORD NGL Strand 2 Essential Practice 2.2**

**Committee vision/goal:** High school transformation will occur using the academy model.

**Goal selected from school district or community strategic plan:** Graduation and Beyond- Every student graduates prepared for his or her postsecondary choice- for college or career, and life.

**Related Essential Practice (enter number)** 2.2

**Description:** School leadership and instructional staff recognize and prioritize professional development and form communities of practice committed to shared learning to support the school’s academies and transform everyone’s practice

Strategy	Tactic(s)	Output(s)	Short-term outcome (1 yr- 2014)	Short-term outcome measurement	Intermediate outcome (2 yr-2015)	Intermediate outcome measurement	Long-term Outcome (3 yr- 2016)	Long-term outcome measurement
2.2.1. Support from the principal and high school administration	Develop a comprehensive listing of talking points for the high school principal and other administrators to publicly embrace the use of academies as the core high school transformation strategy and actively support teachers throughout the transformation process.	Targeted teachers of the schools of study teams (academy’s academic and CTE teachers) will be provided necessary support throughout the transformation process to the academy model.	Teacher surveys will be developed and administered to determine the support needed to implement the academy model.  School, district and community partners will analyze surveys to determine needed teacher support and develop a plan that documents	Survey results and a support plan exist.	School, district and community partners will determine the implementation and impact of the support provided to teachers.  Intermediate surveys will be administered and analyzed to determine new support needed and the plan revised to include	Implementation and impact checks will serve as the measurement tool that determines the impact that support has had on academy implementation.  Intermediate survey results and revised school plans will serve as evidence of newly determined needs and plans.	Every student graduates prepared for his or her postsecondary choice for college or career and life (2012-13 CDIP Objective 2)  Teachers receive the support necessary to implement the academy model.	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016  To increase the percent of students college or



<p><b>Strategy</b></p> <p>2.2.2. Instructional leaders secure resources to support professional development for the academy model.</p>	<p>Actively seek support in faithfully implementing the academy model.</p>	<p><b>Output(s)</b></p> <p>Provide high quality professional development that is responsive to the needs of all academy staff resulting in effective academy planning, instruction, and student success.</p>	<p>needed support the source of support, and a timeline for providing support.</p>	<p><b>Short-term outcome (1 yr- 2014)</b></p> <p>Professional development resources that meet the primary needs of academy staff are identified and secured.</p>	<p><b>Short-term outcome measurement</b></p> <p>The professional development plan indicates, with specificity, the financial resources, time, and expertise that will be provided to support high quality professional development that meets primary needs of academy staff.</p>	<p>new/additional support needed for teachers.</p>	<p><b>Intermediate outcome msmt. (2 yr-2015)</b></p> <p>Professional development resources that meet the secondary needs of academy staff are identified and secured.</p>	<p><b>Intermediate outcome msmt. (3 yr-2016)</b></p> <p>The professional development plan indicates, with specificity, the financial resources, time, and expertise that will be provided to support high quality professional development that meets secondary needs of academy staff.</p>	<p><b>Long-term outcome (3 yr-2016)</b></p> <p>Teachers implement instructional strategies derived from professional development for the academy model.</p>	<p>career ready from 51.3% in 2013 to 72.4% in 2016</p> <p>To have all students at the 5-Star Schools enrolled in a School of Study by 2016</p>
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<p>2.2.3. School staff leadership and support for academy model</p>	<p>3. Designate teachers and school counselors to provide leadership and support of student participation in academies. Roles for academy leadership and staff support are clearly delineated, and staff has professional development and/or coaching to strengthen skills needed to fulfill these roles.</p>	<p>3. 100% of students participating in academies are supported by the effective leadership of counselors and teachers. 100% of academy leaders participate in leadership development and coaching.</p>	<p>3. Academy leadership roles are identified and specific staff assigned to each role. The leadership needs of assigned leaders are identified and a professional development plan that includes coaching opportunities is developed and divided into primary and secondary needs. Primary professional development is provided to academy leadership</p>	<p>3. A document identifying leadership roles of academy staff is available and indicates staff assigned to each role. A professional development/coaching plan that focuses on leadership is available.</p>	<p>3. The leadership professional development plan is reviewed and revised, as necessary, to ensure appropriate leadership opportunities are provided to academy leadership. Secondary professional development is provided to academy leadership. All staff new to the academy that serves in leadership roles will participate in primary professional development.</p>	<p>3 Documentation of leadership development plan</p>	<p>3. Academy leadership determines individual leadership needs in professional development and/or coaching that supports their leadership needs. Staff new to the academy that serves in leadership roles will participate in primary leadership professional development/coaching. Staff in their 2<sup>nd</sup> year of a leadership role will participate in secondary leadership professional development/coaching.</p>	
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<p>2.2.4. Professional development needs of academy leaders are assessed and long-term plans are thoughtfully made.</p> <p>2.2.5. On-going, sustained, high-quality professional development for academy model</p>	<p>4. Establish structure for school leaders to work collaboratively with instructional staff to determine the focus for professional development over an extended period of time and engage business and community partners in planning professional development. School leaders and teachers agree to incorporate professional development activities into individual teachers' professional growth plans.</p>	<p>4. The focus of professional development is determined, reflected in teachers' professional growth plan, and a long term plan is created.</p>	<p>4. School leaders, instructional staff, and business and community partners will determine professional development needs of academy staff and will create a long term plan that identifies primary, secondary, and tertiary professional development needs.</p>	<p>4. The professional development plan is available.</p>	<p>4. The professional development plan is reviewed for implementation and impact and revised if necessary.</p>	<p>4. The professional development plan is available and indicates implementation and impact.</p>	<p>4. The professional development plan is reviewed for implementation and effectiveness and revised if necessary.</p>	
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<p>2.2.6. Professional Community of practice are expanded in support of academy model</p>	<p>Create and implement professional development activities for all academy leadership team members, administrative staff, and teachers to participate in. This professional development is directly linked to the teachers' and staff's daily responsibilities and is included in their personalized professional growth plans. The professional development has the features described in Essential Practice 1.3.</p>	<p>All academy staff will be highly effective in their daily responsibilities to ensure the delivery of highly effective instruction within their academy.</p>	<p>High quality professional development identified as primary will be planned and implemented.</p>	<p>Professional development documents including sign in sheets and evaluations are available and evidence of effective instruction is observed in classrooms.</p>	<p>High quality professional development identified as secondary will be planned and implemented.</p>	<p>Professional development documents including sign in sheets and evaluations are available and evidence of effective instruction is observed in classrooms.</p>	<p>High quality professional development identified as tertiary will be planned and implemented.</p>	
<p>2.2.7. Implementation of professional development for academy model activities is evaluated for effectiveness.</p>	<p>Establish/expand structure of PLC for teachers of core academic and elective subjects to collaborate and are supported with common planning time and professional development in order to apply the Ford NGL Teaching and Learning Pillars. Professional</p>	<p>100% of targeted teachers effectively apply the Ford NGL Teaching and Learning Pillars.</p>	<p>Schedules for common planning time are developed to allow teachers time to collaborate and grow through a professional learning community that supports shared learning and student success.</p>	<p>Schedules are available. Teachers meet regularly with their collaborative team to support each other and the success of all students.</p>	<p>Teachers use student data to determine their areas of effectiveness and areas for growth.</p>	<p>Collaborative team meeting agendas and next step documents that reflect student and teacher needs (agendas, reflections, etc) are available.</p>	<p>Teachers continue to analyze student data to determine the effectiveness of instructional delivery and to determine professional growth needs.</p>	

	<p>development fosters the growth of a professional community of teachers united around a shared responsibility for their own learning and their students' success.</p> <p>Develop criteria for school leaders and teachers to measure the effectiveness of professional development activities through classroom observations, student achievement data, and teachers', students', and business and community partners' feedback. Evaluation results are used to reassess and revise professional development plans.</p>	<p>Professional development is revised based on teacher and student data through a collaborative process of all stakeholders.</p>	<p>School staff and business and community partners collaborate to determine a classroom observation tool that is aligned to professional development.</p> <p>School staff and business and community partners identify the student data that will be used to determine the effectiveness and needs of professional development.</p>	<p>Classroom observation tools are created.</p> <p>School leadership and community and business partners are trained in the use of the classroom observation tool.</p> <p>Student data that is indicative of teacher development is identified.</p>	<p>Trained observers visit academy classrooms and use the established walk through tool to gather evidence of the impact professional development has had on classroom instruction.</p> <p>School leaders and community and business partners evaluate student data to determine the impact professional development has had on classroom instruction.</p>	<p>Revised professional development plan</p>	<p>Trained observers visit academy classrooms and use the established walk through tool to gather evidence of the impact professional development has had on classroom instruction.</p> <p>School leaders and community and business partners evaluate student data to determine the impact professional development has had on classroom instruction.</p>	
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<b>Description of tactic</b>	<b>Tactic</b>	<b>Target tactics? Population</b>	<b>Who is responsible for development of</b>	<b>Description</b>	<b>Services needed from the community</b>
<p>1. <i>Support from the principal and high school administration</i></p>	<p>Teachers</p>	<p>Career resource teachers, school leaders, community and business partners</p>	<p>Teacher support is determined and a support plan developed.</p>	<p>Collaboration in analyzing surveys to determine needed teacher support and developing a plan that documents needed support, the source of support, and a timeline for providing support.</p>	
<p><b>Tactic</b></p>	<p><b>Target tactics? Population</b></p>	<p><b>Who is responsible for development of</b></p>	<p><b>Description</b></p>	<p><b>Services needed from the community</b></p>	
<p>2. <i>Instructional leaders secure resources to support professional development.</i></p>	<p>Academy leaders and teachers</p>	<p>School administrators</p>	<p>Instructional leaders secure financial resources, time and expertise to support professional development.</p>	<p>Professional development support</p>	
<p>3. <i>School staff leadership and support</i></p>	<p>School administrators and teachers</p>	<p>Career resource teachers</p>	<p>Teachers and school counselors are designated to provide leadership and support of student participation in academies. Roles for academy leadership and staff support are clearly delineated, and staff has professional development and/or coaching to strengthen skills needed to fulfill these roles.</p>	<p>Leadership training</p>	
<p>4. <i>Professional development needs are assessed and long-term plans are thoughtfully made.</i></p>	<p>Teachers</p>	<p>School administrators and career resource teachers</p>	<p>The focus of professional development is determined, reflected in teachers' professional growth plan, and a long term plan is created.</p>	<p>Community/business partners to collaborate on the development and impact of the plan</p>	<p>Professional development trainers</p>

5. Ongoing, sustained, high-quality professional development	Teachers	Academy administrators	All academy staff will be highly effective in their daily responsibilities to ensure the delivery of highly effective instruction within their academy.	None	Community and business partners to collaborate on a walk through tool, identify student data measures, and conduct classroom visits.
6. Professional community	Teachers	Academy administrators	Teachers collaborate to effectively apply the Ford NGL Teaching and Learning Pillars.		
7. Implementation of professional development activities is evaluated for effectiveness	Teachers and students	Academy administrators	Professional development is revised based on teacher and student data through a collaborative process of all stakeholders.		

### 2.3 Tactical Plan

#### Strand Team: Strand 2

**Committee vision:** High school transformation will occur using the academy model.

**Goal selected from school district or community strategic plan:** Graduation and Beyond – Every student graduates prepared for his or her postsecondary choice – for college or career, and life. (2012-2013 CDIP Objective 2)

**Related Essential Practice (enter number) 2.3/Description:** School-based instructional leaders use available resources to maximize the structural benefits of academies for students and teachers.

Strategy/Feature	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
2.3.1. Block scheduling. Schools maximize instructional time through the use of block scheduling or other flexible use of time while also providing quality professional development to ensure that expanded	Restructure Freshman class schedule based on block scheduling	By 2018, 100% of all schools/schools of study utilize some form of block scheduling to provide consistent time/support for cross-discipline/CTE planning	By the start of 2013-2014, all <i>pilot</i> and participating schools will utilize some form of block scheduling to provide consistent time/support for cross-curricular /CTE planning	-Sample Schedules -Career Pathway/Declaration Forms -IC Identification -Student Profiles and Advisory Schedules (i.e. Scorecards, surveys, etc.)	By year two, 50% of all schools will utilize some form of block scheduling to provide consistent time/support for cross-curricular/CTE planning	-Sample Schedules -Career Pathway/Declaration Forms -IC Identification -Student Profiles and Advisory Schedules (i.e. Scorecards, surveys, etc.)	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016

<p>instructional time is used most effectively.</p> <p><b>2.3.2. Financial resources</b> - School leaders are given authority to use financial resources in support of the school's transformational instruction objectives within the academies.</p>	<p>Provide necessary support systems through the effective use of financial resources to reinforce effective block scheduling promoting cross-curricular/CTE planning/collaboration (see visual for example - sophomore academy) cohort communication resulting in an integrated curriculum, promoting rigor/relevance, and creating a sense of "shared students"</p>	<p>All Schools: Utilize block scheduling to promote collaboration between CTE and academic area teachers outside of the common schedule</p>	<ul style="list-style-type: none"> <li>• Policy Development</li> <li>• Schedule Examples</li> <li>• Effective Teaming</li> <li>• Visual</li> <li>• Additional time for PLCs/Define "What does it take to be Career Ready" and reinforce need for cross-curricular planning</li> </ul>	<p>Pilot/Participating Schools: Utilize block scheduling to promote collaboration between CTE and academic area teachers outside of the common schedule</p>	<p>By year two, 50% of all schools will utilize some form of block scheduling to provide consistent time/support for cross-curricular/CTE planning</p>	<p>All Schools: Utilize block scheduling to promote student exposure to available CTE pathways</p>	<p>To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016</p> <p>To have all students at the 5-Star Schools enrolled in a School of Study by 2016</p>
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Strategy /Feature	Tactic(s)	Output(s)	Short-term outcome	Intermediate outcome	Long-term Outcome	Long-term outcome measurement
<p><b>2.3.3. Cohort Scheduling</b> - School leaders institute and protect a cohort scheduling method to increase the instructional time for teachers and students in a designated academy</p>	<p>Develop and facilitate orientation/training for administrators promoting an understanding regarding the impact of cohort scheduling on student achievement</p>	<ul style="list-style-type: none"> <li>-# of administrators in attendance</li> <li>- By the start of 2013-2014, 10% of students in a School of Study will take Cohort Courses where at least 10% of the students in the Cohort Course belong to the same School of Study. Further, we want Cohort Students to take 10% of their courses</li> </ul>	<ul style="list-style-type: none"> <li>-Target pilot and participating administrators</li> <li>-Establish system/resources to address tactics 2-4</li> <li>-Provide Cohort Visual w/clear definitions</li> </ul>	<p>All administrators participate in orientation/training</p> <p>By year two, 50% of students in a School of Study will take Cohort Courses where at least 50% of the students in the Cohort Course belong to the same School of Study. Further, we want</p>	<p>Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)</p>	<p>To increase graduation rate from 76.5% in 2013 to 83.7% in 2016</p> <p>To decrease dropout rate to 3.8% by 2016</p> <p>To increase the percent of</p>



<p>Provide necessary support systems through the effective use of financial resources to reinforce effective cohort scheduling and address myriad challenges</p>	<p>with the Cohort in grades 10-11 -100% of academies engage in cohort scheduling by end of 2018</p> <ul style="list-style-type: none"> <li>• Policy Development</li> <li>• Counselor Training</li> <li>• Schedule Examples</li> </ul>	<ul style="list-style-type: none"> <li>• District Policy Developed</li> <li>• Pilot/Participating counselors receive training/orientation</li> </ul>	<p>against previous year</p>	<p>Cohort Students to take 50% of their courses with the Cohort in grades 10-11</p>	<p>Documentation of policy</p> <p>Documentation of counselor training and level of participation</p>	<p>Documentation of Family orientation and level of participation</p> <p>Documentation of student leadership teams and level of participation</p> <p>Documentation of updated school websites</p> <p>Documentation of teacher planning schedules</p>	<p>students college or career ready from 51.3% in 2013 to 72.4% in 2016</p> <p>To have all students at the 5-Star Schools enrolled in a School of Study by 2016</p>
<p>Develop a clear communication system to share expectations and impact of cohort scheduling with families and students</p>	<ul style="list-style-type: none"> <li>• Every student selects a Career Pathway by end of freshman year</li> <li>• Develop student leadership teams</li> <li>• Parent – Guardian Orientation</li> <li>• Access to Research</li> </ul>	<p>Pilot/Participating Schools:</p> <ul style="list-style-type: none"> <li>• Schedule Family Orientation</li> <li>• Develop leadership teams for each academy</li> <li>• Update school websites</li> </ul>	<p>Documentation of Family orientation and level of participation</p> <p>Documentation of student leadership teams and level of participation</p> <p>Documentation of updated school websites</p>	<p>All schools:</p> <ul style="list-style-type: none"> <li>• Schedule Family Orientation</li> <li>• Develop leadership teams for each academy</li> <li>• Update school websites</li> </ul>	<p>Documentation of counselor training and level of participation</p> <p>Documentation of Family orientation and level of participation</p> <p>Documentation of student leadership teams and level of participation</p> <p>Documentation of updated school websites</p>	<p>Documentation of teacher planning schedules</p>	
<p>Develop and facilitate sessions to inform and support teachers with cohort scheduling (i.e. need for school of study PLCs, etc.) and reinforce an integrated curriculum</p>	<ul style="list-style-type: none"> <li>• ACT support</li> <li>• Additional time for PLCs/Define “What does it take to be Career Ready” and reinforce need for cross-curricular planning</li> </ul>	<p>Pilot/Participating Schools:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for CTE and academic area common planning/conversations</li> </ul>	<p>Documentation of teacher planning schedules</p>	<p>All schools:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for CTE and academic area common planning/conversations</li> </ul>	<p>Documentation of teacher planning schedules</p>		

Strategy/Feature	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
<p><b>2.3.4. Effective Teams</b> - School leaders make it a priority to ensure that teacher teams have sufficient time, and support for productive use of this time, to collaborate on projects and discuss students' progress and needs.</p>	<p>Create a team planning schedules promoting the effective use of data to determine Career Readiness (i.e. Work Keys if haven't meet benchmark, Dashboard review, CTE/cross-curricular collaboration to determine next step/interventions)</p> <p>Create</p> <ul style="list-style-type: none"> <li>• Sample Schedules/Embedded Agendas</li> <li>• Effective Teaming Visual</li> <li>• Students/School Dashboard Data</li> </ul> <p>Provide necessary support systems through the effective cohort scheduling promoting cross-curricular/CTE planning/collaboration (see visual for example - sophomore academy)</p>	<p>All academies engage in effective team planning/collaboration for cross-curricular lesson development and discussion of individual student learning strategies</p> <ul style="list-style-type: none"> <li>• Policy Development</li> <li>• Schedule Examples</li> <li>• Effective Teaming Visual</li> </ul>	<p>By the start of 2013-2014, all pilot and participating schools will provide consistent time/support for cross-curricular /CTE planning</p> <ul style="list-style-type: none"> <li>• District Policy Developed</li> <li>• Pilot/Participating administrators receive training/orientation</li> </ul>	<p>Documentation of teacher planning schedules and agendas from academy team planning sessions</p> <p>Documentation of schedules, dashboard, embedded agendas, and teaming visuals</p> <p>Documentation of policies created and agendas from training for administrators</p>	<p>By year two, 50% of all schools provide consistent time/support for cross-curricular/CTE planning</p> <p>All JCPS administrators participate in orientation/training on effective teaming for student achievement enhancement</p> <p>All JCPS administrators participate in orientation/training</p>	<p>Documentation of administrators being trained in effective scheduling for planning and collaboration</p> <p>Note: By year three of master plan, 100% of schools provide consistent time/support for cross-discipline/CTE planning</p> <p>Documentation of agendas from training for administrators</p>	<p>Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDJP Objective 2)</p> <p>To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016</p> <p>To have all students at the 5-Star Schools enrolled in a School of Study by 2016</p>	<p>To increase graduation rate from 76.5% in 2013 to 83.7% in 2016</p> <p>To decrease dropout rate to 3.8% by 2016</p> <p>To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016</p> <p>To have all students at the 5-Star Schools enrolled in a School of Study by 2016</p>

**Description of tactic**

<p>Target Population</p> <ul style="list-style-type: none"> <li>• All certified staff</li> <li>• Students engaged in Career Pathway</li> <li>• Freshman Academy</li> </ul>	<p>Expected Dates of Implementation</p> <p>Ongoing beginning 2012-2013 and differentiated based on Schools of Study, teacher capacity, and student need.</p>	<p>Description</p> <p><b>Block Scheduling</b> Develop and facilitate clear communication systems to share expectations, recognize the value, and implement effective practices regarding block scheduling resulting in all students graduating prepared.</p> <p><b>Cohort Scheduling</b> Develop and facilitate clear communication systems to share expectations, recognize the value, and implement effective practices regarding cohort scheduling resulting in all students graduating prepared.</p> <p><b>Effective Teams</b> Provide necessary support systems through the effective use of financial resources, team support, and use of data reinforcing cross-curricular /CTE planning/collaboration resulting in a sense of “shared students”</p>	<p>Services needed from the community</p> <p>Rigorous, relevant opportunities provided by community partners enhancing the current level of expertise regarding content and practice for all members of the teacher cohorts resulting in increased student achievement.</p>
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**FORD NGL Strand 2 Essential Practice 2.4**

**Committee vision/goal: All schools are staffed, resourced, and equipped to support student needs. Parents, community, and partners enrich students’ educational experiences and support their success.**

**Goal selected from school district or community strategic plan: All schools are staffed, resourced, and equipped to support student needs. Parents, community, and partners enrich students’ educational experiences and support their success.**

**Related Essential Practice 2.4: School districts and schools share responsibility for measuring success.**

Strategy	Tactic(s)	Output(s)	Short-term outcome measurement	Short-term outcome measurement	Intermediate outcome measurement	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
2.4.1. District leadership monitors implementation by regularly evaluating	Evaluate effectiveness of schools of study	JCPS selects or creates an evaluation tool that	School approves model to standardize	School board approval of	The evaluation tool is used to gather baseline	Evaluation data is available and reported to all	District leaders regularly evaluate schools of study	To increase graduation rate

<p>each school of study using the National Standards of Practice defined by the National Career Academy Coalition.</p>	<p>by district leadership and community representatives using the National Standards of Practice.</p> <p>Adopt a transparent system of progress monitoring that guides schools of study leadership through a process of self-evaluation.</p>	<p>measures academy effectiveness and includes a timeline and communication plan for all stakeholders.</p>	<p>academy evaluations throughout the district.</p>	<p>evaluation tool and timeline</p> <p>Public communication plan in place</p>	<p>data and feedback is provided to the schools of study leaders.</p>	<p>stakeholders through a variety of ways including electronically.</p>	<p>implementation and modify aspects of the program to achieve continual improvement.</p> <p>JCPS will offer a wide range of learning opportunities located in the high school and wider community through the schools of study model.</p>	<p>from 76.5% in 2013 to 83.7% in 2016</p> <p>To decrease dropout rate to 3.8% by 2016</p> <p>To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016</p> <p>To have all students at the 5-Star Schools enrolled in a School of Study by 2016</p>
<p>2.4.2. Evaluation of schools of study effectiveness and student success</p>	<p>Monitor the quantitative impact of schools of study implementation on student success by using multiple measures of schools of study effectiveness</p>	<p>A documented and publicly communicated plan that assures continuous improvement in student results based on the following indicators: attendance, engagement, disciplinary referrals, class grades, standardized and targeted assessments, retention, CCR rates, graduation, and feedback from key stakeholders.</p>	<p>Baseline data from output indicators will be compiled and intermediate outcome goals set.</p>	<p>Indicator data from Infinite Campus and CASCADÉ is organized and available.</p>	<p>Data from output indicators will be collected and compared to baseline data and long-term outcome measurements set. Adjustments to the continuous improvement plan will be made based on identified needs.</p>	<p>Current indicator data from Infinite Campus and CASCADÉ is organized and available.</p>	<p>Graduate on time</p> <p>Reduce retention</p> <p>Meet College ready benchmarks and/or graduate career ready</p> <p>Attendance rate</p> <p>Discipline referrals</p>	

<p>2.4.3. Data Literacy for instructional improvement</p>	<p>Distribute student performance data and research to schools to determine instructional needs and develop a plan for professional learning opportunities.</p> <p>Monitor and communicate progress to all stakeholders through a variety of means including electronically.</p>	<p>Schools will use student performance data and research to inform instructional practice and guide professional learning opportunities.</p> <p>Data will be monitored and progress communicated to all stakeholders in a variety of means including electronically</p>	<p>Collect and analyze all student performance data (attendance, engagement, disciplinary referrals, class grades, standardized and targeted assessments, retention, CCR rates, graduation, and feedback from key stakeholders) as baseline data and use the data to gather research to improve instructional practice.</p> <p>Performance data, research, and instructional changes will be communicated to all stakeholders.</p>	<p>Baseline data and research will be available.</p>	<p>Continuous analysis and use of data will determine needed professional learning opportunities and improve instructional practice.</p>	<p>A comparison of short term performance data to intermediate performance data will be available.</p>	<p>Continuous use of data and research will modify and improve instructional practice and professional learning priorities which will be communicated to all stakeholders.</p>	
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Description of tactic	<b>Tactic</b>	<b>Target Population</b>	<b>Who is responsible for the development of the tactics?</b>	<b>Description</b>	<b>Services needed from the community</b>
1. Monitoring and evaluating schools of study using National Standards of Practice	1. Monitoring and evaluating schools of study using National Standards of Practice	JCPs Superintendent Chief Academic Officer Post-secondary reps, JCPs Foundation, Government leaders, Community members	Name: Strand Leader Title: Strand Leader Expected Dates of Implementation: 12/13	1. Monitor the effectiveness of schools of study using an evaluation tool and communicate effectiveness to the community.	<ul style="list-style-type: none"> <li>Feedback from community partners on the evaluation tool and timeline prior to JCBE approval</li> <li>JCPS Communications Dept. communicates the plan to all stakeholders</li> <li>JCPS Foundation is provided with communication updates and provides feedback</li> <li>Community partners engage in data analysis and provide feedback</li> <li>Community is provided with successes of schools of study</li> </ul>
2. Evaluation of schools of study effectiveness and student success	2. Evaluation of schools of study effectiveness and student success	JCPs Leaders Schools of Study Principals Schools of Study Teachers Students Committee members Business & Community Leaders Post-secondary Partners	Name: Strand Leader Title: Strand Leader Expected Dates of Implementation: End of each school year	Monitor the quantitative impact of schools of study effectiveness on student success using multiple measures.	JCPs leadership and community groups compare baseline data to measurements to recommend adjustments
3. Data Literacy for instructional improvement	3. Data Literacy for instructional improvement	District Leadership Committee members Business Community leaders Post-secondary partners	Name: Strand Leader Title: Strand Leader Expected Dates of Implementation: End of each school year	Continuous use of data and research will modify and improve instructional practice and professional learning priorities which will be communicated to all stakeholders.	Externship partners, Career Tech Educators, Business Community Partners and Post-secondary partners analyze quantitative impact on student success, determine professional learning needs, and provide professional learning opportunities for schools of study staff.

**FORD NGL Strand 2.5**

**Committee vision/goal:** High school transformation will occur using the academy model.

**Goal selected from school district or community strategic plan:** Graduation and Beyond- Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)

**Related Essential Practice (enter number) 2.5 Description:** The school district actively supports and holds leaders accountable for high school transformation using the academy model.

Strategy	Tactic(s)	Output(s)	Short-term outcome (1 yr- 2014)	Short-term outcome measurement	Intermediate outcome (2 yr-2015)	Intermediate outcome measurement	Long-term Outcome (3 yr- 2016)	Long-term outcome measurement
2.5.1. Develop increased level of support for schools of study from the Board of Education and the Superintendent.	Support and the setting of clear expectations for the implementation of this plan in support of the District Strategic Plan; Vision 2015 will be provided by the Board of Education and Superintendent. Documentation of this tactic will include school board minutes, agendas, press releases and policies related to support for schools of study (career pathways).	Surveys of school board members indicate that at least 75% support the schools of study model. Surveys of district curricula administration indicate 100% support the career academy model.	The District and schools adopt schools of study as the model for school transformation and indicate that in the CDIP. The Superintendent and the ICBE accept the results of the 5 school pilots and expand implementation to the early adopters. 100% of students enrolled in a pilot or early adopter school will declare a major.	District course offerings and teacher and student schedules reflect support of the schools of study. SBDM policies reflect adoption of schools of study. 100% of students enrolled in a pilot or early adopter school declare a major.	School and District community outreach and marketing documents reflect a shift toward implementation of the schools of study. The budget supports schools of study. Specialists provide professional development support implementation of schools of study. Community members demonstrate support through time, resources, and experiential learning opportunities.	There is documentation of outreach meetings with community stakeholders, (PTA, GLL, Rotary, HR Group, Leadership Louisville, Focus Louisville, etc.) marketing materials, and Showcase of School displays. Schools will implement schools of study and ensure every student declares a major.	Every student graduates prepared for his or her post-secondary choice for college or career, and life (2012-13 CDIP Objective 2)	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016  To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016

<p>2.5.2. District centralizes administration of high school transformation based on schools of study.</p>	<p>Request that the superintendent select a single point of contact for the initiative by strand team leaders</p>	<p>The Superintendent selects and names the point of contact.  The single point of contact for schools of study initiative is identified and made public.</p>	<p>Single point of contact for schools begins oversight responsibilities.</p>	<p>Board agenda Press releases</p>	<p>Point of contact identifies additional school district personnel and connects them to their role in the tactical plan.</p>	<p>District communication identifies personnel and the role to which they are assigned.</p>	<p>See above</p>
<p>2.5.3. District provides support for schools of study funding, facilities, equipment, and materials</p>	<p>Support for schools of study occurs after completion of needs assessment of facilities, equipment and materials and the development of district plan.</p>	<p>All academy facilities equipment and materials are funded.</p>	<p>Prioritized list of support needs is developed</p>	<p>Documentation of support plan for academies</p>	<p>Funding is secured to meet prioritized needs</p>	<p>Documentation of appropriated budget items</p>	<p>3. See above</p>
<p>2.5.4. District provides funding for schools of study model through focused funding streams</p>	<p>District identifies local, state, federal and external funding sources to support funding schools of study</p>	<p>Funding sources are focused for schools of study model</p>	<p>Budgets are appropriated</p>	<p>Documentation of budget appropriation</p>	<p>Budgets are outlined in district and school budget documents</p>	<p>Allocation funds are budgeted and expensed</p>	<p>4. See above</p>
<p>2.5.5. Students transition seamlessly from elementary to middle school through high school to post-secondary and careers</p>	<p>Career planning is adopted and used to improve the transition from middle school to high school.</p>	<p>Students have a focus and purpose for their education.</p>	<p>Pilot and early adopter high schools collaborate with feeder middle schools to develop a career study transition plan for all middle school students.</p>	<p>All pilot/early adopters and their feeder schools have a transition plan in place.</p>	<p>All high schools collaborate with their feeder middle school students to develop a career plan/ILP.</p>	<p>100% of middle school students have a career plan/ ILP for transitioning to high school and is enrolled in a career pathway. Middle school</p>	<p>5. See above</p>



							students makes school and course selections based upon their career plans. The collaborative development of transition plans between middle schools and their feeder elementary schools are in place.		
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<b>Description of tactic</b>	<b>Target Population</b>	<b>Who is responsible for development of tactics? Expected Dates of Implementation</b>	<b>Description</b>	<b>Services needed from the community</b>
<b>1. Support and Accountability from the board of education and superintendent</b>	Community	Name: JCBE & Dr. Hargens Title: Board Members & Superintendent <b>Expected Dates of Implementation: 2014-16</b>	Publicly support and set clear expectations for the implementation of this plan in support of the District Strategic Plan; Vision 2015	Community support
<b>2. Central administration of high school transformation</b>	High School & Community Partners	Name: Dr. Hargens Title: Superintendent <b>Expected Dates of Implementation: 2013-14</b>	Name point of contact	Collaboration with point of contact
<b>3. District support for funding, facilities, equipment, and materials</b>	District Point of Contact Academy Principals COO	Name: JCBE, Dr. Hargens, C. Hardin, M. Raisor Title: Board members, Superintendent, CFO, <b>Expected Dates of Implementation: 2014-2016</b>	Fund academies to ensure appropriate facilities, equipment, and materials.	Consultation Support
<b>4. Focused use of funding streams</b>	Funding Sources	Name: JCBE, Dr. Hargens, C. Hardin Title: Board members, Superintendent, CFO	Schools of study have funding sources for implementation.	Community, KDE and USDE funding sources

<p>5. Transition from elementary school through high school and to post-secondary or career</p>	<p><b>Expected Dates of Implementation: 2013-2016</b></p> <p>Name: Point of Contact Title: Point of Contact <b>Expected Dates of Implementation: 2014-2016</b></p>	<p>Career planning is implemented beginning in elementary school and occurs through high school.</p>	<p>Career speakers and planners Junior Achievement Higher Education 55,000 Degrees Mayor Close the Deal NBL Strand Committees Externships</p>
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**Committee vision/goal:** High School Transformation will occur using the academy model.  
**Goal selected from school district or community strategic plan:** Graduation and Beyond- every student graduates prepared for his or her postsecondary choice for college or career, and life.  
 (2012-13 CDIP Objective 2)  
**Related Essential Practice 2.6 \_ Description:** School district and post-secondary institutions work collaboratively for the benefit of academy students

Strategy	Tactic(s)	Output(s)	Short-term outcome 2013-14	Short-term outcome measurement	Intermediate outcome 2014-15	Intermediate outcome measurement	Long-term Outcome 2015-16	Long-term outcome measurement
<p>2.6.1. Post-secondary and secondary partners collaborate to promote benefits and opportunities for academy students</p> <p>NB: Aligned with NGL Feature: (A) Collaboration of post secondary and secondary partners to promote opportunities</p>	<p>Invite middle school students to HS Career fairs with PSE partners to show educ. pathway to career</p> <p>Coordinate with colleges and/or technical center to plan and host campus special events like career days, specific career program visits, student competitions, and career-focused educational</p>	<p>All students in grades 6-12 make informed decisions concerning postsecondary plans related to their chosen career path.</p>	<p>All Middle school students are exposed to HS career themes and how they connect to careers and Postsecondary programs of study</p> <p>All HS students demonstrate understanding about how their major aligns with PSE majors and careers</p>	<p>Every 8<sup>th</sup> grade student has at least one planning event documented in their ILP</p> <p>Documentation of events and programs with partnering postsecondary institutions</p>	<p>Increase the percent of graduates associated with a school of study in IC from 34% (2013) to 75% (c/o 2012) to 1000 students in the class of 2015 (average 55</p>	<p>A report from IC detailing the # &amp; % of students in GR 9-12 attached to a SoS (a) A report from TEDS detailing the # &amp; % of students reaching Preparatory and Completer Status for CTE majors: (b) A report from IC detailing the # &amp; % of grads completing 3 &amp; 4</p>	<p>Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)</p>	<p>To increase graduation rate from 76.5% in 2013 to 83.7% in 2016</p> <p>To decrease dropout rate to 3.8% by 2016</p> <p>To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016</p>

<p>2.6.2. School District staff works with postsecondary partners to develop specific postsecondary career pathways for school of study majors and that students participate</p> <p>NB: Aligned with NGL 2.6 Feature – (D) Clear Understanding of postsecondary requirements and (B) Development and Promotion of postsecondary pathways</p>	<p>summer camps or retreats for middle and high school students (2.1)</p> <p>Invite PSE partners to Showcase of Schools to table beside Career Themes</p> <p>Colleges offering dual credit provide info sessions to respective SoS students</p> <p>Review all existing dual credit opportunities to ensure alignment and viability by each Principal – this includes CTE and gateway course offerings</p> <p>Ensure faculty involved in scheduling understand and promote dual credit opportunities</p> <p>Ensure HS faculty serving as adjunct faculty align curriculum, learning outcomes, and assessment with partner PSI</p>	<p>All dual credit opportunities are aligned with secondary majors and postsecondary expectations .</p> <p>Teachers provide students with an understanding of dual credit opportunities and students take advantage of opportunities in their major</p> <p><b>50%</b> of grads successfully complete 1 dual credit course</p> <p><b>30%</b> of grads earn min. 6 college credits</p>	<p>1. Each Professional Career Theme has at least 1 business partner at Showcase</p> <p>100% of MOA are reviewed and revised by January (for 2014-15)</p> <p>All faculty involved in scheduling are trained on dual credit opportunities and major alignment</p> <p>All adjunct JCPS/CTC faculty attend alignment training</p>	<p>Documentation of revised 2014-15 MOAs</p> <p>Documentation of training</p> <p>Documentation of professional development opportunities and attendance</p>	<p>additional students per school)</p> <p>1. Increase the percentage of graduates earning at least 3 credits in <b>aligned college courses</b> to <u>10%</u></p> <p>100% of MOA are reviewed and revised by January (for 2015-16)</p> <p>All faculty involved in scheduling are trained on dual credit opportunities and major alignment</p> <p>All adjunct JCPS/CTC faculty attend alignment training (full for new – update for veterans)</p>	<p>HS credits in a major based on grad planner inputs</p> <p>1. Documentation from postsecondary partners about enrollment and completion of dual credit (TEDS)</p> <p>Documentation of revised 2015-16 MOAs</p> <p>Documentation of training</p> <p>Documentation of professional development opportunities and attendance</p>	<p>To have all students at the 5-Star Schools enrolled in a School of Study by 2016</p>
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<p>2.6.3. Collaboration of postsecondary and secondary partners (along with business) to promote opportunities as well as develop and/or align seamless pathways to postsecondary degrees, diplomas, credentials, or licensure</p> <p>NB: Aligned with NGL 2.6 Feature (E) Collaboration in building community-wide support for college-going &amp; (B) Development of postsecondary career pathways</p> <p>2.6.4. Data Sharing and Reporting (C): Where feasible, postsecondary partners provide area school districts with information about student experiences on their campus</p>	<p>Ensure student participation in dual credit opportunities</p> <p>Ensure top leadership buy-in for the institutionalization of cross-sector collaboration and advisement (connects to EP 2.2 &amp; 3.2) Create a collaborative structure that engages secondary, and postsecondary, and business in the curriculum alignment, dual credit opportunities, and seamless pathways to postsecondary and career (connects to EP 2.1, 3.1, 3.3) Develop a data sharing agreement between JCTC and JCPS that supports the Compact and informs both parties about</p>	<p>(including a math or English course) 20% of grads earn min. 12 college credits (include a math and English course) One formal partnership/Compact between JCPS and JCTC that includes all partnership commitments and shared goals 100% of student pathways through JCTC are aligned with current industry standards and provide seamless pathways from high school through certificate and AA</p>	<p>Research the viability of alternate delivery models (outside traditional adjunct model) All partnerships and joint planning work is detailed in a delivery plan representing the shared vision and priorities of each institution One major/career pathway/sector from each theme has been revised using the allied health model (based on workforce needs)</p>	<p>Documentation of research and practices Alternate methods detailed in delivery plan compact Documentation of a delivery plan and draft compact Documentation of collaborative efforts including: • feedback from business partners and industry employers • revised course sequences • KY CTE approval</p>	<p>All majors in pilot and early adopter schools include at least one dual credit opportunity All partnerships and joint planning work is reviewed and the delivery plan is updated. An additional major/career pathway/sector from each theme has been revised using the allied health model (based on workforce needs)</p>	<p>Increase enrollment in dual credit at JCTC from approx. 150 11<sup>th</sup>/12<sup>th</sup> 5 star students to 600 (approx 50% of 11<sup>th</sup>/12<sup>th</sup> in 5 star) Documentation of a signed compact Documentation of collaborative efforts including: • feedback from business partners and industry employers • revised course sequences • KY CTE approval</p>	
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							progress towards goals	
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**Description of Tactic:**

<p><b>Target Population:</b></p> <ul style="list-style-type: none"> <li>• Superintendent</li> <li>• JCPS Board of Education</li> <li>• JCTC President</li> <li>• JCTC &amp; JCPS Legal Council</li> <li>• JCTC/JCPS data and research departments</li> <li>• School principals</li> <li>• JCPS/JCTC adjunct faculty</li> <li>• JCPS counselors/advisors</li> <li>• Business and Industry partners</li> <li>• Local WIB/Workforce Development</li> <li>• KY OCTE</li> </ul>	<p><b>Expected Dates of Implementation:</b> July 2013 – June 2016</p>	<p><b>Description:</b> In order to institutionalize the collaboration between JCPS and postsecondary institutions, partners must detail and align core institutional objective and goals as well as establish structures of communication, data sharing, and accountability. By establishing an overarching COMPACT, it will allow personnel from each institution and business partners to collaborate on learning pathways that lead young people through required learning opportunities, supporting credentials to postsecondary program completion and careers. This work can only be successful when high school teachers, post secondary professors, and industry representatives work collectively for the benefit of our communities' young people. As the structure become streamlined, so will the movement of students through the educational pipeline. Students will leave high school with not only a high school diploma, but also an outside credential that is a foot in the door to a postsecondary pathway that leads to being gainfully employed in that industry.</p>	<p><b>Services needed from the community:</b></p> <ul style="list-style-type: none"> <li>• Industry/Business partners</li> <li>• Postsecondary partners – primarily JCTC but also local partners including             <ul style="list-style-type: none"> <li>◦ University of Louisville</li> <li>◦ Spalding University</li> <li>◦ Bellarmine University</li> <li>◦ Sullivan University</li> <li>◦ Other HIRE partners</li> </ul> </li> </ul>
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**NARRATIVE FOR ESSENTIAL PRACTICE 3.1** Business, civic and education leaders create a master plan for sustainable workforce competitiveness and community prosperity built on education transformation.

On July 20, 2012, community and education leaders were invited to a meeting organized by Junior Achievement at Waggener High School to learn more about the Ford Next Generation Learning Network. A Ford NGL Community Coach presented a summary of the Ford NGL in other communities, noting that under the career academy model, test scores, GPAs and high school graduation rates have risen significantly.

It was further explained that Jefferson County Public Schools had already began the hard work of transforming the high schools into career-themed academies, the 5-Star Schools. The remaining necessary work involves a community-wide effort to develop a master plan that will support the success of the 5-Star Schools. Business and community support has proven to be essential to promoting sustainable workforce competitiveness and community prosperity.

At this meeting, Jim Allen, Chairman of the Jefferson County Public Schools Education Foundation, made the commitment that this organization would oversee and staff the development of the Master Plan. In addition, Dana Shumate, Coordinator, Business Involvement from JCPS also served as the interim community coordinator for the project. Strand team chairs and co-chairs composed of education and community business leaders were also secured.

Since then, a group of approximately 90 diverse business, civic and education stakeholders have served on the 3 Strand Plan Writing Teams to debate, agree upon and write the 3-year Master Plan. Individuals representing the for-profit sector, higher education, non-profit organizations and other civic leaders have collaborated to create the plan. The Ford NGL consultants have played a key role in guiding the stakeholders throughout the strand tactical options creation and strand narrative development as well as editing the master plan for final approval. The plan consists of tactics and measurable goals, and will forecast improved educational outcomes and positive community cash-flow projections. Data will be collected and evaluated for progress on an annual basis. A convening organization that will employ a Community Coordinator to oversee plan implementation will be selected. A CEO Board will be recruited to review plan progress and the plan will be updated annually.

Louisville is poised to become a formally adopted member of the Ford NGL Network as a Ford NGL Affiliate Community, and can serve as a role model to other communities as they develop their own plans for educational and economic success.

**3.2 – Senior business, education and civic leaders support, sustain, and advocate for the goals outlined in the community master plan.  
Description: Business, education and civic leaders constitute an ongoing CEO Board to align community support for transforming high schools.**

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
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<p>3.2.1. Community buy-in and protection EP 3.2 Safe, Resourced, Supported, &amp; Equipped Schools</p> <ul style="list-style-type: none"> <li>To organize a CEO board, comprised of prominent civic leaders and senior business executives that will meet with education leaders to review progress on the 5-Star design and Ford NGL plan</li> </ul>	<p>Recruit key CEOs which will serve as the JCPs NGL CEO Board</p> <p>Create a framework for the CEO Board to define its charter.</p> <p>Create a plan of action for the CEO Board to increase business participation in transformation of secondary schools.</p> <p>Provide CEO Board members with "talking points" for seeking out,</p>	<p>At least 30 CEO Board candidates attend informational and recruiting session</p> <p>4 CEO Board formation meetings are facilitated by Ford consultants</p> <p>20 councils (5 industry/1 per theme; 15/1 per school advisory) Industry and advisory councils are populated by influential employee</p>	<p>October 1, 2013 20 Community CEO's commit to serve for a 3-year term on the CEO Board</p> <p>June 1, 2014 CEO Board adopts charter which defines organizational purpose, structure, meeting schedule, funding model and staffing needs.</p> <p>June 1, 2014 Industry and advisory council active membership increases by 10%.</p> <p>June 1, 2014</p>	<p>Compare actual membership via target goal of 20</p> <p>CEO Board Charter is adopted, funding is secured and staff is hired.</p> <p>Number of active members increases by 10%.</p> <p>Compare number of</p>	<p>CEO Board expands to 50 via recruitment of additional members to secure representation of key regional industry sectors.</p> <p>CEO Board meets at least annually with education leaders to review progress on achieving master plan goal and to demonstrate the community's ongoing commitment to the plan.</p> <p>June 1, 2016 Industry and advisory council active membership increases by 50%.</p> <p>June 1, 2016 Secure the commitment of</p>	<p>Compare actual membership via target goal of 50</p> <p>Minutes documenting meetings.</p> <p>Number of active members increases by 50%.</p> <p>Compare number of board-scale</p>	<p>Every student graduates prepared for his or her postsecondary choice-for college or career, and life. (2012-13 CDIP Objective 2</p> <p>Businesses actively supports and are engaged in the JCPs Schools of Study programs and annually evaluates the results of the transformational model</p>	<p>To increase graduation rate from 76.5% in 2013 to 83.7% in 2016</p> <p>To decrease dropout rate to 3.8% by 2016</p> <p>To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016</p> <p>To have all students at the 5-Star Schools enrolled in a School of Study by 2016</p>
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	informing of and engaging other community leaders in the broad conversation about the community's future, and begin to actively advocate for academies and other relevant strategies to improve student success and develop human capital. Establish a campaign to increase broad-scale business "ownership" and involvement with 5-Star Schools, to possibly include press conference, business luncheon, series of presentations to boards, one on one meetings	leaders from CEO Board firms 20 broad-scale businesses are engaged with the 5 Star schools	Secure the commitment of 20 businesses to serve as 5-Star School Core Supporters for increased awareness and understanding among community leaders of importance of business support of high schools.	board-scale businesses to target goal	50 businesses to serve as 5-Star School Core Supporters for an increased sense of ownership for public school outcomes.	businesses to target goal	
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**Description of tactic**

<i>Target Population</i> <b>CEO Board, Business and Civic Leaders</b>	<i>Description</i> 3.2 – Senior business, education and civic leaders support, sustain, and advocate for the goals outlined in the community master plan. <i>Description:</i> Business, education and civic leaders constitute an ongoing CEO Board to align community support for transforming high schools.	<i>Services needed from the community</i> Business and civic leaders who will contribute time and passion to the formation and function of the CEO Board. Financial resources that will fund staffing, overhead and awareness campaign. Increased employee membership on industry and advisory councils.
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**Committee vision: The career academy model is supported by an increasing number of local businesses and community partners in all pathways Goal selected from school district or community strategic plan:**



Goal 3: Parents, community, and partners enrich students' educational experiences and support their success.

**Related Essential Practice 3.3 Description:** Industry councils are formed for each prioritized career pathway to develop and support academies in these pathways.

Strategy	Tactic(s)	Output(s)	Short-term outcome: June 2014	Short-term outcome-measurement	Intermediate outcome: June 2015	Intermediate outcome measurement	Long-term Outcome: June 2016	Long-term outcome measurement
3.3.1. Develop increased level of support and involvement from business and community in the form of a district-wide task force.	Create structure for industry and community partners to assist JCPS develop 5-Star Schools Professional Career Pathway structure within 15 non-magnet comprehensive high schools.	A plan for greater industry and community support of JCPS Professional Career Pathways is produced. Plan advances structure to enhance College and Career Readiness efforts and helps increase the workforce in Jefferson County.	Community-wide task force identifies needed career pathways and groups those within themes and across geographical networks.	Balanced offerings exist within five career themes within each geographical network.	New career majors are created, or existing programs are relocated, equipped and staffed within career themes to provide equal access within each geographical network.	Students are enrolled in career majors within each geographical network.	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016
3.3.2. Develop increased level of support and involvement from business and community in the form of advisory structures at district, theme, school and program levels.	Establish partnership Councils to advise each Professional Career Pathway.  Create structure for Industry and community	5 Partnership Councils are formed.  Greater industry and community support of JCPS	Partnership Councils meet and form School Partner Teams to advise each school.  JCPS and GLI sign an MOU	Documentation of advisory structure meeting notes reflecting recommendations and district actions.	Councils and Partner Teams form Advisory Committees for each career major at each school.	Documentation of council, team, and committee meetings, reflecting business and community partner recommendations and teacher, program actions.	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016

Strategy	Tactic(s)	Output(s)	Short-term outcome: June 2014	Short-term outcome measurement	Intermediate outcome: June 2015	Intermediate outcome measurement	Long-term Outcome: June 2016	Long-term outcome measurement
3.3.3. Develop increased level of support and involvement from business and community in the form of volunteer recruitment and management structures at district, theme, school and program levels.	networks to share "real time" industry-needs information.	Professional Career Pathways enhances College and Career Readiness efforts and helps increase the workforce in Jefferson County.	to collaborate in a set of ways to be defined, aligning with 5-Star Schools structure.	Documentation of council and team meetings, reflecting business and community partner recommendations and theme, school actions.				
3.3.4. Develop increased level of support and involvement from business and community in the form of shared management structures within the advisory structures at district, theme, school and program levels.	Create structures to recruit, train and manage volunteers within the 5-Star Schools, modeled on and/or built upon the Junior Achievement structure.	20 volunteers are engaged in each theme Partnership Council to support students and the 5 Star Schools	JCPS Admin and Specialist have strategy meeting with Junior Achievement staff. JA assigns a representative to each Professional Career Pathway to develop a volunteer recruitment, training and management model.	Documentation of Partnership Council meetings reflects actions and results concerning volunteer recruitment, training and management.	School Partner teams and career major Advisory Committees use the model to manage volunteer recruitment and training.	Documentation of advisory meetings in each school and program reflect use of the model to manage volunteer recruitment and training.	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	

Strategy	Tactic(s)	Output(s)	Short-term outcome: June 2014	Short-term outcome measurement	Intermediate outcome: June 2015	Intermediate outcome measurement	Long-term Outcome: June 2016	Long-term outcome measurement
3.3.5. Develop increased level of support and involvement from business and community in the form of industry networks including such organizations as GLL, Kentuckiana Works, Job Corps, JA, etc.	Create Executive Committees and/or Co-Chair positions at each advisory level to share management responsibilities within the structure.	Greater industry and community support of JCPS Professional Career Pathways enhances College and Career Readiness efforts and helps increase the workforce in Jefferson County.	Executive Committees and/or Co-Chair positions are created at each theme Partnership Council.	Documentation of Council meetings reflect shared management in agenda development and meeting notes.	Executive Committees and/or Co-Chair positions are created at each school Partner Team and career major advisory committee.	Documentation of advisory meetings in each school and program reflect use of the shared responsibilities within the advisory structure.	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	
3.3.6. Develop increased level of support and involvement from business and community in the form of program evaluation reflecting industry and educational standards.	Form industry and community partner industry networks to support 5-Star themes.	50% of graduating seniors have had some form of real world, hands on experience with community partners.	Industry and community networks build volunteer support for 5-Star themes and develop Education subcommittee's in each network among other	Advisory structures and education committees are fully staffed with volunteers.	Increase of 25 % in student career related experiential learning opportunities (job shadows, internships, mentors, co-op, etc)	The % increase in student career related experiential learning opportunities. Certifications are approved by KDE for students to receive credit.	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	

Strategy	Tactic(s)	Output(s)	Short-term outcome: June 2014	Short-term outcome measurement	Intermediate outcome: June 2015	Intermediate outcome measurement	Long-term Outcome: June 2016	Long-term outcome measurement
	Adopt academy evaluation system created in Essential Practice 3.7, which will allow industry and community network teams to annually evaluate Schools of Study to ensure graduates have developed knowledge and skills to succeed in college and careers after high school	Review of current CCR numbers and graduation rates to establish a benchmark and annual goals.	Information campaign to students and parents about the importance of CCR indicators and opportunities for dual and articulated college credit.	Assess the # of collateral materials created for parents and students and the % increase in dual and articulated credit course enrollment.	Identified for each business and vetted through KDE for approval Increase of 5% annually in CCR numbers reported for each school by KDE. Increase in number of postsecondary partners offering dual and articulated credit. All career majors offering credit with at least one postsecondary partner.	Annual % improvement in CCR indicators. Number of career major course sequences offering dual- or articulated-credit courses.	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2	
	Ensure that 5-Star theme programs use appropriate industry standards and are linked to opportunities for post-secondary education and	Collaboration with strand 2 to review current post-secondary relationships and look for ways to improve dual credit and articulations.						

Strategy	Tactic(s)	Output(s)	Short-term outcome: June 2014	Short-term outcome measurement	Intermediate outcome: June 2015	Intermediate outcome measurement	Long-term Outcome: June 2016	Long-term outcome measurement
	training through dual enrollment and articulated credit.							

Target Population: Businesses, labor organizations, industry associations, post-secondary institutions, and district and school leadership.	Expected Dates of Implementation 2014-2016	Description Related Essential Practice 3.3 Description: Industry councils are formed for each prioritized career pathway to develop and support academies in these pathways. The target population will collaborate to develop stronger relationships to dramatically enhance the quality and quantity of business interactions with students and enhance the quality of academy implementation, resulting in increased student achievement.	Services needed from the community: Volunteers and leadership from target population organizations.
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**Tactical Plan Strand 3, Essential Practice 3.4**  
**Committee vision: Community aligns support for transformation model**  
**Goals selected from Vision 2015 strategic plan: Goal 3: Parents, Community, and partners enrich students' educational experiences and support their success.**

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
3.4.1. Community aligns employer and civic support through dedicated staff that facilitate industry council meetings and coordinate support for academies in their perspective pathways.	Secure appropriate operating budget for dedicated staff (CTE Specialists) and industry councils	Adequate funding is provided for 5 star theme and FORD NGL based work	Approve 2013-14 budget	\$ 15,000 approved for theme based work (2013-14 school year)	Include budget in plan (FORD NGL / CDIP) for multiple years	\$75,000 /yr. appropriated operational budget	Partnership Councils actively support theme specific enrichment activities for students	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016
3.4.2. Community aligns employer and civic support through dedicated staff that facilitate industry council meetings and coordinate support for academies in their perspective pathways.	Plan to ensure communication between JCPS and the industry	Comprehensive communications channel between JCPS and community organizations (JA, GLI, United Way, etc.) is established in support of the academy model	Update contact information, marketing materials, and member rosters between organizations	Updated contact lists, websites, publications, and marketing materials for 25 active partners	Promotional materials are updated to provide a unified message	100% of partners have updated promotional materials that include 5 star theme and FORD NGL information	Alignment of JCPS and community materials in support of the academy model	To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016
3.4.3. Community aligns employer and civic support through dedicated	Ensure appropriate training of 5 star theme staff and	Organizations have up to date information		Theme specialists meet with active partners to				

<p>staff that facilitate industry council meetings and coordinate support for academies in their perspective pathways.</p> <p>3.4.4. Community aligns employer and civic support through dedicated staff that facilitate industry council meetings and coordinate support for academies in their perspective pathways.</p>	<p>outside organizations</p> <p>Acquire endorsements from CEO Champions Council in support of academy model</p>	<p>about 5 star themes</p> <p>Active and continuous promotion of the Partnership Councils through the CEO champions group</p>	<p>Organizations are informed about the FORD NGL partnership and volunteer opportunities.</p> <p>Organizations designate a contact person at each organization for sending of information</p> <p>CEO Champion Council members send letter of support within their organizations</p>	<p>discuss Ford NGL progress.</p> <p>Member list of active companies and company contacts</p> <p>100 % of CEO Champion Council members send letter of support</p>	<p>Training program is developed for organizations and volunteers</p> <p>CEO Champions endorse 5 Star theme based work</p>	<p>Training programs are in place for volunteers and organizations</p> <p>10 endorsement opportunities per year</p> <p>5% increase of enrollment of Partnership Council members</p>	<p>2 to 12 annual professional development training hours are developed and maintained for use by organizations to educate staff on 5 star theme and Ford NGL practices.</p> <p>CEO Champion members actively promote the 5 star theme schools</p> <p>Ensure quality support of Partnership Council</p>	
<p>Target Population: Businesses, labor organizations, industry</p>	<p>Expected Dates of Implementation 2014-2016</p>	<p>Description Related Essential Practice 3.4 Description: As career academies grow, designated staff (described here as "CTE Specialists") are hired</p>	<p>Services needed from the community: Volunteers and leadership from target population organizations.</p>					

associations, post-secondary institutions, and district and school leadership.		and deployed to maintain and expand employer engagement, support the region's career academies, suggest updates to the master plan, and help convene Business-Education Advisory Councils.
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**Committee vision:** The career academy model is supported by an increasing number of local businesses  
**Goal selected from school district or community strategic plan Goal 3:** Parents, community and partners enrich students' educational experiences and support their success.  
**Related Essential Practice (enter number) 3.5 Description:** Parents, guardians, and key family members are actively engaged by the community to support student success.

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
3.5.1. Engage parents/caregivers and key family members to support 5 Star High School Student Success and to understand the importance of higher education and college and career readiness.	Establish baseline of parent awareness of the JCPS Parent Portal  Design and execute awareness campaign for the JCPS Parent Portal, Parent Hotline, and Parent Connection with higher education and college and career readiness tools	Reports on parent engagement activities and types of materials  Brochures and social media, and web materials (use student stories, highlight neighborhood leaders who are working to help students)	Parent Engagement Information Distribution Plan  Parent Engagement Information Distribution Plan  Parent utilization of JCPS Parent Portal increases by 10%	Quantitative-type and number of materials distributed  Quantitative-type and number of materials distributed  Parent use rate	Established in-school Parent Engagement strategies on career awareness, planning and higher education financing.  Established community-based Parent Engagement strategies on career awareness, planning and higher education financing.	Parent focus groups and satisfaction survey  Number and type of in-school events and activities  Community member focus groups  Peer-Peer community conversations	Every student graduates prepared for his or her postsecondary choice-for college or career, and life  All parents/caregivers of 5 Star High School students are actively engaged as defined by the parent engagement scale and understand the importance of higher education and college and career readiness.	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016  To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016



Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
	Consult with Prichard Committee, National Center for Family Literacy, United Way Worldwide and Wallace Foundation on parent engagement tactics	Parent Engagement Information Distribution Plan Parent engagement measures and indicators	Parent Engagement Information Distribution Plan Increase number of parents participating in activities by 5%.	Quantitative-type and number of materials distributed Measures and indicators		Number and type of community-based events and activities Number of Student Ambassadors in each school.	Community-based parent engagement programs on higher education and college and career readiness are consistently active	
	Consult with local leaders that include parents, businesses, civic leaders, and the faith based community on different tactics such as Student Ambassadors.	Parent Engagement Information Distribution Plan Parent engagement measures and indicators	Parent Engagement Information Distribution Plan Increase number of parents participating in activities by 5%.	Quantitative-type and number of materials distributed Measures and indicators		Number and type of events Student Ambassadors participate in.		
	Define parent engagement scale and timeline	Defined parent engagement scale and activities based on input from students and parents.	Increase number of parents participating in activities by 5%.	Parent engagement rate increase.				

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
	Engage middle-school and first generation students and parents in meaningful opportunities to express their perspectives and be directly involved in developing the plan.	Defined parent engagement scale and activities based on input from students and parents.	Increase number of parents participating in activities by 5%.	Parent engagement rate increase.				
	Engage students at each school to participate in a Student Ambassador Team to promote local school academic programs and opportunities.	A uniform application and selection process is developed for students to apply to be an ambassador for their school. Benchmark of the number of ambassadors encouraged for each school established.	Application Form published. Student Ambassador rubric developed.	Number of students applying to be Student Ambassadors	Established Student Ambassador Program.			
		Student Ambassador selection rubric developed. Student Ambassador Leadership Development Program established.	Number of Student Ambassadors selected for the Leadership Development Program	Established Student Ambassador Leadership Development Sponsorships.				
		Student Ambassador Leadership Development Program established. Student Ambassadors participate in	Student Ambassador satisfaction survey.					

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
		<p>a leadership development experience prior to their service.</p> <p>Student Ambassadors relay relevant information about career-themed programs and college readiness for school age children.</p> <p>Adults and parents in the broader school community interact with products of career theme programs.</p>	<p>nt Program launched.</p> <p>Student Ambassadors are engaged in relaying information about the programs to other students and the community.</p> <p>Community partners such as, but not limited to, Fund for the Arts, Actor's Theater, KYA, YMCA, OST</p> <p>Coordinating Council Youth Summit engaged in the development of the leadership development experience.</p>	<p>The number and type of community partners participating in developing the Student Ambassador Leadership Program.</p>				

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
		Sponsorships for the leadership development experience.	Community partners provide sponsorships for Student Ambassadors.	Number of Student Ambassadors sponsorships.				

**Description of tactic**

<p><b>Target Population</b> Parents/Caregivers Community Based Agencies Community and Faith Based Youth Programs Parent Networks</p>	<p><b>Expected Dates of Implementation</b> 2014-2016</p> <p><b>Who is responsible:</b> Parent &amp; Neighborhood Engagement Specialist</p>	<p><b>Description</b> The parent and neighborhood engagement specialist will develop strong relationships with community based programs and organizations to provide outreach information and to help educate parents and caregivers on the importance of higher education and college and career readiness.</p>	<p><i>Services needed from the community</i> Access to network of community based programs and organizations to provide network opportunities for parents and caregivers.  Access to resources to develop and produce materials to inform and educate on the importance of higher education and training.</p>
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### 3.6 Tactical Plan Template

**Committee vision:** The career academy model is supported by an increasing number of local businesses in all five major pathways  
**Goal selected from school district or community strategic plan: Goal 3:** Parents, community, and partners enrich students' educational experiences and support their success.  
**Related Essential Practice 3.6 Description:** The broader community is aware and actively engaged.

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
3.6.1. Develop a marketing plan to build support and active participation among family members, students, and the business and education communities.	Consult with a local marketing firm to develop a marketing plan.  Develop a marketing committee comprised of CEO board, students, parents, JCBE and JCPS leadership team to develop a 3 year marketing and branding awareness campaign.	Participation Marketing Plan  Clear deadlines established for specific elements of the marketing plan.	Increased number of students enrolled in 5 Star High School Programs  Deadlines for: <ul style="list-style-type: none"> <li>Committee members selected.</li> <li>Funding requirements</li> <li>Agency of Record identified.</li> <li>Final marketing plan concept approved</li> </ul>	Number of students participating.  Number of people from a diverse cross section of the community participating in the marketing committee  75 % of funding needed to support the first year of the marketing plan.	Increase trade skills of students  Annual marketing campaign developed to improve public awareness on key developments, milestones or industry accolades.	Student knowledge and skill evaluations.  Tracking of marketing brand awareness campaign penetration.	Every student graduates prepared for his or her postsecondary choice for college or career, and life.  Continued support for the 5-Star High School Programs from family members, employers, post-secondary educators, and political leaders.	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016  To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016
3.6.2. CEO Board aligns resources to the master plan and seeks new funding to support the initiative.	Analyze current funding streams and develop funding proposals for new funders.	Financial Resource Map	Increase number of dollars to support the 5 Star High School programs	Amount of dollars secured.	More recent technology is available for student learning	Student satisfaction survey.	Continued financial support to provide resources and update technology to meet current industry standards.  Business community is consistently engaged with the 5 Star High School Programs administrators and teachers and helps	

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
3.6.3. Engage the community in providing externship opportunities for teachers and school leaders in the workplace.	CEO Board will work with area employers and community leaders to identify learning experiences for students and teachers.	Externships for teachers established and scheduled.	Increased number of teachers participating in externships.	Number of business/employe e providing: <ul style="list-style-type: none"> <li>• Student learning experience</li> <li>• Teacher externships</li> </ul>	More community leaders and employers participating in the 5 Star High School Program.	Employer evaluation of student performance.	students with job placement.  High School Students graduating college and career ready.	
3.6.4. Engage the community partners in providing a variety of real-world learning experiences for students that include leadership, knowledge and trade skills, and demonstrate civic engagement.	CEO Board will invite employers and community members to community conversations on types of learning experiences.	Learning experiences for students are established at area employers.	Increased number of students participating in learning experiences at area employers.	Number of students participating in learning experiences at area employers.	Increased number of employers providing learning experiences at area employers	Employer satisfaction survey.		
3.6.5. Engage the community partners in advocating for state and national financial support	Advocate for state funding and policy changes to provide consistent	Engaged advocates to support program and student supports with	Policy recommendations to support full funding of student	Consistent funding and resource streams from the state	Sustainable programs fully funded.	Annual program reports.		

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
for programs and students.	financial support for programs and students.	consistent funding at the state level.	supports and programs					

**Description of tactic**

<p><i>Target</i></p> <p>Population Marketing Firms Funders Community Employers Community leaders Community based agencies Community based Youth programs Policy makers</p>	<p><i>Expected Dates of Implementation</i></p> <p>2014-2016</p> <p>Policy Analysis Evaluation Specialist</p>	<p><i>Description</i></p> <p>The Policy Analysis will develop policy strategies and develop strong relationships between key community stakeholders and legislators.</p>	<p><i>Services needed from the community</i></p> <p>Access to resources to support the two positions.</p> <p>Access to resources to support marketing materials and professional services.</p>
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**Related Essential Practice (enter number) \_3.7 Description:  
Stakeholders are mutually accountable for implementation of the master plan**

Strategy	Tactic(s)	Output(s)	Short-term outcome	Short-term outcome measurement	Intermediate outcome	Intermediate outcome measurement	Long-term Outcome	Long-term outcome measurement
3.7.1.Collection of student data	<p>Ensure the data dashboard is designed and kept up to date</p> <p>Student data is determined by others and submitted to the CEO committee for approval and publication</p> <p>Data dash board designed with input and approval from the CEO committee.</p> <p>Items to be included: student demographic and performance data, CCR progress data, Business involvement and celebrations</p> <p>Reviewing the data for continuous improvement</p>	<p>The community is provided data on our success and provided targeted suggestions and opportunities to support the work of our career-themed schools</p>	<p>Fall of 2014 the dash board is available on the JCPS web site</p>	<p>Baseline data will be posted to the dashboard</p> <p>Baseline and goal established to measure advancement and growth of individual themes.</p> <p>List the business names and affiliates with the themed programs on the dashboard.</p>	<p>Begin releasing information to the community using the data dashboard</p>	<p>Recognize and celebrate most advanced theme by October 30, 2014</p>	<p>An annual report on the progress of the 5 Star schools and our students progress This report includes; Continuous improvement progress Business community engagement and effectiveness It is the focal point of the celebration</p> <p>Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2</p>	<p>To increase graduation rate from 76.5% in 2013 to 83.7% in 2016</p> <p>To decrease dropout rate to 3.8% by 2016</p> <p>To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016</p> <p>To have all students at the 5-Star Schools enrolled in a School of Study by 2016</p>
3.7.2 Continuous improvement		<p>The review of the data analysis results in identified improvement</p>	<p>1-3 teacher instruction improvements are made and 1 improvement in the learning environment</p>	<p>Student improvement is posted on the data dashboard annually</p>	<p>Continued improvement in the targeted outcomes identified</p>	<p>Student improvement is posted on the data dashboard annually</p>		



<p>3.7.3 Participation of business and civic members of the Master Plan Partnership on academy evaluation teams</p>	<p>Formation of 1-3 academic evaluation teams with up to 3 members from the CEO council participating</p>	<p>Meeting held annually utilizing student dash board data and recommendations made for improvement</p>	<p>Implement and measure 1-3 recommendations and report to CEO council</p>	<p>Annually evaluate the effectiveness of evaluation teams</p>	<p>Constant improvement of career pathways based on data results and evaluation</p>	<p>Improvements are posted on data dash board</p>	
<p>3.7.4. Clear expectations</p>	<p>Development of a MOU for between the evaluation team and the CEO council, school administration and the community</p>	<p>The agreement is signed between the partners</p>	<p>1-3 Recommendations are implemented and evaluated</p>	<p>Evaluation of improvements improve student success based on the defined measure</p>	<p>Constant improvement of career pathways based on data results and evaluation</p>	<p>Improvements are posted on data dash board</p>	
<p>3.7.5.Celebration of success</p>	<p>Development of the annual community celebration highlighting successes and data results shared</p>	<p>Annual community celebrations</p>	<p>Improve community perception of 5 Star High Schools</p>	<p>10% improvement of community perception of 5 Star Schools</p>	<p>Constant improvement of community perception of 5 Star High Schools</p>	<p>—% improvement of community perception of 5 Star Schools</p>	
<p>3.7.6. Review of business and civic leadership effectiveness</p>	<p>Develop an annual 360 review process</p>	<p>Implement an annual 360 review process</p>	<p>Analysis of the 360 data for improvements</p>	<p>Implement 1-3 recommendations from the 360 review process</p>	<p>Constant improvement of the effectiveness of the support and engagement</p>	<p>Continued improvement of the effectiveness of the support based on annual review and implementation of recommendations</p>	

**Description of tactic**

<i>Target Population</i>	<i>Services needed from the community</i>	
<i>Community, business leaders and school administrators, teachers and students</i>	<i>Description</i>	<i>Participation in successes and involvement based on data and results of evaluation</i>
<i>Expected Dates of Implementation</i>	<i>Evaluation of the Master plan for constant improvement and the monitoring of student success.</i>	
<i>Data dash board spring 2014 Celebration of success fall 2014 Formation of evaluation team summer 2014</i>		

**Related Essential Practice: 3.8**

<b>Strategy</b>	<b>Tactic(s)</b>	<b>Output(s)</b>	<b>Short-term outcome</b>	<b>Short-term outcome measurement</b>	<b>Intermediate outcome</b>	<b>Intermediate outcome measurement</b>	<b>Long-term Outcome</b>	<b>Long-term outcome measurement</b>
3.8.1 Business and civic leaders promote the benefits of post-secondary education for students.	The CEO Advisory Board and Industry Councils ensure that educators and students utilize current, accurate data about post-secondary opportunities and workforce needs that lead to student career fulfillment in our region.	CEO Advisory Board and Industry Councils accumulate and review Annual reports from major agencies like, but not limited to, KentuckianaWorks, GLL, 55,000 Degrees and post-secondary partner data.	Accurate and up-to-date post-secondary opportunity and workforce needs data is communicated to educators and students.	System is in place to communicate up-to-date post-secondary and career information to educators and students on at least a biennial basis.	All business community members interacting with students will communicate current information about post-secondary opportunities that lead to career fulfillment in our region.	All education and non-profit program providers will utilize the same, up-to-date data when guiding students on career exploration.	Every student graduates prepared for his or her postsecondary choice- for college or career, and life. (2012-13 CDIP Objective 2)	To increase graduation rate from 76.5% in 2013 to 83.7% in 2016  To decrease dropout rate to 3.8% by 2016  To increase the percent of students college or career ready from 51.3% in 2013 to 72.4% in 2016  To have all students at the 5-Star Schools enrolled in a School of Study by 2016
	Local 5-Star School and post-secondary institution teacher teams and business community members will collaborate to ensure that there is a clear connection between what is taught in 5 Star	5-Star Schools career pathways align with post-secondary requirements.	5-Star Schools Career pathway documentation aligns with post-secondary requirements.	All career pathways documentation accurately reflect post-secondary requirements.	Students will reach an attainment level that will allow them to enter college with no remedial work.	___% of students graduating from the 5-Star schools will not have to engage in remedial work to pursue their post-secondary education toward	Businesses actively supports and are engaged in the JCPS Schools of Study programs and annually evaluates the results of the transformational model	

	<p>schools is aligned with post-secondary requirements *****</p> <p>-Star Schools will implement a Common Application Process for scholarships</p> <p>***** Monitor and support the work of 55,000 Degrees.</p>	<p>A scholarship review committee will research and coordinate</p> <p>Awareness campaign for scholarships</p> <p>55,000 Degrees representatives will report high school graduate college-going benchmarks to CEO Advisory Board on an annual basis</p>	<p>PSI involvement at all levels</p> <p>Identification of funding opportunities for scholarships</p> <p>District personnel will partner with PSIs to design an online clearinghouse</p> <p>PSI members will be assigned to liaison roles with high schools providing a quick-link to information.</p> <p>Business community's role in promoting the benefits of post-secondary education for students will</p>	<p>Number of PSI faculty on committees (%)</p> <p># Scholarship dollars being awarded</p> <p>List of PSI members, the institutions they represent, and the schools they will serve as a liaison.</p> <p>Master Plan will be updated to support current needs of 55,000 Degrees campaign.</p>	<p>Continued work on the online clearinghouse development</p> <p>1. Increase the percent of graduates associated with a school of study in IC from <u>34%</u> (2013) to <u>75%</u></p> <p>2. Increase the number of technical career ready graduates (as defined by KDE) from <u>183 (6/0 2012) to 1000 students in the class of 2015</u> (average 55 additional students per school)</p> <p>Increase the percentage of graduates earning at least 3 credits in <b>aligned college courses</b> to <u>10%</u></p>	<p>their chosen career.</p> <p>Graphic simulation of online clearinghouse and research from identified institutions for reference on the clearinghouse site.</p> <p>1. A report from IC detailing the # &amp; % of students in GR 9-12 attached to a SoS</p> <p>2. (a) A report from TEDS detailing the # &amp; % of students reaching Preparatory and Completer Status for CTE majors. (b) A report from IC detailing the #</p>		
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					be reviewed and updated, if necessary, with strategies that address shortcomings and successes.					

<b>Description of tactic</b>			
<i>Target Population</i>	<i>Expected Dates of Implementation</i>	<i>Description</i>	<i>Services needed from the community</i>



ATHERTON  
BALLARD  
DOSS  
EASTERN  
FAIRDALE  
FERN CREEK  
IROQUOIS  
JEFFERSONTOWN  
MOORE  
PLEASURE RIDGE PARK  
SENECA  
SHAWNEE  
SOUTHERN  
VALLEY  
WAGGENER  
WESTERN



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