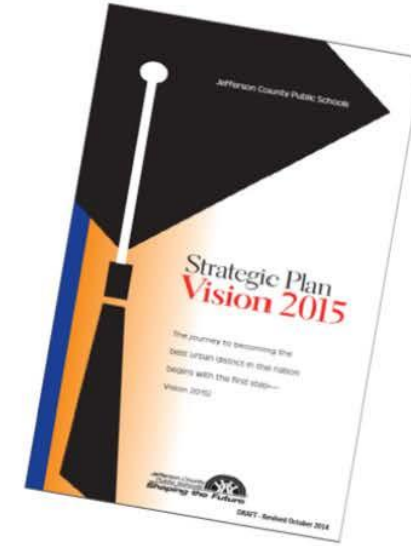
The background of the slide is white and features several large, colorful geometric shapes that appear to be parts of interlocking gears. On the left, there is a large yellow semi-circle. At the top, there are red and yellow triangular shapes. On the right, there is a green semi-circle with a white letter 'T' on it. At the bottom left, there is a blue triangular shape. At the bottom right, there is a purple semi-circle.

Responsive Differentiated Instruction and Equitable Learning Experiences

*Jefferson County Board of Education
January 26, 2015*

Connecting to our Strategic Plan



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.



Problem to Solve

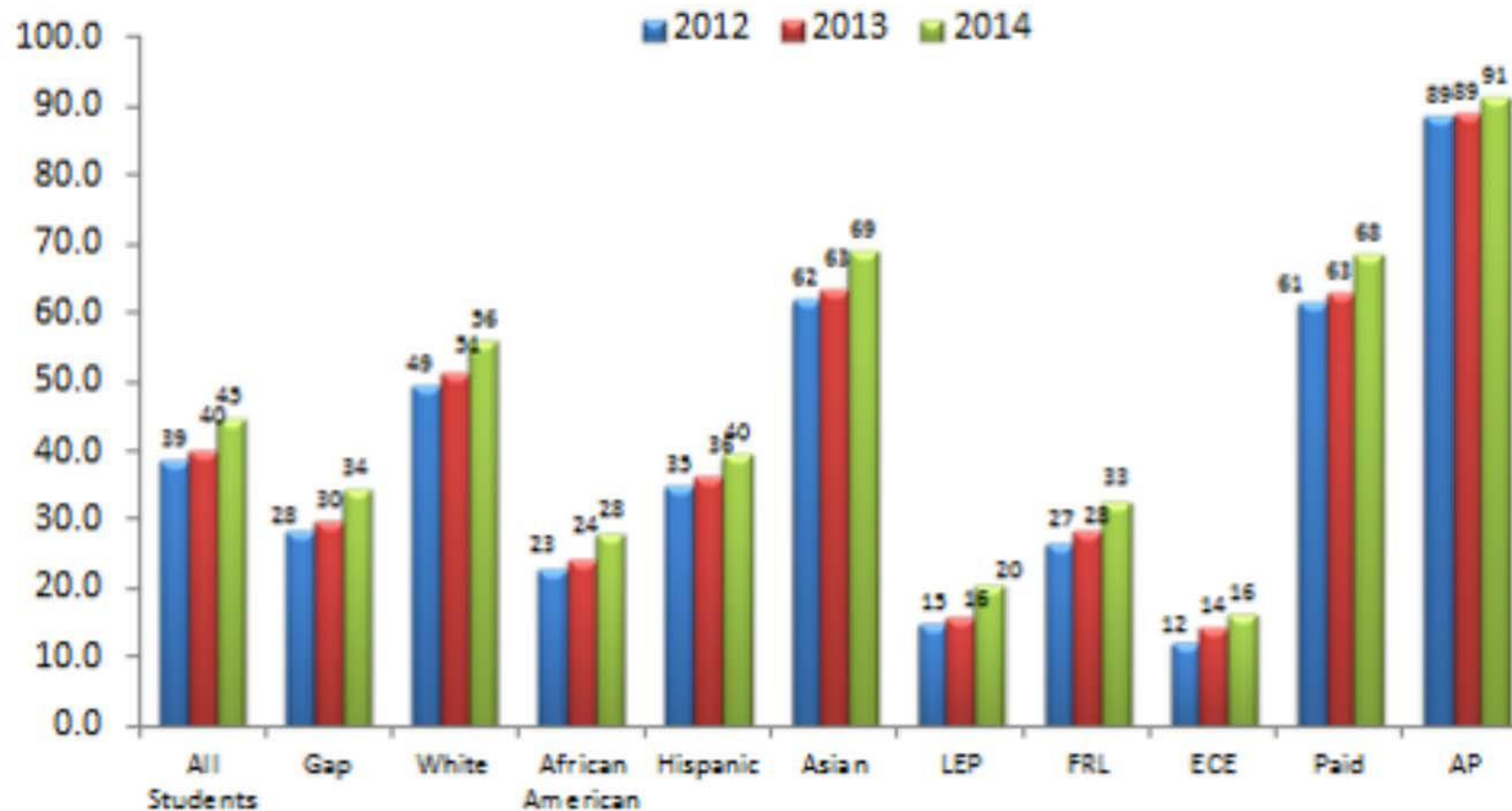
Problem to Solve

- 49% of All JCPS Students are performing at the proficient level in Reading and Math combined
- 28% of JCPS African American Students are performing at the proficient level in Reading and Math combined
- 33% of JCPS Students from Poverty are performing at the proficient level in Reading and Math combined
- 34% of JCPS Students in the Gap Group are performing at the proficient level in Reading and Math combined

* Based on 2014 KPREP Results

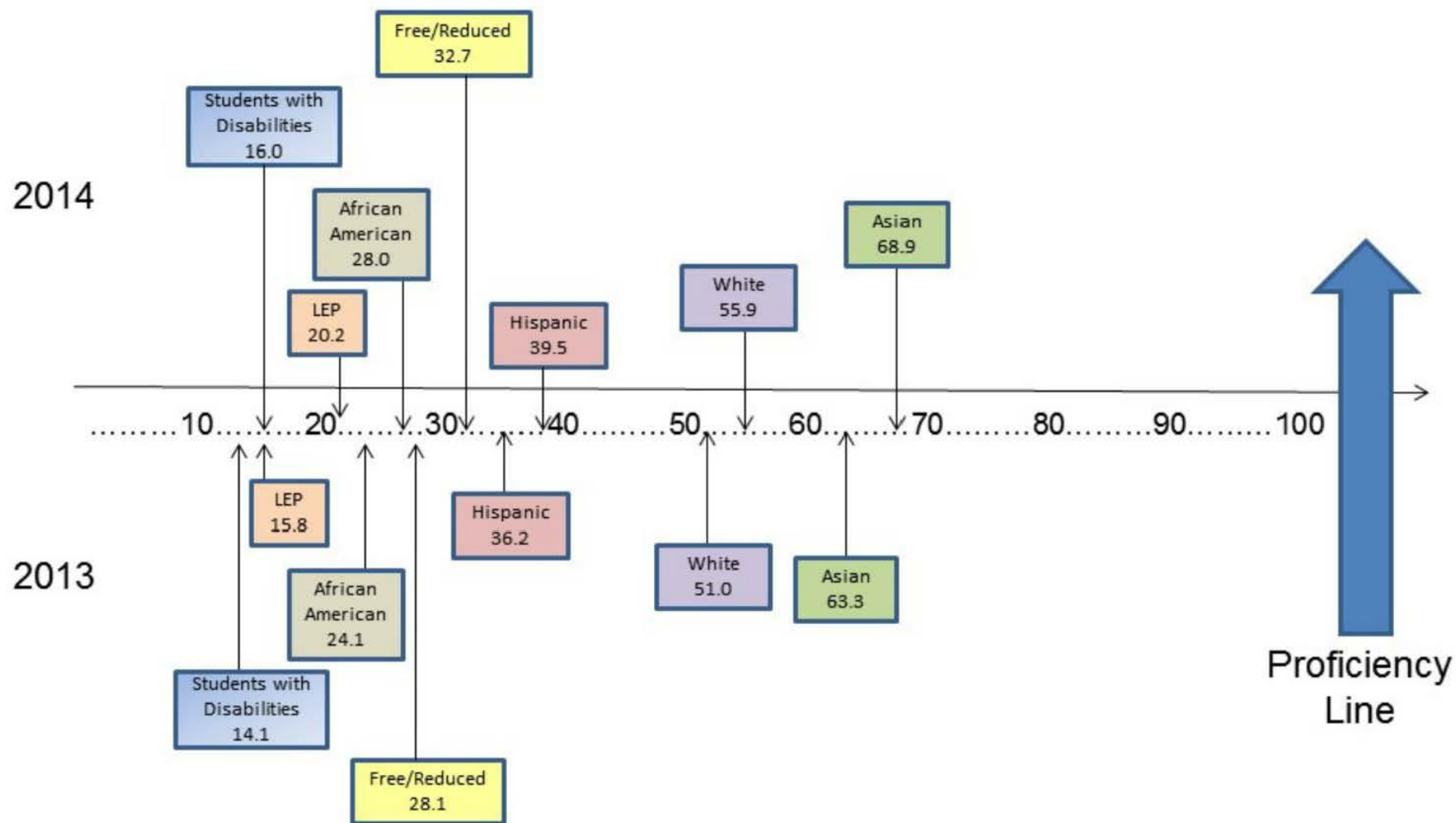
Closing the Achievement Gap

District Percent Proficient or Distinguished Combined Reading & Math by Student Group



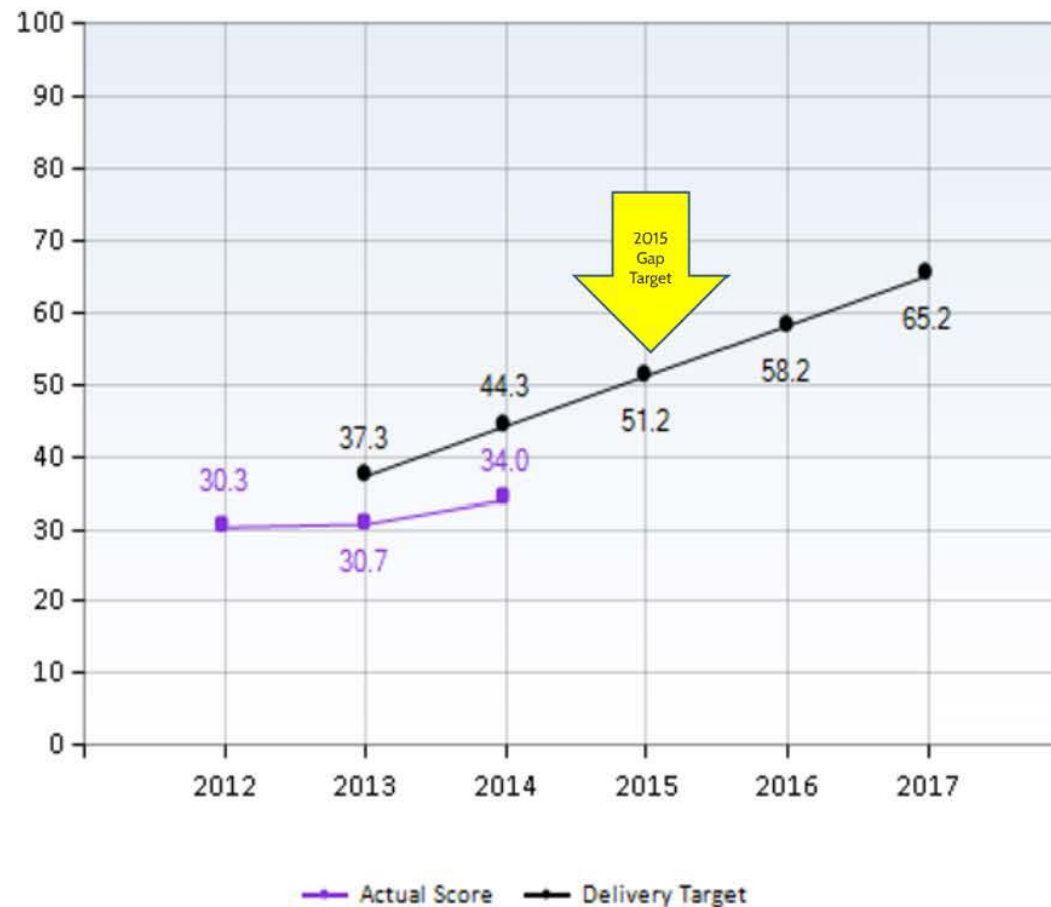
Percent Proficient or Distinguished Combined Reading & Math by Student Group

How far is each student group in our district from the goal (GAP to GOAL)?



KDE Delivery Target

Non-Duplicated Gap Group Targets
(Elementary, Middle, and High School)
Combined Reading and Mathematics





d
es

Theory of Action

Theory of Action

If we develop a delivery plan to support and train teachers and staff to implement effective

- Professional Learning Communities (PLCs)
- Differentiated Instructional practices
- The Professional Growth and Effectiveness System (PGES)
- Extended Learning Opportunities (ATTAIN, Summer Boost, etc.)
- Consultancy Teams
- Data Analysis Teams
- School Improvement Academy for targeted Principals

and ensure this professional learning reaches the desk of every student, then we will reach our gap target of 51.2 on the 2015 KPREP.



Resources Needed

Resources Identified and Allocated

Strategy Component	Details	Funding Source	Cost
Phase III of PLC Support	Contracted with Solution Tree to provide training and support to Non-Title I Principals and GCCs	Title II	\$175,000
DuFour PLC Pilot School Project	Contracted with Solution Tree to provide the 3 rd and final year of ongoing coaching and support to 13 Pilot Schools	General Funds	\$125,000
Phase I of Differentiated Instruction	Contracted with ASCD National Expert to provide training and support to Principals and GCCs	Title II	\$200,000
PGES	Full implementation for all Schools without Accountability	Title II Race to the Top	\$75,000 \$300,000

Resources Identified and Allocated

Strategy Component	Details	Funding Source	Cost
ATTAIN	All Priority Schools and 9 additional targeted schools received ATTAIN funds to extend the school day with an intentional focus on increased proficiency in CCR and the 4 core areas	General Funds (ATTAIN)	Approximately \$3 million (carryover from 2013-14)
Summer Boost	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 extended learning opportunity to support the Third Grade Pledge.	Title I	\$700,000

Resources Identified and Allocated

Strategy Component	Details	Funding Source	Cost
Consultancy Teams	Conduct consultancy team visits in targeted schools to provide feedback and support on key areas of need	N/A	N/A
Data Analysis Teams	Deep dive into district assessment data to determine a systemic plan for delivering professional learning to teachers and intentional support for students	N/A	N/A
School Improvement Academy (SIA)	Intentional support provided by CAO for targeted principals to improve instructional leadership and build capacity in order to increase student achievement	N/A	N/A



Timeline for Implementation

Strategy Component	Dates of Trainings and Implementation	Next Steps	Projected Cost for 2015-16
Phase III of PLC Support	Ongoing throughout the 2014-15 school year	Training to Develop and Support Common Assessments	~\$200,000 Title II Funds
DuFour PLC Pilot School Project	Ongoing throughout the 2014-15 school year	Sustainability	N/A
Phase I of Differentiated Instruction	Ongoing throughout the 2014-15 school year	Phase II to include ELA and Math Teacher Leads	~\$250,000 Title II Funds
PGES	Ongoing throughout the 2014-15 school year	Full implementation with Accountability	N/A

Strategy Component	Dates of Trainings and Implementation	Next Steps	Projected Cost for 2015-16
ATTAIN	Ongoing throughout the 2014-15 school year	Prepare and present Budget Proposal for funding for 2015-16	~\$3 million Per Board Directive
Summer Boost	July of 2014	Replicate Summer Boost for July 2015 – increasing to serve 1000 targeted students	~\$1.5 million Title I Funds
Consultancy Teams	Ongoing throughout the 2014-15 school year	Continue to identify and work with targeted schools based on data analysis	N/A
Data Analysis Teams	Ongoing throughout the 2014-15 school year	Continue to analyze district assessment data to determine needs	N/A
School Improvement Academy (SIA)	Ongoing throughout the 2014-15 school year	Continue to identify and work with targeted schools based on data analysis for 2015-16	N/A

Expected Outcomes

Phase III of PLC
Support

- Increase in proficiency rates on district benchmark assessments

DuFour PLC
Pilot
School Project

- Increase in proficiency rates on district benchmark assessments

Phase I of
Differentiated
Instruction

- Increase in proficiency rates on district benchmark assessments

Differentiated
Instruction

assessments

PGES

- Improved Teacher Quality as evidenced by increased ratings on PGES classroom observations

ATTAIN

- Increase in proficiency rates on CCR and KPREP Assessment

Summer Boost

- Increase in proficiency rates on Third Grade Reading (KPREP)

Consultancy

- Increase in proficiency rates on district benchmark

Summer Boost

Consultancy Teams

- Increase in proficiency rates on district benchmark assessments per school trajectory to meet 2015 targets

Data Analysis Teams

- Increase in proficiency rates on district benchmark assessments per school trajectory to meet 2015 targets

School Improvement Academy (SIA)

- Schools Meet AMO target for 2015





Request for

- Direction
- Feedback
- Input

