

**Jefferson County Public Schools
Summary of Stakeholder Engagement Meeting
May 8, 2015**

On Friday, May 8, 2015, at 8:00 a.m., the Strategy Committee of the Jefferson County Public Schools (JCPS) Board of Education hosted the first of four community stakeholder engagement meetings. The goals of these meetings are to:

- Provide an open-ended process that gathers a wide range of input
- Gather authentic input from and engagement by meeting participants
- Identify the most critical issues that JCPS needs to address in the coming years that will have the greatest impact on improving outcomes for students

The information gathered at these meetings will provide input into JCPS' Vision 2020 strategic planning process as well as other Strategy Committee initiatives.

Between 40 and 50 individuals attended the meeting, representing a cross-section of the community:

- Parents of children in JCPS schools
- PSTA members
- JCPS teachers
- JCTA representatives
- JCPS administrators from the central office and the field
- Community organizations and JCPS partners
- Business leaders
- Representatives from Metro Government
- Members of the JCPS Board of Education

Introductions and Overview

The meeting began with a brief presentation by Jonathan Lowe, JCPS Director of Strategy. The presentation included an overview of strategic planning in general, JCPS' strategic planning process, the purpose and goals of the stakeholder engagement meetings, and the intended use of the information gathered at these meetings.

The overview also included a "snapshot" of JCPS, including facts about the district and student demographics, assessment scores, and behavioral and therapeutic needs.

Participants then briefly introduced themselves to one another.

Information Gathering Process

Participants then engaged in the information gathering process. The process had three phases:

- (1) Identification of elements of a vision for students: where are we going?
- (2) Affirmation of good work being done in JCPS now: what is going well?
- (3) Identification of what needs to be addressed going forward: What do we need to do?

Throughout the process, participants engaged in brainstorming, small group discussion and discussions in the large group.

(1) Where are we going? In the first step of the process, participants were invited to share responses to three questions:

- What do we want students to know?
- What do we want them to be able to do?
- What kind of community members do we want them to be?

Participants considered answers to these questions first individually, then in small groups, then in the large group as a whole. Responses shared in the large group fell into two broad categories and included:

We want children who:

- Are happy and healthy
- Have a sense of moral and civic responsibilities
- Are resilient
- Can navigate the system
- Take ownership of their education and their lives
- Are critical thinkers, problem-solvers
- Are active participants in their local and the global communities
- Are compassionate and responsible
- Have the skills to access opportunities open to them
- Know how to learn

We want an education system that:

- Meets the needs of every child
- Ensures teachers understand and comply with the diversity of their students
- Teaches students “real world” life skills that lead them to good career choices
- Ensures parent engagement
- Ensures student engagement—that hears their voices and offers them choices

(2) What’s going well? In the second step of the process, participants were invited to share responses to the following question: Given this is where we want to go, what are we doing that is already working? As a large group, participants brainstormed the following list:

- JCPS is more transparent
- JCPS is engaged more with parents and the community in general
- JCPS is looking at teacher performance
- JCPS is making academic progress across all student groups, if not evenly
- JCPS provides some stability to students
- JCPS has formed partnerships with community organizations
- JCPS is trying to create diversity
- JCPS has changed the conversation, focusing on the success of *all* children
- PLC’s are taking root and are productive
- Schools throughout JCPS have teachers that are involved, active and care
- JCPS is providing many choices for career preparedness

- JCPS is assessing proficiencies
- JCPS is better focused in its efforts
- Throughout JCPS there are “pockets” of discussion about “whole child education.”

(3) What do we need to do? In the final step of the process, participants were invited to share responses to three questions:

- *What do we need to start doing or doing more?*
- *What do we need to stop doing or doing less?*
- *What do we need to change about what we are doing and/or how we are doing it?*

Participants considered answers to these questions individually, then in small groups, then in the large group as a whole. Responses shared in the large group fell into a series of broad categories and included:

Broaden educational culture/approach to looking at the whole child

- Transcend narrow focus on data and limited assessment
- Recognize and address the mental and physical health of children
- Move from standardizing instruction to personalizing instruction
- Provide effective focus on children with special needs (including such needs as ESL, etc.) to increase their academic and college readiness

Deepen relationships at various levels

- Move beyond mere partnerships to collaboration with shared values, goals, sacrifices and authority
- Create and implement policies that increase collaboration among teachers, parents and students
- Increase collaboration with community partners
- Find ways to engage parents more deeply

Understand, value, embrace, promote and celebrate diversity

- Deepen our understanding of what we mean by “diversity”
- Understand what is being taught about diversity and by whom
- Increase the cultural diversity of our teachers; empower them to share their various cultures in the classroom
- Increase cultural sensitivity of counselors

Attract and retain the highest quality teachers

- Develop a recruiting process that obtains individuals motivated to teach
- Reduce the attrition rate among teachers
- Provide for more professional development opportunities among teachers by ensuring intentional collaboration opportunities across schools

Address behavioral issues

- Free teachers so that they can teach
- Free counselors so that they can aid students beyond discipline issues

Improve performance of all our schools

- Identify best practices and *replicate* them from school to school, not merely share them
- Develop great teachers and leadership at traditionally under-performing schools
- Distinguish between collections of high performance students within schools and high performance schools

Acknowledge “real world” realities

- Develop meaningful and authentic learning opportunities and assessments that acknowledge the real world
- Recognize that not all children are college-bound; provide trade development opportunities

Gather the resources needed to achieve our vision

- Develop an adequate and appropriate staffing model
- Develop and implement an adequate budget to fund our dreams

Articulate and live out our values

- Work to ensure all sectors of our community (e.g., families, businesses, government) value education
- Articulate a value system that underpins all of the work JCPS does

Next Steps and Closing

At the conclusion of the process, participants were reminded about how their input will be used and were thanked for their generous time and effort. The meeting was then adjourned.

Appendix: Flip Chart Images

<p><u>WHERE ARE WE GOING?</u> <i>MORE CIVIL RESISTANCE</i></p> <p>HAPPY & HEALTHY MEETING NEEDS OF EVERY CHILD KNOW <u>HOW</u> TO LEARN <i>RESILIENT</i> TEACHERS COMPLY W/ DIVERSITY SKILLS → ACCESS TO OPS. NAVIGATE SYS; TAKE OWNERSHIP REAL WORLD LIFE SKILLS → CAREER CRITICAL THINKER; ACTIVE PART. <i>PROB. SOLV.</i> LOCAL / GLOBAL COMPASSIONATE / RESPONSIBLE PARENT ENGAGEMENT STUDENT " (VOICE / CHOICE)</p>	<p><i>ALL STUDENT ENG.</i></p> <p><u>GOING WELL</u></p> <p>WE ARE LOOKING @ TEACHER PREP. MORE TRANSPARENT MORE ENGAGEMENT <i>MAKING ACADEMIC PROGRESS</i> PROVIDES STABILITY TO STUDENTS 9 / 10 AKA N / COMM. OPS. TRY TO CREATE DIVERSITY <i>FOR SOME</i> CANNO A'ED → ALL KIDS SUCCESSFUL PLC'S → PRODUCTIVE TEACHERS INVOLVED, ACTIVE, CARE EVERYWHERE MANY CHOICES: CAREER PREPARING ASSESSING PROFICIENCIES BATH FOCUSED POCKETS OF "WHOLE CHILD" IN ADD. TO ASSESS</p>
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Where are we going?

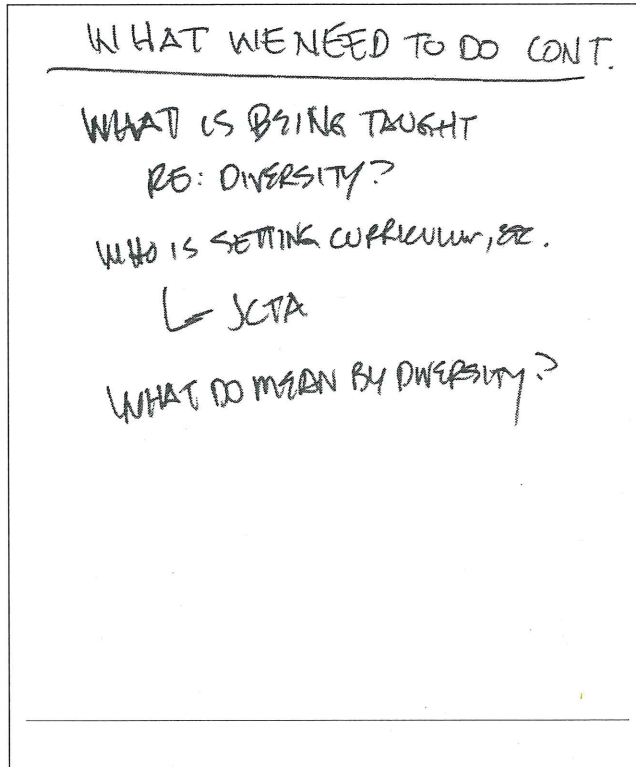
What is going well?

<p><i>PRODUCT</i></p> <p>WHAT DO WE NEED TO DO MENTAL HEALTH / HEALTH & <i>BETTER RECO.</i> Δ FR. DATA / ASSESS → CHILD GROWTH CULTURE MORE COLLAB. B/T TEACHERS / PARENTS / STUD. <i>AND COMM.</i> VALUE SOCIAL / EMOTIONAL THEN PERSONAL DIVERSITY / PROMOTING EMBRACING, CELEBRATING UP THE CALIBER OF TEACHERS / RECRUIT MOTIVATED TO TEACH & PERFORM / CULTURE DIVERSITY / TEACHERS LIFE SKILLS RECRUIT TEACHERS → DIVERSITY COUNCILORS THAT COUNCIL → CULT. SENSITIVE COLLAB. W/ COMMUNITY P'NERS → HELP PARENT ENGAGEMENT ALL SECTORS OF COMMUNITY VALUE ED.</p>	<p><u>STANDARDING INST. → PERSONALIZING</u> MEANINGFUL / AUTHENTIC / REAL WORLD LEARNING & ASSESSMENT DEFINE A VALUE SYSTEM THAT UNDER PINS ALL DISTINGUISH B/T HIGH PERFORM STUD / SCHOOL ADEQUATE / APPROP. STAFFING & BUDGET BEST PRACTICES REPLICATED / SHARED ADDRESS BEHAVIORS SO TEACHERS CAN TEACH EQUALLY ACROSS ALL GREAT TEACHERS / LEADERSHIP IN TRAD. UNDERPERFORMING → CONTRAST MORE PROFESSIONAL DEVELOPMENT COLLAB. ACROSS SCHOOLS EFFECT. FOCUS ON SPEC. EP. STUDENTS → ↑ AKA. READINESS / COLLEGE TRACE SCHOOLS / NON-COLLEGE BOUND</p>
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What do we need to do?

What do we need to do?

Appendix: Flip Chart Images



What do we need to do?

Vision 2020: Community Stakeholder Input Meeting - May 8, 2015

	A	B
1	Name	Organization
2	Terri Robinson	JCPS
3	Pinky Jackson	Manual PTSA
4	Andrew Bailey	JCTA
5	Angela Allen	OAS
6	Sam Hawkins	Code Green
7	Tammy L. Berlin	JCTA
8	Maggie Elder	Metro United Way
9	Rebecca DeJarnatt	Metro Govt. Office of Youth Development
10	Megan Ward	Norton
11	Elizabeth Mays	Teach KY
12	Joe Leffert	JCPS
13	Tracy Shah	Manual PTSA
14	Kelly Ramsey	Manual High School Parent
15	Angie Krebs	Lassiter/Brown Parent
16	Jonthan Lowe	JCPS
17	Leslie Taylor	JCPS
18	Marco Munoz	JCPS
19	Steve Bush	Parent
20	Mike Hirn	Manual PTSA
21	Felicia Young	Louisville Metro Govt.
22	Marjorie Buntin	NHBW
23	Charlene H. Holloway	NAACP
24	Jeri Swenton	Big Brothers/Big Sisters
25	Keith Robbins	DuPont Manual
26	Linda Holland	Louisville Metro Human Relations Commission
27	Dr. Eleanor Phif	Voice of Louisville
28	Bishop Dennis Lyons	Voice of Louisville
29	Vanessa Posey	SRT
30	Dena Dosset	JCPS
31	Robert Moore	Louisville Urban League
32	Alan Young	JCPS/JCTA
33	Steve Tarver	YMCA
34	April Holmes	Voice of Louisville
35	Maria Sorolis	Parent
36	Talisha Ford	JCPS Liberty
37	Neva Hudson	National Hook-Up of Black Women
38	Ciceley Bishop	LMCS
39	Carol Edele	GCIPL/Prichard Committee
40	Raymond Brown	UPS @ OBAP
41	Cindy Baumert	Prichard Committee
42	Katherine Smith	Metro United Way
43	Ken Talley	JCPS & CTE
44	Beverly Chester Burton	JCPS/JCTA
45	Mary Sullivan	Metro United Way
46	Meredith Zahirovic	Community Foundation of Louisville
47	Andy Treinen	WHAS11