

## YEAR IN REVIEW 2015-16

The 2015-16 school year began on August 12, 2015, and concluded on May 26, 2016. The school year gave us the opportunity to continue making a positive difference for all students as we started the process of implementing our Strategic Plan, *Vision 2020 Excellence with Equity*. As stated in our vision, we are working so that “all Jcps students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world.”

### **PERFORMANCE OBJECTIVE: INSTRUCTIONAL LEADERSHIP AND STRATEGIC LEADERSHIP**

We received the following Unbridled Learning Accountability Model results from the 2014-15 school year on October 1, 2015. College and Career Readiness rate was 63 percent. That rate increased from 2014 to 2015 by 2.5 points, totaling a 32 percentage point increase overall since 2010 — or more than doubled since 2010 (31 percent).

Graduation rate came in at 79 percent which was an increase in the actual number of 198 more students (5,742 total) graduating from 2014 to 2015 in the four-year cohort graduation model.

In the area of achievement, we saw a plateau, or maintenance, overall for achievement and for our gap group. When we disaggregated the data by subgroups, we maintained the achievement level for groups with a -2.3 decrease in LEP (Limited English Proficient); however, this decrease is due to the nature of the exit process of LEP students once they reach English proficiency. Increases have been achieved over three years: All students = 5.7, Non-Gap = 7.3, Gap = 6.2, African American = 4.8, ECE Exceptional Child Education = 3.2, Free/Reduced Lunch = 6.2, Hispanic = 5.4 and LEP Limited English Proficient = 3.1.

We improved our overall score to 64.5, but missed our target after having met our KDE targets two years in a row. On the elementary level, we were within 1 point of reaching our KDE proficiency target. In reading, 48 with a target of 50, and in math, 48 with a target of 47.

Behind every data point is a child—we never forget this important principle in our work; for that reason, we broke this data down to the actual number of students who earned proficiency/distinguished status: 21,833 in Reading or Math.

Ongoing key initiatives strengthening student success include: Kindergarten Readiness Camps- The focus of the four-week summer camps is to increase kindergarten readiness levels for incoming kindergarten students. Participants in the summer 2015 showed marked gains in Kindergarten Readiness results. The curriculum, with detailed, aligned lessons, consisted of BRIGANCE Readiness Activities that focused heavily on the activities in Language Development, Literacy, and Mathematics. Research shows these three areas are the greatest indicators of Kindergarten Readiness. Monitoring student progress in the program was essential to the

success of each child, and will include ongoing teacher assessments and a pre- and post-assessment aligned to the BRIGANCE Kindergarten Readiness Screeners.

The JCPS-Bellarmino Literacy Project will target approximately 60 high-need elementary schools, selected by data analysis and commitment of principals, SBDM, and teachers, to provide intentional professional development to teachers and principals in an effort to build teacher capacity and improve literacy instruction in the classroom. All teachers and principals participating in the project will engage in ongoing coursework offered by Bellarmine University. Teachers will learn key literacy strategies that, when implemented with fidelity, will improve student literacy outcomes. This is a key strategy to support the Third Grade Reading Pledge.

To support our diverse student population, the office of Diversity, Equity and Poverty Programs has facilitated a number of initiatives during the 2015-16 school year:

- **Student Engagement:** Coding at the Beech, Street Academy, Lit & Series, Menaissance, Males of Color Celebration, D.O.R.M.S.
- **Cultural Competency:** Summer & Fall Equity Institutes, Professional Development Trainings, Increased Awareness of Student Diversity and Needs, Cultural Proficiency Trainings for Administrators
- **Support Systems:** LGBTQ Advisory Committee, Independent School Support on Diversity/Equity Workshops, Cultural Support to Individuals/Schools, Equity and Inclusion Model for PBIS Development, Incorporating Evaluation/Data
- **Community Engagement:** Envision Equity Newsletter, BLOCS Out of School Time Initiative, Higher Educational Institutional Engagement, Global Louisville, 15<sup>th</sup> District PTA, Clothing Assistance Program (CAP)
- **Resource/Learning Development:** SEED Cohort, Online Multicultural R-esources, Deeper Learning Committee

With the purpose of increasing student achievement, a districtwide Innovative School Design contest resulted in two K-8 models approved for implementation in 2015-16 — the Waldorf-Inspired Catalpa Model at Maupin Elementary and the Reach Academy at Atkinson Elementary. I visited those schools on the first day, in addition to Butler Traditional High, Chenoweth Elementary, Kenwood Elementary, Ramsey Middle, Slaughter Elementary, and Wilder Elementary schools. A team of 10 educators provided support for 22 days to Maupin as upper-grade students struggled to adjust to a new faculty and the Waldorf-Inspired model. Maupin was "reset" in its implementation to focus on the lower grades, as the upper grades will phase out through the school.

The 2015-16 school year also was the pilot year for three elementary schools associated with the Compassionate School Project: Cane Run, Jacob, and Slaughter. This project intentionally was designed to fit JCPS and to use state-of-the-art research to build capacity within students to self-regulate and to empower their ability to choose wisely. The following 16 schools are being added to the Compassionate Schools Project for the 2016-17 school year: Blake, Bloom,

Cane Run, Crums Lane, Engelhard, Fairdale, Fern Creek, Gilmore Lane, Hawthorne, Jacob, Rutherford, Semple, Slaughter, Stonestreet, Zachary Taylor, and Trunnell.

In response to the growing need for seats in Cluster 8, Kennedy Elementary was successfully opened with Mr. Kevin Nix as the principal. Construction began on Norton Commons and Ms. Allyson Vitato was named as the principal; the objective is to open Norton Commons Elementary in school year 2016-17. The Ernest Camp Edwards Education Complex opened after purchasing the Presbyterian Community Center.

The closing of Kennedy Metro Middle and Buechel Metropolitan High gave rise to a new school, the Minor Daniels Academy (MDA) named for Minor Daniels — in order to provide the necessary supports and an opportunity to be academically successful. At the dedication ceremony, a parent and student spoke of the life-changing opportunity that Minor Daniels had given the student. In an effort to continuously improve, a working collaborative with JCTA has been created to build a faculty to serve that specific population needs.

Two of our Priority Schools exited Priority status — Waggener High School and Fern Creek High School. The Academy at Shawnee and Valley High School met their KDE target for the third year in a row, but did not exit Priority Status because they remained in the bottom five percent of all high schools in the state of Kentucky.

Five Priority Schools met their AMO target — Knight Middle, Seneca High, Shawnee High, Valley High, and Western High. Seneca High and Western High worked hard the school year 2015-16 with the goal of meeting their AMO for second year in a row. Knight Middle is looking forward to exiting priority status after we received the test results in early October 2016.

Roosevelt-Perry Elementary, Byck Elementary, and Moore Traditional School (Middle School section) fell into Priority Status. Roosevelt-Perry and Byck received KDE reviews that the principals had the capacity to lead the turnaround. Per the KDE review, the principal at Moore Traditional School will be replaced.

At the end of the 2015-16 school year, Myers Middle School will be phased out with the 8<sup>th</sup> graders completing the year at Waggener High School. We were successful in providing quality education to the students associated with the now non-existing Myers Middle School.

Leveraging the lessons of turnaround, a new model was developed for Stuart Middle — the development of a 7<sup>th</sup>–8<sup>th</sup> Grade Academy to compliment the work at the Frost Sixth-Grade Academy which is being relocated to the Stuart Campus. A Project Manager/Coordinator, Dr. Debbie Powers, will ensure that the Board-approved proposal will be implemented with fidelity. Valley Prep will phase out after 2016-17.

A key element of the middle school design will be the creation of high-functioning systems made up of teams of individuals working together to ensure all facets of teaching and learning are maximized. A basis for the creation of these systems of support will be the AdvancEd

*Standards and Indicators for Continuous School Improvement*—the accreditation standards by which the schools and districts are held accountable in KDE audits. These *Standards and Indicators for Continuous School Improvement* include supporting students, teachers, leadership, resource allocation, as well as the ability of the school to engage in systems allowing for continuous school improvement.

The Deeper Learning Planning Committee was convened in February 2016 to start planning the work around Vision 2020 Strategy 1.1.1 Adopt a broader definition of learning. The short term goals of the Deeper Learning Planning Committee were to 1) conduct a literature review on deeper learning; 2) consult with national experts on deeper learning strategies and structures; 3) draft a framework of Deeper Learning including specific capacities and dispositions for initial focus in 2016-17; and 4) plan next steps for Stakeholder Inclusion and Communication. The planning committee will update the Board on activities completed, share a draft of the literature synthesis, and gather feedback at the June 14, 2016, work session.

**PERFORMANCE OBJECTIVE: MANAGERIAL LEADERSHIP:** Promote and expand the capacity of all JCPS levels toward a standard of excellence in execution.

The Day One logistics team has successfully created a system in 2011-12 and improved upon that system for four subsequent school years (2012-13, 2013-14, 2014-15, and 2015-16). The human infrastructure (i.e., school-based employees supported by non-school-based employees in schools and at depots) and the technical infrastructure (i.e., cameras, GPS, and radios on buses) support the entire district system by guaranteeing the necessary resources and tools when any problem arises. Average bus ride time for all students was 28 minutes, including students that went through depots. Elementary depots were reduced from 20 depots to 10 depots during the last three years of bus routing. The objective of the human and technical infrastructure is to continue to facilitate the improvement of student learning according to state outcome measures, as well as broadening measures that JCPS identifies.

Serving as the lead auditor, Jim Tencza developed a hybrid model leveraging external expertise of Dean Dorton and JCPS internal auditors to develop the capacity to do quality audits in JCPS. Likewise, Wyatt, Tarrant and Combs and Middleton Reutlinger have provided the capacity to provide legal guidance. Frank Mellen serves as General Counsel. Principals have direct access to legal counsel through their Area Assistant Superintendents. We have successfully transitioned from an internal to an external legal guidance model.

With the support of McCarthy Strategic Solutions, we developed a Legislative Agenda that consisted of four focus areas: Increased Funding, Retirement Systems Solutions, Superintendent Authority, and Refined Assessments. We made significant progress on three of the four priorities, including: (1) passage of HB 184, providing for an alternative process for principal selection for JCPS; (2) significant funding to address the unfunded pension liability; and, (3) restoration of most cuts to K-12 education proposed in the Governor's budget. No legislation passed regarding improved assessments, though groundwork has been laid for

future improvements, in the context of the Every Student Succeeds Act (ESSA) implementation in 2017-18.

Academic Services promised schools that the necessary curricular support materials would be available and they kept their promise to schools. Materials were made available on May 24, 2016. The curricular materials are useful to all teachers, but particularly helpful for non-tenured teachers as they develop into accomplished educators.

Last year, JCPS launched a citizen transparency website pledging to ensure that every dollar would be tracked back to its impact on students. Based on a new budget flowchart devised through the Board Finance Work Group, CBO Tom Hudson and CFO Cordelia Hardin challenged both school-based and non-school-based teams to create a mindset of zero-based budgeting. This helped our efforts toward allocation of funds to our Strategic Plan Vision 2020 Excellence with Equity priorities.

Simply put, teams were to imagine they had nothing and were challenged to build a budget based on what they would need to impact student achievement. There are only three ways to put more dollars directed toward student achievement in the framework of Excellence with Equity: (1) increase revenue, (2) repurpose dollars, and (3) eliminate spending. This was not a technical change — it proved to be, at every step, an adaptive challenge. Units had become used to receiving the same budget plus additions.

The efficiency and effectiveness of our school district is driven by talented and passionate professionals organized around a vision and a mission that delivers success. As part of my effort to optimize our services to all JCPS stakeholders, I have made various changes in personnel.

Great progress was made in completing the senior leadership team — in the fall 2015, Dr. Dena Dossett became the Chief of Data Management, Planning, and Program Evaluation. Harvard's Dr. Bo Yan, returning Dr. Florence Chang, and Dr. Joe Prather were tapped to complete Dr. Dossett's new team.

In order to provide more support to our Priority Schools, Dr. Marco Muñoz was named Director of Priority Schools — with the objective of creating a laser-focus on (a) the high-leverage variables that support turnaround school improvement as well as on (b) the barriers that were negatively impacting our ability to make progress in our Priority Schools.

Dr. Karen Branham, Assistant Superintendent for Curriculum and Instruction and Dr. Alicia Averette, Assistant Superintendent for Academic Services began representing Academic Services on Cabinet.

Dr. Hargens began attending the Principals' Communication Committee meetings. Based on principal input at the Principals' Communication Committee, adjustments were made in multiple areas of work that needed optimization (e.g., student due process office, principal email, etc.)

Angie Gilpin, Assistant Secretary to the Board, began November 9, 2015, and has brought a positive, can-do spirit to the work. We value her dedication and attention to details.

In November, Mr. Tom Hudson was named the Chief Business Officer (CBO) with the priority of improving our Human Resources (HR) function, as well as uniting the efforts of HR and Finance. We spend about 85 percent of our budget on personnel. Mr. Hudson did a reorganization in HR around a value of customer service and responsiveness. AppliTrack was piloted in 2015-16 and is fully operational for 2016-17. Dr. Tiffeny Armour became the Director of HR.

Christy Rogers, former District Director of College and Career Readiness in Bullitt County Public Schools, was named Director of College and Career Readiness. Christy will support our efforts to improve the important goals associated with improving readiness to college and a successful career after high school, particularly with our academically at-risk population.

Allison Martin was named the Chief Communications and Community Relations Officer. She quickly began interviewing to complete her team by adding Jennifer Brislin and Daniel Kemp. A new website was launched in the spring intentionally to give internal and external users the opportunity to get familiar with the website prior to the start of 2016-17.

Dr. Katy Zeitz was named the Area Assistant Superintendent to oversee alternative schools as part of a Behavior Support System. Dr. Zeitz will create aligned and coherent systems to optimize the efficiency and effectiveness of alternative schools, as well as the coordination with regular schools.

We will utilize the capacity and expertise of three high school front-runners to lead from their role as principal as FORD Next Generation Learning (NGL) Community *implementation coaches* for each high school network. Funding was secured by the Jefferson County Public Education Foundation (JCPEF).

The role of the Executive Director of the Jefferson County Public Education Foundation was established to create independence yet to drive the district's strategic priorities. The foundation hired Sam Corbett to be the Executive Director.

**PERFORMANCE OBJECTIVE: CULTURAL LEADERSHIP:** Develop an internal culture that is structured around high-performing teams, values collaboration, and fosters an atmosphere of trust.

The 2015 Administrators Leadership Kickoff featured keynote speaker — Hasan Davis, former Commissioner of the Kentucky Department of Juvenile Justice. Mr. Davis showed us the piece of fabric from the remnant table — for one person, something to be thrown away, and yet for another person, a piece of fabric that could be used to create something amazing. He encouraged us to look at our students to see their possibilities. The districtwide live webinar was held on Tuesday, August 11, 2015.

The 2015-16 school year began with the process well underway to create a new strategic plan to take us beyond where *Vision 2015* had taken us. Stakeholder involvement was a key to the development of the plan. It was agreed to take the time through the end of calendar year 2015 to "get it right". It was approved on November 23, 2015.

The Strategic Plan, *Vision 2020 Excellence with Equity*, immediately became the road map for our school district work. A Comprehensive District Improvement Plan (CDIP) was created to provide specific action steps to achieve the goals with the understanding that it would be refined along the way and be a living working document. Cabinet identified specific and time-sensitive deliverables-to-target. A Cabinet member is responsible for each Strategy and working collaboratively with a team. A project management timeline charts the work of the team.

This Board and our JCPS employees are to be applauded for the receptivity to review and receive feedback. This year the Board continued to work with Dr. Thomas Alsbury.

In the 2015-16 school year, nine (9) schools received a full KDE audit and two (2) schools, Valley and Western High, received a leadership KDE audit (Standard 3 only). In addition, we had a full KDE District-level Review and District of Innovation Review.

The KDE District Audit confirmed that JCPS has the leadership capacity to lead the turnaround work in priority schools. Some strengths reported were: (1) strategic plan, (2) restructuring of district level staff, including the creation of the Director of Priority Schools position; (3) strategic and aligned resource allocation, (4) building relationships with a variety of external stakeholders; (5) internal data systems that allow tracking key student performance indicators, and (6) Professional Learning Communities. Areas of growth included four improvement priorities associated with teaching and learning, as well as an improvement priority related to HR in the area of attracting and retaining effective teachers to priority schools.

Two schools exited Priority School Status: Waggener High School and Fern Creek High School. Both schools were held harmless in 2016-17 when it comes to budget. Both schools are on transition plans this coming year.

Four Board meetings were held offsite in the community connecting the work of the Board to the center of the universe — classrooms and schools:

October 12, 2015	Westport Middle School
December 14, 2015	Ramsey Middle School
February 9, 2016	Waggener High School
April 26, 2016	Fairdale High School

Professional Learning Communities (PLCs) remain a key piece of our instructional infrastructure. Building the capacity of our staff to work effectively in PLCs was supported by a districtwide

training by the DuFour's in July 2015. Eleven Community PLC Rounds gave schools the opportunity to showcase their PLC efforts.

The 2015-2016 school year marked the creation of a teacher-led professional movement called *JCPSForward*. The initiative aims to establish more leadership opportunities and more effective communication threads among JCPS educators. In the first year of *JCPSForward*, one of the major accomplishments has been a monthly #JCPSSchat that reached over 600,000 total users, making the initiative the most successful district-level chat. Future goals for *JCPSForward* include having ambassadors in each JCPS building to help create (a) more effective professional learning communities, (b) additional opportunities for professional growth, and (c) new avenues of communication between teachers and district leadership.

High expectations behavior are integral to the foundation of high expectations for learning. Implementation of Positive Behavior Interventions and Supports (PBIS), a multi-tiered approach for improving student, academic and behavioral outcomes, was begun in 34 additional schools in 2015-16, and continued in 74 schools that had PBIS in the previous year. By 2017-18, PBIS will be in 176 JCPS schools. PBIS involves the entire school in proactive planning to increase social and academic success. Schools determine what best fits the needs of their students and staff, then use the PBIS framework to identify programs that are working and those that are not working.

Twelve staff members representing each of the divisions — Michael Alexander, Barbara Dempsey, Mindy Eaves, Craig Garrison, Franklin Jones, Terri Robinson, Leslie Taylor, Kristin Wingfeld, Suzanne Wright, and Alan Young — were trained in Facilitative Leadership by Madeline McNeely, Interaction Institute for Social Change.

Principals continued with the research-based NISL (National Institute for School Leadership) training. NISL is an executive leadership program for school leaders. It focuses on instructional leadership that will result in improved instruction and high achievement by all students, particularly in priority school settings.

After our second summer at the Harvard University Public Education Leadership Project (PELP) attended by Area Superintendents, Board Member Diane Porter, and Superintendent Donna Hargens, it became clear that we needed to strengthen the connection between the Cabinet and the schools. We have collaborated with Guilford County, North Carolina, and Austin, Texas, for two webcasts. The Area Assistant Superintendents are a critical link between Central Office and the schools. For 2015-16, Area Assistant Superintendents began attending Cabinet meetings once a month and moved their offices to VanHoose Education Center to have access to supports. Simultaneously, a team attended the Regional TURN (Teacher Union Reform Network) Summer Conference in St. Louis, Missouri, regarding poverty, proficiency, and proficient practice.



We are proud to be one of six cities participating in the Harvard Graduate School of Education launched initiative *By All Means: Redesigning Education to Restore Opportunity*. *By All Means* will address the iron-clad correlation in the U.S. between a child's socio-economic status and his or her prospects for educational achievement. This work will connect entrepreneurial and committed city leaders in a plan for change inclusive of the community and will build on existing initiatives, such as *Cradle to Career*.

**PERFORMANCE OBJECTIVE: HUMAN RESOURCES LEADERSHIP:** Effectively develop and implement a means of improved focus on leadership selection criteria, leadership development, professional development, and effective support of teachers' professional practice.

Human Resources worked to quickly fill vacancies in critical shortage areas within the context of a national teacher shortage. Advancements have been made in teacher recruitment with additional members being added to the recruitment team. School-based teachers and principals have attended college visits and recruitment fairs as alumnae of various universities. Permanent subs were tapped to fill openings only to leave us with a substitute shortage. Recruitment and Retention strategies are being developed in a collaborative effort with our Educator Quality Oversight Committee (EQOC) and JCTA, presenting and developing strategies to attract effective teachers at our more challenging schools, as recommended by the recent KDE district audit (March 2016).

Human Resources is also in the midst of complete restructuring that will focus on the major functions within the department, and a clear delineation between those who recruit and staff personnel, and those who oversee the processing of the paperwork that accompanies these tasks. The new AppliTrack system is fully operational, allowing easier access to qualified candidates, and tracking tools that enhance recruitment efforts. The overall focus and objective in Human Resources is to ensure the effectiveness and efficiency of goals, services, and processes while increasing consistent and timely support to all of our schools.

The Teacher Professional Growth & Effectiveness System (TPGES), along with the Principal Professional Growth & Effectiveness System (PPGES), continued this year with full implementation and full accountability. All teachers, principals, and assistant superintendents utilized all components of TPGES and PPGES to ensure a strong focus on student growth and student success. School implementation teams continue to be utilized, and teacher leaders received continuous and ongoing training throughout the year. The Other Professional Growth & Effectiveness System (OPGES) was also implemented with a pilot group of counselors, speech teachers, school librarians, and resource teachers. OPGES will be fully implemented in the 2016-2017 school year. The collaborative efforts of EQOC also ensured that the Certified Evaluation Plan was updated and submitted to KDE in May 2016.

The *School Improvement Academy* is a proactive approach to school improvement. Multiple key topics were covered in six sessions, including (1) Curriculum, Instruction, and Assessment, (2)

Sense of Belonging, (3) Social Capital, (4) Intervention and Enrichment Framework and Use of Time, (5) Equity, and (6) Strategic Planning. In total, 15 principals from all school levels participated in the *School Improvement Academy*:

1. Stephanie Nutter	Atkinson Elementary
2. Melody Raymond	Blue Lick Elementary
3. Meg Thomas	Coleridge-Taylor Montessori Elementary
4. Shannon Conlon	Farmer Elementary
5. Laura Mullaney	Gutermuth Elementary
6. Stephanie White	King Elementary
7. Maria Clemons	Maupin Elementary
8. Debbie Niles	Price Elementary
9. Kevin Garner	Shacklette Elementary
10. Carol Ferry	Watterson Elementary
11. Brandi Carney	Wellington Elementary
12. Denise Franklin-Williams	Carrithers Middle
13. Steve Heckman	Highland Middle
14. Iman Talaat	Liberty High
15. Ken Moeller	Phoenix School of Discovery

After an RFP process, the Management Advisory Group (MAG) was awarded a contract to conduct a compensation review. The last time that the District conducted a review was back in 1979. The review was recommended by the 2011-12 Curriculum Management Audit after reviewing documents and interviewing stakeholders and again by the State Auditor in 2013-14. The purpose was to ascertain if there is *external equity* (against the market and large districts) and *internal equity* (fairness within the system). CBO Tom Hudson assembled a group of HR and finance professionals to lend their expertise to the discussion. The independent MAG group delivered the results to the District on April 26, 2016. The problem, unlike what the independent group finds in other Districts, is not how to increase salaries to be competitive. The group found our salaries to be competitive. The non-teaching compensation structure has allowed salaries to increase beyond an externally equitable range and to not be internally equitable. The future challenge is how to maintain internally and externally competitive salaries for the next 20 years.

We ended the school year on May 26, 2016. The last day of school, I visited six schools: Atherton High, Central High, Frost Sixth-Grade Academy, Knight Middle, Roosevelt-Perry Elementary, and Seneca High schools. I attended eight high school graduations: Ballard, Butler, Fern Creek, Liberty, Phoenix, Southern, Shawnee, and Western and was inspired by our JCPS graduates, families, and employees — from the Seneca graduate who outlined to me her detailed plan (complete with pictures of flower arrangements) to go to Jefferson Community and Technical College (JCTC) and eventually open her own florist shop, to the family of Xavier —

a proud Kindergarten graduate and member of the Class of 2028, to two Class Officers both going to Yale, to the 21-year-old graduate with special needs, through the loving efforts of his teacher, successfully walked to shake the principal's hand as his proud family watched, there were incredible moments that remind us of the importance of what we do.

There are two priorities for the next couple of weeks — (1) Reducing our Assessment System and (2) Designing a proactive Behavior Support System, with the Code of Conduct being a part of a system.

#### Concluding Thoughts:

It is important to continue connecting the dots between the work and effort of the Central Office staff and the schools. The guiding principle is that no decision exists without a rationale or without students and schools in mind. We only exist to serve student learning.

Unfortunately, we are still surprising our schools and our employees — even after we think we have communicated. We must do better. These are talented people in both areas with different roles — those who directly work with students and those who support those who work directly with students. The common denominator is the laser-focus on students.

We will continue building capacity within our changing workforce — baby boomers are retiring and millennials are entering. We are building capacity in the building leaders of tomorrow and creating new ownership in the improvement of JCPS.

We must simultaneously build the capacity in our students with academic skills and dispositions to be successful — harnessing the 24/7 world we live in to drive learning. Personalizing learning means it won't fit in the same box of time, and will need to engage students in authentic ways.

As Superintendent of Jefferson County Public Schools, I want to make every minute count to support what matters most—each student learning, growth, and development. I will keep in mind and heart the twin principles of equity and excellence in every decision I make. I can't wait to make *Vision 2020* a reality for our Louisville community!