

STRATEGIC PLAN VISION 2020

VISION

All JCPS students graduate prepared and inspired to reach their full potential and contribute meaningfully to our shared world.

MISSION

To engage and inspire all students to learn through effective teaching and personal supports.

CORE VALUES

1. All of our children are cared for and treated as if they are own.
2. All students are provided equitable access to educational opportunities.
3. Children learn differently.
4. Children require personalized approaches to learning.
5. Classroom experiences and learning environments matter most.
6. Our diversity is a strength — differences of each are assets of the whole.
7. High-quality teaching is the most powerful tool for engaging and motivating students to reach their full potential.
8. Leadership, creativity, and innovation are essential to prepare students for their future.
9. Talents, resources, and time are used wisely to benefit students.
10. Relationships between students, between students and staff, between schools and families, and with community partners are important for the success, health, and well-being of our students.
11. Adults always model integrity, respect, creativity, and accountability.
12. We exist to serve students and families.
13. All are welcome.

OVERVIEW: FOCUS AREAS & GOALS

LEARNING

- Learning Growth
- Third Grade Reading Pledge & Early Literacy

CAPACITY BUILDING

- Professional Capacity
- High-Performing Teams

INFRASTRUCTURE

- Infrastructure Improvements
- Communications & Access to Information
- Technology for Learning & Operations
- Access to Public Choice System

FOCUS AREA: LEARNING

GOAL: LEARNING GROWTH

Each student will progress toward mastery of academic standards and demonstrate progress in developing the capacities and dispositions necessary for success in life through equitable access to educational opportunities and supports.

TARGETS:

1. Elementary (K-8) Reading and Math Performance: For Kentucky Performance Rating for Educational Progress (K-PREP) scores for elementary and middle school students:
 - Increase average combined reading and math scores from xx% in 2015 to xx% in 2020.
 - Reduce the percentage of students who are rated as Novice in reading and math from xx% in 2015 to xx% in 2020.
2. Proficiency Gaps (K-12) in Reading and Math Performance: for all students in the Non-duplicated Gap Group (African-American, Hispanic, Native American, With Disability, Free/Reduced-Price Meals, Limited English Proficiency):
 - Increase the average combined reading and math proficiency ratings from xx% in 2015 to xx% in 2020.
 - Reduce the percentage of students who are rated as Novice in reading and math from xx% in 2015 to xx% in 2020.
3. High School Graduation: Increase the Four-Year Adjusted Cohort Graduation Rate from xx percent in 2015 to xx percent by 2020.
4. Graduates Ready for College and Career: Increase the percentage of students who are college-and career-ready from xx percent in 2015 to xx percent by 2020.
5. Capacities/Dispositions: Increase the percentage of students demonstrating the capacities and dispositions necessary for success in life (baseline 2016-17)

STRATEGIES:

Strategy 1.1.1

Align teaching strategies, assessments, and learning opportunities that promote student mastery of core academic knowledge and the development of the capacities and dispositions necessary for success in life.

Key Indicator: Increase percentage of students demonstrating mastery/proficiency on performance-based assessments per grade.

Activity/Milestone: Develop an operational definition of student learning to include mastery of academic standards and dispositions.

Activity/Milestone: Embed non-cognitive standards/dispositions into curriculum maps.

Activity/Milestone: Develop an assessment system grounded in the broader definition of student learning using best available research and national best practices.

Strategy 1.1.2

Design personalized learning environments and learning experiences for each student to facilitate mastery of academic standards and dispositions.

Key Indicator: Increase the number and type of differentiated practices and strategies used in and out of classroom that meet student needs.

Strategy 1.1.3

Incorporate growth mindset in professional learning for teachers, staff and school leaders to create a growth mindset in students.

Key Indicator: Increase number of professional learning opportunities and training on growth mindset.

Key Indicator: Increase number of school-based activities incorporating/modeling growth mindset with students.

Strategy 1.1.4

Develop and implement programs and practices to provide students access to learning opportunities and resources in equitable ways.

Key indicator: Increase percentage of students in underrepresented demographic groups participating in the Advance Program and Advanced Placement classes.

Key Indicator: Increase percentage of students in underrepresented demographic groups participating in programs designed to increase learning through enrichment, mentoring, and leadership activities.

FOCUS AREA: LEARNING

GOAL: THIRD GRADE READING PLEDGE & EARLY LITERACY

Third Grade Reading Pledge and Early Literacy — all students achieve proficiency in reading by the end of third grade.

TARGETS:

1. Kindergarten Readiness: Increase the percentage of students identified as kindergarten ready from 52% in 2015 to 77% by 2020.
2. 3rd Grade Reading Proficiency: Increase the percentage of students scoring proficient in Reading from xx% in 2015 to xx% by 2020.

STRATEGIES:

Strategy 1.2.1

Define and communicate what is required to become proficient in reading by third grade.

Key Indicator: Increase the percentage of K-3 families who understand learning expectations for reading, and ways to support their children's learning (baseline 2016-2017).

Strategy 1.2.2

Use research-based instruction in all K-3 classrooms for teaching reading.

Key Indicator: Increase percentage of K-3 teachers trained in effective reading strategies and early detection of reading difficulties.

Key indicator: Increase percentage of teachers regularly using research-based instructional strategies based on classroom observations.

Key Indicator: Increase percentage of 1st and 2nd grade students scoring proficient in Reading from xx% in 2015 to xx% by 2020.

Activity/Milestone: Develop and implement 1st and 2nd grade benchmarks to diagnose needs.

Strategy 1.2.3

Provide extended learning opportunities with culturally competent, highly effective reading educators for K-3 Novice and Apprentice readers.

Key Indicator: Increase percentage of K-3 Novice and Apprentice readers participating in extended learning opportunities with qualified staff (baseline: 2016-17).

Strategy 1.2.4

Develop and implement a plan to recruit and retain qualified early childhood education professionals.

Key Indicator: Increase number of degreed/certified preschool teachers in each center.

Key Indicator: Increase number of highly qualified K-3 teachers.

FOCUS AREA: CAPACITY BUILDING

GOAL: PROFESSIONAL CAPACITY

Increase the capacity of our professional school staff.

TARGETS:

1. Effective Educators: Increase the percentage of students who have access to effective educators as determined by the KDE equitable access diagnostic (baseline 2016-17).
2. Capacities/Dispositions: Increase percentage of educators exhibiting the professional capacity to implement the integration of teaching, assessment, and learning opportunities in Learning Strategy 1.1.1 (baseline 2016-17).

STRATEGIES:

Strategy 2.1.1

Implement the Educator Growth System (EGS) with fidelity across the district.

Key Indicator: Increase average rating on the professional responsibilities scale on PGES classroom observations;

Key Indicator: Increase average effectiveness rating of professional learning communities.

Key Indicator: Increase average ratings on TELL survey time and professional development measures.

Activity/Milestone: Implement professional learning communities with fidelity in all schools.

Activity/Milestone: Create student-focused, collaborative time for growth and professional development, through the innovative use of time in school day and scheduling.

Strategy 2.1.2 – Utilize research-based strategies to improve school and classroom culture and climate to ensure educational equity and increased success for all students.

Key Indicator: Increase positive ratings on culture and climate questions on the TELL survey Student, and Parent Satisfaction.

Key Indicator: Increase percentage of positive parent and student satisfaction ratings on Comprehensive School Survey responses.

Key Indicator: Improve PGES measures for Domain 2 – Classroom Environment.

Key Indicator: Reduce disproportionality in behavior, discipline, and suspension data.

Activity/Milestone: Annual updates of district and school-specific Equity Scorecards

Activity/Milestone: Increased training with and use of data dashboards for decision making.

Activity/Milestone: Develop and implement multi-year plan for expanded and deeper professional development in cultural competence.

Activity/Milestone: Develop and implement plan to adopt whole school restorative practices in more JCPS schools.

FOCUS AREA: CAPACITY BUILDING

GOAL: HIGH-PERFORMING TEAMS

Develop a culture of high-performing teams throughout the district.

TARGETS:

1. Effective Teams: Increase the number of teams within and across divisions who exhibit characteristics of organizational effectiveness (baseline 2016-17)
2. Effective Leaders: Increase the number of school and district staff who can lead teams in improving performance (baseline 2016-17)

STRATEGIES:

Strategy 2.2.1

Create the “JCPS Way” by embedding the characteristics of high-performing teams throughout the work of the district and holding all team members accountable for meeting team performance goals.

Key Indicator: Increase the percentage of JCPS staff who report they belong to a high performing team (baseline 2016-17).

Key Indicator: Increase the percentage of staff who can clearly articulate team goals and their role in contributing to team goals (baseline 2016-17).

Activity/Milestone: “Define the JCPS Way.”

Activity/Milestone: Identify teams, the purpose of each team, and the roles of individuals on each team.

Activity/Milestone: Develop standardized accountability rubric for team performance against goals, to promote continuous improvement.

Strategy 2.2.2

Provide time and training so that employees are committed, equipped, and empowered to create high-performing teams.

Key Indicator: Increase the number of performance management trainings provided to teachers, leaders, and district staff.

Key Indicator: Improved ratings on team assessments on “JCPS Way” accountability rubric (baseline 2016-17).

Strategy 2.2.3

Provide leadership development opportunities regularly to school and district staff to create a large cadre of effective leaders and peer coaches.

Key Indicator: Increase the percentage of school and district staff trained in leadership effectiveness.

FOCUS AREA: INFRASTRUCTURE

GOAL: INFRASTRUCTURE IMPROVEMENTS

Improve and sustain adequate and equitable infrastructures sufficient to achieve the district's vision, mission, and goals.

TARGETS:

1. Infrastructure— Increase the percentage of physical resources that meet industry standards (baseline 2015-16)
2. Human resources – Increase the percentage of highly qualified and effective school and district staff who meet the diverse needs of students (baseline 2015-16)
3. School Targets — Increase the number of schools that meet their target (improving the accountability system status of our schools).

STRATEGIES:

Strategy 3.1.1

Create a comprehensive needs assessment and five-year infrastructure plan that identifies the current state of the district's infrastructure, projects the long-term needs, and prioritizes investment taking into account safety, equity, impact on student learning, impact on system performance, and available funding.

Key Indicator: Progress toward reducing the gap between current state and future need of infrastructure (baseline 2016-17).

Strategy 3.1.2

Develop and implement a transparent and accessible districtwide plan to address school needs for instructional resources and district support to promote improved teaching and learning that identifies the funding required and prioritizes implementation based on equity and need.

Key Indicator: Increase teacher satisfaction ratings on TELL Survey.

Key Indicator: Increase level of investment in school level resources and systemic supports to improve teaching and learning per need of school.

Key Indicator: Move schools out of or away from priority status.

Strategy 3.1.3

Develop and implement a comprehensive educator recruitment and placement process to identify, hire, and assign highly qualified teachers that:

1. Includes an assessment of capacity, skills, and dispositions important to the development of high-quality teaching and learning;
2. Targets recruitment effort toward filling high-need teaching positions;
3. Identifies and hires a greater number of educators of color so that our teaching force more closely mirrors the demographics of the students we serve; and
4. Places teachers in schools such that poor, minority, Limited English Proficient, and special needs students are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other children.

Key indicator: Increase number of employees with high performance ratings in first employment year.

Key Indicator: Increase percentage of new teachers who are teachers of color.

Key indicator: Increase performance on indicators in the KDE Equitable Access to Effective Educators Plan.

Strategy 3.1.4

Determine the necessary funding to improve adequate and equitable infrastructures.

Key Indicator: Increase funds targeted towards prioritized needs identified in infrastructure plans.

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FOCUS AREA: INFRASTRUCTURE

GOAL: COMMUNICATIONS & ACCESS TO INFORMATION

Improve communication systems and expand access to JCPS information and responsive services by using technology and world class best practice to build and strengthen relationships with families, stakeholders, and the community.

TARGETS:

1. Increase parent/caregiver satisfaction from XX percent in 2015 to XX percent in 2020.
2. Increase number of stakeholders accessing information across communications modalities.

Strategy 3.2.1

Develop and implement clear, transparent processes and communications protocols to increase reach to and improve access by all stakeholders.

Key Indicator: Increase number of stakeholders accessing JCPS website and 311 system.

Key Indicator: Reduce response time for resolving issues.

Key Indicator: Increase number of staff trained in new processes and protocols.

Activity/Milestone: Create, implement, and refine a “311” system as a single point of entry to handle all inquiries during the hours and in the formats, modalities, and languages that support JCPS customers.

Activity/Milestone: Develop customer service training and protocols for front-line employees

Activity/Milestone: Create a new JCPS website and information applications for mobile devices.

Strategy 3.2.2

Create a standardized process for requesting services from Central Office departments leading to increased efficiency.

Key Indicator: Decrease response time for resolving issues.

Key Indicator: Increase savings in time and funds.

Strategy 3.2.3

Develop and implement regular, systemic processes and structures to identify, understand, and respond to stakeholder needs.

Key Indicator: Percentage of stakeholders reporting satisfaction

FOCUS AREA: INFRASTRUCTURE

GOAL: TECHNOLOGY FOR LEARNING & OPERATIONS

Continue to maintain and standardize modern technology across JCPS to educate all students with 21st century skills and to support student success and efficient operations.

TARGETS:

1. Technology Infrastructure: Increase access to and use of up-to-date technology by teachers and students
2. Student Learning: increase the percentage of students who demonstrate mastery on key 21st century skills (2016-2017 baseline)

STRATEGIES:

Strategy 3.3.1

Create a three year strategic technology roadmap that defines and clearly communicates the technology foundation, and the vision, leadership, and support for JCPS in the use of technology to achieve its academic and operational goals.

Key Indicator: Increase percentage of funds targeted towards needs identified in strategic technology roadmap.

Key Indicator: Increase efficiency and effectiveness of systems and processes improved through the adoption of new technologies (baseline 2016-17).

Strategy 3.3.2

Develop and implement an innovation mechanism that creates and leverages public-private innovation partnerships where new technologies will be tested, evaluated, and shared.

Key indicator: Increase the number and quality of effective technology innovations adopted by the district.

Key Indicator: Increase the number and quality of public-private innovation partnerships.

Strategy 3.3.3

Enhance technology infrastructure to facilitate the adoption of new and emerging technologies to educate our children with 21st Century skills, provide a foundation for personalized learning, to remove barriers to learning, and ensure equitable access to technology-enhanced learning opportunities.

Key Indicator: The percentage of teachers trained in the use of technology to improve teaching and learning.

Key Indicator: The percentage of teachers who embed the use of technology in instructional practice in ways that improve teaching and learning.

Key Indicator: The percentage of students of color and low-income students who have regular access to technology to enhance learning.

FOCUS AREA: INFRASTRUCTURE

GOAL: ACCESS TO PUBLIC CHOICE SYSTEM

Expand access to our public choice system and increase participation by underrepresented parts of our community through technology and world class best practice.

TARGET:

1. Increase the percentage of underrepresented student and family demographic groups who access and understand the JCPS choice system

STRATEGIES

Strategy 3.4.1

Develop, implement, and refine clear, transparent processes and communication protocols utilizing consumer intelligence and market analysis, including a school choice predictability tool.

Key Indicator: Number of students and parents who access and utilize key choice resources.

Strategy 3.4.2

Develop and implement an easily understood school application and selection process.

Key Indicator: Percentage of applications submitted during initial application period among all student and family demographic groups.

Strategy 3.4.3

Develop and implement customer service training and protocols for front-line employees based on identified customer needs.

Key Indicator: Increase customer satisfaction on ratings by stakeholders.

Key Indicator: Increase number of staff trained in new processes and protocols.

Key indicator: Improve response time for resolving issues.

Activity/Milestone: Conduct and analyze regular customer needs/feedback surveys.

Strategy 3.4.4

Develop and implement a customer-friendly communications and outreach plan designed to increase participation in the JCPS school choice system by underrepresented student and family demographic groups.

Key Indicator: Increase the number of families of students of color, low-income students, and students with limited English proficiency, who access and utilize key choice resources.

Key Indicator: Increase the number of families of students of color, low-income students, and students with limited English proficiency who submit an application during the initial application period.