

JCPS Comprehensive District Improvement Plan 2016-2017

FOCUS AREA: LEARNING, GROWTH, AND DEVELOPMENT

GOAL: DEEPER LEARNING

Each student will progress toward mastery of both academic standards and the capacities and dispositions necessary for success in college, career, community, and life (Supports Kentucky Department of Education Delivery Targets in Proficiency, GAP Proficiency, GAP Novice Reduction, College and Career Readiness, and Graduation).

TARGETS:

1. High School Graduation— Increase the Four-Year Adjusted Cohort Graduation Rate from 79.0 percent in 2015 to 93.0 percent in 2020.
2. Graduates Ready for College and Career— Increase the percentage of students who are college- and career-ready from 63.0 percent in 2015 to 90.0 percent in 2020.
3. Capacities and Dispositions— Increase the percentage of students demonstrating the capacities and dispositions necessary for success in life (baseline 2016-17).

STRATEGIES:

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
1.1.1	<u>Adopt a broader definition of learning</u> : Align teaching strategies, assessments, and rigorous learning opportunities that promote student mastery of academic knowledge and the development of the capacities (e.g. creativity, critical thinking, self-regulation) and dispositions (e.g. persistence, empathy, responsibility) necessary for success in life.	Herring					
1.1.1.1	Develop an overview presentation of Deeper Learning, including the framework to share with principals and other stakeholders. Include work completed thus far with principals and stakeholders.	Branham, Isaacs	Deeper Learning Committee and Principals	08/01/16	05/01/17	\$0	Staff time

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
1.1.1.2	Develop a Deeper Learning Strategic Planning Committee	Branham, Isaacs	Curriculum Specialists from Related Arts, Math, Science, ELA and Social Studies University of Kentucky P20 Innovation Lab, National Center for Innovation in Education, Interdepartmental leadership (e.g., Equity, EQOC, Data Management, etc.)	09/01/16	05/01/17	\$0	Staff time
1.1.1.3	Develop Deeper Learning Flex PD Days focused on Deeper Learning (i.e. Equity, Next Generation Learning Standards)	Branham Isaacs Price	Focus: Certified (some open to Classified) March 2017: Collaboration with Diversity, Equity and Poverty, Charles Davis; Inter-departmental leadership (e.g., Equity, EQOC, Data Management, etc.)	08/01/16	05/01/17	\$30,000	Title II
1.1.1.4	Create Next Generation Leadership Academy Cohort comprised of C & I district leadership and other district department staff to partner with the University of Kentucky and National Center of Innovation in Education to provide a 7-day overview of Deeper Learning approaches to student engagement	Branham, Isaacs	University of Kentucky P20 Innovation Lab, National Center for Innovation in Education, Inter-departmental Staff	12/01/16	07/01/17	Up to \$45,000	Title II

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
1.1.1.5	Develop alternative approaches in providing Professional Development through Deeper Learning (i.e. hybrid PD), aligned across multiple departments including C & I and PD Office.	Branham, Isaacs	Center for Teaching Quality JCPS Voice C & I Specialists Inter-departmental Staff	11/01/16	05/01/17	\$30,000 \$16,000	Title II General Fund
1.1.1.6	Provide ongoing communication about Deeper Learning via digital media (i.e. newsletter and PowerPoint Mix Voiceover)	Branham, Isaacs	Communications, Office of Professional Learning & Support Services, PD Office	08/01/16	05/01/17	\$0	Staff Time
1.1.1.7	The district will strengthen the utilization of researched based social and emotional curriculum to build capacity in schools to support a positive learning environment and increase student resiliency. The district will train, coach, and support schools to deepen academic success. Data analysis of key metrics including student sense of belonging and engagement from the Comprehensive Surveys will be utilized for planning and continuous improvement. (also aligned with 2.1.3.4)	Averette	School Administrators, Teachers, District Support Staff, Bargione, Sircy, Goodin, Marks-Johns, Data Management	12/01/16	06/01/17	\$250,000	New Budget Proposal (Pending)
1.1.1.8	Analyze results of new pilot items on capacities and dispositions from Comprehensive School Survey to inform future professional development and school supports	Dossett	Inter-departmental Staff Representatives including Academic Services, Academic Support, Data Management, DEP, JCTA, PBIS/RP	05/01/17	12/19/17	\$0	Staff time

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
1.1.1.9	Grow and support authentic assessment, rubric, and personalized assessment development and design literacy, including the exploration of a Learning Management System (same as 1.1.4.5)	Dossett, Young	Inter-departmental Staff Representatives including Academic Services, Academic Support, Data Management, DEP, JCTA, PBIS/RP	08/10/16	12/19/17	\$500,000	New Budget Proposal (Pending)
1.1.2	<u>Personalize learning:</u> Design personalized and engaging learning environments and experiences in all content areas for each student to facilitate mastery of academic standards and the development of learner capacities and dispositions.	Herring					
1.1.2.1P	Curriculum Content Specialists will provide on-going professional development for teachers and coaches to include training and coaching on differentiated instruction, and deeper learning to meet diverse learner needs during cycle PD sessions for each of the four curriculum cycles. A particular emphasis will be placed on priority schools.	Branham Isaacs Wright	Curriculum Specialists, Content GCCs, GCCs, Department Chairs and Teacher leaders from each school	08/01/16	05/01/17	\$45,000	Title II
1.1.2.2	Contract with the Buck Institute to provide the first of several cohorts of high schools that will participate in training and support provided by the Buck Institute - PBL 101 to support Project Based Learning. Schools will be targeted based on the presence of systems already in place to support Project Based Learning. Academic Staff and Specialists will be included in some of the first sessions for Cohort 1 during the 2016-17 school year.	Branham Isaacs Identified High School Principals, Rodgers	Identified High School Principals, Curriculum Specialists, Targeted teachers from each of the participated high schools, Talent Development Academies	08/01/16	05/01/17	\$67,800	Title II

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
1.1.2.3P	Provide Project-Based Learning training through the Buck Institute for C & I Specialists and District Leadership in order to support schools implementing PBL and/or beginning PBL authentic, assessments, with a particular emphasis on supporting priority schools.	Branham Isaacs, Munoz, Rodgers	Curriculum & Instruction Directors, Coordinators & Curriculum Specialists, Assistant Superintendents	07/01/16	11/01/17	\$33,000	Title II
1.1.2.4	Utilize the Baldrige Criteria as an integrated management framework for Strategic Planning to streamline and support academic standards and to understand and manage organizational performance.	Branham Isaacs	Math, Science, ELA and Social Studies Curriculum Specialists	12/01/16	05/01/17	\$3,000	Title II
1.1.2.5	Provide Program Review Professional Development that focuses on guidance regarding navigating through the ASSIST Platform, Program Review components/descriptors, and Program Review Accountability	Branham Wright	Principals, Assistant Principals, Goal Clarity Coaches, Classroom Teachers	02/01/17	04/01/17	\$0	Staff Time
1.1.2.6	In support of new state science standards, Curriculum Science Specialists (K-12) will collaborate to continue to provide professional development to build teacher capacity in Environmental Science using Authentic, real world settings to meet diverse learner needs and help eliminate the achievement gap. (Same as 1.1.5.6)	Branham Wright Thompson	Classroom Teachers	08/01/16	06/01/17	\$0	Staff Time
1.1.2.7	Provide Individual Learning Plan Professional Development that will focus on accessing the ILP, key components and features of the ILP, ILP Completion Standards by Grade Level, Developing and ILP and navigating through the Parent Portal	Branham Wright Gray	School Staff Parents Community Members	08/01/16	06/01/17	\$0	Staff Time
1.1.2.8P	Provide training and support to build teacher capacity in Response to Intervention, with a particular emphasis in supporting priority schools.	Branham, Isaacs, Munoz	Priority Schools, School staff	11/01/16	12/30/17	\$0	Staff Time

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
1.1.2.9P	ECE and ESL Specialists will collaborate with Curriculum Content Specialists to provide on-going professional development to meet diverse learner needs during cycle PD sessions OR school designated PD time. Emphasis placed on supporting priority schools with large percentage of ECE and ESL students.	Branham, Averette, Isaacs, Munoz	ECE, ESL staff, Priority schools	12/01/16	12/30/17	\$0	Staff Time
1.1.3	<u>Provide equitable access:</u> Develop and improve systems and practices to recognize student strengths and provide equitable access to engaging learning opportunities, supports, and resources.	Marshall					
1.1.3.1	College Access Specialist will provide on-going professional development to include training and coaching on advanced learning opportunities and college access to meet diverse learner needs and help eliminate opportunity gaps.	Branham Wright Royster, Rodgers	Guidance Counselors, Assistant Principals, GCCs	08/01/16	05/01/17	\$0	Staff Time
1.1.3.2	Academic and curriculum support personnel will provide professional development on how to fully implement Multi-Tiered Systems of Support (MTSS) in all schools to ensure each student has access to needed supports, services, and resources depending on their individual strengths and needs. Training will be differentiated to address the needs of all students.	Averette	Frohoff, Bronger, Blakely, School Administrators, Teachers	12/01/16	06/30/17	\$50,000	General Fund
1.1.3.3P	A multi-tiered mental health support system will be implemented at the universal, targeted and intensive level to meet the needs of each student. Training on specific interventions at each level will be provided to schools. Personnel will be aligned to implement the services (e.g. mental health counselors, school counselors, school psychologists, etc.) to ensure equitable access to all students. An emphasis will be placed on priority schools.	Averette	Bargione, Sircy, Marks-Johns, Munoz, School Administrators, Teachers	12/01/16	06/30/17	\$0	Staff Time

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
1.1.3.4	Implement initiatives to help support college and career readiness in diverse populations including 1) A.C.T Bootcamps – Workshops targeted for students of color to improve their scores on the ACT, 2) D.O.R.M.S – College Readiness for parents and students that are first generation college-going, 3) FAFSA BOOTCAMPS – College readiness for parents and students that need financial aid, 4) First Task is to Ask-Sheets that equip parents with questions to ask school officials pertinent and targeted questions	Marshall, Rodgers	Parents, DEP staff	12/01/16	12/30/17	\$2,500 (ACT) \$1,500 (DORMS) \$2,500 (FAFSA) \$500 (First Task)	General Fund
1.1.3.5	Continue to support Out of School Time initiatives including 1) collaboration with Community Data Specialist, 2) O.S.T Cascade Training – Training OST provided on the usages of CASCADE, 3) Out of School Time projects such as Street Academy- Program designed for Males of Color to engage in improve their behavior and academic footing	Marshall	OST providers, parents	12/01/16	12/30/17	\$110,000 (Street Academy) 3000 (Training)	Title I/II, General Fund
1.1.3.6P	School support personnel will participate in data training on CASCADE and Dashboard to help them identify target groups of students that need additional support in order to experience academic success. Training will be presented in person and online to allow for maximum exposure to staff. An emphasis will be placed on priority schools.	Dossett, Prather, Munoz	School staff, Data Management, Curriculum and Instruction	10/01/16	12/30/17	\$0	Staff Time
1.1.3.7P	Support personalized pathways to dual credit scholarship or dual credit coursework, with an emphasis placed on supporting priority schools.	Branham, Royster, Munoz	Priority schools, guidance counselors, school staff	12/01/16	12/30/17	\$0	Staff Time
1.1.3.8P	Provide Cultural Competence training (Equity Institute) for staff including but not limited to teachers, principals, JCBOE, and noncertified teachers. An emphasis will be placed on priority schools.	Marshall, Davis, Munoz	School staff, priority schools	12/01/16	12/30/17	\$85,000	General Fund

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
1.1.4	<u>Reduce, revise, and refine assessments:</u> Develop a balanced district and school-level assessment system in collaboration with teachers that is grounded in the broader definition of student learning that: mandates fewer and broader assessments; builds teacher capacity in assessment literacy including the development and use of formative, authentic, project- and performance-based assessments; and reduces reliance on standardized, multiple-choice tests.	Dossett					
1.1.4.1	Hold regular meetings with Assessment Landscape Work Group to communicate, implement, and support the district benchmark assessment landscape for the 2016-17 school year	Dossett	Assessment Work Group: JCTA, teachers, principals, Academic Services, Data Management	08/10/16	12/19/17	\$0	Staff Time
1.1.4.2	Create new district-wide assessment vision and identify what systems need to be in place for all stakeholders to get the information needed to improve practice	Dossett	Assessment Work Group: JCTA, teachers, principals, Academic Services, Data Management	01/03/17	12/19/17	\$0	Staff Time
1.1.4.3	Develop a proposed assessment landscape for the 2017-18 school year that is aligned with new district-wide assessment vision	Dossett	Assessment Work Group: JCTA, teachers, principals, Academic Services, Data Management	01/03/17	12/19/17	\$0	Staff Time
1.1.4.4	Create opportunity/venue to share alternative, project-based assessments (i.e. exhibition night, convening)	Dossett	Assessment Work Group: JCTA, teachers, principals, Academic Services, Data Management	01/03/17	12/19/17	\$0	Staff Time

JCPS Comprehensive District Improvement Plan 2016-2017

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1.1.4.5	Grow and support authentic assessment, rubric, and personalized assessment development and design literacy, including the exploration of a Learning Management System (same as 1.1.1.9)	Dossett, Young	Inter-departmental Staff Representatives including Academic Services, Academic Support, Data Management, DEP, JCTA, PBIS/RP	08/10/16	12/19/17	\$500,000	New Budget Proposal (Pending)
1.1.4.6P	Continue providing professional development to build teacher capacity in assessment literacy including the development and use of formative, authentic, project and performance-based assessments. An emphasis will be placed on priority schools	Branham, Munoz	Assessment Work Group: JCTA, teachers, principals, Academic Services, Data Management	08/10/16	12/19/17	\$50,000	Title II
1.1.4.7	Develop a broad overview of the new assessment landscape using Video Voiceover/PowerPoint Mix to clarify the implementation of the new Assessment Landscape for Principals and school staff. All principals, GCCs and teachers will be encouraged to take advantage of this teaching tool to support consistent implementation of the new assessment landscape.	Branham Isaacs Price	Area Assistant Superintendents, Curriculum Specialists for Math, Science, ELA and Social Studies, Principals, GCCs and teachers	08/01/16	05/01/17	\$0	Staff Time
1.1.4.8P	Apply learning from Assessment Literacy Training to develop item bank for schools during Cycle 4 to allow for school-created authentic assessments as well as to allow district level staff to build upon work for Performance-Based Assessments and Project-Based Learning to support standards throughout curriculum maps (including the upload of school-generated Deeper Learning items. An emphasis will be placed on priority schools.	Herring, Branham Isaacs, Munoz	Math, ELA, Science and Social Studies Specialists	08/01/16	05/01/17	\$0	Staff Time

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
1.1.5	<u>Improve student literacy:</u> Develop and implement a comprehensive strategy focused on early intervention that has as its goal that all primary program students are reading on grade level by the end of the third grade and that students struggling with literacy beyond the third grade in elementary school, middle school, and high school make progress toward reading and writing proficiency, to include: improved reading and writing instruction using research or evidence-based strategies and best practice; extended learning; and strategies to increase educational stability and continuity of supports for highly mobile students.	Herring					
1.1.5.1P	63 targeted Elementary Schools will participate in the Bellarmine Literacy Project for 2016-17 school year. Principals, GCCs and teachers will participate in literacy based coursework and training provided by Bellarmine Professors. The goal is to build teacher literacy capacity and imbed research based literacy strategies in K-3 classrooms with the ultimate goal of increased on grade level reading to support the Third Grade Reading Pledge. For the 2017-18 school year, 10 additional elementary schools will come on board. Additional training will include capacity-building at the school level to develop and implement a school-wide literacy plan for those schools already participating in the Bellarmine Literacy Project.	Magpuri-Lavell, Branham, Munoz	Participating Elem. Principals, Coaches, and teachers	08/01/16	05/01/17	\$800,000 \$1,937,100	Title II General Funds (coaches)

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
1.1.5.2	Work to identify a Literacy Assessment Continuum for K-3 classrooms and systematic use of data to provide students with appropriate instruction, monitor program effectiveness, track student progress, and allocate resources. Provide PD and Training to K-3 teachers to support a new system for end of year benchmarks that will measure on grade level reading for all K-3 students. Training will include information on the new benchmarks as well as CASCADE support for data entry and analysis. (Third Grade Reading Pledge)	Magpuri-Lavell, Branham Isaacs Mettille	Curriculum and Instruction, Data Management, Elem. ELA Curriculum Specialist and Content GCCs, Elem. Principals, K-3 Teachers	08/01/16	05/01/17	\$0	Staff Time
1.1.5.3P	Work closely with finance to transition summer literacy boost funding from Title 1 to general funds for Summer Literacy Boost 2017. Target ALL rising 1st graders who are not yet reading on grade level to participate in this opportunity for extended learning during the summer of 2017 to support the first phase of the Third Grade Reading Pledge.	Branham Handley Carrico, Munoz	Elementary Principals and teachers, Hudson, Hardin, Collopy, Handley, Carrico, Isaacs and Mettille	08/01/16	05/01/17	\$4,000,000	General Fund
1.1.5.4	ESL Summer Programs for elementary, middle, and high school students. Summer programs include: Early Summer Reading Program for ELLs, 2 programs for recently arrived refugee students – partnering with Catholic Charities and Kentucky Refugee Ministries, partnership with Americana Community Center summer enrichment, ESL Newcomer Academy math and English enrichment, and Junior English	Branham Wright Beardsley	ESL Coordinator, ESL Teachers and ESL Resource Teachers	06/01/17	07/30/17	\$175,000	Refugee School Impact Grant

JCPS Comprehensive District Improvement Plan 2016-2017

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1.1.5.5	JCPS partnered with REL Appalachia to present: Teaching Academic Content and Literacy to English Learners. Key Topics include recommendations from the IES Practice Guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, hands-on strategies for implementing the recommendations, and guidance on facilitating a professional learning community. Attendees include individuals and/or teams of practitioners from schools and districts, who work with English learners.	Branham Wright Beardsley	Principals, Assistant Principals, GCCs, Teachers	07/13/16	07/13/16	\$0	Staff Time
1.1.5.6	In support of new state science standards, Curriculum Science Specialists (K-12) will collaborate continue to provide professional development to build teacher capacity in Environmental Science using Authentic, real world settings to meet diverse learner needs and help eliminate the achievement gap. (Same as 1.1.2.6)	Branham Wright Thompson	Classroom Teachers	08/01/16	06/01/17	\$0	Staff Time
1.1.5.7	A collection analysis will be provided to each librarian and principal to facilitate the maintenance of up-to-date school library media resources.	Lanata	School Principals School Librarians	08/01/16	06/01/17	\$0	Staff Time
1.1.5.8P	Provide extended learning opportunities for students at elementary, middle and high priority schools who are not performing at proficient levels on reading and writing district proficiency and state accountability assessments.	Assistant Superintendents, Hardin, Collopy, Munoz	School staff, priority schools	12/01/16	12/31/2017	\$0	Staff Time

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
1.1.6	Strengthen early childhood education: Create a comprehensive early childhood education plan to significantly increase kindergarten readiness that addresses the improvement and expansion of JCPS programs; recruitment, retention, and professional development of educators; expansion of summer kindergarten readiness camps; community partnerships; and communications, support and outreach to parents and caregivers.	Herring					
1.1.6.1P	Work with the Executive Director of the Jefferson County Public Education Foundation (JCPEF) to raise matching funds for the repetition of the Kindergarten Readiness Camps for the summer of 2017. Goal is to serve approximately 1000 high needs, incoming kindergarten students.	Branham EC Director, Munoz	EC teachers and staff, Community partners, NCFL, Corbett, Wathen, Johnson	08/01/16	05/01/17	\$600,000 \$600,000	JCPS General Funds JCPEF Grant Funds
1.1.6.2	Utilize data from the Early Childhood electronic walkthrough tool to design training and coaching opportunities for staff for both embedded PD at the school level and at the district level.	Branham EC Director Wathen	Early Childhood Instructional Staff	08/01/16	05/01/17	\$0	Staff Time
1.1.6.3	Utilize a curriculum fidelity monitoring tool to support classroom staff with the implementation of the new Big Day for Pre-K curriculum to insure a guaranteed and viable curriculum for all EC students.	Branham EC Director Wathen	Early Childhood Instructional Staff	08/01/16	05/01/17	\$0	Staff Time
1.1.6.4	Increase support of early childhood dual language learners and their families through one-on-one and small group activities with students and providing resources to instructional staff by early childhood Bilingual Associate Instructors.	Branham EC Director Wathen	Early Childhood Bilingual Associate Instructors, Early Childhood Instructional Staff, DLL Students and Families	08/01/16	05/01/17	\$0	Staff Time

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
1.1.6.5	Research and develop a timeline for implementing a new high quality curriculum in JCPS infant/toddler classrooms that is aligned with the Kentucky Early Childhood Standards	Branham EC Director Wathen	Early Head Start Instructional Staff	08/01/16	05/01/17	\$0	Staff Time
1.1.7	Eliminate achievement, learning, and opportunity gaps: Establish the elimination of gaps in educational outcomes for students as a fundamental objective of the district. This objective is to be pursued through the development and implementation of research or evidence-based strategies and best practices at the district, school, and classroom level, including differentiated resources and targeted strategies to increase student success, such as the Males of Color Initiative, and the Closing Minority Gaps through AP Enrollment and Support Program.	Marshall					
1.1.7.1	Prepare and support students during transition between school levels; early learning and successful transition into school; academic achievement and well-being and graduation and transition into adult life (e.g. Men of Quality, Women of Worth, Middle School Transition Nights, Kindergarten Readiness Camps, and Families in Training Program, college tours/visits, and mentoring programs).	Averette	Oldham, FRYSCs, School Administrators, Teachers, volunteers	12/01/16	06/30/17	\$0	Staff Time
1.1.7.2P	Promote Louisville Linked system to the community and school personnel; including refining the program, training and continuous monitoring of the program. Louisville Linked involves partnerships with over 100 agencies, including the Metro United Way, Seven Counties, and the 15th District Program Assistance Program	Averette, Munoz	FRYSCs, School Administrators, Teachers, Oldham, Community Members	12/01/16	06/30/17	\$0	Staff Time

JCPS Comprehensive District Improvement Plan 2016-2017

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1.1.7.3	ECE Specialists will provide on-going professional development to include training and coaching on differentiated instruction based in areas of literacy and mathematics needs as determined by student data analysis specifically to teachers teaching students with disabilities.	Averette	Frohoff, ECE Specialists, ECE Consulting Teachers, ECE Teachers	12/01/16	06/30/17	\$0	Staff Time
1.1.7.4	ECE Specialists will provide on-going professional development to include training and coaching on differentiated instruction based in areas of positive behavior and research-based strategies for working with students on the autism spectrum specifically to teachers teaching students with disabilities.	Averette	Frohoff, ECE Specialists, ECE Consulting Teachers, ECE Teachers	12/01/16	06/30/17	\$0	Staff Time
1.1.7.5	Continue supporting the ACES program (alternative certification program for minority teachers)	Marshall,	Employees, Human Resources	07/01/16	12/30/17	\$80,000	Title I/II
1.1.7.6P	Provision of professional development to address cultural (in)competence utilizing 1) C.A.S.E law PD and 2) Equity Institutes- district-wide PD that sees to address (in)equities in the district.	Marshall, Munoz		07/01/16	12/30/17	\$2,500 (CASE) 85000 (Equity Institute)	General Fund
1.1.7.7	Expand learning opportunities to address opportunity gaps: 1) Expand REACH Academy (program to designed to help students of color pass the AP test), 2) Expand Coding opportunities for Males of Color (opportunities for students to learn the language of computer coding, learn the tenets of being an entrepreneur, 3) Expand Out of School Time Enrichment activities (community-based initiative to provide students with learning opportunities outside of school, generally in the Zones of Hope), and 4) Provide additional literacy programming that matches literacy with activities	Marshall	OST providers, parents, school staff	07/01/16	12/30/17	\$5,000 (Reach) \$10,000 (Coding) \$121,000 (Literacy)	General Fund

JCPS Comprehensive District Improvement Plan 2016-2017

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1.1.7.8	Coordinate and participate in interagency efforts through the By All Means and Say Yes initiatives which aim to develop integrated student support systems with community partners	Herring	Inter-departmental Staff Representatives, Community Partners	07/01/16	12/30/17	\$0	Staff Time

JCPS Comprehensive District Improvement Plan 2016-2017

FOCUS AREA: INCREASING CAPACITY AND IMPROVING CULTURE

GOAL: PROFESSIONAL CAPACITY IN TEACHERS AND LEADERS

Increase the capacity of our professional school staff to create engaging, rigorous learning opportunities for students to progress in academic achievement and the development of the learner capacities and dispositions necessary for success in life.

TARGETS:

1. Effective Educators: Increase the percentage of students who have access to effective educators (baseline 2016-17).
2. Capacities/Dispositions: Increase the 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:

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2.1.1	<u>Personalized deeper learning</u> : Implement the Educator Growth System (EGS) with integrity across the district to increase educator capacity to provide personalized instruction and to engage students in deeper learning aligned with the curriculum.	Hudson					
2.1.1.1	Continue collaboration with KDE to further review and revise, as necessary, the Teacher (TPGES), Other Professionals (OPGES) and Principal (PPGES) Growth and Effectiveness Systems.	Armour, Eckerle, Young	JCPS Educators	07/01/16	05/01/17	\$0	Staff Time
2.1.1.2	Continue collaboration between EQOC and district leadership to review, revise and refine all components of the Educator Growth System.	Eckerle, Young	JCPS Educators	07/01/16	05/01/17	\$0	Staff Time
2.1.1.3	Provide project based learning, along with teacher externship training for interdisciplinary teams within career academies to strengthen instructional practices and student engagement.	Rodgers	School Staff	07/01/16	12/30/17	\$4,500,000	New Budget Proposal (Pending)

JCPS Comprehensive District Improvement Plan 2016-2017

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2.1.1.4	Develop a K-12 soft skills/work place skills system to complement the deeper learning dispositions in Vision 2020	Rodgers	School staff	07/01/16	12/30/17	\$0	Staff Time
2.1.1.5P	Design and implement differentiated professional development opportunities for administrators on instructional leadership practices to support, monitor, and evaluate effective teaching. An emphasis will be placed on priority schools.	Branham, Isaacs, Armour, Eckerle, Munoz	Certified administrators	07/01/16	12/30/17	\$0	Staff Time
2.1.1.6P	Design and implement differentiated professional development (New Teacher Induction) opportunities for teachers to improve effective teaching. An emphasis will be placed on priority schools.	Hudson, Armour, Munoz, Green, Colley	Certified teachers	07/01/16	12/30/17	\$128,000	Title II
2.1.2	<u>Cultivate growth mindset</u> : Use research or evidence-based strategies and best practice to increase the capacity of teachers, staff, and school leaders to create a growth mindset in each student and recognize student strengths.	Marshall					

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
2.1.2.1P	<p>In order to become “trauma informed” the district will strengthen the utilization of researched based trauma informed practices to build capacity in schools. Implementation of effective strategies will include the following:</p> <ul style="list-style-type: none"> Professional development will be provided to staff on how trauma may impact the educational, social, emotional, and behavioral development of students. This will enable schools and the district to become trauma informed. Youth Mental Health First Aid (YMHFA): School and district staff will receive professional development in YMHFA so students with mental health issues due to trauma can be identified and referred to appropriate resources or supports. Mental health counselors will provide support to students exposed to trauma and consultation services to staff working with these students. Mental health support will be provided to school staff using a trauma lens so they are able to support students who may have experienced traumatic events. Selected pilot schools will be provided with intensive schoolwide professional development, coaching, and support around trauma informed practices. Professional development will be provided via the BOUNCE program and/or trauma modules. Both will include basic trauma awareness and strategies for teachers so that they will modify routine practices to meet the needs of students. 	Averette, Munoz	School District Support Staff, Sircy, Bargione, Perryman, Marks-Johns, Administrators, Teachers	12/01/16	06/30/17	\$100,000	General Fund

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
2.1.2.2	Academic support personnel (e.g. school counselors, school psychologists, mental health counselors, etc.) will collaborate with teachers and administrators to foster resiliency skills in students by using a strengths based approach.	Averette	School Administrators Teachers, Bargione, Sircy, Marks-Johns	12/01/16	06/30/17	\$0	Staff Time
2.1.2.3	Resiliency building and training for parents and community partners will occur in schools and community settings. (e.g. Louisville Linked, Metro Government, etc.).	Averette	School Administrators Teachers, Bargione, Marks-Johns, Oldham, Sircy, Perryman	12/01/16	06/30/17	\$0	Staff Time
2.1.2.4P	Providing diversity literacy and cultural competence for new leaders through the CARDS Program and through cultural competence training, which focus on culture and inclusion	Marshall, Munoz	School staff	12/01/16	06/30/17	\$200,000	General Fund
2.1.2.5	Transition support with the program "On Track and Going Back"- Program that matches students exiting our behavior schools with mentors and parental support	Marshall	School staff, alternative schools	12/01/16	06/30/17	\$100	General Fund
2.1.2.6	Inclusion of student input via the Student Voices Project	Marshall		12/01/16	06/30/17	\$0	Staff Time
2.1.3	<u>Improve culture and climate:</u> Use research or evidence-based strategies and best practice to improve district, school, and classroom culture and climate to ensure that all students and staff work and learn in a safe, respectful, and equitable environment.	Herring					
2.1.3.1	Provide best practice resources, programs, and trainings focused on collaboration and integration between education and health to improve students' learning, health, safety, and overall wellness.	Averette	School Administrators, Teachers, District Support Staff, Perryman	12/01/16	06/30/17	\$0	Staff Time

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
2.1.3.2	Topical newsletters will be developed and distributed quarterly that will give strategies on creating tolerance and inclusiveness within schools. Each newsletter will highlight proactive approaches that schools can take to create positive learning environments for all students. Bullying prevention department will meet and collaborate with new school counselors to plan, troubleshoot, and develop strategies to help schools create positive school cultures that encourage and promote safe spaces for students to learn.	Averette	School Administrators, Teachers, Dolson, Sheehan, Sircy	12/01/16	06/30/17	\$0	Staff Time
2.1.3.3	Plan and schedule monthly Louisville Linked Core planning Team meetings with District Personnel and Community members to review data monthly on the use of Louisville Linked.	Averette	Oldham	12/01/16	06/30/17	\$0	Staff Time
2.1.3.4P	The district will strengthen the utilization of researched based social and emotional curriculum to build capacity in selected pilot schools. These schools will be provided with intensive schoolwide professional development, coaching, and support around social and emotional curriculum. The districts' focus will be on supporting a positive learning environment and increasing student resiliency. Additionally, district personnel will visit peer districts, collaborate with other districts on social emotional learning processes, and collaborate with experts in the area of social emotional learning. (aligned with 1.1.1.7). Data analysis of key metrics including student sense of belonging and engagement from the Comprehensive Surveys will be utilized for planning and continuous improvement.	Averette, Munoz	School Administrators, Teachers, District Support Staff, Bargione, Sircy, Goodin, Marks-Johns	12/01/16	06/30/17	\$250,000	Pending New Budget Proposal

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
2.1.3.5P	Suicide prevention training resources and supports will be offered to students and teachers throughout the school year. An emphasis will be placed in priority schools.	Averette	Bargione, Sircy, District Support Staff	12/01/16	06/30/17	\$0	Staff Time
2.1.3.6P	The District Positive Behavior Interventions and Support (PBIS) team will continue to recruit and train schools in creating a Universal/Tier 1 PBIS/Restorative Practice framework, support PBIS school teams in the implementation of the PBIS and PBIS/RP framework, and identify and train school teams who are ready to move to Tier 2 and Tier 3 training and supports to assist schools in the creation of a school climate where appropriate behavior is the norm using PBIS supports for all students, all staff, in all settings.	Zeit, Herring, Munoz	School staff	07/01/16	12/30/17	\$2,000,000	General Fund
2.2.1	Define high-performing teams: Define a districtwide way of working in high-performing teams developed in collaboration with certified and classified staff, and school and district leaders that creates a common aspiration for collegial, mutually accountable accomplishment of goals.	Hudson					
2.2.1.1	Establish a “High Performing Teams” planning group with representatives from all six JCPS divisions.	Hudson, Cabinet	Assistant Superintendents, Central Office, Schools	12/01/16	06/30/17	\$0	Staff Time
2.2.1.2	Consult with national experts to guide collaborative work of the established “High Performing Team” planning group.	Hudson, Cabinet	Assistant Superintendents, Central Office, Schools	12/01/16	06/30/17	\$0	Staff Time
2.2.1.3	Review and synthesize research and work around high performing teams.	Hudson, Cabinet	Assistant Superintendents, Central Office, Schools	12/01/16	06/30/17	\$0	Staff Time

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
2.2.1.4	Discuss and develop a framework for high performing teams	Hudson, Cabinet	Assistant Superintendents, Central Office, Schools	12/01/16	06/30/17	\$0	Staff Time
2.2.1.5	Explore and identify capacities and dispositions for 2017 focus on what makes a team high performing	Hudson, Cabinet	Assistant Superintendents, Central Office, Schools	12/01/16	06/30/17	\$0	Staff Time
2.2.2	<u>Build capacity of PLCs</u> : Improve professional practice and design deeper learning opportunities through PLCs that leads to shared ownership of student success.	Herring					
2.2.2.1	A combination of 25 high need and Priority Elementary, all Middle and High School Priority Schools will attend a 2 day training focused on the RTI Process and building systems of support to ensure all students are learning at high levels as provided by national expert Mike Mattos (Solution Tree). An intentional focus will be placed on building school and district-wide systems of support.	Branham Isaacs Price	Elem. Middle and High School Principals, GCCs, teachers, Specialists and Academic staff	08/01/16	12/30/17	\$41,055	Title II
2.2.2.2	Contract with Solution Tree to provide professional development to build teacher capacity in assessment literacy including the development and use of formative, authentic, project- and performance-based assessments. Training will intentionally focus on Mathematics and ELA and follow up sessions will take place with Math and ELA Curriculum Specialists.	Branham Isaacs Price	Math and ELA Curriculum Specialists and Content GCCs, identified teacher leaders from each school.	08/01/16	05/01/17	\$150,000	Title II

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
2.2.3	<u>Increase and deepen professional learning:</u> Provide time and professional learning opportunities for certified staff and classified staff to learn together, plan, and reflect upon and improve professional practice so that employees are equipped and empowered to function as high-performing teams.	Herring					
2.2.3.1P	All JCPS Elementary, Middle and High Schools will participate in a 6 hour Novice Reduction Training provided by KDE Consultants during the month of October. Intentional focus will be placed on equipping school teams and school level plans for implementing Novice Reduction Strategies for the 2016-17 school year.	Herring Branham, Munoz	Area Assistant Superintendents, Principals and School Leadership Teams	10/01/16	11/30/16	\$0	Staff Time
2.2.3.2	Develop and administer a comprehensive PD Needs Assessment to all stakeholders to best leverage District and School Based PD (including how to better support effective and high-performing teams) to impact student learning for the 2017-18 school year	Branham Isaacs	District staff, Principals, APs, GCCs, Teachers and school stakeholders	12/01/16	02/28/17	\$0	Staff Time
2.2.3.3P	Develop and implement a comprehensive walk-through process to deepen professional learning and monitor the delivery of the intended curriculum across the district. Priority Schools and Transformation Schools will be the first priority for implementation. Process will involve Central Office Staff, Principals and Teachers	Munoz Branham Handley Wright Isaacs	District staff, Principals, APs, GCCs, Teachers and school stakeholders	12/01/16	05/01/17	\$0	Staff Time
2.2.4	<u>Develop leaders:</u> Provide research or evidence-based strategies and best practice leadership-development opportunities and meaningful, actionable feedback to school and district staff to create a large cadre of effective leaders and peer coaches.	Hudson					

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
2.2.4.1	Implement a New Principal Cohort to support new principals in the management of daily operations, supervisory skills and academic achievement.	Hudson, Eckerle	Assistant Superintendents, Principals, Administrators	07/01/16	06/01/17	\$0	Staff Time
2.2.4.2	Continue the implementation, review and refinement of an internal leadership development program, for current and aspiring leaders, on management of operations, supervisory skills, coaching and modeling for productivity and best practice strategies.	Hudson, Armour, Eckerle	Aspiring Leaders	07/01/16	06/01/17	\$0	Staff Time
2.2.4.3P	Utilize NISL to train school administrators in effective and student-centered instructional leadership.	Hudson, Munoz, Branham, Isaacs	Administrators	07/01/16	06/01/17	\$680,000	NISL Grant
2.2.4.4	Continue implementation of a tiered mentoring program designed to support new teachers in the first three years of their career.	Hudson, Eckerle, Colley	Certified Teachers	07/01/16	06/01/17	\$97,600	Title II
2.2.4.5P	Establish partnership with local university to design and implement a college credit earning course focused on supporting beginning teachers in Priority Schools (extended New Teacher Induction opportunity)	Hudson, Eckerle, Colley	Certified Teachers	07/01/16	06/01/17	\$20,000	Title II
2.2.4.6	Continue implementation of National Board Certified Teacher program; increasing the number of certified teachers who are pursuing, obtaining and requalifying	Hudson, Eckerle, Colley	Certified Teachers	07/01/16	06/01/17	\$95,000	Title II

JCPS Comprehensive District Improvement Plan 2016-2017

FOCUS AREA: IMPROVING INFRASTRUCTURE AND INTEGRATING SYSTEMS

GOAL: INFRASTRUCTURE IMPROVEMENTS

Improve and sustain infrastructures - physical, instructional, and human resources- essential to providing safe, resourced, supported, and equipped schools.

TARGETS:

1. Physical Infrastructure– Increase the percentage of physical resources that meet industry standards (baseline 2015-16).
2. Instructional Infrastructure– Increase percentage of the allocation of instructional resources and districts supports that are distributed based on identified student need (baseline 2016-17).
3. Human resources – Increase the percentage of highly qualified and effective school and district educators who meet the diverse needs of students (baseline 2015-16).
4. Human Resources – Maintain a pool of qualified teacher applicants who are racial and/or ethnic minorities at or above 200 by 2020.
5. Teacher Hiring – Increase the percentage of educators hired by the district who are racial and/or ethnic minorities from 15.9% in 2015 to 25.0% in 2020.

STRATEGIES:

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.1.1	<u>Improve physical infrastructure</u> : Create a comprehensive needs assessment and five-year strategic infrastructure plan that identifies the current state of the district's infrastructure, projects the long-term needs aligned with strategic priorities, and prioritizes investment and implementation taking into account safety, equity, impact on student learning, impact on system performance, and available funding.	Raisor					
3.1.1.1	LPC meetings and open to the public forum held to develop recommendations. District Facility Plan to be submit to JCBE.	Raisor	Students, staff, employees, and community	10/01/16	12/30/16	\$0	Staff Time

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.1.1.2	JCBE presented for approval Draft District Facilities Plan	Raisor	Students, staff, employees, and community	01/01/17	01/10/17	\$0	Staff Time
3.1.1.3	Run 14 day notice – A public hearing is required to receive public comments on the Draft DFP	Raisor	Students, staff, employees, and community	01/01/17	01/30/17	\$0	Staff Time
3.1.1.4	Hold public hearing, and approval of Final DFP	Raisor	Students, staff, employees, and community	02/01/17	02/28/17	\$0	Staff Time
3.1.1.5	District Facility Plan submitted to KDE.	Raisor	Students, staff, employees, and community	04/01/17	05/01/17	\$0	Staff Time
3.1.2	<u>Improve instructional infrastructure:</u> Develop and implement a transparent and accessible districtwide plan to address school needs for instructional resources and district supports that differentiates for individual school needs, identifies the funding required, and prioritizes implementation based on equity, adequacy, and needs, including the needs of students making transitions from one school setting to another.	Hardin					
3.1.2.1	Continue to enhance the Cycle-based budgeting method, using data to assist in determining the needs, goals, and funding required for individual schools.	Hardin	Data Management, Finance, Academics	07/01/16	12/1/17	\$0	Staff Time
3.1.2.2	Provide appropriate bonding capacity to provide for facility infrastructure needs	Hardin	Finance, Academics, Operations	07/01/16	06/30/17	Pending long range facility plan	Bonding Capacity through Capital Outlay & Building Fund

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.1.2.3P	Develop a system of support for JCPS priority schools to differentiate personnel, time, and other resources to provide all students with high quality instruction, programs, and interventions based upon individualized learning needs	Hardin, Munoz	Hardin, Asst. Sups	08/01/16	12/19/17	\$1,200,000	General Fund
3.1.3	<u>Improve human resources infrastructure:</u> Develop and implement a responsive, time-sensitive educator recruitment and placement process that: identifies, hires, and assigns teachers and administrators with the capacities, skills and dispositions necessary for effective teaching and learning; targets recruitment to fill high-need positions; identifies and hires a diverse workforce; and places and retains teachers in schools taking into account teacher experience and student needs.	Hudson					
3.1.3.1	Continue work with internal and external IT partners to update and enhance data systems that support effective and efficient recruitment, hiring and placement of teachers and administrators	Hudson, Armour, Green, Eckerle	Applicants, Principals	07/01/16	06/01/17	\$125,000	General Fund
3.1.3.2	Create procedures for the development of a pool of qualified teacher applicants who are racial and/or ethnic minorities.	Hudson, Armour, Green	Applicants	07/01/16	06/01/17	\$0	Staff Time
3.1.3.3	Increase the percentage of highly qualified and effective school and district educators who meet the diverse needs of students.	Hudson	Applicants	07/01/16	06/01/17	\$0	Staff Time
3.1.3.4	Develop and implement a screening process for the identification of highly qualified applicants for school-based administrative positions	Hudson	Applicants	07/01/16	06/01/17	\$0	Staff Time

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.1.3.5P	Implement leadership and teacher incentives for attracting and retaining highly-qualified staff in priority and transformation schools.	Hudson, Armour, Munoz	Certified Educators	07/01/16	06/01/17	\$0	Staff Time
3.1.4	<u>Ensure responsible stewardship of resources:</u> Based on comprehensive needs assessments, determine the necessary funding to improve adequate and equitable infrastructures, to include a systematic review of current expenditures for performance optimization, opportunities for cost containment, and maximizing impact on student learning.	Hardin					
3.1.4.1	Review of identified programs will be performed with results reported to the superintendent & cabinet	Hardin	Data Management & Research with collaboration of all Cabinet members	7/1/16	12/30/17	\$0	Staff Time
3.1.4.2	Continue to review opportunities for efficiency through energy savings, program evaluations.	Hardin	Cabinet	7/1/16	06/30/17	\$0	Staff Time
3.1.4.3	Work with schools in a pilot program to optimize use of resources	Hardin	Finance, Academics, School Principals,	11/15/16	12/30/17	\$0	Staff Time
3.2.1	<u>Engage with families:</u> Invite parents and caregivers to participate in the life of their child's school and the educational growth of their child through a process of meaningful and mutual communication and engagement focused on improving the learning environment and experiences at school and at home.	Marshall					
3.2.1.1	Develop and implement plan to translate all major JCPS documents and forms into languages most frequently spoken by JCPS families	Beardsley Lima	ELL families, ESL Language Services Department, JCPS Communications,	01/01/17	08/01/17	\$50,000	General Fund and Title III

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.2.1.2	Create learning opportunities and collaboration efforts for families around physical and mental health, resiliency, suicide prevention, college access, and academic success.	Averette	Bargione, Sircy, Perryman, Oldham, Marks-Johns, District Support Staff	12/01/16	06/30/17	\$0	Staff Time
3.2.1.3	Working with various community stakeholders on engaging families including 1) Doing Business with JCPS- Helping MWBE businesses work in JCPS, 2) Central District Baptist Association 147th Annual Session – Agreement with Pastors in the community assist in uplifting students via mentoring, information sharing, aligning VBS with standards, 3) P.A.R.E.N.T Initiative – Training pastors to navigate the JCPS system and become educational parents	Marshall	Families, community partners	07/01/16	12/30/17	\$4,000 (Doing Business) \$250 (Central District) \$100 (Parent)	General Fund
3.2.1.4P	Increased communication with parents through 1) Family Matters PTA Newsletter – Newsletter for Parents in collaboration with 15th district PTA, 2) Parent Involvement Series – Series of sessions where parents learn how to navigate the JCPS system, 3) SBDM Training – Training that seeks to help parents involved in JCPS make informed decisions	Marshall, Munoz	Families, school staff	07/01/16	12/30/17	\$6,740 (Family Matters) \$500 (Parent Involvement) \$2,140 (SBDM)	General Fund
3.2.1.5	Invite conversation with community stakeholders through PLC rounds where community members are invited to view a Professional Learning Community inside a JCPS school	Marshall	District staff, community stakeholders	12/01/16	12/30/17	250	General Fund
3.2.1.6	Provide a Speaker Series - National acclaimed speakers provide PD on their topic of expertise and have a community conversation	Marshall	School and district staff	12/01/16	12/31/17	32000	General Fund
3.2.1.7P	Support ESL families and students with a Bilingual Language Services Program Specialist, ESL staff and resources to provide interpretation and translations services.	Herring, Branham, Beardsley, Munoz	ESL families	07/01/16	12/30/17	\$0	Staff Time

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.2.1.8P	Support ECE families and students with an ECE Program Specialist, ECE staff and resources to provide services.	Herring, Averette, Munoz	ECE department, families	07/01/16	12/30/17	\$0	Staff Time
3.2.2	<u>Improve and standardize external systems:</u> Develop and implement clear, transparent processes and communications protocols to increase reach to and improve access by all stakeholders, including: <ul style="list-style-type: none"> · Creating a 311 system as a single point of entry to handle all inquiries; · Developing customer service training and protocols for front-line employees; and · Creating a new JCPS website and information applications for mobile devices. 	Raisor					
3.2.2.1	Call center representatives training developed to better serve customers, the Help Desk Institute Certification is for front-line employees.	Raisor	Employees	08/01/16	12/30/17	\$0	Staff Time
3.2.3	<u>Improve and standardize internal systems:</u> Create a standardized process for requesting services from Central Office departments, leading to increased efficiency	Raisor					
3.2.3.1	Continue refining a standardized process for requesting services from Central Office departments, leading to increased efficiency.	Raisor	Employees	07/01/16	12/30/17	\$0	Staff Time
3.2.4	<u>Listen and respond to stakeholders:</u> Develop and implement regular, systemic processes and structures to identify, understand, and respond to stakeholder needs.	Martin					
3.2.4.1	Work with board to implement coordinated Community Conversations.	Martin	Community stakeholders, Board	12/01/16	12/30/17	\$0	Staff time

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.2.4.2	Work with Data Management to include questions on Comprehensive School Survey requesting feedback from parents, teachers, staff and students regarding their satisfaction of communication about their school and the district.	Martin	Data Management staff, parents, staff, and students	12/01/16	12/30/17	\$0	Staff time
3.2.4.3	Act on employee feedback to implement new intranet for JCPS to improve internal communications.	Martin	Employees	12/01/16	12/30/17	\$0	Staff time
3.2.4.4	Implement new employee app to improve internal communications.	Martin	Employees	12/01/16	12/30/17	\$100,000	General Fund
3.2.4.5	Utilize new technology to communicate digitally with stakeholders.	Martin	Staff, students, parents, and other community stakeholders	12/01/16	12/30/17	\$0	Staff time
3.2.4.6	Conduct regular briefings with superintendent where employees ask questions about pertinent questions in the district	Martin	Employees	12/01/16	12/30/17	\$0	Staff time
3.2.4.7	Utilize Superintendent's Student Advisory Council to provide social media ambassadors for the district and provide feedback to district about how students would like to receive content and help create content	Martin	Students, Staff	12/01/16	12/30/17	\$0	Staff time
3.3.1	<u>Create a technology roadmap:</u> Create a three year strategic technology roadmap that defines and clearly communicates the technology foundation and the vision, leadership, and support need in order for JCPS in to achieve its academic and operational goals.	Raisor					
3.3.3.1	Performance and Technology along with Computer Education to conduct a Comprehensive Technology Assessment for district.	Raisor	Students, Teachers, Staff	09/01/16	12/30/17	\$0	Staff time

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.3.1.2P	Provide professional development based on current hardware/software technological needs and emerging technologies (STEM, robotics, MakerSpace) to improve the digital learning environment (as measured by the ELEOT) in priority and transformation schools.	Branham, Lattimore, Munoz	School Staff	09/01/16	12/30/17	\$0	Staff time
3.3.2	<u>Harness innovation:</u> Develop and implement an innovation mechanism that creates and leverages public-private innovation partnerships by which new technologies will be tested, evaluated, and shared by an Innovation Team made up of a core group of school technology coordinators (STCs), administrators, classroom teachers, and students.	Raisor					
3.3.2.1	Identify strengths and weaknesses to providing Wi-Fi on buses in 3 pilot schools	Raisor	Teachers, Staff, Students,	10/01/16	12/30/17	\$0	Staff time
3.3.2.2	Survey students at pilot schools for access to a personal device	Raisor, Lattimore	Teachers, Staff, Students,	10/01/16	12/30/17	\$0	Staff time
3.3.2.3	Quotes for POs to purchase units and install in pilot buses for 3 schools	Raisor	Teachers, Staff, Students,	10/01/16	12/30/17	\$0	Staff time
3.3.3	<u>Optimize technology usage:</u> Enhance technology infrastructure to facilitate the adoption of new and emerging technologies to educate our students with twenty-first century skills, provide a foundation for personalized learning, remove barriers to learning, and ensure equitable access to technology-enhanced learning opportunities.	Herring					

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.3.3.1	Computer Education Support will provide on-going District-wide and site-based professional development focused on students using technology for learning by 1) gathering, evaluating and/or using information for learning (e.g., using mobile devices, Read-Write, digital literacy), 2) conducting research, solving problems, and/or creating original works for learning (e.g., using STEM, Innovative Labs, Coding, SMART Technologies, Robotics), and 3) communicating and working collaboratively for learning (e.g., using Google For Education, Office 365, Blackboard, Student Technology Leadership Program)	Lattimore Revel	Education Technology Teachers, self-identified teachers from each school	08/01/16	05/01/17	\$0	Staff time
3.3.3.2	Computer Education Support will provide on-going District-wide and site based professional development focused on students using technology to remove barriers to learning (e.g., Edgenuity, UDL)	Lattimore Revel	Education Technology Teachers, teachers from each school	08/01/16	05/01/17	\$0	Staff time
3.3.3.3	Computer Education Support will facilitate the adoption of new and emerging technologies to educate our students with twenty-first century skills.	Lattimore Brown	Innovative Technology Team	08/01/16	05/01/17	\$0	Staff time
3.4.1	<u>Improve communications:</u> Develop, implement, and refine clear, transparent processes and communications protocols using consumer intelligence and market analysis, including a school choice predictability tool, so that families understand their options and choices.	Dossett					
3.4.1.1	Coordinate digital marketing to increase access to information about school choice.	Martin	Comm Dept, Student Assignment Office, Schools	09/01/16	12/19/17	\$0	Staff Time

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.4.1.2	Roll out video tours of schools to provide access to parents and students by providing additional information to help increase access to school choice.	Martin	Comm Dept, Schools	01/03/17	12/19/17	\$0	Staff Time
3.4.1.3P	Increase marketing of school choice. An emphasis will be placed in priority schools.	Martin	Comm Dept, Student Assignment Office, Schools	09/01/16	12/19/17	\$0	Staff Time
3.4.1.4	Publish monthly newsletters to school staff informing them about upcoming timelines, activities, and changes.	Dossett	Dempsey, Averette-Bush Schools	08/10/16	12/19/17	\$0	Staff Time
3.4.1.5	Gather baseline data on magnet application & acceptance rate to build predictability tool for magnet programs.	Dossett	Dempsey, Knight, MIS, Data Management	10/31/16	12/19/17	\$0	Staff Time
3.4.2	<u>Improve processes</u> : Develop and implement an easily understood school application and selection process	Dossett					
3.4.2.1	Pilot an initiative with three schools to clarify, simplify, and streamline the school's magnet application process	Dossett	Dempsey, Knight, MIS, Schools	01/03/17	12/19/17	\$0	Staff Time
3.4.2.2	Initiate work on Phase II of the online registration experience to allow parents to update household information online	Dossett	Dempsey, Averette-Bush, MIS	01/03/17	12/19/17	\$0	Staff Time
3.4.2.3	Explore the feasibility of creating a system that eliminates the need for families to hand-deliver additional information to schools for magnet applications (i.e. teacher recommendations, essays)	Dossett	Dempsey, Knight, MIS, Data Management	06/01/17	12/19/17	\$0	Staff Time
3.4.2.4	Explore ways to align Individual Learning Plan (ILP) results with magnet choices and career pathway programs.	Dossett	Dempsey, Knight, Rogers	08/10/16	12/19/17	\$0	Staff Time

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.4.2.5P	Translation work of the Choices pamphlet in Spanish, Arabic, and Somali. An emphasis will be placed on priority schools with large ELLs student population.	McGinnis Beardsley Lima	ELL families, Magnet and Options and ESL Department	09/01/16	01/30/17	\$5000	General Fund
3.4.3	Provide customer service training: Develop and implement customer service training and protocols for employees based on identified customer needs.	Dossett					
3.4.3.1	Conduct trainings for school staff regarding how to assist families with student assignment issues (i.e. first day procedures, classroom roster setup)	Dossett	Dempsey, Averette-Bush	08/10/16	12/19/17	\$0	Staff Time
3.4.3.2	Provide trainings for school staff regarding the use of the magnet application processing system	Dossett	Dempsey, Knight	08/10/16	12/19/17	\$0	Staff Time
3.4.3.3	Collaborate with the 311 call center to provide answers for most commonly asked questions	Dossett	Dempsey, Operations Dept	08/10/16	12/19/17	\$0	Staff Time
3.4.3.4P	Gather input from schools outside the diversity guideline to determine if additional district supports could be provided to schools. An emphasis will be placed on priority schools.	Dossett	Dossett, Dempsey, Academic Services, DEP	10/15/16	12/19/17	\$0	Staff Time
3.4.4	<u>Empower families:</u> Develop and implement a customer-friendly communications and outreach plan designed to empower all families and caregivers to actively participate in the JCPS school choice system.	Dossett					
3.4.4.1	Develop and implement an outreach campaign that includes partnering with different community agencies (i.e. MUW) to increase the percentage of on-time magnet applications for non-duplicated gap groups and targets areas in county with traditionally late submissions	Dossett	Dempsey, Knight, MIS, Data Management	10/01/16	12/19/17	\$0	Staff Time

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.4.4.2	Continue to implement Mobile Bus and extended hours to reach families in their own neighborhoods	Dossett	Dempsey Averette-Bush	11/01/06	12/19/17	\$15,000	General Fund
3.4.4.3	Explore feasibility and implications of expanding number of choices for magnet programs on application	Dossett	Dempsey, Knight, MIS	01/03/17	10/30/17	\$0	Staff Time
3.4.4.4	Evaluate the feasibility of redesigning the high school application to separate magnet choices from the high school career (5 Star) choices	Dossett	Dempsey, Knight, MIS	01/03/17	10/30/17	\$0	Staff Time
3.4.4.5	Align the magnet choices on the application to match the program description in the Choices booklet	Dossett	Dempsey, Knight, Academic Services, Schools	02/01/17	06/30/17	\$0	Staff Time
3.4.4.6	Revise and simplify information provided for parents regarding student transfers	Dossett	Dempsey, Alexander	01/03/17	04/30/17	\$0	Staff Time
3.4.4.7	Revise the JCPS Registration & Application page on the JCPS website to reduce the number of current families who complete a registration when it is not needed	Dossett	Dempsey, Averette-Bush, MIS	01/03/17	10/30/17	\$0	Staff Time
3.4.5P	<u>Reduce student mobility</u> : Provide greater stability and educational continuity by creating a logistics and communications plan to enable more students whose families move during the school year to remain at their current school.	Dossett					
3.4.5.1P	Reduced student mobility in two priority elementary schools and continue to explore options for priority middle and high schools.	Dossett	Dempsey, Munoz	09/01/16	12/19/17	\$0	Staff Time
3.4.5.2	Continue to work with the transportation department and the Student Equity and Community Engagement office to ensure educational continuity	Dossett	Dempsey, Franz, Danger-Mercaderes	08/10/16	12/19/17	\$0	Staff Time

JCPS Comprehensive District Improvement Plan 2016-2017

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.4.5.3	Collaborate with Student Due Process office to ensure that families understand educational options when transitioning out of alternative placements	Dossett	Dossett, Dempsey, Alexander, Zeitz	08/10/16	12/19/17	\$0	Staff Time