

COMPREHENSIVE DISTRICT IMPROVEMENT PLAN (CDIP)

EXECUTIVE SUMMARY

The Jefferson County Board of Education approved the Strategic Plan: Vision 2015 on May 29, 2012. The Comprehensive District Improvement Plan (a KDE requirement) takes the 36 strategies and creates actions to accomplish each strategy. The CDIP is updated annually after accountability system results are made available to the District. This CDIP (2013-14) update is being presented for your approval.

SUMMARY OF THE WORK

GOAL 1: INCREASED LEARNING – *Every student progresses in his or her learning and meets or exceeds proficiency in all subjects.*

Curriculum Maps provide teachers with targets for learning and resources to help design instruction to ensure students master those targets. Professional Development and support help teachers work to design instruction and interventions to meet the needs of all students (as determined by formative assessment data). The National Institute for School Leadership is a rigorous 27-day training designed to build capacity within principals to increase student achievement. The Professional Growth and Effectiveness System (PGES) defines effective teaching and provides educators with specific feedback in order to continuously improve. Reading is a main focus area — starting with Kindergarten Readiness. Positive Behavior Intervention Support lays the foundation for proactive strategies to prevent behavior issues and address behaviors, while the SRT (Student Response Team) is an intervention structure to support teachers and schools. The District of Innovation Designation provided JCPS with the flexibility to design a school and structures within and among existing schools to move achievement forward.

GOAL 2: GRADUATION AND BEYOND — *Every student graduates prepared for his or her postsecondary choice – for college, career, and life.*

Success measures for this area are college- and career-readiness and graduation rate. Connecting students with people and experiences create a disposition for postsecondary education because students see the possibilities for their future. Partnerships (55K Degrees, Mayor's Commitment for Education, and Ford Next Generation Learning) are key in connecting students to a career path. Creating a continuum of learning (Pre-K – 12) with seamless transitions demonstrates the importance of each milestone (i.e., K-Readiness, 3rd Grade Reading Proficiency, etc.) to achieving the goal of graduating college- and career-ready. Graduating ready involves proficiency but also possessing 21st century skills which are to be defined by stakeholders and ultimately approved by the Board.

GOAL 3: STAKEHOLDER INVOLVEMENT AND ENGAGEMENT — *Parents, community, and partners enrich students' experiences and support their success.*

Integral to the achievement of this goal is to have aligned planning processes. The Strategic Plan is the roadmap. Our roadmap was informed by the Curriculum Management Audit and by research-based best practices. The Comprehensive District Improvement Plan (CDIP) puts specific actions or “driving directions” to get us to our destination — all students graduating prepared. Comprehensive School Improvement Plans, a road map for the school, align with the District’s overall roadmap outlining the school’s specific “driving directions” to stay on course.

Learning is the constant. Increased academic time and support are the variables that must be personalized for each student. Each student needs different amounts of academic time and support to master the learning. Every1Learns places, Every1Reads mentors, Parent Engagement, and Louisville Linked can provide targeted time and support. Work is being done to close learning gaps. Staff is working together with our partners to design and provide research-based learning interventions. Work is being done to close experience gaps. Priority School Extended Learning provides a structure to give academic time, experiences, and support to students. Professional Learning Communities (PLCs) are a structure for teams to have a shared ownership for the achievement of every child. Louisville Linked is a structure that connects or links student needs with community support.

Celebrating the success of our students and the contributions of teachers, parents, administrators, and community partners to that success is an important part of the continuous improvement process.

GOAL 4: SAFE, RESOURCED, SUPPORTED, AND EQUIPPED SCHOOLS — *All schools are staffed, resourced, and equipped to support student needs.*

Board policies provide explicit expectations for our work. Central Office structures are continuously reviewed to ensure that they exist for one reason — to support classrooms within schools. The Equity Scorecard has presented data in an understandable format. The goal of the analysis is to identify variables that can be altered to ensure that all students have equal access to a quality education. A Facilities Plan, a Technology Plan, and a Positive Behavior Intervention Support (PBIS) Plan can ensure that regardless of the building, there are certain things that are in place for every student. Louisville Linked is about providing support to **every** student in **every** school in a systematic way.

Dollars should track to our priorities. Ensuring that every dollar impacts learning is a part of the continuous review. Long-range spending plans and spending blueprints help to maintain the focus. The State Audit will provide an analysis of areas in which we can improve. Program evaluations that include a cost/benefit analysis guide spending decisions. Participating in the commission of the Adequate Funding Study will give a state-level analysis of funding in Kentucky. Engaging the community in the development of a simple budget document will provide citizens with a clear understanding of where and how dollars are spent.

Focusing on retaining and recruiting a high-quality staff that mirrors the diversity of our student population is a key strategy. The CARDS (Competency, Awareness, and Responsiveness to Diverse Students) Program provides educators at our Priority Schools with the opportunity to earn a master's degree. The Professional Growth and Effectiveness System (PGES) creates an aligned system of support and feedback to ensure that each educator is focused and improving. The work of the EQOC (Educator Quality Oversight Committee) provides oversight to ensure that we are creating a system of professional support. A system of targeted Professional Development that includes Cultural Competence for all staff will ensure that we are providing support for improvement at the individual level.

The work of JCPS and the community must stay aligned to be able to reach the vision of having all JCPS students graduating prepared. This is about engaging the community and focusing on how their work can align and support this plan. Internal and external communication is important to maintain a singular FOCUS — increased student achievement leading to graduating college- and career-ready.

ALIGNED ADDITIONS TO CDIP UPDATE

- National Institute for School Leadership (NISL) Training
- Extended Learning System for Priority Schools
- Equity Scorecard
- Governor's Institute for Parent Leadership
- State Audit
- Districts of Innovation – Design Contest, Expanding Learning Time, Mentoring/Support App, Connecting Teams and Classrooms via Technology
- The Mayor's Joint Commitment
- Facilities Plan
- Technology Plan
- Meals to At-Risk Students
- Adequate Funding Study
- Community Engagement in Development of a Budget Document