

**Jefferson County Public Schools**  
**Summary of Stakeholder Engagement Meeting**  
**VanHoose Education Center**  
**May 12, 2015**

On Tuesday, May 12, 2015, at 6:00 p.m. at the DuValle Education Center, the Strategy Committee of the Jefferson County Public Schools (JCPS) Board of Education hosted the second 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.

Approximately 35 individuals attended the meeting, representing a cross-section of the community:

- Parents of children in JCPS schools
- PTSA 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 included:

**We want children who:**

- Are happy, healthy and safe
- Are empathic, compassionate, respectful and confident people and community members
- Are resilient
- Can advocate for themselves in an appropriate manner
- Are ready for college and/or a career and that can “get a job”
- Know the Lord’s Prayer
- Possess positive social skills and know how to resolve conflict
- Can think and read and are competitive within a global market; who are responsible
- Give back to society; understand what it means to be a citizen
- Are creative thinkers and problem-solvers
- Are able to work with people who do not look like them

**We want an education system that:**

- Graduates students
- Provides a high quality education as a way out of poverty
- Appropriately manages students behavior

**(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 focusing on kindergarten readiness
- JCPS has caring teachers and staff at every school
- JCPS is shedding light on disparities within the system using the equity scorecard and is addressing those disparities
- JCPS is reaching out to the Black community
- JCPS values all of our children
- JCPS is providing opportunities to expose students to career pathways
- JCPS is implementing recommendations from the audit
- JCPS has implemented a new accountability system
- JCPS is listening to the community well
- JCPS is providing programming for students who struggle and are at risk of dropping out
- JCPS is providing fiscal transparency through the Web site

- JCPS is good at educating students who are well-resourced
- JCPS is introducing the ACT to students in seventh and eighth grade
- JCPS is implementing Black male initiatives
- JCPS is closing the “us” vs. “them” gap
- JCPS is admitting its inadequacies, submitting to the authority of the community, and committed to the cause
- JCPS is more transparent
- JCPS is partnering/collaborating with community organizations (e.g., the Public Library)
- JCPS is starting conversations with equity at the center
- JCPS is training children
- JCPS is outsourcing administrative functions (e.g., legal counsel)
- Parents are more active and involved
- The school board and the superintendent are working well together

**(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 experiences and opportunities**

- Expand the reach of early childhood education
- Develop whole-family educational opportunities
- Implement cultural diversity programs
- Develop a more personalized approach to educating each student
- Develop trade / vocational educational tracks
- Improve student and teacher morale within the school

#### **Improve our educational approaches**

- Close the reading and math gap in elementary school
- Discontinue the socialization model in Pre-K; it isn't working
- Focus on students strengths—not just weaknesses
- Stop identifying students by their differences; identify them instead by their learning and behavioral needs
- Develop a comprehensive strategy for dealing with student mental health
- Work to overcome student deficits in preschool

#### **Address student behavioral issues more effectively**

- Provide consistent discipline
- Develop more creative ways to handle discipline issues
- Refocus discipline and behavior using available technology (e.g. cameras)
- Strike a balance between providing too much discipline in some cases and not enough discipline in others.

**Continue to encourage and increase parental involvement**

- Implement opportunities for parents to become involved at the classroom and individual school levels
- Communicate / educate parents on their role in the education of their children; find appropriate ways to hold parents accountable
- Encourage and empower parents: let them know they have power in the classroom
- Ensure school staff are welcoming to parents and the entire family

**Ensure adequate staffing**

- Change the method of recruiting teachers
- Increase teacher salaries
- Increase the number of male teachers in elementary school
- Increase the number of teacher's aides
- Increase the number of school nurses

**Provide adequate resources**

- Provide needed textbooks and supplies
- Double the budgets for under-performing schools
- "These things take money. We need to be willing to pay taxes."
- "Get rid of the \$100,000 salaries in administration."

**Improve school counselor performance**

- Provide better training to school counselors
- Lessen the "CPS threat" counselors place on parents

**Resolve school equity and school assignment issues**

- Identify and eliminate inequity from school to school
- Rework the magnet school program to better balance talent
- Stop dividing families by sending their children to different schools
- Find a way to make neighborhood schools work

**Improve communication**

- Find ways to better articulate the challenges associated with education, especially those related to school readiness

Participants were then invited to consider the entire list of "what we need to do" and identify a set of themes or main ideas that summarizes the items shared. Themes / main ideas shared were:

- Continue to increase parent and whole family engagement
- Develop adequate resources—not merely in terms of funding but in terms of staff talent and expertise
- Develop and maintain educational equity; close the opportunity gap
- Provide the set of educational and vocational opportunities that will allow each student to discover and maximize her/his talents

**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> <span style="float: right;">- HAPPY HEALTHY SAFE</span></p> <p><u>GRADUATED</u></p> <ul style="list-style-type: none"> <li>- EMPATHETIC, COMPASSIONATE, RESPECTFUL, CONFIDENT, PPL &amp; COMM. MEMBERS</li> <li>- SELF ADVOCATES (APPROPRIATELY)</li> <li>- RECEIVE HIGH QUALITY EDU → TAKE WAY OUT OF POVERTY</li> <li>- BEHAVIOR</li> <li>- COLLEGE &amp; CAREER READY → GET A JOB</li> <li>- KNOW THE LEADER'S PLAYBOOK</li> <li>- + SOCIAL SKILLS / KNOW CONFLICT RESOLUTION</li> <li>- THINK, READ, COMPETITIVE W/ WORLD RESPONSIBLE</li> <li>- GIVING BACK TO SOCIETY</li> <li>- CREATIVE THINKERS / PROBLEM SOLVERS</li> <li>- CITIZENS</li> <li>- WORK W/ PPL WHO DON'T LOOK LIKE THEM</li> </ul> <p style="text-align: right;">RESILIENT</p>	<p><u>WHAT'S GOING WELL</u></p> <ul style="list-style-type: none"> <li>- FOCUS ON KINDERGARTEN READY</li> <li>- Caring TEACHERS / STAFF</li> <li>- ACTIVE / INVOLVED PARENTS</li> <li>- EQUITY SCORECARD - ALSO LIGHT ON DISPARITIES &amp; DATA BEING ADDRESSED</li> <li>- REACH OUT TO BLACK COMMUNITY</li> <li>- VALUE ALL OF OUR CHILDREN</li> <li>- OPS. TO EXPOSE STUDENTS TO CAREER PATHWAYS</li> <li>- IMPLEMENTING ROCK P.L. ABOUT</li> <li>- NEW ACCOUNTABILITY SYSTEM</li> <li>- LISTENING TO COMM. WELL</li> <li>- BOARD / SUPP. WORKING WELL TOGETHER</li> <li>- PROGRAMMING FOR DROP OUT / TROUBLED</li> <li>- FISCAL TRANSP. WEBSITE</li> <li>- JRS EDU. WELL RESOURCED KIDS</li> <li>- T/B GR. GET</li> </ul> <p style="text-align: right;">- COLLAB. W/ COMM. P'NERS</p>
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Where are we going?

What's going well?

<p><u>GOING WELL</u></p> <ul style="list-style-type: none"> <li>- BLACK MALE INITIATIVES</li> <li>- US VS. THEM GAP CLOSING</li> <li>- ADMITTING INADEQUACIES; SUBMITTING; COMMITTED TO CAUSE</li> <li>- TRANSPARENCY</li> <li>- PARTNERING W/ COMM. MEMBERS (EG. PUB. LIB)</li> <li>- STARTING CONVS. W/ EQUITY @ CENTER</li> <li>- TRAINING CHILDREN</li> <li>- OUTSOURCING RESPONSIBILITIES (IN HOUSE LEGAL)</li> </ul>	<p><u>WHAT DO WE NEED TO DO?</u></p> <ul style="list-style-type: none"> <li>- APPROPRIATE RESOURCES TO PROVIDE FUNDS</li> <li>- PROVIDE TEXT BOOKS / SUPPLIES</li> <li>- IMPROVE STUDENT / TEACH. MORALE / SCHOOLS</li> <li>- REFOCUS DISCIPLINE / BEHAVIOR</li> <li>- CONSISTENT DISCIPLINE; MORE CREATIVE W/ DISCIPLINE ISSUES</li> <li>- MORE PARENTAL INVOLVEMENT. CLASS / SCHOOLS</li> <li>- EXPAND REACH OF EVERY CHILD READ PROGRAMS</li> <li>- BETTER COUNSELOR TRAINING</li> <li>- STEP DIVIDING FAMILIES BY SCHOOLS</li> <li>- PERSONALIZED APPROACH TO EDU</li> <li>- FOCUS ON STRENGTHS / NOT WEAKNESSES</li> <li>- ARTICULATE CHALLENGES ASSC. W/ EDU. → SCHOOL READINESS</li> <li>- NEIGHBORHOOD SCHOOLS</li> <li>- CHANGE METHOD OF RECRUITING TEACHERS</li> <li>- MORE TEACHERS IN STEM SCHOOLS</li> <li>- DIRECT BUDGET FOR UNDERPERFORMING SCHOOLS</li> </ul> <p style="text-align: right;">- CAMERAS</p> <p style="text-align: right;">- NURSES!</p>
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What's going well?

What do we need to do?

### WHAT DO WE NEED TO DO?

- ~~CPS~~ COUNSELORS LESSEN CPS TREAT → PARENTS
- ~~DO~~ BUT OVER-DISCIPLINING & NOT DISC. ENOUGH
- COMP. STRATEGY FOR DEALING W/ STUDENT MENTAL HEALTH
- CLOSE READ / MATH GAP IN ELEM. SCHOOL
- COMM / EDU. PARENTS ON THEIR POE / PECT.
- DISCONT. SOCIALIZATION MODEL IN PRE-K
- STOP ID'ING STUDENTS BY DIFFERENCES  
LO ID THEIR LEARN / BEHAVIOR NEEDS
- ID / EQU. / INEQUITY FR. SCHOOL TO SCHOOL
- WHY IMPLEMENTING MEANERS? BALANCE TALENT
- CULTURAL DIVERSITY PROGRAMS
- THESE THINGS TAKE \$; WE NEED TO BE WILLING TO PAY TAXES
- PRESIDENT OVERHAULS OBJECTS
- \$ SALARIES AS LOW IN LEVEL
- TRADE / VOCATIONAL SCHOOLS
- ENCOURAGE / EMPLOY PARENTS → PRE-PRINTER
- IN THE CLASSROOM
- SCHOOL STAFF WELCOME PARENTS / FAMILY

What do we need to do?

### THEMES

- PARENT / FAMILY ENGAGEMENT
- RESOURCES (ADEQUATE)  $\leftarrow$  FIND THE \$
- EDUCATIONAL EQUITY / CLOSE OPP. GAP
- VOCATIONAL / EDU OPPS. → EA. STUDENT MAX. RES / HIS TALENT

What do we need to do?

Vision 2020: Community Stakeholder Input Meeting - May 12, 2015

	A	B
1	<b>Name</b>	<b>Organization</b>
2	Bette Hughes	Grandparent
3	Lawrence Wilber	Louisville Urban League
4	Chris Harmer	Fellowship of Reconciliation
5	Gina Braxton	
6	Kate Schiavi	LFPL
7	Tracy Biddix	parent
8	JuanBiddix	parent
9	Lisa Williner	JCPS Board
10	Rachel Quick	Parent
11	Kofi Darku	MUW
12	TJ Delahanty	Metro United Way
13	Daryle Unseld	Metro United Way
14	Tom Moffett	Ky. Alliance
15	Candice Johnson	GCIPL/KHEAA
16	Bonnie Marshall	Grandparent
17	Christie Swan	JCPS Teacher
18	Tammy Berlin	JCTA
19	Alvena Smith	Voice of Louisville
20	Shirley Fishback	Voice of Louisville
21	Robert L. Tinnin	Concerned Citizen
22	April Holmes	Voice of Louisville
23	Annette Bridges	Community Stakeholder
24	Frandrea Neal	Ex. JCPS Employee
25	Carolyn Alexander	Voice of Louisville
26	Bishop Dennis Lyons	Voice of Louisville
27	Rev. Geoffrey Ellis	IMC/Asbury D.M.E.C.
28	Lucy Kacir	Speed Art Museum
29	Sam Hawkins	Code Green
30	Bettye Glass	Voice of Louisville
31	MargaretW. Malones	Voice of Louisville
32	Gracie Lewis	Ky. Alliance
33	Nancy DeMarthra	