Strategic Plan Vision 2015

Jefferson County Board of Education
Work Session
October 13, 2014

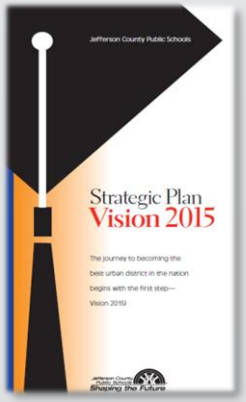
Jefferson County Public Schools
Shaping the Future

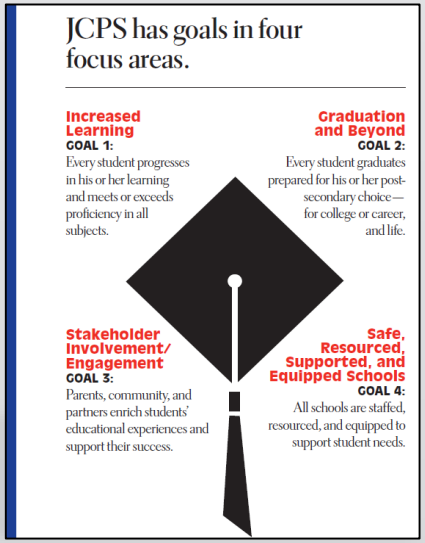
Overview

- **In review…**
  - ✓ Why is *Vision 2015* important?
- **Where we are now**
  - ✓ Progress and changes since 2012
  - ✓ Superintendent's Strategic Plan Summit
- **Essential elements**
  - ✓ What do we most value?
  - ✓ Communicating clearly

In Review…

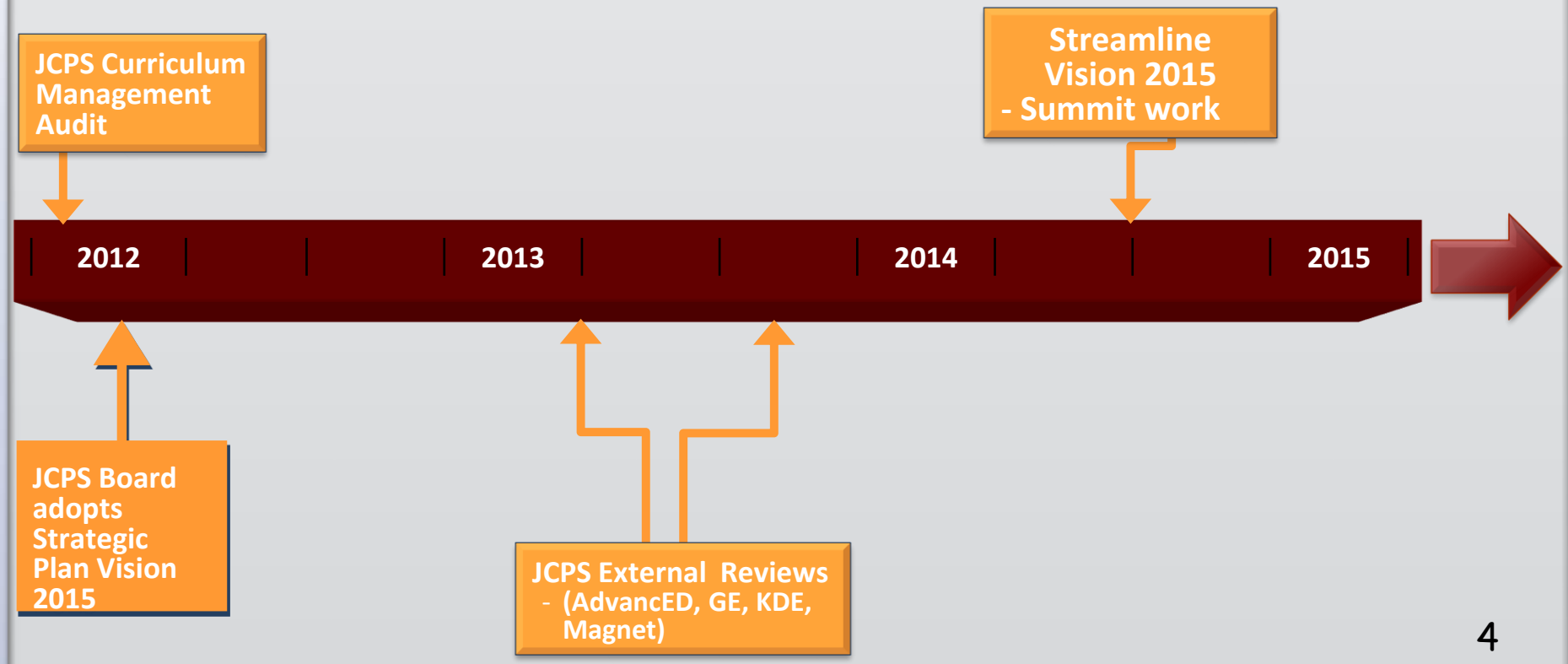
- **Why is *Vision 2015* important?**
  - ✓ Board objectives in 2012
  - ✓ District focus based on stakeholder input





Where we are now

Progress and Changes Since 2012



Where we are now

- **Superintendent's Summit on Strategic Plan**
  - ✓ Assessed strategy implementation.
  - ✓ Formed agreements collectively on most effective and ***essential elements*** of current plan.
  - ✓ Reviewed leading indicator alignment.

Where are we now

- **Summit results**
  - ✓ Broad support for the overall direction of Vision 2015, with recommendations to make it more clear, succinct, and actionable
  - ✓ Themes - strong investment in retaining activities focused on 3 areas*: students*, *professionals*, and *systems*.
  - ✓ 70% of strategies retained (25 of 36).
    - 6 strategies shifted to Guiding Practices (well-implemented, cross-goal and strategy practices)
    - 3 sets of strategies combined (e.g., PLCs).
    - 7 rewritten and 5 moved to other goals.

Essential Elements

- **Changes based on Summit:**
  - ✓ Guiding practices.
  - ✓ Measurable targets for each goal.
  - ✓ Focus Area 4: 2 goals.
  - ✓ Consolidation of strategies.
  - ✓ Key indicators linked to each strategy.

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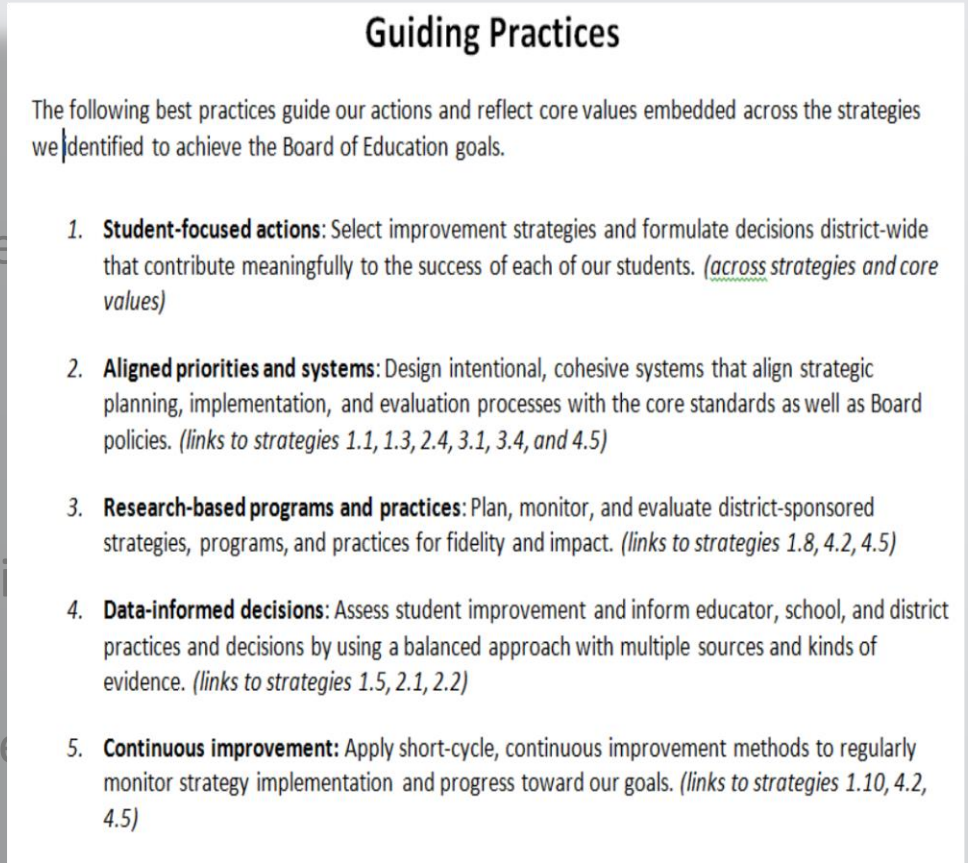

Guiding Practices

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. *(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)*

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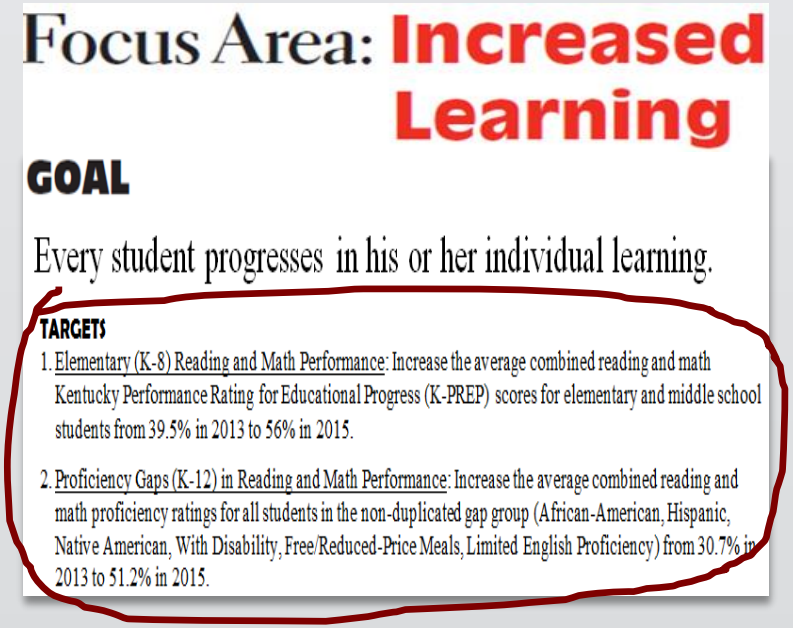

Focus Area: **Increased Learning**

GOAL

Every student progresses in his or her individual learning.

TARGETS

1. Elementary (K-8) Reading and Math Performance: Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for elementary and middle school students from 39.5% in 2013 to 56% in 2015.

2. Proficiency Gaps (K-12) in Reading and Math Performance: 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 30.7% in 2013 to 51.2% in 2015.

Essential Elements

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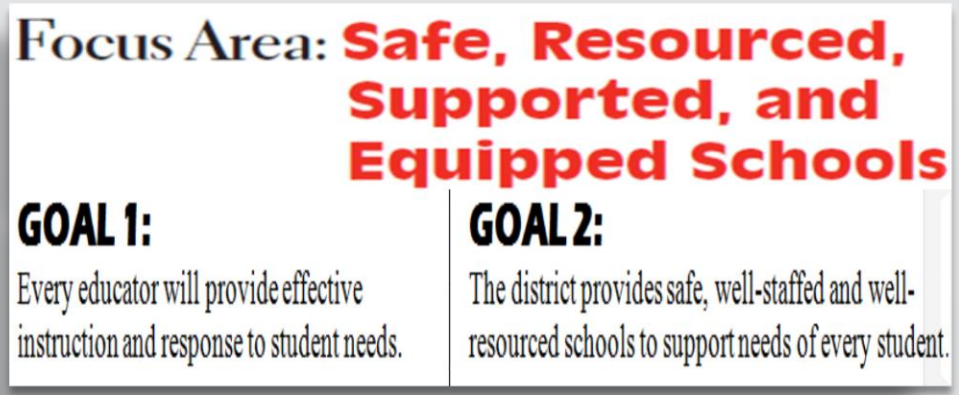

Essential Elements

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  - ✓ Key indicators linked to each strategy

Focus Area: **Increased Learning**

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

STRATEGIES:

1.1 Design and implement a system to align the written, taught, and tested curriculum that allows teachers to be creative and to differentiate the taught curriculum to engage and to meet the needs of the whole child.

1.2 Determine through collaboration and research—and then institutionalize instructional best practices for—the effective delivery of the district-written curriculum and educational program in support of improved learning and the development of the whole child.

1.3 Design and implement a coordinated system of professional development that is aligned to annual strategic priorities and targeted to the needs of schools.

1.4 Establish a formal process to support and monitor the use of instructional best practices.

1.5 Develop and implement a comprehensive, balanced plan (that includes both formative and summative measures) for student assessment that includes K Readiness and K–2 measures and the use of authentic assessments where data are utilized to inform practice.

1.6 Develop and implement reading interventions for current third-grade students (Class of 2021), current fourth-grade students (Class of 2020), and current fifth-grade students (Class of 2019) who are not performing at the Proficient level.

1.7 Develop and implement early interventions for students who are entering kindergarten and who are identified as academically underprepared by a Kindergarten Readiness Assessment. Develop and implement early interventions for K–2 students who are identified by K–2 assessments.

1.8 Use program evaluations to measure, monitor, and manage program adoption, improvement, implementation, expansion, or termination.

1.9 Create a coordinated system of student support that will result in increasing attendance, reducing dropout and suspensions, and ultimately increasing time spent on learning.

1.10 Provide for continuous improvement of systems designed to support student achievement and to eliminate the achievement gap.

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.

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.

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.

Essential Elements

- **Strategy and Concept Consolidation:** Professional Learning Communities under Effective Educator 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.

1.3 Design and implement a coordinated system of professional development that is aligned to annual strategic priorities and targeted to the needs of schools.

1.4 Establish a formal process to support and monitor the use of instructional best practices.

3.7 Build capacity for schools to develop Professional Learning Communities with cohorts of teachers and administrators who share a collective vision for and shared ownership of achievement for each child.

4.10 Create a system of support for collaboration in Professional Learning Communities.

Essential Elements

- **Changes based on Summit:**
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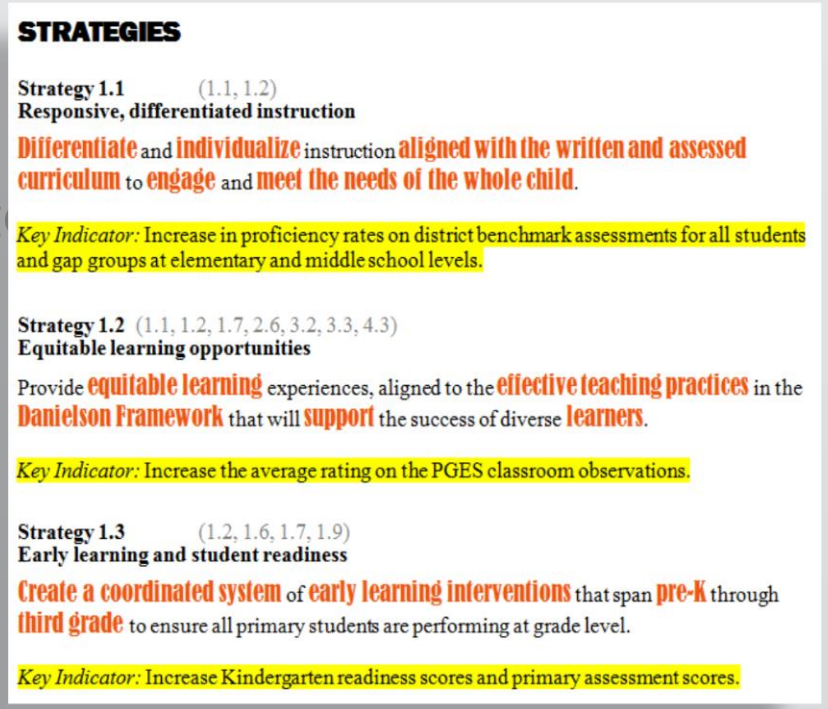

STRATEGIES

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.

Essential Elements: Summary

Increased Learning	Graduation and Beyond	Stakeholder Engagement	Safe, Supported, Resourced, and Equipped School System	
GOAL: Every student progresses in his or her individual learning.	**GOAL:** Every student graduates prepared with enduring 21st century skills and dispositions for his or her postsecondary choices and life.	**GOAL:** Increase partnerships with parents, community, and educational organizations to enrich student learning and experiences.	**GOAL:** Every educator will provide effective instruction and response to student needs.	**GOAL:** The district provides safe, well-staffed and well-resourced schools to support needs of every student.
TARGETS Elementary (K-8) Reading and Math Performance: Increase proficiency from 39.5% in 2013 to 56% in 2015. Proficiency Gaps (K-12) in Reading and Math Performance: Increase proficiency for all students in the non-duplicated gap group from 30.7% in 2013 to 51.2% in 2015.	**TARGETS** High School Graduation: Increase the Four-Year Adjusted Cohort Graduation Rate from 76.5 percent in 2013 to 81.3 percent by 2015. Graduates Ready for College and Career: Increase the percentage of students who are college- and career-ready from 51.3 percent in 2013 to 65.5 percent by 2015.	**TARGETS** Parent/Caregiver Satisfaction: Increase parental satisfaction from 89.9% in 2014 to 91% by 2015. Community Partnerships: Increase in service hours provided to JCPS by major community partners (baseline 2015).	**TARGETS** Effective Teachers: Increase the percentage of effective teachers (baseline 2015) .Effective Principals: Increase the percentage of effective principals (baseline 2015).	**TARGETS** Instructional Funding: Increase total proportion of general funds directed to instruction and achievement from 54% in 2013 to 55% by 2015. Interventions: Increase the percentage of Novice students receiving interventions and supports (baseline 2015).
Strategy 1: Responsive, differentiated instruction (1.1, 1.2)	**Strategy 1:** Student advising and planning (2.3, 2.4)	**Strategy 1:** Communication and relationships (3.8, 4.2, 4.11, 4.12)	**Strategy 1:** Professional Learning Communities (PLCs) (1.3, 1.4, 3.7, 4.10)	**Strategy 1:** Service-oriented, productive, and efficient systems linked with student success (4.2, 4.5)
Strategy 2: Equitable learning opportunities (1.1, 1.2, 1.7, 2.6, 3.2, 3.3, 4.3)	**Strategy 2:** Career pathways and dual pathways (2.2, 2.4, 2.6)	**Strategy 2:** Fostering postsecondary opportunities (2.3, 2.4, 3.2, 3.3, 3.5, 3.6)	**Strategy 2:** Professional development (1.3, 1.4, 2.6, 3.6, 4.4)	**Strategy 2:** Access, equity, and safety (1.3, 1.6, 1.7, 1.9, 1.10, 2.5, 3.3, 4.3)
Strategy 3: Early learning and student readiness (1.2, 1.6, 1.7, 1.9)	**Strategy 3:** Transition support between levels (2.1, 2.5)	**Strategy 3:** Student-community enrichment (3.2, 3.3, 3.6)	**Strategy 3:** Educator growth and effectiveness (1.3, 1.4, 4.6, 4.8)	**Strategy 3:** Intervention and response (1.6, 1.7, 1.9, 2.2, 2.5, 3.3, 3.5)
		Strategy 4: Parent/caregiver engagement (3.2, 3.3 parent portal, 3.5, 4.12)		

Why now?

- Highlight what we value most.
- Communicate clearly.
- More efficiently assess progress.
- Foundation for beyond 2015.

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