

STRATEGIC PLAN: VISION 2015

2014-2015 Comprehensive District Improvement Plan

FOCUS AREA: INCREASED LEARNING

GOAL: Increased Learning - Every student progresses in his or her individual learning.

OBJECTIVES:

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 44.6% in 2014 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 34.0% in 2014 to 51.2% in 2015.

Each school (including Priority Schools) will meet their AMO and their proficiency targets.

Priority Schools will do the following: 1. Use Curriculum Maps as their guide to design instruction that is informed by student needs. 2. Participate in Professional Learning Communities. 3. Do 4 Benchmark Assessments and 2 additional school-made formative assessments and use results to inform the design of instruction. 4. Use Walkthroughs to collect data on instructional practices and document use of that data to adjust or inform practice. 5. Use a Student Response Team to intervene in regard to inappropriate behavior or support. 6. Provide extended learning and a system of targeted interventions and support. 7. Participate in the KY Professional Growth and Effectiveness System

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
1.1	Differentiate and individualize instruction aligned with the written and assessed curriculum to engage and meet the needs of the whole child.	Hensley Rodosky					
1.1.1	Principals and GCCs will participate in Differentiated Instruction professional development provided by national experts from ASCD. Training will alternate with Site Visits which incorporate classroom walk-throughs to ensure PD is reaching the desk of the students.	Branham	Principals and GCCs	Aug. 2014	May 2015	\$200,000	Title II
1.1.2	GCCs are expected to share Differentiated Instruction PD and strategies with teachers during PLC time, common planning time or school designated PD time.	Branham	Principals, GCCs and Teachers	Aug. 2014	May 2015	\$200,000	Title II
1.1.3	Elementary ELA and Math Specialists will provide PD for GCCs and teacher leads throughout the school year aligned to the four curriculum cycles. PD will be differentiated to address the needs of	Smith Long	Curriculum Specialists,	Aug. 2014	May 2015	N/A	N/A

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	all students (specifically ECE and ELL students) by embedding technology and addressing various learning styles, etc.		GCCs and Teacher Leads				
1.1.4	Provide training and support for GCCs and elementary math teachers to differentiate for Advanced Program students.	Frazier Smith	GCCs and Elementary Math Teachers	Aug. 2014	May 2015	N/A	N/A
1.1.5	Career Pathway Specialists work in collaboration with KDE/OCTE to ensure that curriculum is aligned with industry standards that meet local business needs.	Hensley Talley Specialists	Specialists Principals CTE	Aug. 2014	June 2015	N/A	N/A
1.1.6	Career Pathway Specialists establish and support professional development opportunities in collaboration with external consultants and curriculum specialists to deliver project based learning training (PBL) for teachers and leaders. This work will also include an online document repository of instructional best practices for PBL.	Hensley Talley Specialists	Specialists Principals CTE	Aug. 2014	May 2015	N/A	N/A
1.2	Provide equitable learning experiences, aligned to the effective teaching practices in the Danielson Framework that will support the success of diverse learners.	Hensley Marshall					
1.2.1	Professional Development and instructional resources provided by curriculum specialists will include connections to the various components of the Kentucky Framework for Teaching.	Branham Wright	Principals, APs, GCCs, teachers and counselors	Aug. 2014	May 2015	N/A	N/A
1.2.2	Various departmental teams will review and evaluate Edviation (PD360) videos to determine alignment to the Kentucky Framework for Teaching. Evaluations of Edviation (PD360) videos will be made available to principals and teachers via Libguide.	Branham Lanata Wilson	Principals, APs, GCCs, teachers and counselors	Aug. 2014	May 2015	N/A	N/A
1.2.3	10 middle schools will participate in the SREB Making Middle Grades Work project. The intentional focus on LDC and MDC work ties directly to the Kentucky Framework for Teaching.	Branham Carrell Truitt	Principals, APs, GCCs, teachers and counselors	Aug. 2014	May 2015	\$120,000	General Funds
1.2.4	5 middle schools will participate in the KDE Instructional Transformation grant. The intentional focus on LDC and MDC work ties directly to the Kentucky Framework for Teaching.	Branham Carrell Truitt	Principals, GCCs and teachers	Aug. 2014	May 2015	N/A	Grant Funds
1.2.5	Continue partnership with external consultants to provide professional development opportunities for Career Pathway, ELA and Math Specialists in Project Based Learning implementation.	Hensley Talley Specialists	Specialists Principals CTE	Aug. 2014	May 2015	\$350,000	Carl D. Perkins, General Fund

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
1.3	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.	Hensley Rodosky					
1.3.1	Early Childhood staff will ensure all pre-K students are provided standards based instruction aligned to the EC standards with an intentional focus on quality teaching and learning.	Nix	Early Childhood Instructional Staff	Aug. 2014	May 2015	N/A	N/A
1.3.2	Early Childhood staff will host at least 4 Kindergarten Readiness Events (i.e. Concerted Cultivation Events) throughout the school year. Events will target zip codes with the greatest need and the lowest BRIGANCE scores.	Branham Nix	Childcare Providers, Parents and Community Representatives	Aug. 2014	May 2015	N/A	N/A
1.3.3	Early Childhood staff will develop a fully functional Interactive Kindergarten Readiness website that will provide parents and community members with activities and resources to promote Kindergarten Readiness.	Nix Wathen Revel	Early Childhood Instructional Staff, Childcare Providers, Parents and Community Representatives	Aug. 2014	May 2015	N/A	N/A
1.3.4	Elementary Curriculum Specialists will provide ELA and Math newsletters to support parents and staff with instructional resources aligned to the standards. The "Math is Fun" website will also provide additional support to teachers, students and families to promote increased levels of student learning aligned to the standards and curriculum cycles.	Wright Long Smith	Teachers, parents, students, staff and learning place providers	Aug. 2014	May 2015	N/A	N/A
1.3.5	19 targeted Elementary Schools will participate in the Bellarmine Literacy Project for 2014-15 school year. Principals, GCCs and teachers will participate in literacy based coursework and training provided by Bellarmine Professors. The goal is to build teacher literacy capacity and imbed research based literacy strategies in K-3 classrooms with the ultimate goal of increased student learning to support the Third Grade Reading Pledge.	Branham Munoz Long	Principals, coaches and teachers	Aug. 2014	May 2015	\$540,000	General Funds

FOCUS AREA: GRADUATION AND BEYOND

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

OBJECTIVES:

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.

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
2.1	Implement guidance and advisement structures that will facilitate the development, refinement and implementation of each student's college/career plan.	Hensley Rodosky					
2.1.1	Ensure each high school will schedule a regular meeting time to connect every student with an adult for organized lessons focused on resiliency, learning skills, transition knowledge, academic navigation supports, graduation coaching, college/career planning via Individual Learning Plans (ILPs), and forming positive relationships.	Area Assistant Sups. Royster	Principals, CARTs, Community Partners	July 2014	June 2015	\$ 1,050,000 \$420,000	General Funds I3
2.1.2	College Access Resource Teachers (CARTs) use data (achievement scores, college going-rates, FAFSA completion rates, summer melt rate, and Comprehensive School Survey results) to create advisory lessons responsive to student needs. CARTs will collaborate in the development of lessons.	Royster	Principals, CARTs, KHEAA	July 2014	June 2015	NA	NA
2.1.3	Ensure each school intentionally creates additional opportunities for specific, "at-risk" students to connect with positive adult role models, including the use of Unbridled Careers (via the ILP) and other in-person mentoring opportunities to connect students with career coaches and mentors.	Area Assistant Sups. Royster H. Gray Gold	Principals, Counselors, Herlihy Group, Community Partners/Volunteers	July 2014	June 2015	\$30,000	General Fund (Unbridled Careers Services)
2.1.4	Each middle and high school will create and implement Individual Learning Plan action plans that include assurances that each student will complete the required components of the plan, parents	Area Assist. Sups. P. Royster	Principals, Counselors, KDE,	July 2014	June 2015	NA	NA

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
	will be informed about their student's college/career plans, and school faculty review progress annually. This includes Operation Preparation Activities supporting College/Career planning.	H. Gray	PTSA, Community Partners				
2.2	Provide options for academic pathways and programs that will prepare students for their career and college plans.	Hensley Rodosky					
2.2.1	Partner with Advance Kentucky to expand Advanced Placement opportunities and improve pass rates in Math, Science, and English at 7 High Schools (Moore, Valley, Waggener, Fern Creek, Southern, Seneca, and the Academy at Shawnee).	Royster	Schools listed KSTC	July 2014	June 2015	\$380,000 \$16,000	Advance KY JCPEF
2.2.2	Through collaboration with industry and postsecondary partners, ensure course pathways to graduation culminate in external credentialing opportunities aligned with each student's college/career goals including Industry Certification, KOSSA, Advanced Placement, Dual/Articulated Credit, International Baccalaureate, and Cambridge International Exams. This strategy includes the promotion of currently existing advanced learning opportunities.	Wright Royster Talley	CTE/Content Specialists, Ford NGL Implementation Team	July 2014	June 2015	\$100,000	Carl D. Perkins
2.2.3	CTE programs increase engagement in Career and Technical Student Organizations where students learn leadership skills through competition, community engagement and business involvement, further promoting 21st Century skills.	Hensley Talley Specialists	Specialists Principals CTE	Aug. 2014	May 2015	N/A	N/A
2.3	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.	Hensley Rodosky					
2.3.1	All Middle, High and Special Schools will be supported with Transition Center software from Edgenuity for the 2014-15 school year. This software will ensure a guaranteed and viable curriculum that is aligned to the JCPS curriculum maps that will promote a smooth transition for our most transient students.	S. Lattimore Revel	Middle, High and Special Schools	Aug. 2014	May 2015	\$400,000	General Funds
2.3.2	All Middle and High Schools will receive staffing and resources to support fully functional Transition Centers.	Hensley	Middle and High Schools	Aug. 2014	May 2015	\$2.6 Million	General Funds
2.3.3	The Transition Center Core Team will provide ongoing professional development for Transition Center Teachers throughout the 2014-15 school year.	Revel Transition Center Core Team	All Transition Center Teachers	Aug. 2014	May 2015	N/A	N/A
2.3.4	Counselors in 10 middle schools will participate in the SREB Making Middle Grades Work Counseling for Careers training.	Branham	Counselors at SREB schools	Aug. 2014	May 2015	NA	NA

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
2.3.5	Work proactively, constantly, consistently, and collaboratively with district and regional school staff (All Levels and Departments), Community Partners and Families to understand the full and expanding definition of transition and the many types of transitions (and resulting needs) to effectively plan grade level transitions, School to School (within District), School to School (receiving or sending from/to other District, School to Hospital Type Setting, Regular School to Special School (Alternative or Other), Special Family Situation, Emotional/Mental situation(s), etc. Schools will use individual student profile sheets to help students with transitions. CMA A 9.5	Hensley Branham Nix ETCs	Elementary, Middle, and High Schools	Aug. 2014	May 2015	N/A	N/A
2.3.6	Counselors serving seniors participate in the FAFSA Completion Initiative to support timely student completion of financial aid forms through training, community supports, and access to individual student data.	Royster Lewis Sircy	Counselors, College Access Providers, KHEAA, 55,000 Degrees, KASFAA	Jan 2015	June 2015	N/A	NA
2.3.7	High School college access providers implement "Summer Melt" strategies to support students with intention to transition to college/postsecondary programs. (see 3.2.1)	Royster	Counselors, LEEP Career Planners, KCAC & UofL ETS counselors, & GO College Coaches	July 2014	June 2015	N/A	NA
2.3.8	UPS School-to-Work Programs -Seniors that complete the program will have automatic transition to the Metro College or Earn & Learn Education Programs. Mentors and CTE Resource Teacher provide one on one counseling and parent workshops to help with the transition to a post-secondary school.	Talley Kustes	Community Partners	Aug. 2014	July 2015	\$70,000	General Funds and UPS Grant

FOCUS AREA: STAKEHOLDER INVOLVEMENT/ENGAGEMENT

GOAL: Stakeholder Involvement and Engagement - Increase partnerships with parents, community, and educational organizations to enrich student learning and experiences.

OBJECTIVES:

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).

#		Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.1	Develop regular, transparent communication processes and structures that promote district and school information 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.	Kramer Marshall					
3.1.1	Develop and promote One Call Now App to better connect parents to school and district news and activities.	Kramer	JCPS Parents & Guardians	Nov. 2014	May 2015	N/A	N/A
3.1.2	Develop new and improved JCPS Website aligned with the 21 st Century needs of the district's students and stakeholders.	Kramer	JCPS Parents & Guardians, Taxpayers, Non-profit Partners, Business Partners, Volunteers, Governmental Partners	Sept. 2014	Aug. 2015	50,000 - 100,000	General Fund
3.1.3	Celebrate learning-the successes of our students as well as the contributions of teachers, administrators, parents, and community stakeholders.	Kramer	JCPS Parents & Guardians, Taxpayers, Non-profit Partners, Business Partners, Volunteers	Aug. 2014	Dec. 2015	N/A	N/A
3.1.4	Celebrate JCPS employees that embody our core values (Golden Oar Award).	Kramer	JCPS Employees	Aug. 2014	Dec. 2015	N/A	N/A

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3.1.5	JCPS Connect -- http://www.jefferson.kyschools.us/JCPSConnect/Index.html -- the link to the district's important data points, was initially developed exclusively as a tool for JCPS employees to deliver good news about the district. After a successful and aggressive promotion of JCPS Connect by Dr. Hargens at community meetings, stakeholders are logging on. A paper-pocket edition has also been created as a reference tool for JCPS supporters. The goal is to continue to boost the JCPS Connect brand via increased direct marketing and news media outreach.	Kramer	JCPS Parents & Guardians, Taxpayers, Non-profit Partners, Business Partners, Volunteers	Aug. 2014	Dec. 2015	N/A	N/A
3.1.6	Develop and promote JCPS-centric brand advertising campaign.	Kramer	JCPS Parents & Guardians, Taxpayers, Non-profit Partners, Business Partners, Volunteers	10/14	Dec. 2015	N/A	N/A
3.1.7	Increase JCPS positive news coverage by 20 percent. Develop and execute strategically timed achievement-focused pitches to news media throughout the year. Proactively follow each major crisis with post-crisis update on lessons learned and preventative measures implemented.	Kramer	JCPS Parents & Guardians, Taxpayers, Non-profit Partners, Business Partners, Volunteers	Aug. 2014	Dec. 2015	N/A	N/A
3.1.8	Increase social media "followers" and "likes" by 10 percent per quarter. Continue building "followers" and "likes" with responsive, real time, actionable content. Strategic "retweeting" of posts from diverse constituencies on Twitter. Post current and relevant content on Facebook to generate community conversations.	Kramer	JCPS Parents & Guardians, Taxpayers, Non-profit Partners, Business Partners, Volunteers	Aug. 2014	Dec. 2015	N/A	N/A
3.1.9	CTE Department manages processes for data collection around career pathways to ensure compliance with Perkins and state Career Readiness accountability.	Talley and Truax	Principals	Aug. 2014	May 2015	\$100,000	Carl D. Perkins
3.2	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.	Hensley Marshall					

#		Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.2.4	Leads of College Access providers participate in the 55,000 Degrees College Transition Action Network (C-TAN) focused on reducing "Summer Melt" rates among JCPS graduates. Summer Melt is defined by students demonstrating intent to attend college but fail to matriculate the fall after graduation.	Royster	Counselors, LEEP Career Planners, KCAC & UofL ETS counselors, GO College Coaches. KHEAA, JCTC, 55,000 Degrees	July 2014	June 2015	\$8,000	55,000 Degrees Lumina Communities in Partnership Grant
3.2.5	Collaborate with business and community partners to implement authentic, adult monitored learning experiences to solidify college/career plans and develop work-based experience. (Ex. Job Shadow, internships, etc.). This strategy has a particular but not exclusive focus on the Ford Next Generation Learning Master Plan and the 5-star schools.	Royster	Ford NGL Implementation Team, CEO Advisory Board, Junior Achievement	July 2014	June 2015	N/A	N/A
3.2.6	Continue active partnerships like 55,000 Degrees and the Mayor's Commitment with civic, business, and community partners to enhance college/career readiness programming.	Royster	55,000 Degrees, Metro Gov., GLI, JA, MUW, YMCA	July 2014	June 2015	N/A	N/A
3.2.7	Collaborate with institutions of higher education to increase dual and articulated credit opportunities. (see 2.2.2)	Royster Talley	KCTCS (JCTC), UofL, Morehead, Bellarmine, UK, Sullivan System, Galen	July 2014	June 2015	N/A	N/A
3.2.8	Continue partnerships with university education experts on providing professional development support and assistance to JCPS schools.	Hensley Branham Munoz	UofL Bellarmine Spalding	July 2014	June 2015	N/A	N/A
3.3	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.	Hensley Marshall					
3.3.1	All priority schools will receive ATTAIN funds to provide extended learning opportunities for students below proficiency in Reading, Math, Science, Social Studies and College and Career Readiness. Schools will provide additional after school support to increase student learning in the four core areas.	Branham Carrico	Targeted students	Aug. 2014	May 2015	\$ 2 million	General Funds (carryover 13-14 ATTAIN funds)

#		Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.3.2	Approximately 10 additional schools (identified using KPREP data) will receive ATTAIn funds to provide extended learning opportunities for students below proficiency in Reading and Math. Schools will provide additional after school support to increase student learning in reading and math.	Branham Carrico	Targeted students	Aug. 2014	May 2015	\$ 1 million	General Funds (carryover 13-14 ATTAIn funds)
3.3.3	Monthly Every1Reads Community Engagement meetings provide Learning Places with information to support Reading and Math achievement.	Carrico	Learning Places staff members	Aug. 2014	May 2015	N/A	N/A
3.3.4	54 Title I Elementary Schools participated in a literacy-based Summer Boost program targeting rising 1 st and 2 nd grade students. Approximately 500 students participated in the 4-week program.	Handley Carrico	Targeted students	July 2014	July 2014	\$700,000	Title I Funds
3.3.5	Approximately 60 Unseld Pre-K students participated in Kindergarten Summer College to provide additional learning and support for Kindergarten Readiness.	Wright	Targeted Pre-K students entering Kindergarten	July 2014	July 2014	\$100,000	Lift a Life Foundation
3.3.6	JCPS, PNC Bank, the Mayor's office and numerous community organizations will partner to promote Kindergarten Countdown. This is a series of events that provide Kindergarten Readiness experiences for children entering Kindergarten.	Nix Wathen	Parents, Community Organizations,	May 2015	August 2015	N/A	N/A
3.3.7	Approximately 160 children at George Unseld Learning Center and the DuValle Education Center will participate in OASIS and Summer Kindergarten College. These two programs provide summer learning opportunities for pre-K students to improve Kindergarten Readiness.	Nix Clark Wright	Kindergarten Teachers, Parents	June 2015	July 2015	\$100,000 \$50,000	Novak Foundation & General Funds
3.3.8	Every school provides extended school services (ESS) for targeted students.	Carrico	Targeted students	Aug. 2014	May 2015	\$2.6 million	ESS Funds
3.3.9	Reinforce the effective use of out of school hours by supporting schools to increase business partner involvement for students (e.g., CTSO, work based learning, career pathway enrichment camps, internships).	Talley	Principals, Career Pathways Specialists, and Community Partners	Aug. 2014	May 2015	\$130,000	Carl D. Perkins, General Fund

#		Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.4	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.	Marshall Kramer					
3.4.1	Bring to scale community engagement initiatives such as WatchDOGS, E1R, and 5Star mentoring, Take What You Can Tote, summer and spring slump.	Marshall	Non-profit Partners, Business Partners, Volunteers	Aug. 2014	May 2015	NA	NA
3.4.2	Host first annual family and mentor institute, where parent engagement strategies, information, data, and brainstorming will occur	Marshall Kramer	JCPS Parents & Guardians, and Community Partners	Aug. 2014	May 2015	NA	NA
3.4.3	Begin the development of Parent UniverCity- an incentive and informational initiative that takes deep dives into parent selected interests such as FAFSA, discipline, CCR, ECE, TEST prep, school choice, etc.	Marshall Royster	JCPS Parents & Guardians, and Community Partners	Aug. 2014	May 2015	NA	NA
3.4.4	Designate and design the next community school. (Replacing Myers which no longer exists).	Marshall Barman	Non-profit Partners, Business Partners, Volunteers	Aug. 2014	May 2015	NA	NA
3.4.5	Review and possibly revise the SBDM Equity and Diversity sample policy.	Marshall Stenton	Schools	Aug. 2014	May 2015	NA	NA
3.4.6	Bolster the Homeless Shelter tutoring programs that take place over summer break	Marshall Danger-Mercedes	JCPS Parents & Guardians, and Community Partners	Aug. 2014	May 2015	NA	NA
3.4.7	Extend professional development to community members with a vested in the PD JCPS has to offer. (This is in connection with MUW cross-training curriculum for OST providers).	Marshall	Non-profit Partners, Business Partners, Volunteers	Aug. 2014	May 2015	NA	NA
3.4.8	Sustain and fortify the Males of Color Resolution.	Marshall	JCPS Parents & Guardians, and Community Partners, Schools	Aug. 2014	May 2015	NA	NA

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3.4.9	Continue to present and monitor the status of disproportionality in areas such as AP participation and minority recruitment, via scorecards and dashboards.	Marshall	Schools	Aug. 2014	May 2015	NA	NA
3.4.10	Convene a Code of Conduct task force (including) parent and community representatives) to meet quarterly to review the data.	Marshall Wiseman	JCPS Parents & Guardians, and Community Partners, Schools	Aug. 2014	May 2015	NA	NA

FOCUS AREA: SAFE, RESOURCES, SUPPORTED, AND EQUIPPED SCHOOLS**GOAL 1: Safe, Resourced, Supported, and Equipped Schools - Every educator will provide effective instruction and response to student needs.****OBJECTIVES:**

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

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4.1.1	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.	Hensley Rodosky					
4.1.1.1	Phase III of district PLC Support will be provided to all Non-Title I schools choosing to participate. PD provided by Solution Tree will target school principals and GCCs in an effort to build leadership capacity and effective facilitation of the PLC process in each school.	Branham Munoz	Principals and GCCs	Sept. 2014	May 2015	\$175,000	Title II
4.1.1.2	13 PLC schools will participate in the third and final year of the pilot with an intentional focus on math PLCs. All pilot schools will participate in 4 on-site training visits from a Solution Tree Mathematics Consultant.	Branham Truitt Smith Munoz	Principals, GCCs and Teachers	Sept. 2014	May 2015	\$125,000	General Funds
4.1.1.3	At least 800 JCPS administrators, teachers and staff members will attend a National PLC Institute to be held in Louisville in July 2015.	Branham Munoz	Administrators, Teachers and Staff	July 2015	July 2015	\$500,000	Title II, School Funds
4.1.1.4	District Specialists and Central Office Staff will support district-wide PLCs for special area teachers (CTE, music, art, technology, library media, practical living and world languages)	Talley, Lanata, S. Lattimore, Gano, Lewis, Benton, VanHouten	Special Area Teachers and Library Media Specialists	Sept. 2014	May 2015	N/A	N/A
4.1.1.5	The district established PLC Rounds for community members to visit schools to observe the PLC process in action. School, district and community support helped establish a firm foundation for the PLC process throughout the district.	Marshall	Community Members and Partners	Sept. 2014	May 2015	N/A	N/A
4.1.1.6	Support ongoing Project Based Learning (PBL) professional development opportunities for teachers and leaders.	Area Assistant Sups. Talley	Principals and Career Pathways Specialists	Aug. 2014	May 2015	N/A	N/A

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4.1.2	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.	Hensley Raisor					
4.1.2.1	Utilize the Professional Growth and Effectiveness System, EDS/CIITS, TeachScape, the Framework for Teaching, the Certified Evaluation Plan, and other facets of the new evaluation system to design and constantly improve the professional development system and walkthrough tools around a common definition of “an effective teacher”. This alignment will ensure all schools and teachers have a coherent and cohesive system for ensuring best instructional practices in each classroom—i.e. “more effective instruction, in more classrooms, more of the time.”	Branham Armour ETCs	Gheens Leadership, EQOC, Asst Sups, HR, ETCs, JCTA, PTA, JCASA	Aug. 2014	May 2015	\$300,000	RTTT
4.1.2.2	Continue and enhance the collaboration between the Educator Quality Oversight Committee, the JCPS PGES Implementation Team, KDE, and School-Based PGES Implementation Teams to ensure just-in-time professional development that builds the capacity of the Teacher Leader Experts in each school, and supports all teachers across the district in utilizing TPGES to improve teacher practice, and student learning.	Armour ETCs Asst Sups Principals	Gheens Leadership, EQOC, Asst Sups, HR, ETCs, JCTA, PTA, JCASA	Aug. 2014	May 2015	\$75,000	Title II
4.1.2.3	The Teacher Professional Growth and Effectiveness System and the Principal Professional Growth and Effectiveness System are in full implementation (without accountability) in every school for the 2014-2015 school year. TPGES and PPGES will be used to support and monitor effective teacher and leadership practices aligned to the Danielson Framework, with ongoing feedback and input from all stakeholders to continue to improve student success.	Branham Armour ETCs	Gheens Leadership, EQOC, Asst Sups, HR, ETCs, JCTA, PTA, JCASA	Aug. 2014	May 2015	N/A	N/A
4.1.3	Develop and implement the Educator Growth System (EGS) to promote effective instruction and learning by collaborating with postsecondary schools, JCTA, JCASA, and KDE.	Raisor Hensley					
4.1.3.1	Continue and enhance collaboration with KDE to further develop and implement the teacher and principal professional	Armour ETCs	Gheens Leadership, EQOC, Asst	Aug. 2014	May 2015	N/A	N/A

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	growth and effectiveness systems, adding the Other Professional Growth and Effectiveness System (OPGES) and TPGES for Early Childhood teachers.		Sups, HR, ETCs, JCTA, PTA, JCASA, KDE, EDI				
4.1.3.2	EQOC and district leadership will continue to meet to review and develop the components of the Educator Growth System that will ensure support in all areas of an employee's tenure, from recruitment to retirement.	EQOC	Gheens Leadership, EQOC, Asst Sups, HR, ETCs, JCTA, PTA, JCASA	Aug. 2014	May 2015	N/A	N/A
4.1.3.3	Continue and enhance collaboration with local universities to further develop and improve a growth system that is aligned with current best practice to support student success and ensure quality candidates.	Armour ETCs	Gheens Leadership, EQOC, Asst Sups, HR, ETCs, JCTA, PTA, JCASA	Aug. 2014	May 2015	N/A	N/A
4.1.3.4	Support all schools as they implement TPGES and PPGES, and support the cohorts of OPGES and Early Childhood teachers who are piloting OPGES and TPGES for Early Childhood with continued just-in-time professional development, and enhancement of the CEP.	Armour ETCs	Gheens Leadership, EQOC, Asst Sups, HR, ETCs, JCTA, PTA, JCASA	Aug. 2014	May 2015	N/A	N/A

FOCUS AREA: SAFE, RESOURCES, SUPPORTED, AND EQUIPPED SCHOOLS

GOAL 2: Safe, Resourced, Supported, and Equipped Schools - The district provides safe, well-staffed and well-resourced schools to support needs of every student.

OBJECTIVES:

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

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
4.2.1	Create Central Office services, structures, and budgeting methods, aligned with district priorities and best practices that meet school needs and promote student success.	Hardin Raisor					
4.2.1.1	No org charts for central offices will be submitted to the Board that increases the costs of those departments, that adds salary increases to existing staffing models, or that provides upgrades in salaries for positions within departments. This strategy will be remain in place indefinitely and will not be circumvented or waived, regardless of proposed fund sources.	Hardin Raisor Tanner	Central Office Depts.	July 2014	Aug. 2015	NA	N/A
4.2.1.2	As existing positions become vacant that exist on org charts, a review will be completed to find opportunities to make recommendations to move positions from central office to school-based. CMA A.10.7	Raisor Rosen	Cabinet, Central Office Depts.	July 2014	Aug. 2015	NA	N/A
4.2.1.3	Special school allocations will be brought into conformity on flexible spending, and will be analyzed for possible staffing models that have reasonable student to teacher ratios.	Hardin Collopy	Special Schools	July 2014	Aug. 2015	NA	N/A
4.2.1.4	Special school allocations will be amended based on history of unused non-flex budget.	Hardin Collopy	Special Schools	July 2014	Aug. 2015	NA	N/A
4.2.1.5	Programs that are peripheral to strategic plan will be submitted for elimination, and only research-based programs that demonstrate meeting student needs and include proposed progress monitoring systems will be considered as part of the budget request process.	Hardin Collopy	Cabinet, Financial Planning, Data Management, Schools	July 2014	Aug. 2015	NA	N/A

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
4.2.1.6	Track progress and provide quarterly updates on implementing actions to address state audit recommendations	Hardin	Finance Dept.	Aug 2014	Dec. 2015	NA	NA
4.2.1.7	CTE Department equitably allocates Federal, State, and District funds to sustain and improve career pathway programs based upon District and Department priorities. This includes monitoring program enrollment and Perkins indicators.	Talley and Truax	Schools	Aug. 2014	May 2015	\$1.7 million	Carl D. Perkins, General Fund
4.2.2	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.	Marshall Hardin Raisor					
4.2.2.1	Section 7 allocation to schools will be analyzed for possible repurposing using disaggregated data to determine best usage of funds for the support of Gap students, with a formal proposal to be presented to the Board for approval and subsequently provided to schools no later than May 30 th of the prior fiscal year.	Marshall Hardin	Schools, Financial Planning and Diversity and Equity Depts.	Dec 2014	May 2015	\$4,000,000 (Refocused)	General Fund
4.2.2.2	Bolster the CARDS program and secure monies from TII to sustain the program	Marshall	Human Resources and Diversity and Equity Depts., Schools	Aug. 2014	May 2015	\$180,000	Gheens Foundation
4.2.2.3	Continue to host Equity Institutes that address (in)equities	Marshall	Gheens and Diversity and Equity Depts., Schools	Aug. 2014	May 2015	NA	NA
4.2.2.4	Bolster restorative practices and continue to offer trainings for school staff	Marshall	Gheens and Diversity and Equity Depts., Schools	Aug. 2014	May 2015	NA	NA

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
4.2.2.5	Utilize the Equity Council to render recommendations to JCBOE, including the use of district and school level equity scorecards	Marshall	Community Partners, Schools	Aug. 2014	May 2015	NA	NA
4.2.2.6	Bring the ACES teaching program to scale by using Title II funds to support an increase in participants. Also, raise the rigor of the program by having a diverse and demanding roster of course offerings.	Marshall Raisor	Teachers and Schools	Aug. 2014	May 2015	\$200,000	Title II
4.2.2.7	Minority Teacher Recruitment: Purposely recruit teachers (through traditional and non-tradition forms of recruiting) from other parts of the nation that understand the needs of JCPS and possess the disposition to teach in an urban setting.	Marshall Raisor	Teachers and Schools	Aug. 2014	May 2015	NA	NA
4.2.3	Implement a coordinated system of academic and behavioral supports and interventions for students that is flexible and timely to meet the needs of each student for optimal success.	Hensley Marshall					
4.2.3.1	Train, coordinate and monitor functioning departments of School-Based Student Response Team (SRT) Work, Area-Based SRT Work and Data-Based SRT Work with Assistant Superintendents, School Leaders, District Coordinators and Key Staff, Activating Clerks and Responders. CMA A 9.5, A 9.7, KDE A.3	Hensley Averette Whitlow	Principals, Assistant Principals, Counselors, SRT Coaches	July 2014	June 2015	\$207,378 (2 Resource Teacher, 1 Social Worker)	General Fund
4.2.3.2	Pilot one classroom as the District SRT Positive Action Center (PAC).	Hensley Averette Whitlow	Elementary Schools	July 2014	June 2015	\$100,000 1 teacher, 2 assistants	General Fund
4.2.3.3	Design and review (ongoing) needed documents; training and data system(s), to include effective and efficient use of Infinite Campus and CASCADE to support SRT Work; SRT Policies; SRT Procedures; plus, current and future needs of SRT to better support students, families, and school staff. CMA A 9.5, A 9.7, KDE A.3 All SRT documents will be updated (ongoing) and placed on SRT/PBIS website.	Hensley Averette Whitlow Posey Data Management	Principals, Assistant Principals, Counselors, SRT Coaches	July 2014	June 2015	NA	NA

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
	<p>The following training will be revised/produced and placed on the SRT/PBIS website</p> <ul style="list-style-type: none"> • Restraint and Seclusion • School-Based SRT Overview • Area SRT Overview • Positive Action Center • Behavior Incident Logs 						
4.2.3.4	Assess and analyze results of data on important SRT Statistics (i.e., LOST INSTRUCTIONAL TIME: suspensions, attendance, ISAP usage, discipline referrals, dropouts, etc.) with and for Superintendent, CAO, Assistant Superintendents and School –Based SRT Teams to make improvements and positive adjustments as needed with SRT Teams, Staff, Procedures, Programs, and other areas of critically important work. Training on analyzing data will be provided for all stakeholders. CMA A 9.5, A 9.7, KDE A.3	Hensley Averette Area Superintendents SRTs at the District Level Data Management	Principals, Assistant Principals, Counselors, SRT Coaches	July 2014	June 2015	NA	NA
4.2.3.5	Priority Schools will utilize a Student Response Team at the school level, the achievement area level and the district level to respond promptly to student behavioral and support issues. District-level SRT staff will visit all priority schools to assist and support the school with implementing an SRT Team and PAC with fidelity.	Averette Whitlow Posey Area Superintendents SRTs at each level	Priority School Principals, Assistant Principals, Counselors, SRT Coaches	Sept. 2014	June 2015	NA	NA
4.2.3.6	<p>Continue to build capacity in schools to become positive, supportive learning environments by working to stop school violence, preventing student substance abuse and using the JCPS assessment center (PBIS, Safe and Drug Free Schools/Student Relations) to determine what assistance families need to remove educational barriers.</p> <ul style="list-style-type: none"> • PBIS training will be on-going • SRT Coach training • Regular SRT Case Manager training CMA A 9.5 A 9.7, KDE 4.3, A.3 • Continue to add PBIS Cohorts 	Averette Whitlow Brahim Posey Area Superintendents SRTs at each level	Elementary, Middle, High Schools	July 2014	June 2015	\$749,000	School Transformation Grant

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
	<ul style="list-style-type: none"> Monitor existing PBIS Cohorts for implementation with fidelity Train District Coaches support schools with implementing PBIS with fidelity CMA A 9.5, A 9.7, KDE R.3 Encourage use of Safe and Drug Free website to provide information and resources to families. 						
4.2.3.7	Provide district-wide training on Bullying Prevention with all staff, provide bullying prevention materials online (including bullying reporting form and district bullying flow chart) and provide ongoing communications through the 15 th District PTSA Newsletter. CMA A 9.5, A 9.7, KDE R.3, A.3	Whitlow, Dolson, Sheehan, SRT Coaches	Elementary, Middle, and High Schools	July 2014	June 2015	\$5,000	General Fund
4.2.3.8	Provide Safe Crisis Management (SCM) training and supports which teaches staff de-escalation techniques. Each school will have a Core Team of SCM trained personnel. CMA A 9.5, A 9.7, KDE 4.3, A.3	Whitlow, Klingman	Elementary, Middle, and High Schools	July 2014	June 2015	NA	NA
4.2.3.9	Using Louisville Linked, develop a cohort of students who are considered High Challenge and High Resiliency and nurture them to Tier I universities, where they have a better chance of retention than even local universities.	Hensley Bartlett Community Members	Principals, Assistant Principals, Counselors, FRYSCs	July 2014	June 2015	NA	NA
4.2.3.10	Promote the Louisville Linked system to the community and school personnel; including developing the program, training and continuous monitoring of the program. Louisville Linked involves partnerships with over 100 agencies, including the Metro United Way, Seven Counties and the 15 th District PTA Clothing Assistance Program. CMA A. 9.5	Hensley Bartlett Community Members	FRYSCs, Counselors,	January 2014	June 2015	\$138,100 \$90,652 \$15,000	General Fund
4.2.3.11	Plan and schedule bi-weekly Core Planning Team meetings with District Personnel and Community members to review data monthly on the use of Louisville Linked and 3 times per year to review expanded data to	Hensley, Averette, Bartlett, Data Management	Counselors, FRYSCs	January 2014	June 2015	NA	NA

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
	determine areas of success and areas for growth. CMA A 9.5						
4.2.3.12	Provide resources and training on trauma and mental health to schools to ensure students are safe and secure	Averette, Whitlow, Sircy, Bargione	Elementary, Middle, and High Schools	July 2014	June 2015	\$100,000	Project AWARE Grant

Pending Board Approval: 12.15.14

Notes: Activities address Curriculum Management Audit recommended actions (CMA); Activities address KDE Leadership Assessment recommendations (KDE)