Jefferson County Public Schools

Strategic Plan
Vision 2015

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

Jefferson County
Public Schools
Shaping the Future

DRAFT - Revised October 2014

Vision 2015

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

Mission

To provide relevant, comprehensive, quality **Instruction** in order to educate, prepare, and **Inspire** our students to learn.

Core Values

These values guide our work:
1. Our students are cared for and treated as if they are our own.
2. Children learn differently.
3. What happens in the classroom matters the most.
4. The differences of each are assets of the whole.
5. High-quality teaching is the most powerful tool for helping students reach high standards.
6. Leadership and innovation are essential to prepare students for their future.
7. Talents and resources are used wisely to benefit students.
8. Partnerships among schools, families, and community are important for the health and well-being of our students.
9. Adults model integrity, respect, creativity, and accountability.

Guiding Practices

The following best practices guide our actions and reflect core values embedded across the strategies we identified to achieve the Board of Education goals.
1. **Student-focused actions**: Select improvement strategies and formulate decisions district-wide that contribute meaningfully to the success of each of our students. *(across strategies and core values)*
2. **Aligned priorities and systems**: Design intentional, cohesive systems that align strategic planning, implementation, and evaluation processes with the core standards as well as Board policies. *(links to strategies 1.1, 1.3, 2.4, 3.1, 3.4, and 4.5)*
3. **Research-based programs and practices**: Plan, monitor, and evaluate district-sponsored strategies, programs, and practices for fidelity and impact. *(links to strategies 1.8, 4.2, 4.5)*
4. **Data-informed decisions**: Assess student improvement and inform educator, school, and district practices and decisions by using a balanced approach with multiple sources and kinds of evidence, including authentic assessments. *(links to strategies 1.5, 2.1, 2.2)*
5. **Continuous improvement:** Apply short-cycle, continuous improvement methods to regularly monitor strategy implementation and progress toward our goals. *(links to strategies 1.10, 4.2, 4.5)*

JCPS has goals in four focus areas.

Increased Learning
GOAL

Every student progresses in his or her individual learning.

Graduation and Beyond
GOAL

Every student graduates prepared with enduring 21st century skills and dispositions for his or her postsecondary choices and life.

Stakeholder Involvement/ Engagement
GOAL

Increase partnerships with parents, community, and educational organizations to enrich student learning and experiences.

Safe, Resourced, Supported, and Equipped Schools
GOAL

Every educator will provide effective instruction and response to student needs.

The district provides safe, well-staffed and well-resourced schools to support needs of every student.
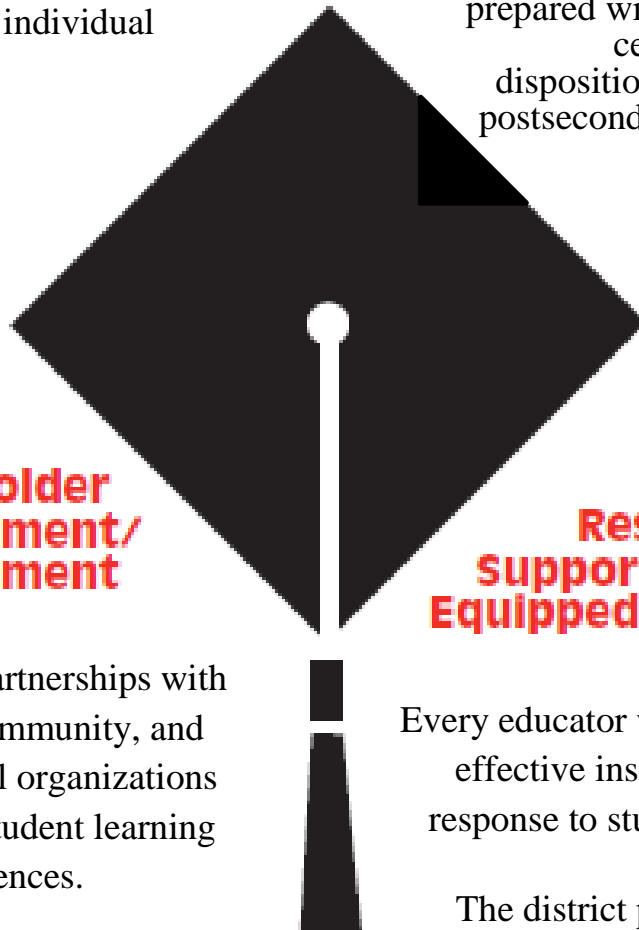
Our Strategy

Focus Area: **Increased Learning**

GOAL

Every student progresses in his or her individual learning.

TARGETS

1. <u>Elementary (K-8) Reading and Math Performance</u>: Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for elementary and middle school students from 44.6% in 2014 to 56% in 2015.

2. <u>Proficiency Gaps (K-12) in Reading and Math Performance</u>: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group (African-American, Hispanic, Native American, With Disability, Free/Reduced-Price Meals, Limited English Proficiency) from 34.0% in 2014 to 51.2% in 2015.

STRATEGIES

Strategy 1.1   (1.1, 1.2)
Responsive, differentiated instruction

Differentiate and **individualize** instruction **aligned with the written and assessed curriculum** to **engage** and **meet the needs of the whole child**.

Key Indicator: Increase in proficiency rates on district benchmark assessments for all students and gap groups at elementary and middle school levels.

Strategy 1.2 (1.1, 1.2, 1.7, 2.6, 3.2, 3.3, 4.3)
Equitable learning opportunities

Provide **equitable learning** experiences, aligned to the **effective teaching practices** in the **Danielson Framework** that will **support** the success of diverse **learners**.

Key Indicator: Increase the average rating on the PGES classroom observations.

Strategy 1.3   (1.2, 1.6, 1.7, 1.9)
Early learning and student readiness

Create a coordinated system of **early learning interventions** that span **pre-K** through **third grade** to ensure all primary students are performing at grade level.

Key Indicator: Increase Kindergarten readiness scores and primary assessment scores.

Our Strategy

Focus Area: Graduation and Beyond

GOAL

Every student graduates prepared with enduring 21st century skills and dispositions for his or her postsecondary choices and life.

TARGETS

1. High School Graduation: Increase the Four-Year Adjusted Cohort Graduation Rate from 79.0 percent in 2014 to 81.3 percent by 2015.

2. Graduates Ready for College and Career: Increase the percentage of students who are college- and career-ready from 60.5 percent in 2014 to 65.5 percent by 2015.

STRATEGIES

Strategy 2.1 (2.3, 2.4)
Student advising and planning

Implement **guidance** and **advisement structures** that will facilitate the development, refinement and implementation of **each student's college/career plan**.

Key Indicator: Increase in the percentage of students reporting school staff prepare them for college/career.

Strategy 2.2 (2.2, 2.4, 2.6)
Career pathways and dual pathways

Provide options for academic **pathways** and **programs** that will **prepare students** for their **career and college** plans.

Key Indicators:
(1) Increased percentage of students enrolled in School of Study programs or Career Themes.
(2) Increase in the percentage of students enrolled in dual credit and AP courses.

Strategy 2.3 (2.1, 2.5)
Transition support between levels

Prepare and support students during **transition between school levels** (elementary to middle to high to postsecondary) as well as transitions between **grades, schools, and programs**.

Key Indicators:
(1) Increase in the percentage of students enrolling in postsecondary institutions.
(2) Decrease in grade-level retention rates.

Our Strategy

Focus Area: Stakeholder Involvement/ Engagement

GOAL

Increase partnerships with parents, community, and educational organizations to enrich student learning and experiences.

TARGETS

1. Parent/Caregiver Satisfaction: Increase parental satisfaction from 89.9% in 2014 to 91% by 2015.

2. Community Partnerships: Increase in service hours provided to JCPS by major community partners (baseline 2015).

STRATEGIES

Strategy 3.1   (3.8, 4.2, 4.11, 4.12)
Communication and relationships

Develop regular, transparent **communication** processes and **structures** that promote district and school **inform**ation sharing (e.g., district and school **priorities, policies,** changes, and results) and response (e.g., stakeholder questions and suggestions) in ways that build **community** relationships and meet needs.

Key Indicator: Increase in the number of district communications to stakeholders.

Strategy 3.2   (2.3, 2.4, 3.2, 3.3, 3.5, 3.6)
Fostering postsecondary opportunities

Work collaboratively with partners (e.g., **community organizations, postsecondary schools, 55,000 Degrees**) to identify and **provide college- and career-focused opportunities** that meet student needs and interests and **prepare** them for the workforce and further education.

Key Indicator: Increase number and quality of opportunities available to students.

Strategy 3.3   (3.2, 3.3)
Student-community enrichment

Collaborate with the community and parents to provide innovative and effective **enrichment opportunities and interventions** for **pre-K through 12th** grade students to **extend learning** in **core areas** as well as the **arts, service learning**, and personal growth.

Key Indicators:
(1) Increase in number of students reporting participating in service learning opportunities.
(2) Increase in number of students served by community learning centers.

Strategy 3.4   (3.2, 3.3 parent portal, 3.5, 4.12)
Parent/caregiver engagement

Create relationships with **parents/**caregivers and family outreach organizations to develop strategies focusing on shared responsibilities that support **students' learning** in the classroom and at home.

Key Indicator:
(1) Increased percentage of parents reporting opportunities to discuss their child's progress.
(2) Increase in use of Parent Portal.

Our Strategy

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

GOAL 1:

Every educator will provide effective instruction and response to student needs.

TARGETS

1. <u>Effective Teachers</u>: Increase the percentage of effective teachers (baseline 2015)
2. .<u>Effective Principals</u>: Increase the percentage of effective principals (baseline 2015)

GOAL 2:

The district provides safe, well-staffed and well-resourced schools to support needs of every student.

TARGETS

1. <u>Instructional Funding</u>: Increase total proportion of general funds directed to instruction and achievement from 54% in 2013 to 55% by 2015.
2. <u>Interventions</u>: Increase the percentage of Novice students receiving interventions and supports (baseline 2015)

STRATEGIES PER GOAL:

Strategy 4.1.1   (1.3, 1.4, 3.7, 4.10)
Professional Learning Communities (PLCs)

Build capacity of **Professional Learning Communities** in the areas of differentiated instruction and assessment literacy while **promoting a collective vision** for and **shared ownership** of **student success**.

Key Indicator: Increase average rating on Professional Responsibilities scale on PGES classroom observations.

Strategy 4.1.2   (1.3, 1.4, 2.6, 3.6, 4.4)
Professional development

Develop a **system** of on-going, responsive **professional learning** that promotes professional growth and aligns to the educator effectiveness system and equitably **supports improved student learning, growth, and development**.

Key Indicator: Increase in percentage of teachers reporting participating in professional learning.

Strategy 4.1.3   (1.3, 1.4, 3.6, 4.6, 4.8)
Educator growth and effectiveness

Develop and implement the Educator Growth System (EGS) to **promote** effective **instruction and learning** by **collaborating with postsecondary schools, JCTA, JCASA, and KDE**.

Key Indicator: Increased ratings on EGS (classroom observations and student surveys).

Strategy 4.2.1   (4.2, 4.5)
Service-oriented, productive, and efficient systems linked with student success

Create Central Office services, **structures**, and **budgeting** methods, **aligned** with **district priorities** and best practices that meet school needs and **promote student success**.

Key Indicator: Increase percentage of funds directed to schools.

Strategy 4.2.2 (1.3, 1.6, 1.7, 1.9, 1.10, 2.5, 3.3, 4.3)
Access, equity, and safety

Provide **programs, services, and resources** (e.g., funding; materials; high-quality teachers prepared to support diverse students) in ways that promote **access, equity, and a sense of safety and security** to all students in every school.

Key Indicators:
(1) Increased ratings of students' sense of belonging and safety.
(2) Increase in highly qualified staff trained to meet diverse student needs.

Strategy 4.2.3   (1.6, 1.7, 1.9, 2.2, 2.5, 3.3, 3.5)
Intervention and response

Implement a **coordinated system** of academic and behavioral **supports and interventions for students** that is flexible and timely to the needs of each student for optimal success.

Key Indicators:
(1) Increase in student attendance rates
(2) Decrease in student suspension rates.
(3) Increase in students served in interventions.