District of Innovation Application

January 2017

District Name: **Jefferson County Public Schools**   Jefferson County
 _____   _____
 District Name   *County/District #*

Address: *Van Hoose Education Center, 3332 Newburg Road*
 _____
 Street Address

              Louisville   *Kentucky*   *40218*
 _____   _____   _____
 City   *State*   *ZIP Code*

Phone: **(502) 485-3905**   Date of Application: January 10, 2017
 _____

Contact Person/Title: Jonathan Lowe, Director of Strategy
 _____

REQUESTED INITIAL IMPLEMENTATION DATE   Phase Two District of Innovation Plan, 2016-2017 School Year
                                        _____

DISTRICT ASSURANCES

- Applicant assures that its application does not contain any request to waive the following Kentucky Revised Statutes or Kentucky Administrative Regulations:
    - a. Any statute or regulation related to health, safety, civil rights, or disability rights;
    - b. Compulsory attendance requirements under KRS 158.030 and 158.100;
    - c. The Kentucky Core Academic Standards outlined in KRS 158.685 and 704 KAR 3:303;
    - d. The minimum high school graduation requirements unless allowable under 704 KAR 3:305;
    - e. Compliance with requirements of the statewide assessment system as specified in KRS 158.6453;
    - f. Criminal background check requirements;
    - g. Open records and meetings requirements;
    - h. Purchasing requirements and limitations; or
    - i. Any plan to reduce the instructional time provided to students below the requirements outlined in KRS 158.070, except requests to implement competency-based strategies that measure a student's mastery on the curriculum standards, regardless of the amount of instructional time completed.

- District assures that any school listed as participating in the district's application did so voluntarily and attached to this application is a copy of the official minutes of the SBDM Council Meeting for each participating school showing at least 70% of the eligible employees, as defined in KRS 160.107, voted in the affirmative to participate in the plan. **Schools identified as Priority Schools may be required to participate by their local district.**
- District assures that it will comply with any reporting requirements of the Kentucky Department of Education, which at a minimum will include an annual reporting requirement that includes the following data points:
  - Number of students served by the innovation plan, total number and by:
    - Socio-economic status
    - Race/ethnicity
    - Gender
    - Disability
    - Grade level
  - Number of at-risk students (*with particular emphasis on graduation from high school*) total number and by:
    - Socio-economic status
    - Race/ethnicity
    - Gender
    - Disability
    - Grade level
  - Documentation of student progress towards graduation and college and career readiness
  - Total number of certified teachers participating in the innovation plan and roles/responsibilities
  - Documentation of certified and classified staff operating in a non-traditional school environment
  - Documentation of any extended learning opportunities in which students participate for the purposes of earning or recovering credit, including:
    - Qualification of instructors
    - Time spent
    - Student outcomes (completion rates)
  - Documentation of other measurable outcomes, described in the initial application or through modification of the original plan
- District assures that it has obtained broad support for this application as evidenced by letters of support attached to this application from key stakeholder groups.

_____
Superintendent   Date

_____
Chair, Board of Education   Date

Vision 2020: Excellence with Equity

In December, 2015, The Jefferson County Board of Education adopted a new strategic plan, _Vision 2020: Excellence with Equity,_ to guide the work of the district for the next five years. The nine-month development process for the plan was led by a guiding team of Board members, the Superintendent, Cabinet-level staff, and community thought leaders. Board-led work groups developed detailed proposals around three focus areas: Deeper Learning, Increasing Capacity and Improving Culture, and Improving Infrastructure and Integrating Systems. Data regarding JCPS student performance, well as data from leading and peer districts was closely analyzed, and research was conducted regarding best practices. _Vision 2020: Excellence with Equity_ was shaped through an intentional process that used extensive stakeholder engagement to collect input, includingd12 Board meetings, seven public forums, three student focus groups, as well as input from teachers, principals, and school and district administrators.

JCPS Vision Statement

All Jefferson County Public School students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world.

JCPS Mission Statement

To challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments.

To achieve the Vision and fulfill the Mission, _Vision 2020: Excellence with Equity_ establishes three broad Focus Areas, all aligned toward increasing student success:

1. **Learning, Growth, and Development**, focused on Deeper Learning, to incorporate both mastery of academic content and the development of capacities and dispositions necessary for success in college, career, community, and life.
2. **Increasing Capacity and Improving Culture**, focused on: increasing the professional capacity of teachers, leaders, and staff to improve student learning through rigorous, engaging learning opportunities; the development of high-performing teams across different parts of the district; and improving the culture and climate of our schools.
3. **Improving Infrastructure and Integrating Systems**, focused on the use of technology and improved communications to improve teacher practice and increase student learning, and to improve performance and increase efficiency across all sectors of district operations.

Within each of the focus areas, Vision 2020 establishes specific goals, strategies, targets, and leading indicators to guide the work of the district. The JCPS Commonwealth District Improvement Plan is aligned with Vision 2020, setting forth the initial plans for operationalizing the strategic plan. A copy of _Vision 2020: Excellence with Equity_, is attached.

Deeper Learning

The fundamental goal of _Vision 2020: Excellence with Equity_ is to develop and implement structures supporting Deeper Learning, whereby "each student will progress toward mastery of both academic standards and the development of the capacities and dispositions necessary for success in college, career, community,

and life." Deeper Learning is grounded in helping learners develop the social, emotional, and intellectual knowledge, skills, capacities, and dispositions needed to thrive in school and beyond. Caring relationships, personalized and challenging, real-world learning experiences, and supportive, equity-focused learning environments are defining features of deeper learning.

The second and third Focus Areas, Increasing Capacity and Improving Culture, and Improving Infrastructure and Integrating Systems, are necessary components of a system required to support the goal of Deeper Learning (academic achievement and development of capacities and dispositions).

JCPS is embarking on a truly significant re-framing of what we expect students to know and do. Work to develop the concept of Deeper Learning into actionable components will be the work of many months, and will require intensive, collaborative effort by JCPS leadership, Academic Services and Data Management administrators, teachers, principals, the Jefferson County Teachers Association (JCTA), and others. This work also needs to be informed by an in-depth analysis of national research and best practice, and done in consultation with recognized experts. The initial work around deeper learning and the development of definitions and measures for the "capacities and dispositions necessary for success in life" will form the basis for building a plan to adjust curricula, teaching practice, professional development, assessments, and other aspects of the way teaching and learning occurs in our schools. JCPS is committed to moving swiftly to engage in a deep, focused, collaborative process to place deeper learning for students, including progress toward mastery of academic standards and the development of the capacities and dispositions necessary for success in life, at the center of our work.

Coming out of the adoption of *Vision 2020: Excellence with Equity,* a critical first step was to define with operational specificity the meaning of deeper learning. A Deeper Learning Planning Group was formed in March 2016 (consisting of representatives from each of the JCPS divisions) to begin work around Deeper Learning. A synthesis of Deeper Learning history, work, and exemplars was developed to build our internal knowledge base around the work. A JCPS Convening was also held in July 2016 to gather stakeholders across the district, including principals, teachers, and district administrators for the purpose of dialoguing, planning, and reflecting the implications of Deeper Learning for JCPS. The synthesis and the Convening presentation are available on a Deeper Learning webpage (still in development) at
https://www.jefferson.kyschools.us/department/data-management-planning-program-evaluation-services-division/planning-program-evaluation

Deeper Learning Strategies and Structures
The planning group's Deeper Learning synthesis (available on the Deeper Learning Webpage), identifies and describes key strategies and structures that are found in Deeper Learning framework:

Personalized school culture supporting social-emotional learning (SEL): A supportive, engaging culture is the foundation of the student learning experience. In order to help students develop socially, emotionally, and intellectually, schools must intentionally provide learning opportunities in a safe and caring community of learners. Building these experiences into the structure, organization, and instructional core of the school provides the foundation that enables children to become successful lifelong learners

Project-based learning: Central to the deeper learning network schools, project-based learning are often student-driven projects that incorporate industry standards-based assessments, and often result in exhibitions of student work. Projects can range from independent short-term projects, to in-depth studies of an area for several weeks to a year. By applying multiple areas of knowledge to engaging projects, students are required to critically think and problem solve while taking risks and persevering through challenging work. Project-based learning is a central strategy in transforming teaching and learning in the JCPS Ford NGL

Master Plan.

Collaborative group work: Frequent opportunities for students to connect with and work with their peers fosters students' respect for the contributions of others, communication skills, and conflict resolution skills.

Flexible learning environments: Resources including staff, space, and time are flexible to support a personalized school culture. Aspects of the environment may be altered to enhance the implementation of personalized learning. Schedules and groupings may be changed to provide higher responsiveness to student needs, including regrouping based on data and assessment. Flexible learning environments have been enhanced by rapid technological advances, which allow for platforms and digital content to be personalized to student needs. Furthermore, students are able to make choices about the content and structure of learning because the school provides a variety of instructional approaches. There are opportunities for remediation and personal support as well as enrichment. Out-of-school opportunities involving real-world meaningful experiences are also provided to support student engagement and learning.

Learner profiles: In order to understand and deepen understanding of students, a profile may be developed of each student that delineates their strengths and motivations, tracks progress, and helps to set goals to improve learning and growth. Teachers and students work together to develop these profiles that typically use multiple sources of data such as projects, tests, presentations, and software performance to provide a richer, more detailed understanding of each student's needs.

Competency-based progression: In contrast to traditional progression schedules, deeper, personalized learning allows for students to advance at their own pace and earn credit when an adequate level of competency has been demonstrated. Assessments of competency may utilize multiple sources including project-based activities to traditional tests.

Emphasis on college and career readiness: As noted earlier, deeper learning was largely driven by the needs of the business and labor sector demanding a workforce with higher level skills such as problem-solving, critical thinking, creativity, and an ability to work collaboratively. Schools with a deeper learning emphasis typically have focused activities around the area of developing college and career readiness, including activities such as college visits, career surveys, career-based internships, provision of college-level courses, and supporting a college-going culture.
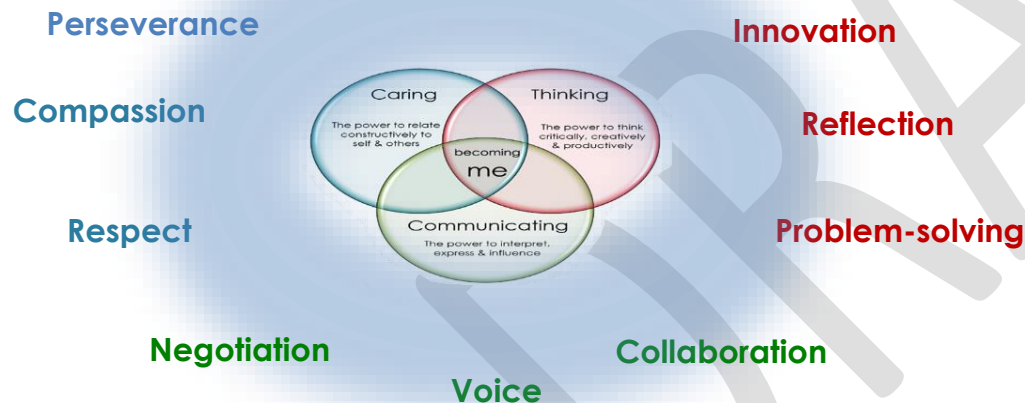
Authentic assessment: Deeper learning requires authentic, thoughtful, personalized assessments that are competency based and provide multiple opportunities for students to demonstrate, communicate, and refine their own learning. Assessments in a deeper learning school moves away from traditional multiple choice tests towards meaningful world-connected assessments such as demonstrations and portfolios.

> ***Note: Work regarding the development of authentic assessments is just beginning. As that work progresses, JCPS may request to submit a revision to the District of Innovation plan, to include a waiver regarding assessment and accountability. Such a request would come after the impending revisions to the state assessment and accountability system are in place.***

Deeper Learning Framework

In June 2016, the Jefferson County Board of Education adopted the Deeper Learning Framework, which provides our community with a common language and lens to jointly guide the development and dissemination of deeper learning throughout schools in the district. The framework focuses on improving the *powers* of learners to **think, communicate,** and **care** throughout the day and throughout their lives in JCPS and beyond. This includes the development of related success skills, capacities, and dispositions. Utilizing the strengths, passions, and interests of learners to build upon and harness the learner's intrinsic motivation and desire to make a difference, deeper learning comprises a powerful, proactive approach to improve student learning. By *embracing, engaging,* and *empowering* each and every learner *deeply*, in and beyond school, we can better ensure JCPS graduates possess the essential thinking, communicating, and caring capacities needed to thrive in college, career, community, and life.

JCPS Deeper Learning Framework

Perseverance

Innovation

Compassion

Reflection

Caring — The power to relate constructively to self & others

Thinking — The power to think critically, creatively & productively

becoming me

Respect

Problem-solving

Communicating — The power to interpret, express & influence

Negotiation

Collaboration

Voice

Realization of *Vision 2020: Excellence with Equity* will require both better execution and innovation

Some of the components of *Vision 2020: Excellence with Equity* are not, in fact, innovative. Rather they are about dramatically improving execution of the core functions of a school district. For example, *Deeper Learning Strategy 1.1.5 Improve Student Literacy*, calls for the development and implementation of a comprehensive strategy to ensure that all students are reading at grade level by the third grade. Implementation through the Bellarmine Literacy Project will build the capacity of elementary teachers to implement evidence-based literacy strategies in text comprehension, reading fluency, and academic vocabulary learning

through weekly university-based coursework and onsite literacy coaching, and principal training to strengthen instructional leadership in schools. This is an excellent strategy focused on a critical need to improve student learning, but it is really about improving performance to drive change rather than adopting an innovative strategy.

Another example of a critical but not innovative strategy is *Strategy 3.1.3 Improve Human Resources Infrastructure*, which directs the district to "develop and implement a responsive, time-sensitive educator recruitment and placement process…; target recruitment to fill high-need positions; identify and hire a diverse workforce; and place and retain teachers in schools, taking into account teacher experience and student needs." Significant human resources performance improvement will be gained, not through innovation per se, but rather through reorganization, systems and process redesign, and improved customer service.

That said, because Vision 2020 is a true change document, and achievement of the lofty goals it sets forth will only be possible through innovation. Indeed, the strategic plan itself, reflects a commitment to innovation. It creates space and the expectation for leaders to take informed risks to try new things.

Our Board is demanding of district and school leaders that they rethink what we do and how we do it, using research or evidence-based strategies and best practices to drive improved outcomes. Thus, the District of Innovation structure, moving into Phase Two, provides an excellent frame for those portions of *Vision 2020: Excellence with Equity* that require innovative solutions to challenging problems.

Phase Two District of Innovation Plan Components

Our District of Innovation Plan, Phase Two, continues the four broad innovation strategies included in 2013 plan. Learning and growing as a district with the aim of continuous improvement, we see the need for plans, procedures, and policies to be revisited and revised to allow innovative ideas and practices to and ensure close alignment the district's new strategic plan.
JCPS developed its District of Innovation project around four strategies:
- Creating Equal Access to Highly Effective Instruction through Professional Collaboration
- Extending Learning opportunities so students may learn anywhere/any time they have access to instructional materials
- Creating Schools of Innovation
- Creating a system of support for each student to be successful

Within those broad strategies, Phase Two incorporates several major new initiatives that directly aligned with *Vision 2020: Excellence with Equity*, as well as the continuation, expansion, and refinement of initiative from Cohort I District of Innovation Plan.

Innovation Strategy 1 – Creating Equal Access to Highly Effective Instruction through Professional Collaboration.
- Redesign of Professional Learning
- Priority Teacher Institute Model as a scalable format for connecting teachers across the district who are facing similar issues
- JCPS Voice
- JCPS Forward
- Diversity and Equity Professional Development Initiatives

Innovation Strategy 2 – Extending learning opportunities so students may learn anywhere/any time they have access to instructional materials

- Research and Development of successful instructional practices using technology
- Mobile Technology Classrooms
- Maker Spaces (districtwide facility to be a training ground for schools to establish local facilities)
- Connecting JCPS students to global learning opportunities
- Extended learning opportunities to reach underserved students

Innovation Strategy 3 – Creating Schools of Innovation

- Continued Implementation of Maupin and Atkinson models
- High School Academy Model-Doss High School as early adopter
- Middle School Education Redesign-Stuart Campus
- Creation of opportunity for schools to propose innovative programs through Magnet Application Process

Innovation Strategy 4 – Creating a system of support for each student to be successful

- Louisville Metro Cradle to Career Cabinet
  - Harvard By All Means
  - Say Yes to Education

Innovation Strategy 1 – Creating Equal Access to Highly Effective Instruction through Professional Collaboration.

PHASE ONE (2014-16): To increase the instructional rigor across classrooms, JCPS proposed to connect pockets of excellence to broader audiences by using technology to pair highly effective teachers and their classrooms with less experienced teachers and their classrooms. The goal of this strategy was to assure equal access to rigorous courses and instruction, as in the case of Advanced Placement courses, while enhancing teacher capacity.

PHASE TWO (2016 – forward): Under the Phase Two, JCPS is focusing on building the instructional capacity of our teachers by connecting highly effective teachers with less experienced teachers. Through mentoring programs at both the administrator and teacher levels, as well as the successful development of a Priority School Teachers Institute Model, teachers across the district collaborate to drive continuous improvement and create equal access to highly effective instruction. JCPS will continue to connect teachers through collaboration by supporting four initiatives.

With the implementation of *Vision 2020: Excellence with Equity*, JCPS promotes Deeper Learning for both students (pedagogy) and for education professionals (andragogy). We learned in Phase One that teacher-to teacher-interactions and professional collaboration were happening across the district, but in a more organic manner, with educators seeking to reach out to one another through a variety of means. Also, district educators were connecting virtually as well as face-to-face, often not for required professional development hours, but to further enhance student instruction and their own professional learning.

With the adoption of *Vision 2020* and the Deeper Learning Framework, which emphasize the need for a broader, more personalized yet highly effective method of learning for both students and professionals, the joint work of JCPS/JCTA Educator Quality Oversight Committee (EQOC) to ensure that all district initiatives coordinate and work together to support and grow educators, and the continued evolution of organic teacher-to-teacher interactions through social media and virtual connectivity for pedagogical networking and learning, JCPS is proposing a model of collaborative district and teacher led initiatives to promote continual professional learning.

In Phase Two we propose to build upon that experience with a focus on *Vision 2020 Focus Area Two: Improving Capacity and Improving Culture*, through both district level and teacher driven initiatives, to continue to build the professional expertise of our teachers, develop teacher leaders, and strengthen professional learning communities, to further enhance each student's equal access to highly effective instruction.

Redesign of Professional Learning –Teacher Centric
To ensure success with Deeper Learning teacher competencies, we are redesigning professional learning across the district. A cohort of JCPS innovators (including both district-leaders and JCTA members), in collaboration with state and local education partners, are working to create an andragogical model for wrap-around supports needed to achieve the *Vision 2020 Focus Area: Learning, Growth and Development*. The initiative utilizes the talents of classroom teachers, both in the classroom, where they are impacting students learning directly, and out of the classroom, designing professional development with district specialists and departments, where they are impacting the learning of their peers.

Two cohorts of classroom teachers would become Interdisciplinary Hybrid Teacher Leaders, spending half their day in classrooms and the other half working collaboratively with content specialists and/or district departments creating and implementing professional learning opportunities. This cohort would engage in specifically designed trainings one day each week increasing effectiveness working with and presenting to peers and adults, giving feedback from peers on current classroom practices, and engaging peers, administrators and district leaders more effectively.

Interdisciplinary Hybrid Teacher Leaders working with district specialists would not only be sound in their content area, but also be skilled with technology to be able to provide satellite professional learning opportunities, allowing teachers to either attend sessions in person or at their school in teams, interacting with the specialists. The Interdisciplinary Hybrid Teacher Leaders would serve as moderators for virtual interaction between specialists and participants; load and monitor shared folders for educators to access before, during, and after the session; set up the training on site; create and monitor post-session work/feedback; and coordinate a personalized calendar for specialists, to allow for follow up sessions with schools/educators who request additional support. Interdisciplinary Hybrid Teacher Leaders working with district departments would have background and/or certification in that field.

Two additional hybrid roles work to create more effective internal communication and publicity to promote more participation and engagement in professional learning (Human Resources and Curriculum & Instruction) through collaboration with the online PD Central and the Communications department, as well as the hybrid cohorts that utilize interactive visuals on social media and via district communications to highlight all upcoming professional developments, Interdisciplinary Hybrid Teacher Leaders would serve two years continuing collaboration with specialists and departments in a mentor capacity to future cohorts as a requirement of the role. This model creates a continuous cycle of leadership development, allowing teachers to lead both students and peers and function in a mentor capacity as their term ends, and they return full time to the classrooms.

Note: This proposal has budget implications for the 2017-18 Fiscal Year. Implementation is contingent upon approval of funding by the Jefferson County Board of Education through the existing budget development and approval process.

Innovative Professional Learning	Innovative Deeper Learning	Innovative Teacher Leadership
Andragogy (adult learning) reimagined for every JCPS professional	Opportunities for pedagogically sound learning for every JCPS student	Opportunities for teachers to engage and lead while still in the JCPS classroom

Vision 2020 Goal: Professional Capacity in Teachers & Leaders	Vision 2020 Goal: Deeper Learning	Vision 2020 Goal: High Performing Teams & Professional Learning Communities

Satellite Professional Learning sessions through district specialists
• Would take place at a selected school in each Achievement Area (Area 5 would be assigned to closest Area)
  • Teachers can attend in person or virtually *(with the ability to interact with presenter)*
  • Shared folder for all pre/post work
  • Sessions recorded and housed on shared server
  • **Hybrid teacher roles created for each specialist to collaborate and assist in satellite sessions (2 years in length)**
    • Morning in classroom
    • Afternoon working with district specialists
    • One afternoon each week spent with other hybrids to give feedback, receive training, meet with district leaders, etc.
    • *14 hybrid roles = 7 FT teacher positions*
     - ELA: 3 - elem, middle, high
     - Math: 2 - elem, middle/high
     - Science
     - Social Studies
     -Arts/Humanities
     - English as Second Language
     -Practical Living
     - World Languages
	Curriculum & Instruction
	• Grow and support authentic, project-based, and performance-based learning
	• Elevating/integrating skills, capacities, and dispositions focus and personalization into learning experiences and curricular design
	
	Assessments
	• Grow and support authentic assessment, rubric, and personalized assessment development and design literacy
	• Develop and redesign surveys
	• Capturing and reporting evidence for DL learning and growth
	
	Social-emotional learning/ school climate and culture
	• Foster district-wide focus on social emotional learning
	• Grow personalized, caring classroom and school cultures/climates
	• Integrate SEL capacities and dispositions focus into learning experiences
	
	Equity and Inclusion
	• Develop a deeper understanding of how a culture that promotes deep thinking in its students is rooted in cultivating deeper reflection and learning among its educators
		Intentional Teacher Engagement through the creation of intentional, strategic engagement of classroom teachers with district departments and leaders and a shared system to catalog interactions
		• **Director of Teacher Engagement and Leadership role created**
		  • Coordinate hybrid teacher cohort
		  • Plan weekly agenda of weekly cohort training meetings
		  • Direct report to assigned district leader(s)
		  • Collaborate with
		
		Hybrid Teacher Leaders creating collaborative roles with district departments
		• **Hybrid teacher roles created to work with specialists and professional development leads to create visuals to promote learning and collaborate with Communications to create more awareness of professional learning offerings (2 years in length)**
		  • Morning in classroom
		  • Afternoon working with district department

- Social/Emotional Learning
- Exceptional Child Education
- Bellarmine Literacy Project
- Create and manage satellite PD folders
- On site set up
- Interact with virtual participants
- Coordinate with PD Office/PD Central

Improved Internal Communication for professional learning opportunities
- **Hybrid teacher roles created to work with specialists and professional development leads to create visuals to promote learning and collaborate with Communications Department to create more awareness of professional learning offerings (2 years in length)**
    - ½ day in classroom
    - ½ day in district role
    - *2 teacher hybrid roles = 1 full time teacher position*
        - One hybrid role for Human Resources, focusing on new teacher and classified learning opportunities
        - One hybrid role for Department for Curriculum and Instruction, focusing on certified learning opportunities

Continual Professional Research to provide innovative professional learning opportunities for

- Integrate equity and diversity focus areas with components of think, communicate, and care to enhance core/diversity trainings

Professional Learning and Development
- Provide support for individual, team, school, and district opportunities to grow abilities related to providing deeper, personalized learning & support for project based learning
- Develop and support cadres and cohorts of educator leaders to provide professional learning and development in DL-related areas

Professional Learning Communities
- Emphasize deeper, personalized learning design focus into PLCs
- Increase time for collaboration and focus on DL within PLCs
- Foster processes and protocols to improve collaboration and culture for growing DL capacities and dispositions among professionals

Human Resources
- Integrate and support DL in Recruitment, hiring, onboarding, mentoring, early support, and retention
- Integrate and support DL in and through Professional Growth and Effectiveness System (PGES)
- Develop and refine JCPS Educator Growth System (EGS) to systemically improve

collaborating to engage teachers, create professional learning opportunities and give input on daily classroom practices
- One afternoon each week spent with cohort to give feedback, receive training, meeting with district leaders
    - Human Resources
    - Curriculum & Instruction
    - Diversity
    - Academic Supports
    - Communications
    - Data Management
    - Computer Ed. Support
    - Early Childhood
    - Priority Schools
    - English as a Second Language

all JCPS professionals to improve pedagogical practices.
• **Hybrid teacher roles created to *research* professional learning styles, trends, opportunities and best practices for both adults (andragogy) and students (pedagogy), *synthesize* their findings and *report* to district and building level leaders (2 years in length)**
    • ½ day in classroom
    • ½ day in district role
    • *2 teacher hybrid roles = 1 full time teacher position*
        • One hybrid role for pedagogical research
        • One hybrid role for andragogical research
• Collaborate with Communications, Human Resources and Curriculum and Instruction to provide ongoing internal updates for professional learning to be shared with all district employees
	educator capacity to provide deeper, personalized learning	

JCPSVoice

JCPSVoice, in its second year of implementation, aims to empower educators across JCPS and beyond by providing ongoing, flexible, and high-quality virtual collaboration to build infrastructure for online professional learning and activate new forms of teacher leadership.

- Through a partnership with the Center for Teaching Quality (CTQ) and the Jefferson County Teachers Association, JCPS created the district's first **Teacherpreneur**, an educator who spends one half of their day in the classroom and the other half coordinating the program.
- JCPSVoice provides **Virtual Learning Communities (VLCs)** to provide professional learning opportunities for teachers to interact within and across grade levels, schools, and content areas. Teachers apply for a one year fellowship and cohort members receive rigorous trainings provided by CTQ to become VLC leads and effectively lead professional trainings to engage peers through virtual means to improve the quality of classroom instruction. These cohort members are paid a stipend by the district.
- Synchronous and asynchronous learning opportunities are provided through webinars, discussion forums, links to resources and learning opportunities with national experts. Selected sessions are now eligible for PD credit. To date, 22 teachers and two district specialists are VLC leads.
- The year two goal of JCPSVoice is to engage **500 JCPS educators** by the end of 2016-17 school year.

JCPSForward

JCPSForward is the umbrella that coordinates and initiates many of the teacher led initiatives in JCPS. The program scope of the work and theory of actions is that teacher leadership and teacher-to-teacher interaction must impact student and professional learning daily in each school. Since the movement was born in the summer of 2015, JCPSForward's main goal has been to create a connective thread between the teachers of JCPS and ultimately create a strong sense of collective efficacy, opening solid lines of communication across the district that extend beyond the walls of our schools using proven engagement strategies. All JCPSForward programs are driven without stipend or compensation, though professional trainings such as ECET2Lou (Elevating and Celebrating Effective Teaching and Teachers) and EdCampJCPS (hands-on professional learning) earn participants PD credit.

Other JCPSForward initiatives include a monthly Twitter chat called #JCPSChat, often co-moderated by district leaders included the superintendent, that regularly garner more than one million Twitter impressions. The chat is now the most active public district chat on Twitter. The district Communications department helps to publicize the chats. JCPSForward and Communications have also collaborated on several projects, including a district video that showcases teachers expressing their gratitude to their students. Future collaborations are planned, including additional joint video projects. Other Forward programs include edumeetups (teachers who meet to share classroom practices at libraries, coffee shops or restaurants) and Think Tank events, where teachers share innovative ideas, research and projects to invited district and state educational leaders and local philanthropists.

JCPSForward partnered with Dr. Hargens to create the Collective Voices: A Discussion on Vision 2020 sessions, a small group discussion series on how to better implement the strategic plan through authentic feedback from district employees, both certified and classified. Forward also works with educators to write rationales to district leaders to propose new district initiatives such as the planned "Newer" Teacher Support Group that provides ongoing support to teachers , three years or less to profession, to reduce teacher attrition and improve highly effective instructional practices in classrooms.

Priority Teacher Institute Model as a scalable format for connecting teachers across the district

JCPS continues to see teachers new to the profession populating our priority schools in large numbers. The sheer number of open positions annually in priority schools coupled with the reluctance of experienced teachers to step in to those positions results in the most inexperienced teachers working in the most challenging schools. Many new priority school teachers also come from the Teach Kentucky ranks through an alternative certification process at the University of Louisville. Those candidates spend six weeks in the summer prepping for teaching with their parent organization. These teachers also struggle as the school year opens as there is content support for the work but as with all priority school teachers, summer work often lacks focus on the "soft skills" of teaching.

Because there has not been systematic way of preparing teachers for the unique challenges of working in priority schools, JCPS implemented extended professional learning institutes aimed at new teachers in priority schools. Initially, KDE and JCPS collaborated to host a two-day summer institute focusing on critical teaching positions, which numbered greater than 150 for the 2016-17 school year. The follow up to the original institute via online collaborative communities indicated the need to continued support for the targeted group of teachers. Virtual collaborative communities continue to provide mentoring and support for the participants.

A second Priority Teacher Institute was held in November as a result of requests from summer participants that included more participants than the first institute. While the original plan included only a two-day summer institute, our continuous improvement cycle based on participant feedback has demonstrated the need for continued support, collaboration, and dialogue for those working in priority schools. We feel this innovated professional learning event is a model

scalable to even greater scope in JCPS.

We intend to replicate the success of PTI 2016 and create similar learning experiences aimed at *all* teachers as we redesign planning and delivery of professional learning for *all* teachers, not just those working in priority schools. Lessons learned through the initial PTI 2016 has given rise to advancements in professional learning redesigns including a new institute aimed at helping *all* teachers embrace and enact the Deeper Learning framework through differentiated learning opportunities for teachers. Both JCTA (Jefferson County Teachers Association) and EQOC (Educator Quality Oversight Committee) have been instrumental in maintaining the collaborate voice of teachers with the district work to help personalize professional learning so that teachers beyond those in priority schools may experience a new model of personalized, professional growth.

Diversity and Equity Professional Development Initiatives
The JCPS Diversity, Equity, and Poverty Division has developed a set of professional development programs aligned with components of *Vision 2020: Excellence with Equity* addressing education equity:, specifically: Strategy 1.1.7 Eliminate achievement, learning, and opportunity gaps; Strategy 2.1.3 Improve culture and climate; and Strategy 2.2.3 Increase and Deepen Professional Learning.

Competency, Awareness, and Responsiveness to Diverse Students (CARDS) Program provides resources to support priority school teachers obtaining their master's degree and a diversity literacy certificate. The Cards Program helps teachers successfully reach and teach diverse students. This opportunity is only afforded to teachers who are serving priority schools. TITLE II funds pay for the certificate. To assure commitment and ensure that we are serving students with greatest need, teachers that participate in CARDS are required to remain at a priority school during the duration of the program.

Equity Institutes focus on cultural competence, high expectations, and educational equity. The most recent institute focused on reaching and teaching boys of color. The institutes are for educators and staff who work directly with students. National speakers and experts in the field lead break-out sessions and provide next day tools for teachers to use to improve their teaching practice.

WAIVER FOR INNOVATION STRATEGY 1
- **See Waiver Request #1 KTIP CYCLE CALENDAR**

Innovation Strategy 2 – Extending learning opportunities so students may learn anywhere/any time they have access to instructional materials

JCPS focused on leveraging technology to build and communicate with the community of support for the student as well as provide greater access to instructional materials. The original application included concepts that relied upon outside sources that did not develop as anticipated. After extensive review based on newer instructional technologies and trends, Phase Two will focus on four initiatives designed to provide students with greater access to STEAM opportunities as well as to develop the instructional capacity of teachers in using technology in classrooms:
- Research and Development of successful instructional practices using technology
- Mobile Technology Classrooms

- Maker Spaces (districtwide facility to be a training ground for schools to establish local facilities)
- Connecting JCPS students to global learning opportunities

The primary driving forces that will address Innovation Strategy Two include: the JCPS strategic plan, *Vision 2020: Excellence with Equity*; the Jefferson County Board of Education Technology and Performance Work Group recommendations; and the research provided in the *New Media Consortium (NMC) and the Consortium for School Networking (CoSN) Horizon Report: 2016 K-12 Edition* which provides a research-based, trusted document used globally by instructional technology leaders.

JCPS will provide equitable access (Vision 2020, Strategy1.1.3), harness innovation (Vision 2020, Strategy 3.3.2), and optimize technology usage (Vision 2020, Strategy 3.3.3) by applying the research (Horizon, 2016) provided in three main areas: trends in accelerating technology adoption; implementing appropriate technological developments in K-12; and addressing challenges identified in impeding technology adoption.

Short-term, within two years, JCPS will adopt coding as a literacy and encourage students to become creators versus consumers. These instructional opportunities will occur as students are exposed to the concepts of makerspaces and mobile technology classrooms.

Mid-range trends and goals, within three to five years, include adopting collaborative learning and deeper learning approaches already being introduced districtwide (Vision 2020). Important developments in educational technology related to robotics and virtual reality usually take two to three years for districtwide adoption (Horizon, 2016). JCPS students and teachers are already engaged in instruction and training on the integration of robotics and virtual reality into content areas. Therefore, this overlap in the trend and the rapid pace of new developments go hand in hand.

Long-range trends to accelerate technology adoption in K-12, in five or more years, include concepts related to redesigning learning spaces and rethinking how schools work (Horizon, 2016). Through the makerspaces model, JCPS has begun showcasing how schools may consider redesigning learning spaces. The proposed mobile technology classroom supports the idea of rethinking how schools work by ensuring that all schools are able to expose their students to advanced technologies, including those identified as new technological advancements. Adoption of important developments identified by the Horizon Report (2016) generally takes four to five years. These developments include things like artificial intelligence and wearable technology. These technologies are currently being introduced to students, staff, and teachers through the districtwide makerspace and will eventually be part of the mobile technology classroom.

The 2016 Horizon Report intentionally identifies significant challenges impeding technology adoption in K-12 into three areas: Solvable Challenges, Difficult Challenges, and Wicked Challenges. The Solvable Challenges are those that are generally understood by educators and include creating authentic learning experiences and rethinking the roles of teachers. The Difficult Challenges are defined as those that we understand but the solutions are much harder to identify. Two examples include advancing digital equity and being able to scale teaching innovations, which will be particularly challenging in JCPS with over 100,000 students and more than 6,000 teachers. The Wicked Challenges are no stranger to education and refer to topics that are complex to define and address, like achievement gap and personalizing learning.

It is in this broad category, Significant Challenges, where it is imperative that there are dedicated resources that serve collaboratively as an instructional technology research and development hub for JCPS. Currently, the Computer Education Support (CES) department is staffed with technical experts, certified teachers who provide technology training and support for schools, and four staff members who hold doctorates with research related to effective implementation of instructional technology components. CES is currently in the early phase of R&D, which began in summer 2016. This structure allows the district to address

the need identified by the Performance and Technology Workgroup recommendations related to creating an innovative mechanism to test new technologies for impact on instruction.

The following outline includes strategies and ideas for expanding innovations for Strategy 2:

<u>**Research and Development of successful instructional practices using technology**</u>
>   The Computer Education and Support (CES) Department is qualified and has the capacity to:
>   - Serve as the innovative hub where new instructional technologies will be tested, evaluated, and shared (Recommendation 1, P & T Workgroup Report)
>   - Research and test world class best practice strategies for instructional technology implementation (Recommendation 1, P & T Workgroup Report)
>   - Recommend researched-based, modernized instructional technology to support 21st century education for students (Recommendation 2, P & T Workgroup Report)
>   - Engage in rigorous continuous education to address the requirements to provide a technology infrastructure for changing the way we teach (Recommendation 2, P & Y Workgroup Report)

<u>**Mobile Technology Classrooms**</u>

- Taking "Show on the Road" utilizing a mobile bus that visits schools so ALL students are exposed to STEAM concepts through a variety of learning stations
- Working collaboratively with Career and Technical Education (CTE) program students to design, develop, and configure mobile classroom (engineering, design, automotive, HVAC, networking) (Horizon, 2016)
- Rethinking how schools work (Horizon, 2016)
- The mobile classroom will also be used at various parent functions (i.e. Open Houses, PTA meetings, school festivals, school/community programs, etc.)

<u>**Maker Spaces (districtwide facility to be a training ground for schools to establish local facilities)**</u>

- Provide districtwide "showroom" for teacher training and student field trips
- Transition operations of districtwide makerspace from adult-led to student-led for managing day-to-day operations, field trips, and student training (Waiver needed for student learners/workers)
- Rotating stations such as: LEGO and VEX robotics, green screen technology, digital music, problem-solving, critical thinking, collaboration, virtual reality
- Coding as a literacy (Horizon, 2016)
- Redesigning learning spaces (Horizon, 2016)

- Students as creators (Horizon, 2016)

Connecting JCPS students to global learning opportunities

- Ensure staff members in train-the-trainer models are equipped to train teachers and sponsors for technology competitions, including but not limited to: robotics, 3D printing, programming/coding
- Ensuring that students who successfully compete on local and regional levels are afforded the opportunities to appropriately train and prepare to compete in robotics on the global stage
- Deeper learning (Horizon, 2016)

JCPS currently uses a districtwide electronic tool, with customizable templates, to monitor teaching and learning in schools. To maintain consistency, the electronic walk-through tool will also be used to develop criteria, monitor progress and provide data for analysis of each of the proposed strategies related to Innovative Strategy 2.

References
- Innovative Technology Document from Computer Education Support
- NMC/CoSN Horizon Report: 2016 K-12 Edition https://www.nmc.org/publication/nmc-cosn-horizon-report-2016-k-12-edition/
- Technology and Performance Working Group Report
- Vision 2020: Excellence with Equity

Extended learning opportunities to reach underserved students

The JCPS Diversity, Equity, and Poverty Division has developed a set of innovative and engaging extended learning opportunities designed to reach underserved students of color. These are aligned with components of *Vision 2020: Excellence with Equity* addressing education equity:, specifically: Strategy 1.1.7 Eliminate achievement, learning, and opportunity gaps; Strategy 2.1.1 Personalize deeper learning; Strategy 2.1.2 Cultivate growth mindset; and Strategy 2.1.3 Improve culture and climate. These extended learning opportunities include the following:

- Menassiance combines classic literature with modern music. Students read books like To Kill a Mockingbird, Lord of the Flies, and The Invisible Man. In turn, the students in the program compose and perform music that summarizes the book, and expresses the universal themes that are found in the work. Students discuss the works in relation their own real world experience, including relevant topics such as racism, police brutality, anger, love, etc... This program makes great art from a different time and cultural place relevant to students' own lives. A culminating activity is a presentation of what they have read and created.

- Coding @: Having begun with Coding @ the Beech, working with JCPS students who live in Beecher Terrace, a Louisville Metro Housing Authority development in the Russell Neighborhood, Coding @ is an out-of-school time program that provides underserved students the opportunity to learn how

to create write computer code. These students are given the opportunity to create their own business and provide small businesses an Internet presence. Students are provided with their own laptops and a certificate at the end of the program. After the successful launch at "the Beech", Coding @ will be implemented in other areas of the city to reach other underserved students.

- Lit &: Combining literature and other activities, Lit & is a program engages students by connecting words on the page with exciting learning new things in real life. Students read a book and learn the how to do what the main character in book is doing. For example, in the JCPS Lit & chess program, students read about s student that uses the game of chess to build confidence. Students read the book - using teacher standards and age appropriate learning - while simultaneously learning to how to play chess.

WAIVERS FOR INNOVATION STRATEGY 2

- **See Waiver Request #2 RELATING TO COMMUITY-BASED PARPROFESSIONALS**

- **See Waiver Request #3 RELATING TO THE USE OF INTERNSHIPS**

Innovation Strategy 3 – Creating Schools of Innovation

- Continued Implementation of Maupin and Atkinson models
- High School Academy Model-Doss High School as early adopter
- Middle School Education Redesign-Stuart Campus
- Creation of opportunity for schools to propose innovative programs through Magnet Application Process

Phase One: JCPS successfully conducted a community-based competition identifying and developing two elementary Schools of Innovation l. The competition deeply engaged the community in the vetting of proposals and the selection of the Schools of Innovation. Both Maupin Elementary School (Catalpa School Model) and Atkinson Elementary School (REACH Academy) launched their winning proposals at the onset of the 2015-2016 school year and both continue through the 2016-2017 school year. JCPS will monitor the work at both Maupin and Atkinson as their efforts move forward. Lessons learned have moved us to Phase Two of our innovative journey in Creating Schools of Innovation.

Phase Two: The path of continuous improvement is one based on innovative practices—changing practice to ensure different outcomes. As an extension of the original District of Innovation plan, the JCPS district has opted to create opportunities for schools to apply for differentiated district support as they embrace innovative practices aimed at better meeting the needs of their students. While Phase One for Schools of Innovation focused on the elementary level, Phase Two has opportunities for both middle schools and high schools to create Schools of Innovation. Work around redesigning middle level education, with a focus on meeting the needs of high risk student population, is one School of Innovation proposal being initiated. A second opportunity is aimed at high schools focusing on the FordNGL High School Career Academy work. Both of these initiatives have grown out of community-based needs and conversations and both will serve as models for other schools in terms of both process and outcomes.

The Middle School Redesign Plan is being initiated on the Stuart Campus, which houses grades six through eight, of two previously identified Priority Schools (Stuart Middle School and Frost Middle School) into two new school structures including Robert Frost Sixth Grade Academy and Stuart Middle which houses grades 7 and 8. This plan aims to better meet the needs of high risk populations of students by resourcing the real-time needs of the students and teachers as identified by school and district personnel through self-assessments and external reviews. A Program Coordinator oversees the JCPS Board approved redesign plan to ensure plan fidelity and to highlight any necessary resources not originally included in the work. The aim is to replicate similar work at other locations.

The High School Career Academy work has been initiated at the Doss High School campus. That work centers on the development of professional career academies, including attention to ninth grade academy work as a transition from the middle school experience. Currently the plans at Doss include academies such as Technology and Design, Business and Finance, and Marketing and Hospitality. Instruction will be project-based, applied, and integrated allowing for the development of career pathways based on student interest, workforce needs, and resources aimed at meeting the needs of the faculty and students. Again, the aim is to replicate this work at other locations. Currently, there are 12 high schools that have applied \ for the Career Academy work.

Specifics of each plan are provided below.

Middle School Education Redesign: Stuart Campus

Alignment to Vision 2020: Excellence with Equity Strategies
Goal: Deeper Learning
- Strategy 1.1.1 Adopt a broader definition of learning
- Strategy 1.1.2 Personalize learning
- Strategy 1.1.3 Provide Equitable Access
- Strategy 1.1.5 Improve Student Literacy
- Strategy 1.1.7 Eliminate Achievement, Learning, and Opportunity Gaps

Goal: Increasing Capacity & Improving Culture
- Strategy 2.1.1 Personalize Deeper Learning
- Strategy 2.1.2 Cultivate Growth Mindset
- Strategy 2.1.3 Improve Culture and Climate

Goal: Communications, Engagement, and Access to Information
- Strategy 3.2.1 Engage with Families
- Strategy 3.2.4 Listen and Respond to Stakeholders

Goal: High performing Teams & Professional Learning Communities
- Strategy 2.2.3 Increase and deepen professional learning

Goal: Improving Infrastructure & Integrating Systems
- Strategy 3.1.2 Improve instructional infrastructure

Goal: Technology for Learning and Operations
- Strategy 3.3.1 Create a Technology Roadmap
- Strategy 3.3.2 Harness Innovation
- Strategy 3.3.3 Optimize Technology Usage

Goal: Access to Public School Choice
- Strategy 3.4.5 Reduce Student Mobility

Background and Rationale:
In the spring of 2016, the JCPS Board of Education approved an innovative plan to reinvent middle level education on the Stuart Campus. Robert Frost Sixth Grade Academy was located in a remote area of the county in a building unfit for the students in residence there. Enrollment had dropped below 200 students in a building capable of enrolling 700 students. Stuart Middle School, an identified priority school, had just undergone a leadership diagnostic where it was determined that the principal did not have the capacity to manage the turnaround efforts and had been granted a transfer to a different education setting. The Stuart building was also underutilized with a capacity of 1500 students and an enrollment of only 760.

Staff developed a plan to reinvent the physical space occupied solely by Stuart Middle School into a 6-8 grade campus with Robert Frost Sixth Grade Academy maintaining its own identity and occupying dedicated space in the facility and Stuart Middle School would be reconfigured into a 7-8 grade academy also occupying dedicated space in the facility. Further, staff made use of lessons learned in school turnaround efforts as well as a current research base on middle level education to redesign the experience for staff and students. The JCPS Board of Education determined they would "fund the needs of the population" rather than fund the building on their allocation formula through a five –year commitment. The plan was careful to demonstrate the need for additional personnel and resources to better meet the needs of an underserved population for Stuart and Frost.

Innovation Strategies and Components:
The Redesign Plan was built on four distinct pillars of work:
- Student Supports-both cognitive and non-cognitive
- Teacher Supports-knowing the teacher cohort would be comprised of those early in their careers for the most part
- Leadership Support-recognizing the demands of high needs schools and the need for additional support for success
- Systems Thinking-to align and design work around the AdvancEd Standards for Continuous School Improvement

Each of the two schools on the campus received additional staffing allocations and programming support.

Student Supports-both cognitive and non-cognitive

Programming	Staff	Outcome Measures
Full-time, on-site mental health counseling	Mental Health Counselor provided by the district	Ensure ready access to mental health services for students during the school day
Positive Behavior Intervention System	Behavior Coach provided by the district	Decrease student behavior issues as noted in behavior incident data
Student Advisory	One counselor per grade level	Provide daily student advisory programming for all 7th and 8th graders aligned to their social-emotional needs as evidenced through behavior intervention information and student survey data
Increased Student Support by Administrative Team	Three Assistant Principals dedicated to attending to the behavior needs and the PBIS work in the building Two for Stuart One for Frost	Provide the opportunity for the redirection of student behaviors and interventions from punitive to supportive with the end result of keeping more students engaged in classroom instruction
Multi-Tiered Student Success Team (MTSS)	PBIS Coach, Student Support AP's, Youth Service Center coordinator, counselors, mental health coach One of each for each school	Team builds a case-management approach protocol for students most at risk of behavior and academic issues. Team meets regularly to discuss issues and intervene as necessary.
Academic Intervention Systems of Support	Transition Center teachers, interventionists, classroom teachers, two instructionally based assistant principals As appropriate for each school	Students receive necessary academic interventions and supports to allow them to reclaim their deficit skill sets and approach being on grade level by the time they leave the Stuart Campus for their High School careers. As appropriate, programming may extend the school year through an extended calendar, summer boost programming, and holiday programming.

Teacher Supports: New and Experienced Teacher Support Systems

Programming	Staff	Outcome Measures
New Teacher Cohort Support	Two Goal Clarity Coach; three instructionally based assistant principals, six master teachers One Goal Clarity per school Two AP's for Stuart One AP for Frost Four master teachers for Stuart Two master teachers for Frost	Provide weekly support through a new teacher cohort meeting as well as provide shoulder-to-shoulder coaching support for teachers new to the profession as well as for teachers new to the high needs population. Success will be measured by teacher retention numbers
Coaching for all teachers	Four master teachers-one for mathematics and one for literacy at each of the grade levels	Provide shoulder-to-shoulder coaching support for all teachers working with the high needs population. Success will be measured by teacher retention numbers and improvement in student achievement through the reduction of the percentage of students scoring novice on state summative assessments.
Increased Teacher Support by Administrative Team	Two Assistant Principals dedicated to attending to the instructional needs for Stuart One for Frost	Provide real-time guidance, support, and direction of improved instructional practices for a high needs population. Success will be measured through teacher retention and a reduction of the percentage of students scoring novice on state summative assessments.
Professional Learning	Access to high quality, research-based professional learning experiences based on the needs of the faculty as they relate to the needs of the students.	Provide comprehensive professional learning experiences in the areas of technology infusion and use in classrooms, culturally responsive programming and planning, increased student engagement, sound pedagogical practices across all departments. Success will be determined by an increase in the ELEOT observation data to a consistent level above a 2.5 on walkthrough summary data as well as a reduction in the percentage of students scoring novice on state summative assessments.
Extended Contract Days	Five additional paid days for professional learning for all teachers	Provide time for a new staff and new administrative teams to craft the work on the newly created campus. Success will be defined by teacher attendance, ELEOT observation data to a consistent level above a 2.5 on walkthrough summary data as well as a reduction in the percentage of students scoring novice on state summative assessments.

Leadership Support for Principals and Administrative/Instructional Leadership Team

Programming	Staff	Outcome Measures
Principal Support from District	Monthly Principal Meetings Principal Professional Learning Community School-based Administrative Team (SBAT) District Mentor for New Principal	Growth on the Principal Professional Growth Plan Principal Retention
NISL (National Institute for School Leadership) Participation	Principals and Assistant Principals as appropriate	Principal and Assistant Principal Participation Action Learning Project (ALP) tied to the school campus work Evidence of NISL work apparent in campus work
On-site Project Manager/Coordinator	District-provided project manager/coordinator	Daily, on-site support for principals. Success will be determined through quarterly assessments of the elements of the middle school redesign plan to ensure the four elements of the plan are operational by the end of the first academic year.
Professional Learning	Access to high quality, research-based professional learning experiences based on the needs of the faculty as they relate to the needs of the students.	Provide comprehensive professional learning experiences in the areas of technology infusion and use in classrooms, culturally responsive programming and planning, increased student engagement, sound pedagogical practices across all departments. Success will be determined by an increase in the ELEOT observation data to a consistent level above a 2.5 on walkthrough summary data as well as a reduction in the percentage of students scoring novice on state summative assessments.
Extended Contract Days	Five additional paid days for professional learning for administrators	Provide time for a new staff and new administrative teams to craft the work on the newly created campus. Success will be defined by teacher attendance, ELEOT observation data to a consistent level above a 2.5 on walkthrough summary data as well as a reduction in the percentage of students scoring novice on state summative assessments.

Systems Thinking for Campus Coherence

Programming	Staff	Outcome Measures
Incorporation of systems approach to all aspects of campus programming specific to each school as well as the campus overall. Systems may include, but are not limited to facilities, professional learning, technology, behavior, academic supports, emotional/social supports, leadership and governance, family engagement and support, and resource allocation.	Project Manager/Coordinator with assistance from Area Superintendent, ECE, and Building Level Principals	Provide weekly support through shoulder-to-shoulder coaching support for administrators to increase the capacity of the staff to meet the unique needs of the high needs population, both teachers and students. Success will be measured by a self-assessment annually of the AdvancEd Standards and Indicators for School Improvement.
Development of a campus identity to include a combined Parent-Teacher Organization.	Project Manager/Coordinator with assistance from Area Superintendent, ECE, and Building Level Principals	Provide the opportunity for parents to engage in the support of the campus, both schools, for the duration of the time their students are on campus rather than a one or two-year experience based on the school programming. Success will be determined when a PTA is established with a membership of at least 10% of the campus population as a first marker of success followed by an increase of 10% in each of the next four years.
District recognition and support of the campus initiative in terms of continued programming and fiscal support including an extended school year for students and staff through additional instructional and/or enrichment activities.	Project Manager/Coordinator with assistance from Area Superintendent, ECE, and Building Level Principals	Develop a campus council to identify, address, and manage campus issues and communicate those issues to the district as necessary. Determine extended programming for students and staff to include summer and/or holiday break programming.

Goals for Improving Outcomes

Vision 2020: Excellence with Equity established the following targets:
- **Academic Proficiency:** Meet the Kentucky Department of Education (KDE) annual delivery targets for increasing the percentage of students scoring Proficient or Distinguished in all content areas.
- **Novice Reduction:** Meet the KDE annual delivery targets for decreasing the percentage of Gap students scoring Novice in reading and math.
- **Closing the Gap:** Meet the KDE annual delivery targets for increasing the percentage of Gap students scoring Proficient or Distinguished

while significantly closing the distance in performance between non-Gap and Gap students.

- **Equitable Access:** Increase the percentage of students in underrepresented demographic groups participating in Advanced Learning Opportunities (e.g. Advance Program, Advanced Placement [AP], International Baccalaureate, Cambridge International, Dual Credit) and in programs designed to increase learning through enrichment, mentoring, and leadership activities.
- **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.
- **Effective Educators**: Increase the percentage of students who have access to effective educators
- **Capacities/Dispositions**: Increase the percentage of educators exhibiting the professional capacity to implement the integration, teaching, assessment, and learning opportunities in Learning Strategy 1.1.1.
- **Effective Leaders**: Increase the number of school and district staff who can lead teams in improving performance.

Ford NGL High School Career Academies: Doss High School

Alignment to Vision 2020: Excellence with Equity Strategies
Goal: Deeper Learning
- Strategy 1.1.1 Adopt a broader definition of learning
- Strategy 1.1.2 Personalize learning

Goal: Increasing Capacity & Improving Culture
- Strategy 2.1.1 Personalize Deeper Learning

Goal: High performing Teams & Professional Learning Communities
- Strategy 2.2.3 Increase and deepen professional learning

Goal: Improving Infrastructure & Integrating Systems
- Strategy 3.1.2 Improve instructional infrastructure

Innovation Strategy & Components
JCPS will build upon the existing Ford Next Generation Learning (Ford NGL) Framework to create a series of High School Career Academies across the district. Over the next 4 years, JCPS will provide an opportunity for all high schools to transform their school to the Academy Model. It is anticipated that we will be able to support 4-5 schools per year beginning with the 2017-18 school year, although this timeline may be accelerated based on very high interest from JCPS high schools. The 2016-17 school year will be used for planning, professional development, and determination of budgetary needs. Additional supports in the form of professional development, staffing resources, program development, and

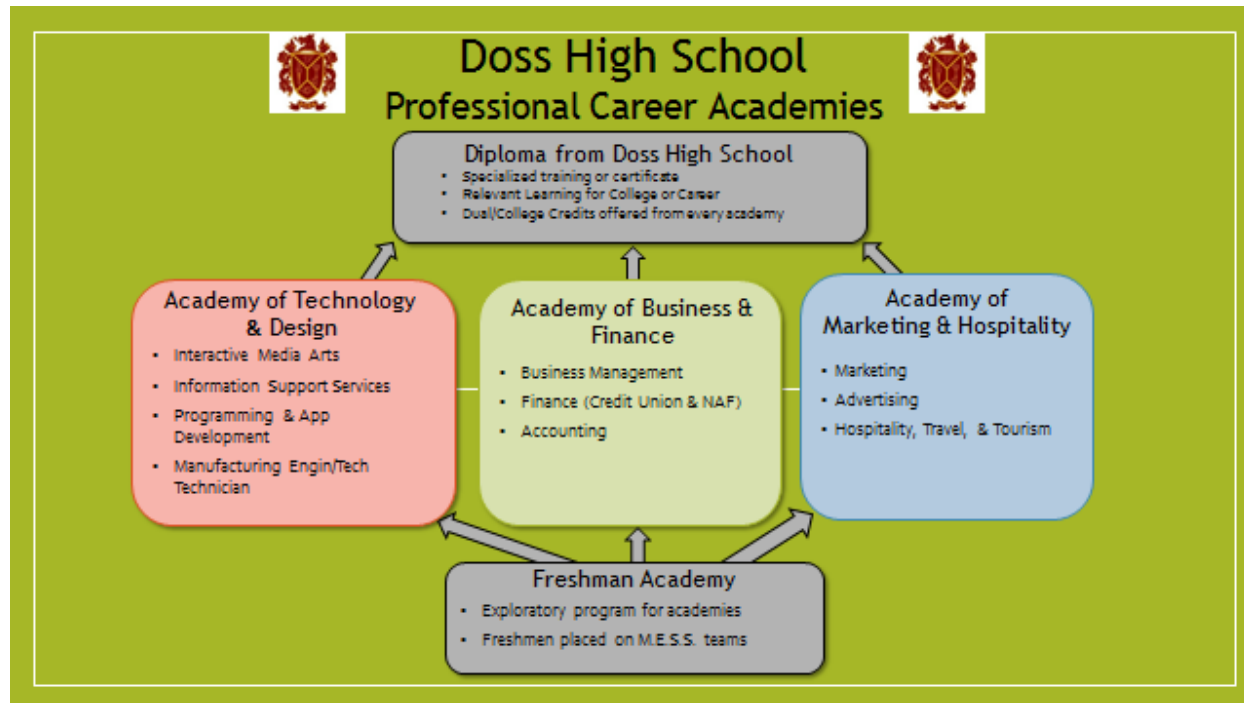capital investments as needed, will be provided by the district to the school.

The Academy Model is based on a Small Learning Community design where all students and teachers are teamed together around a logical grouping of career pathways called an Academy. Students are enrolled in core academic classes (math, science, English, and social studies) along with career pathway courses. They also have the opportunity to participate in electives such as band, art, and languages, as well as programs with high academic rigor such as Advanced Placement. A variety of pathways are offered in each school and students explore these pathways through the Freshman Academy before choosing their pathway as a sophomore. Students are expected to participate in a progressive series of work-based learning opportunities such as field trips, job shadows, internships, and a capstone project.
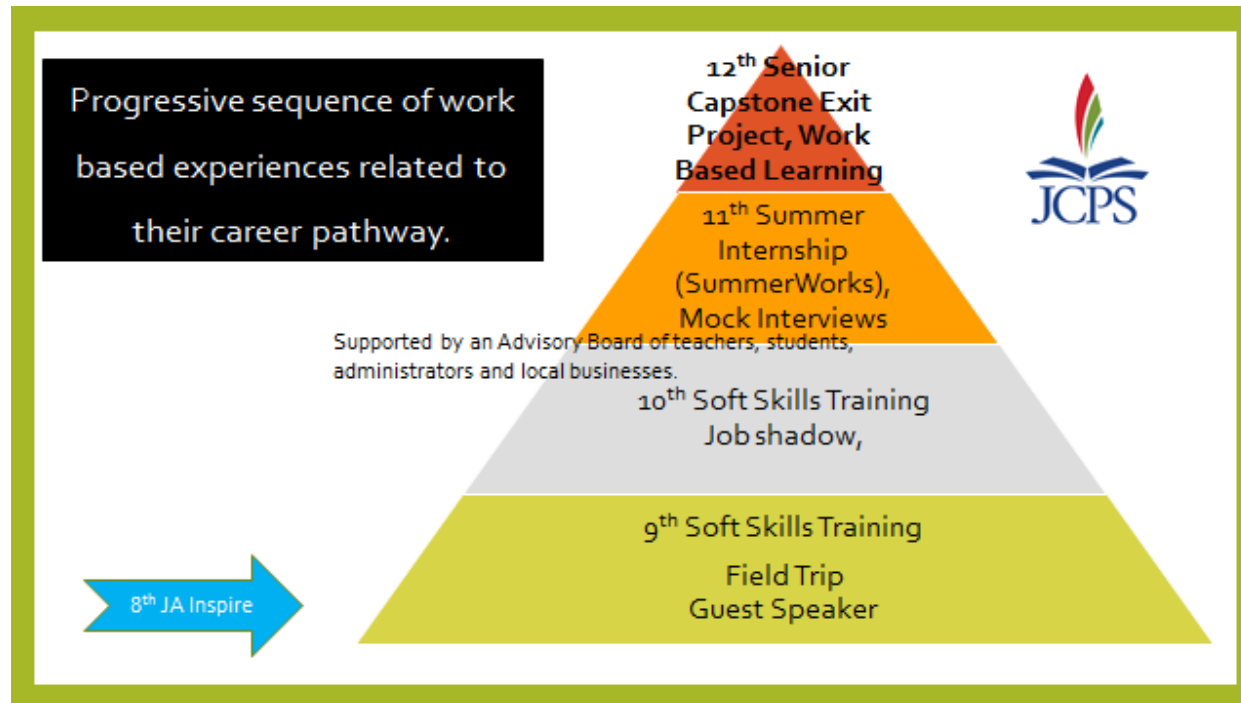
To focus resources on schools that are ready for transformation, an RFP process was launched in fall 2016 for schools to indicate their commitment to the Academy Model. Principals, teachers, and SBDMs must fully commit to the transformation as outlined in the RFP. School will develop career pathways to serve all students in their school based on student interest, workforce needs, and availability of resources (teachers, facilities, equipment, etc.).

Instruction will be project-based, applied, and integrated. Reflecting an initial investment in project-based learning, JCPS has contracted with the Buck Institute, a national leader in project-based learning (PBL), to conduct two three-day PBL 101 Workshops in summer/fall 2016, designed to provide participants with the skill and knowledge to design, assess, and manage rigorous, relevant, and embedded standard-based projects. The Buck Institute will also provide three-day sustained support visits to the nine high schools participating in Level II Ford NGL implementation (likely adopters of the Academy Model) in January 2017.

Schools adopting the Academy Model will provide JCPS the opportunity to grow the use of performance-based credit, where students will receive based on performance assessments and classes/work outside the school setting. As JCPS schools expand the use of performance-based credit, we will need to develop and district-level tracking and support system to ensure consistency and rigor of implementation. A focus will also be placed on creating opportunities to earn industry recognized certifications. In addition, opportunities for students to learn and practice "soft skills" needed to succeed in the modern workforce (e.g. collaboration, working in teams), will be embedded within a progression of work-based experiences.

The High School Career Academy work has been initiated at the Doss High School campus centering on the development of professional career academies, including attention to ninth grade academy work as a transition from the middle school experience. Currently the plans at Doss include academies such as Technology and Design, Business and Finance, and Marketing and Hospitality. Instruction will be project-based, applied, and integrated allowing for the development of career pathways based on student interest, workforce needs, and resources aimed at meeting the needs of the faculty and students. Again, the aim is to replicate this work at other locations. Currently, there are 12 high schools that have applied for the Career Academy work.

Doss High School
Professional Career Academies

Diploma from Doss High School
- Specialized training or certificate
- Relevant Learning for College or Career
- Dual/College Credits offered from every academy

Academy of Technology & Design
- Interactive Media Arts
- Information Support Services
- Programming & App Development
- Manufacturing Engin/Tech Technician

Academy of Business & Finance
- Business Management
- Finance (Credit Union & NAF)
- Accounting

Academy of Marketing & Hospitality
- Marketing
- Advertising
- Hospitality, Travel, & Tourism

Freshman Academy
- Exploratory program for academies
- Freshmen placed on M.E.S.S. teams

The specific commitments each school must make to adopt the Academy Model are provided below:

A High School Career Academy of Louisville will have:

1. Defined Pathways and Academies - All students will have chosen a pathway by end of their freshman year that includes a 4 –course sequence which culminates in an industry certification or other credential. For Career & Technical Education (CTE) pathways, credential must be aligned with the pathway and eligible to receive the "Career-Ready" status. A non-CTE pathway should also include a credential tied to the pathway that demonstrates advanced learning in the field.
    a. Freshmen are placed into a Freshman Academy, allowing for exploration of academies and pathways offered at the school. Freshman teachers/classrooms are grouped together by physical location.
    b. Upperclassman Academy structures group pathways "thematically" and are cohort scheduled into cross-curricular teams according to guidelines in the National Standards of Practice with *80%* purity based on the student schedule.

2. An Advisory program where all students are assigned a faculty advisor with whom they meet on a regularly scheduled basis. The content of the advisory structure should address the seven advisory goals (career exploration, financial literacy/FAFSA, college knowledge, 21st century capacities and

dispositions, life skill development, progress monitoring, and intervention)

3. Project-Based Learning (PBL) will be the main instructional strategy in the Academies to support Vision 2020 Strategy 1.1.2 to personalize learning.

4. Defined Administrative support and organization for each academy – i.e. an assistant principal and counselor that oversees all students and teachers in that academy.

Professional Development (PD)
1. A high quality, school-based PD plan is in place to increase the professional capacity in teachers and leaders supporting the Ford NGL Academy Structure. The plan should take advantage of district supports and includes the following topics:
    a. College/Career Readiness – what it is and how to get kids there
    b. Project Based-Learning/Externships
    c. Cross-Curricular/Content-based PLCs/Effective Teaming
    d. College/Career Advisement

Involvement from Business Partners & Post-Secondary
1. Academy Advisory Board - Each Upperclassman Academy will develop an advisory board of 10-12 members that consists of an academy lead teacher and/or pathway lead teachers, the school academy coach, academy administrators, 4-6 industry professionals (connected to the pathways offered in the academy) and at least 1 post-secondary partner (could include faculty in academy focus area). The advisory board should meet at least twice annually. Outcomes to include:
    a. Defined plan for work-based learning opportunities for students
    b. Advising curriculum relevant to the career pathways
    c. 4-6 agreements with businesses for ongoing involvement of support
    d. Ensure all pathways include viable credentialing
    e. Fulfill any state CTE requirements as applicable

Student Exploration and Leadership
1. All students complete a pathway-related capstone
2. School selects at least 5 students for the Ambassador program and includes information about how the school will use ambassadors outside of the district obligations.
3. 11-12th grade students complete a job shadow related to that industry
4. Each Academy has multiple extra or co-curricular learning opportunities.

Communications
1. Schools will use the "High School Career Academies of Louisville" branded materials and templates for internal and external communications. These may include the Talent Development Academies of Louisville logo, scheduling materials, pathway outlines, and other tools. (note: branding remains in development and may change)
2. Students should be able to articulate their Academy Affiliation. Each Academy should be identifiably branded which may include signage, banners, wearables, or supplies.

Functions and roles for school business partnerships to support High School Career Academies

Preparing students for careers requires collaboration and communication between education and business. Educators are highly skilled to deliver engaging content to students, while employers know the skills and dispositions they look for in potential employees. Building bridges between educators and businesses result in higher community prosperity through graduates prepared for the jobs in the community and for post-secondary opportunities.

Establishing systems and structures to enable to exchange of information, along with opportunities to connect students and employers, is essential to student success. Supported by the Ford Next Generation Learning Framework, our community is committed to aligning efforts to support the talent development pipeline from high school through postsecondary to career.

In August 2016, a group of business, community, and education leaders convened to develop a shared understanding of the need for business engagement and to outline the systems and structures needed to support and sustain the High School Career Academies. A list of 5 essential business partnership functions were identified. A Guiding Team with representation from business and industry, Louisville Metro Economic Development, JCPS leadership, and community partners has been formed coming out of this convening and will work to develop processes to deliver these essential functions.

Business Engagement in Academy Model High Schools

- **Alignment**
  - Info/Data on workforce needs and opportunities - today and beyond
  - Clear transitions between levels – high schools, post-secondary, career
  - Signaling – trends and challenges of the industry to guide student careers
- **Support**
  - Internships and other on-site/virtual learning opportunities
  - Coaches/Mentors/Instructors offering modern-day input and teaching
- **Validation**
  - Collaboration on necessary skills/characteristics from today's workforce
  - Guidance on industry certification standards
- **Advocacy**
  - State and local leadership on modernizing the education experience
  - One unifying group – one community voice
- **Sustainability**
  - Ongoing leadership, guidance and oversight
  - Goalsetting and accountability

Goals for Improving Outcomes

High school career academies will be one of several strategies the will be implemented by the district, in alignment with Vision 2020 to increase high school graduation and college and career readiness.

Vision 2020: Excellence with Equity established the following targets:
- **High school graduation:** Increase the Four-Year Adjusted Cohort Graduation Rate from 79.0 percent in 2015 to 93.0 percent in 2020.

- **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.

Creation of opportunity for schools to propose innovative programs through Magnet Application and Review Process

In 2016, JCPS focused significant attention to improve its Magnet Programs. Using the recommendations made by the nationally recognized Magnet Schools of, a newly created Magnet Steering Committee and the JCPS Options and Magnets Office has undertaken a close analysis of all policies and procedures relating to magnet schools. A new process for schools to apply to create a magnet program was developed. The process includes and application and review process that establishes specific standards based on national best practice and scores applications based on a rubric against the standards.

- Applications are reviewed by a cross departmental district team, as well as the submitting Principal and Area Assistant Superintendent
- A scoring rubric is utilized to review and score all applications. Based on scoring, any significant barriers and consensus of the team, applications may move to the next step of the process for cabinet level review.
- Cabinet Members review magnet applications forwarded from the cross departmental team.
- Cabinet members determine whether the magnet application moves forward to the board for possible board approval.
- Final approval of a magnet program is made by the Jefferson County Board of Education, as well as any budgetary adjustments to support implementation.

The new Magnet Application and Review Process provides school leaders and district administrators who have innovative ideas with the opportunity to bring them forward in a process that is fair, rigorous, and Thoughtful. Using the new process, the board approved the following magnet programs at its November, 27, 2016 Board meeting:

- Brandeis Elementary S.T.E.A.M.
- Olmsted North Middle School S.T.E.A.M
- Central High School Montessori
- Manual High School Guitar

It is expected that other innovative ideas will be brought forward through this process. On such idea being investigated, with the assistance of an external entity with direct expertise in the area, is the possible creation of the W.E.B. DuBois Academy, to create a school focused on empowering and improving outcomes for boys and young men of color.

WAIVERS FOR INNOVATION STRATEGY 2

- **See Waiver Request #4 RELATING TO THE DEFINITION OF TEACHER ASSISTANTS TO ALLOW OVERSIGHT OF DIGITAL CURRICULUM AT STUART 7TH AND 8TH GRADE ACADEMY ONLY**

- **See Waiver Request #5 RELATING TO THE STATE ASSESSMENT AND ACCOUNTABILTY SYSTEM**

- **See Waiver Request #6 RELATING TO THE STATE ASSESSMENT AND ACCOUNTABILTY SYSTEM**

- **See Waiver Request #7 RELATING TO INDIVIDUAL LEARNING PLAN TOOL**

- **See Waiver Request #8 RELATING TO PRIORITY SCHOOL LEADERSHIP DIAGNOSTICS**

- **See Waiver Request # 9 RELATING TO REDUCING THE POSTING REQUIREMENT FOR OPEN POSTIONS IN PRIORITY SCHOOLS FROM 30 DAYS TO 10 DAYS**

Innovation Strategy 4 – Creating a system of support for each student to be successful

Cradle to Career Cabinet – Collective Governance toward Student Success

Vision 2020: Excellence with Equity, the JCPS strategic plan, sets forth the following Vision: "All Jefferson County Public School students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world." In order to achieve that vision, it is necessary not only to provide support for teachers in addressing the academic component of student growth, but to also address the many non-academic factors that have an impact on student success, particularly those created or exacerbated by poverty.

As part of the Phase One Districts of Innovation plan, JCPS implemented Louisville Linked, a system to build upon relationships between JCPS schools and community service providers, linking students to services they need to overcome barriers to learning and build resiliency. School-level staff, including Family Resource Youth Services Coordinators and school counselors, have access to information regarding programs and services targeted to the specific needs of individual students, through access to the Metro United Way 211 System, and through direct contacts with community service providers. During the 2015-16 school year, over 50,000 links were made for JCPS students.

Now, JCPS is embarking on an ambitious new initiative to build upon the Louisville Linked concept, in partnership with Louisville Metro Government, Metro United Way, Seven Counties Services, and other community-based organizations, to create a truly comprehensive system of supports to address the needs of all children in our city. Using the Cradle to Career Framework established by the Mayor in 2013 as a starting point, key government and community partners are moving away from a long-established culture of collaboration, toward creating a robust and sustainable structure for collective governance.

According to the World Economic Forum, "collective (sometimes 'collaborative) governance is an innovative model of governance that is solutions-oriented with a focus on public value, where diverse stakeholders can work in partnership to improve the management of public resources and delivery of services." The general idea is that a community can have a much greater impact on addressing a *community-owned* problem or problems, if decisions regarding strategies and resource allocation are made together. Those decisions should be informed by strong data collection and analysis, regarding the scope of the problem, the resources already available, and the evidence-based strategies to address them.

Louisville Metro's version of collective governance is currently in the development stage, and braids together components of three distinct initiatives into a single, coherent structure. The initiative will build upon the existing Cradle to Career Framework, be informed by the Harvard By All Means Project, and will implement key components of the Say Yes to Education Model, each of which are described below.

Louisville Metro Cradle to Career Framework

The Cradle to Career Framework arose out of work, beginning in 2010, to address a growing recognition that Louisville's future as a vibrant, thriving city hinged upon increasing the level of educational attainment of its citizens. To jumpstart a new level of community conversation, then-Mayor Jerry Abramson formed a new Education Roundtable. In May 2010, the members of the Roundtable signed the *Greater Louisville Education Commitment* with five key objectives:

1. Create and support a college-going culture
2. Use the business community's unique points of leverage to accelerate attainment
3. Prepare students for success in college, career, citizenship, and life
4. Make postsecondary education accessible and affordable
5. Increase educational persistence, performance, and progress

By October 2010, a public-private partnership, 55,000 Degrees, was launched with the purpose: "to galvanize education, business, faith, civic, and community leaders and organizations in support of a common agenda to increase education attainment, prosperity, and the quality of life." This meant adding 40,000 bachelor's degrees and 15,000 associate degrees to Louisville's working age population by 2020.
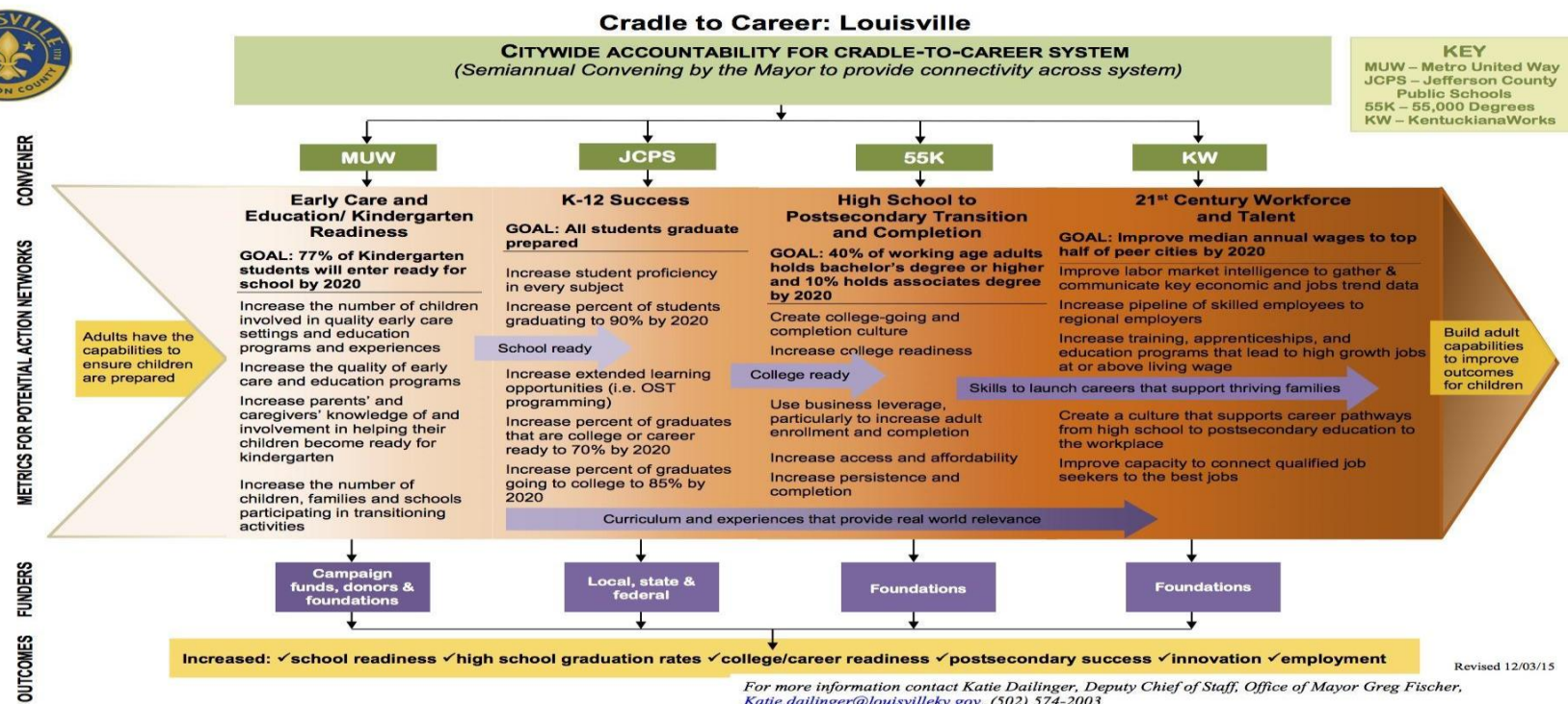
In 2014, recognizing the need for more robust partnerships to support children from birth to adulthood, Mayor Greg Fischer unveiled the Framework, which described the entire P-20 educational pipeline. It has framed our local education ecosystem and has prompted the creation of citywide accountability metrics and designated convening organizations for each pillar of work: Early Care and Education/Kindergarten Readiness (Metro United Way), K-12 Success (Jefferson County Public Schools), High School to Postsecondary Transition and Completion (55,000 Degrees), 21st Century Workforce and Talent (KentuckianaWorks). For JCPS, *Vision 2020: Excellence with Equity* fits neatly within the K-12 Pillar of *Cradle to Career Framework*, serving as the district's plan to guide the work to achieve the Cradle to Career goals.

The mayor's office has sponsored three Cradle to Career summits since December, 2014 to lay out challenges and progress toward each pillar's bold goal:

- 77% of kindergarten students will enter ready for school by 2020
- All students graduate high school prepared
- 40% of working-age adults hold bachelor's degree or higher and 10% hold associate's degree by 2020
- Improve median annual wages to top half of peer cities by 2020

The *Cradle to Career Framework* has provided Louisville Metro organizations with a common framework to understand the entirety of the educational process, and a common language to use when discussing linkages between pillars. This common understanding and language has led to improved cooperation and collaboration. It has helped galvanize the community to support education throughout life as the means to expand individual and community growth, success, and prosperity.

The improved communication and collaboration and community-wide accountability measures under the Cradle to Career Framework allow each pillar to improve performance and achieve incremental gains toward common goals. More fundamentally, however, there are underlying barriers to educational success, largely connected to the consequences of poverty. Until those barriers are addressed, large and transformative gains in learning outcomes will remain elusive. The move toward a collective governance model under a newly formulated Cradle to Career Cabinet is the result of that recognition.

Cradle to Career: Louisville

CITYWIDE ACCOUNTABILITY FOR CRADLE-TO-CAREER SYSTEM
(Semiannual Convening by the Mayor to provide connectivity across system)

KEY
MUW – Metro United Way
JCPS – Jefferson County Public Schools
55K – 55,000 Degrees
KW – KentuckianaWorks

CONVENER: MUW | JCPS | 55K | KW

METRICS FOR POTENTIAL ACTION NETWORKS

Adults have the capabilities to ensure children are prepared

Early Care and Education/ Kindergarten Readiness
GOAL: 77% of Kindergarten students will enter ready for school by 2020

- Increase the number of children involved in quality early care settings and education programs and experiences
- Increase the quality of early care and education programs
- Increase parents' and caregivers' knowledge of and involvement in helping their children become ready for kindergarten
- Increase the number of children, families and schools participating in transitioning activities

K-12 Success
GOAL: All students graduate prepared

- Increase student proficiency in every subject
- Increase percent of students graduating to 90% by 2020
- Increase extended learning opportunities (i.e. OST programming)
- Increase percent of graduates that are college or career ready to 70% by 2020
- Increase percent of graduates going to college to 85% by 2020

School ready

High School to Postsecondary Transition and Completion
GOAL: 40% of working age adults holds bachelor's degree or higher and 10% holds associates degree by 2020

- Create college-going and completion culture
- Increase college readiness
- Use business leverage, particularly to increase adult enrollment and completion
- Increase access and affordability
- Increase persistence and completion

College ready

21st Century Workforce and Talent
GOAL: Improve median annual wages to top half of peer cities by 2020

- Improve labor market intelligence to gather & communicate key economic and jobs trend data
- Increase pipeline of skilled employees to regional employers
- Increase training, apprenticeships, and education programs that lead to high growth jobs at or above living wage
- Create a culture that supports career pathways from high school to postsecondary education to the workplace
- Improve capacity to connect qualified job seekers to the best jobs

Skills to launch careers that support thriving families

Curriculum and experiences that provide real world relevance

Build adult capabilities to improve outcomes for children

FUNDERS:
- Campaign funds, donors & foundations
- Local, state & federal
- Foundations
- Foundations

OUTCOMES: Increased: ✓school readiness ✓high school graduation rates ✓college/career readiness ✓postsecondary success ✓innovation ✓employment

Revised 12/03/15

For more information contact Katie Dailinger, Deputy Chief of Staff, Office of Mayor Greg Fischer, Katie.dailinger@louisvilleky.gov, (502) 574-2003

Harvard By All Means Project

In 2016, Louisville Metro Government and JCPS were invited to participate in *By All Means: Redesigning Education to Restore Opportunity*, a multi-year project led by the Education Redesign Laboary at the Harvard Graduate School of Education. Louisville Mayor Greg Fischer and JCPS Superintendnent Donna Hargens joined mayors and superintendents from five other towns and cities, along with cross-sector leadership teams from each community, to investigate the relationship between socio-economic status and educational success, and find solutions. As described on the Education Redesign Lab website:

> The initiative is addressing the iron law correlation in the U.S. between a child's socioeconomic status and his or her prospects for educational achievement through several key strategies: research and dissemination, policy and advocacy, deep field work in six cities–Louisville, KY; Oakland, CA; Providence, RI; and Salem, Somerville, and Newton, MA–and a series of national convenings at the Harvard Graduate School of Education.

Overview
This initiative is addressing system redesign and implementation, with a focus on these questions:
- *What can be done to create new systems of education and support to help disadvantaged students overcome the obstacles of poverty?*

- *Who must come together to do the work?*
- *What systems of governance are best suited to the new system?*
- *How do we build systems of education that genuinely prepare all children to be successful?*

Asking such questions is a bold statement from a school of education, as it acknowledges that the current approach to education does not serve many of our children well and it broadens the conception of what is needed to ensure children's success to domains not typically considered part of the education system.

The City Consortium

The goal of this work is to bring together entrepreneurial and committed city leaders, from a select group of six cities, dedicated to achieving systemic, integrated improvements in services for children, and connect them with the expertise of Harvard faculty and national leaders. Participating cities are launching ambitious plans for change that include components of the Education Redesign Lab's strategy for systemic change: *creating student-centered, customized learning experiences for students; integrating social, emotional, and health services with education; providing easily accessible, high quality expanded learning and enrichment experiences for all children; and creating governance structures that will support this integrated model of services.* Each city is designing its own ambitious agenda, created through a Children's Cabinet with the support of a site-based consultant, to develop a plan for change that is inclusive of the community and builds on existing initiatives.

The components of the Education Redesign Lab's strategy for systemic change described above align seamlessly with the goals strategies in the district's *Vision 2020: Excellence with Equity*. Moreover, the project's focus on "creating governance structures the will support this integrated model of services" aligns with Louisville's movement toward a collective governance mode under the Cradle to Caree Cabinet. The By All Means Project brings resources, research-based best practices, and peer learning opportunities to inform and shape that work.

In 2017, Louisville Metro is moving forward forward with several specific projects under the Harvard By All Means Project:

- Asset Mapping Project - An RFP has been issued to identify an entity that can udertake a comprehensive asset mapping of social services available to serve children, who the programs serve, and how they are funded. This information is critical as a baseline to measure current resources against identified needs, which will help inform resource allocation to fill the idenfied gaps. This will become the basis of what might be described as "Louisville Linked 2.0", a comprehensive data system within the Say Yes to Education Model (described below).
- Behavioral Health Project – A cross-organziational team is looking at the issue of behavioral health of children, which has been identified by teachers and administraitrs as a critically important challenge to student success, with widespread impllications for school and the district. The team is conducting an analysis and data review, and will develop and begin to implement a behavioral health action plan in 2017. The plan will include the restorative practice work occurring within JCPS and other city and community-based organizations, working collectively to strengthen and align initiatives.
- Restorative Practices - JCPS work around restorative practices is based on the premise that a student's choices and behaviors affect relationships with others in their school and community. When an issue arises, a mediator brings the parties together. With guidance, students begin a dialogue to understand the harm, to seek mutual solutions, and, ultimately, to heal relationships. The process empowers students with a voice and with the communication and problem-solving skills that will help them pursue appropriate solutions to future problems. A comprehensive, multi-year

implementation plan, developed with support and direction from a nationally recognized leader in restorative practices, is underway in pilot schools.

Implementing the Say Yes to Education Model
For the past year, a cross-disciplinary leadership team from the Louisville Metro community, led by the Mayor and the Superintendent, have been deeply engaged with the Say Yes to Education Foundation, to inverstigate the possibility of Louisville becoming the next SayYesCity. As we move toward implementation of the Say Yes Model, we are building upon the existing Cradle to Career Framework, and folding in the knowledge gained through the Harvard By All Means Project.

<u>Key Components of the Say Yes to Education Model</u>
The Say Yes to Education model uses three components to make sure that all students receive the comprehensive support they need to graduate high school prepared for college and career, and that financial barriers to postsecondary education are reduced or eliminated. The three components are:

1) **Postsecondary Scholarships:** An endowed locally-raised scholarship fund provides tuition scholarships for every public school graduate in the community to eliminate financial barriers to postsecondary education.

2) **Wrap-around Supports toward College and Career Success:** Starting in preschool, the Say Yes model, led by the Cradle to Career Cabinet, will provide coherent, comprehensive "wrap-around" support services to address identified child and family needs, in academic, health, and social/emotional domains.

3) **Collective Governance Structure –** Based on the principle that the city is the unit of change, key community entities come together as an operating committee to identify needs, pool resources, and determine strategies to address the holistic needs of all children. In Louisville Metro, the Cradle to Career Cabinet is expected to serve as the Say Yes Operating Committee. Membership will include Louisville Metro, JCPS, the Jefferson County Teachers Association, and representatives from higher education, parents, business leaders, philanthropies, community-based organizations, and others.

The scholarships will reduce or eliminate financial barriers for postsecondary education, change expectations for all students, and create a college-going culture across all parts of the community. The wrap-around services will ensure that students have the supports they need to succeed in elementary and secondary education and graduate prepared. And the collective governance structure will ensure that all resources in the community are allocated toward the most effective strategies to address the needs of children, and provide a structure for mutual accountability.

<u>Say Yes Governance Structure under Say Yes Model</u>
It is envisioned that the Cradle to Career Cabinet, or Operating Committee, will meet very frequently, and will be the primary place for agreements to be reached. Their work will be informed through collaborative communications with a large Community Leadership Council and a series of work groups addressing discrete issue areas (e.g. behavioral health, parent engagement, early childhood, etc.…). In addition, there will be a separate, independent Scholarship Board to oversee the management of the postsecondary tuition scholarships. Recommendations from the Cradle to Career Cabinet with budget implications will be forwarded to the Louisville Metro Council and the Board of Education for consideration and possible approval within the standard budget development and approval processes.

Community Data Dashboard:
Informing Ongoing Collaborative Structures & Processes

Under Say Yes, the collective governance model and related committee structure is supported by an independent organization. This independent organization provides the capacity to manage the multiple strands of the work, while acting as an independent broker to facilitate deep collaboration and collective action by key organizations and constituencies. If Louisville is designated as a formal Say Yes City, the designation comes with a five year, $15 million grant for implementation. If Louisville is not designated as a Say Yes city, implementation funds will be found from local sources.

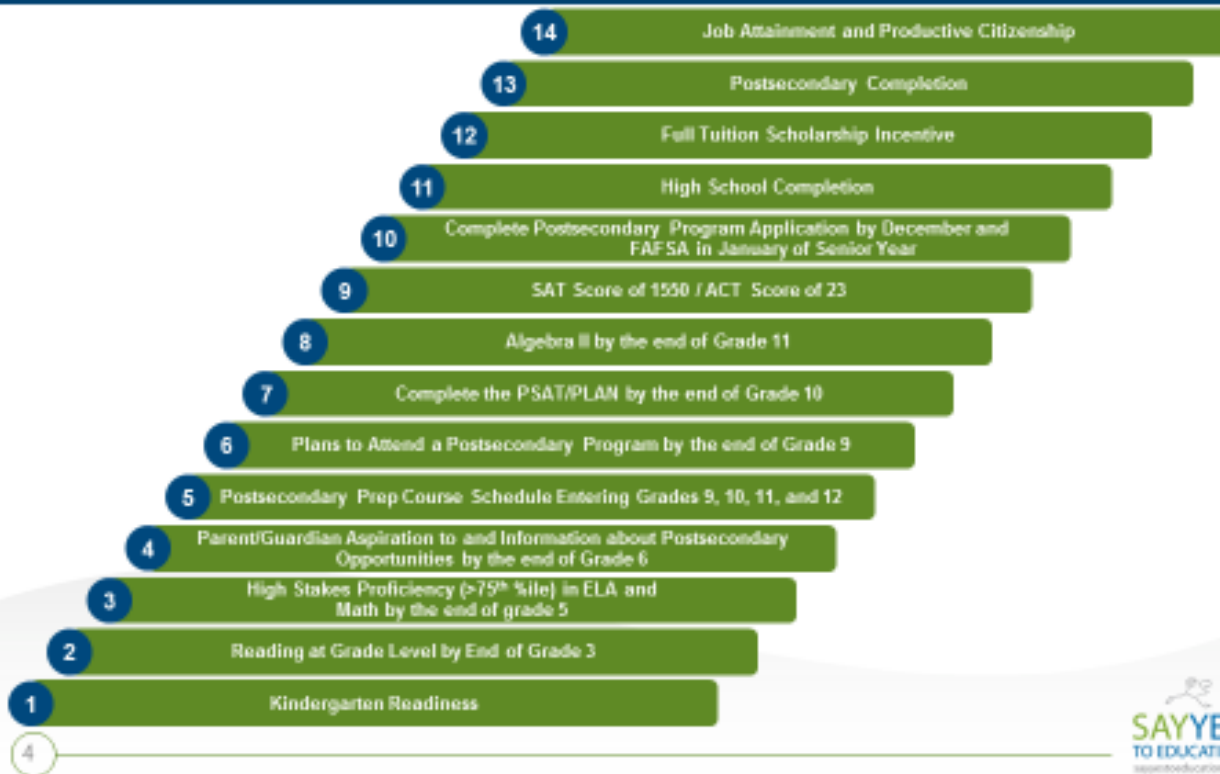Say Yes has Five City-wide Core Principles that all partners must agree to:
- Postsecondary Access and Success for All
- Cross-Sector and Cross-Government Collaboration
- Sustainable, Collaborative Fiscal Plan
- Transparent Fiscal Management
- Transparent, Data Driven Accountability

Centrality of Data Analytics – Say Yes Postsecondary Planning System (PPS)

The use of data to drive decision making is central to the Say Yes to Education Model, both at the system level, to drive planning and to establish accountability measures, and also at the individual student level, to determine whether a student is on track for success, or is need of additional supports. The Say Yes Postsecondary Planning System encompasses sophisticated data analytics at both system level and student level.

At the system level, Say Yes has identified research-based benchmarks across the spectrum of education, from Kindergarten Readiness to Job Attainment and Productive Citizenship. Achievement of these benchmarks correlate with Postsecondary completion, and will be used by JCPS and the community to measure success, and identify problem areas for additional focus and resource allocation (See "Establishment of Overarching Goals: Benchmarking the Pathway to Postsecondary Success," below). Louisville plans to expand the benchmarks down cover critical health and developmental benchmarks from Birth through Pre-K, to align with the Louisville Cradle to Career Framework.

Establishment of Overarching Goals:
Benchmarking the Pathway to Postsecondary Success

14 — Job Attainment and Productive Citizenship
13 — Postsecondary Completion
12 — Full Tuition Scholarship Incentive
11 — High School Completion
10 — Complete Postsecondary Program Application by December and FAFSA in January of Senior Year
9 — SAT Score of 1550 / ACT Score of 23
8 — Algebra II by the end of Grade 11
7 — Complete the PSAT/PLAN by the end of Grade 10
6 — Plans to Attend a Postsecondary Program by the end of Grade 9
5 — Postsecondary Prep Course Schedule Entering Grades 9, 10, 11, and 12
4 — Parent/Guardian Aspiration to and Information about Postsecondary Opportunities by the end of Grade 6
3 — High Stakes Proficiency (>75th %ile) in ELA and Math by the end of grade 5
2 — Reading at Grade Level by End of Grade 3
1 — Kindergarten Readiness

SAYYES TO EDUCATION
sayyestoeducation.org

At the student level, the Say Yes Postsecondary Planning System serves multiple purposes. It:
- Generates Individual Student Growth Plans for Effective Case Management
- Informs Family Support Specialists and Drives the Work of Student Support Teams
- Enables the Assessment of the Effects of Interventions
- Supports Identification of Gaps in Student and Family Support Services in Order to Inform Strategic Investment
- Drives a Culture of Collaborative Student Support within Schools and Across Service Providers

The Postsecondary Planning System allows for the creation of individual student profiles across three domains – Academic, Health, and Social. Student profiles allow for effective case management, permitting students to be linked to the resources available across the community to address their specific needs, and to measure the effectiveness of supports in improving student outcomes.

Student Profiles

Academic Domain (District Quantitative Data)	Health Domain (Staff, Student, and Parent Surveys)	Social-Emotional Domain (Staff, Student, and Parent Surveys)
• Status • History	• Status • History	• Status • History

Indicators	Indicators	Indicators
• English & Language Arts -Class Performance -Exposure to Challenging Curricula - Achievement Scores • Attendance • Grade Retention • College Eligibility (Pathway)	• Mental Health • Medical Health • Dental Health • Vision Care • Nutritious Foods • Healthy Body Weight	• Social Capital -Healthy Adult Relationships • Cultural Capital -Arts & Sciences -Postsecondary Education • Social-Emotional Learning • Behavior • Citizenship • Peer Relationships • Home Supports

Current Status and Next Steps

In November 2016, Louisville Metro and JCPS submitted an application to the Say Yes to Education Foundation for Louisville Metro to become the Say Yes City. The foundation has requested additional information regarding the creation of a sustainable tuition scholarship endowment, given Louisville/Kentucky-specific parameters, as well as assurances for ongoing support from community leaders during a time of transition.

The Cradle to Career Cabinet is in ongoing communications with the Say Yes Foundation to address those issues. Most importantly, the Cabinet has determined that Louisville Metro will move forward with a collective governance structure regardless of the outcome of the application to formally become the next Say Yes to Education city. The Cabinet will, in the first half of 2017, formalize the structures necessary and identify the resources required to move forward.

Waiver Requests

WAIVER REQUEST #1 KTIP Cycle Calendar:
Waiver of KTIP Cycle Calendar - We would like to reimagine the KTIP Cycle calendar to include resource time and work associated with summer professional institutes as a part of the KTIP year; an extended calendar to include a second year of support for those in priority schools, making KTIP a two-year process when necessary to meet the needs of teachers in priority schools; and flexibility for time requirements for those with alternative certification based on their life experiences and scholarship.
Mentor teachers and their mentees will work together at the institutes and following the institutes to allow for a stronger more intentional start to the school year. This pre-work is essential to their initial success and the ability to include this time in their documented resource time will greatly enhance their ability to provide highly effective instruction to their students.

We request flexibility for KTIP to extend to a second year for those in priority schools regardless of first year success in the program. PTI would be the means by which the second year work with priority school teachers would continue, both in-person mentoring as well a virtual mentoring. This second year programming would be personalized based on the individual needs of the teachers as a result of the KTIP committee recommendations.

Regarding the Teach Kentucky cohort, we see the need to again be flexible and differentiate support for those KTIP candidates based on their life experiences and their scholarship. Each KTIP committee would be responsible for providing the personalized learning plan for each candidate based on their needs and the needs of their students.

WAIVER REQUEST #2 RELATING TO COMMUNITY-BASED PARPROFESSIONALS
Waiver of EPSB certification requirements under 161.046 for a "adjunct instructor", to allow pairing of certified teachers with community, non-certified professionals in the areas of information technology, robotics, engineering, and related areas, and to create flexibility of roles as teachers and community professionals plan and work together to deepen and expand learning for students. This waiver will create learning opportunities for students that align with the real-world technology environment within they will function in career and postsecondary settings.

WAIVER REQUEST #3 RELATING TO THE USE OF INTERNSHIPS
Waiver of provisions of 704 KAR 3:305 to permit the development of a work-study/ internship program wherein students would be supervised by teachers of record, and earn work/study credit, or other arrangements. The program would allow the districtwide Maker Space facility to transition to a student-led experience. With appropriate supervision, students would manage of day-to-day operations and lead Maker experiences for students visiting the Maker Space on field trips.

WAIVER REQUEST #4: DEFINITION OF TEACHER ASSISTANTS TO ALLOW OVERSIGHT OF DIGITAL CURRICULUM STUART 7TH AND 8TH GRADE ACADEMY ONLY
KRS161.010 (5) "Teacher's aide" means an adult school employee who works under the direction of the professional administrative and teaching staff in performing, within the limitations of his or her training and competency, certain instructional and non-instructional functions in the school program including, but not limited to, clerical duties, tutoring individual pupils, leading pupils in recreational activities, conducting pupils from place to place, assisting with classroom instruction as directed by the teacher, aiding the school librarian, and preparing and organizing instructional materials and equipment.

We would like to waive this definition to allow teachers assistants (para-professionals and/or Instructor III Classification in JCPS) at Stuart 7th and 8th Grade Academy the ability to oversee digital curriculum and to allow them levels of instruction and supervision. There are many teacher assistants that are capable of assisting students with virtual and digital content, especially those with a college degree and/or pending teacher credential.

Given the work in the virtual learning community and the movement to 1:1 computer access for students, we want to promote both content acquisition as well as remediation, intervention, and enrichment through the use of technology resources in a blended learning environment. As a means to support students through advanced technology-based learning, we would like for para-professionals to have the ability to oversee the use of digital curriculum allowing them previously denied levels of instruction and supervision.

All learning will be carefully mapped to maximize opportunities for students TO both acquire new information as well as address deficit skill sets they may have in their knowledge base. The para-professionals will work alongside classroom teachers in the design of learning experiences for students as content standards are mapped and instructional units developed so that they are able to see and thus integrate the digital connections to the work on behalf of the teachers and students. Maximizing resources is key and to that end, allowing para-professionals to oversee the digital curriculum is key.

We are moving to a digital world where we have innovation happening daily and it is critical for para-professionals to support students as they "learn to learn" in the digital world. Becoming proficient in the use of podcasts, vodcasts, digital learning modules, and progressive, skill-based online work will be critical to the success of students as they experience the quick advances in the digital world and to that end, the process of learning *how* to learn in this environment can be the work of the para-professional.

Each student involved in a blended learning environment will have a personalized learning plan including a digital student learning profile developed in consultation with the teacher, student, parent, and para-professional. This learning plan will be reviewed regularly (at least every grading quarter) with the teacher, student, and para-professional and the parent either in person or through a virtual (electronic) update. The student learning profile will include any and all digital content the student will experience as well as guidelines for the student and para-professional as the students work through the digital content. This model is based on a model from the International Association for K-12 Online Learning (iNACOL) in their publication *Student Centered Learning: Functional Requirements for Integrating Systems to Optimize Learning* (http://www.inacol.org/wp-content/uploads/2016/05/iNACOL_FunctionalRequirementsForIntegratedSystems.pdf).
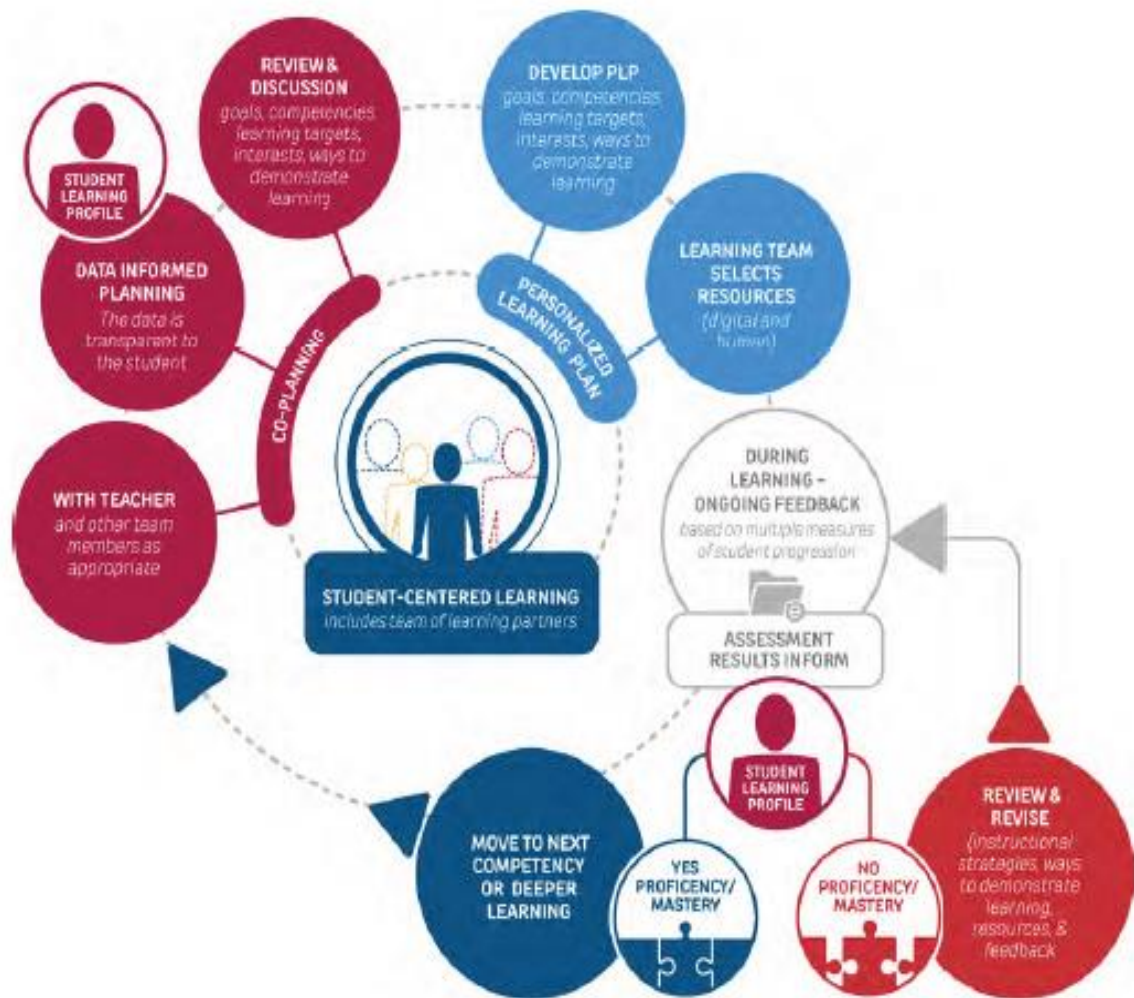
Figure 2. Instructional Cycle for Student-Centered Learning

WAIVER REQUEST #5 RELATING TO THE STATE ASSESSMENT AND ACCOUNTABILTY SYSTEM

Establish an assessment and accountability pilot program in JCPS FordNGL Career Academy Schools to waive the requirement under 703 KAR 5:200 and 705 KAR 4:231 of completion of a three or four-course sequence to achieve career ready points under the state assessment and accountability system. This requirement would be replaced with a requirement that students get industry certification and pass a related academic assessment.

703 KAR 5:200 Section 4 (4)(b)3. states "the indicators of readiness shall include the percentage of students meeting… 3. The academic and technical career-ready measures as recognized by the Kentucky Board of Education."

705 KAR 4:231, Section 4 states:
  (1) A student completing the requirements for a career major may receive a Career Major Certificate. Requirements for a Career Major Certificate shall include:
    (a) Successful completion of high school graduation requirements to include four (4) career-related credits relevant to a career cluster or major;
    (b) Participation in a structured work-based learning experience related to the career cluster or major; and
    (c) A culminating project related to the career cluster or major.
    (2) A student may earn the Department of Education Career and Technical Certificate of Achievement by:
    (a) Earning four (4) credits within a career major; or
    (b) Enrolling in a specific occupational area (in high school programs or vocational/technical schools) and successfully obtaining the competencies identified for a major (DOT) Dictionary of Occupational Title.

Specific course for each pathways are set forth in "Preview to Career Pathways 2016-17" at
http://education.ky.gov/CTE/ctepa/Documents/Preview-CareerPath.pdf

This waiver request aligns with a movement toward the use of authentic, performance-based assessments that permit students to demonstrate mastery of content, as opposed to the completion of coursework.

WAIVER REQUEST #6 RELATING TO THE STATE ASSESSMENT AND ACCOUNTABILTY SYSTEM

Establish an assessment and accountability pilot program in JCPS FordNGL Career Academy Schools to waive certain provisions of 703 KAR 5:200 and 703 KAR 3:305 to decrease the weight assigned to the End-of Course Math and English portions of a high school accountability score AND Increase the weight assigned to an alternative assessment of authentic learning such as through Project-Based Learning.

703 KAR 5:200 Section 4. (1)(d) 2 requires End-of-Course exams in reading, math, science and social studies.
703 KAR 5:200 Section 4. (6)(a) establishes weights for Achievement, Gap, Growth, Readiness, and Graduation Rate.
703 KAR 3:305 Section 5. (5) sets forth the criteria by which a board of education may provide standards-based, performance-based high school credit toward graduation.

This waiver request aligns with a movement toward the use of authentic, performance-based assessments that permit students to demonstrate mastery of content, as opposed to the completion of coursework.

WAIVER REQUEST #7 RELATING TO INDIVIDUAL LEARNING PLAN TOOL

Waiver from Kentucky Department of Education requirement to use the Kentucky version of the Career Cruising application to implement Section 4 704 KAR 3:305. 704 KAR 3:305(4) requires a district to "implement an advising and guidance process throughout the middle and high schools to provide support for the development and implementation of an individual learning plan for each student." JCPS seeks a waiver from using the current state-required Individual Learning Plan tool, a Kentucky version of Career Cruising, to implement the requirements of this administrative regulation.

JCPS would like to pilot the use of different online college/career planning programs that align with our high school student needs to accomplish our life ready and success goals. Note, when referring to college we mean any accredited postsecondary institution that awards degrees, diplomas, licensures, or certificates. We base this waiver request on student/counselor feedback on the current product and their needs, on our college matriculation data and feedback, and 3 years of experience combatting summer melt in our community.

In a counselor focus group this past summer, high school counselors noted the challenge in getting upperclassmen engaged with the currently ILP platform citing their fatigue of using the same product they used in middle school. Students are essentially bored with the platform and developmentally need something different to help them make the next step to college. By 10th grade, we expect students to have a solid foundation in their careers of interest and working on the steps that will help them accomplish. Career Cruising provides excellent career planning information, but lacks in details for college planning. Information is high level, but does not help students develop deep college knowledge or manage the complicated steps towards college matriculation.

Career Cruising is not adequate for many of our first generation students to transition from college intenders to college attenders. Our Mayor has said many times, we don't have a college intention challenge in Louisville – we now have a college completion problem. 87% of our high school students plan to attend college, but despite school and community efforts to help students and families, the JCPS seamless college matriculation rate has remained relatively stagnant for the past 4 years (at about 55%). That means we have approximately 32% of seniors with the desire to go to college, but lack the support to get through the process. The average guidance counselor to student ratio in JCPS high schools is about 350:1 with some schools as high as 450:1. Even with support programs like the Education Talent Search and LEEP, first generation students can't get the high level of supports they need. And even with adult support, counselors cannot be experts in the deadlines and processes all types of postsecondary options available to students which potentially leads to misaligned fit, unsuccessful matriculation, or stopping out.

For the past 3 years, there has been a concerted community effort to prevent Summer Melt in the form of a College Transition Action Network. CTAN works towards moving students from intenders to attenders. Through this work, we have learned that students need earlier intervention in the college going steps. With Early FAFSA changing the college application timeline, we see the need to transition students from college dreaming to actionable steps in the 10th grade. Students crave personalization and live online. We seek a platform that incorporates both of those "must haves" along with a case management platform in the back for educator use.

We have already previewed several online platforms that will meet the needs of counselors/college access providers, provide a student engaging platform and personalization, and an educator overlay. The leading products on the market are Naviance and Next Tier. Upon approval, we would like at least 2 schools to pilot each product to garner student and counselor feedback on future use.

WAIVER REQUEST #8 RELATING TO PRIORITY SCHOOL LEADERSHIP DIAGNOSTICS

Current interpretation of administrative regulation 703 KAR 5:260 has allowed KDE to schedule Leadership Diagnostic Reviews "every other year" for priority schools and districts. This allows only one assessment cycle between Diagnostic Reviews creating a hardship on priority schools leadership and staff when preparing for a high stakes audit of school systems and processes which are based on a single year of accountability data.

With the reporting cycle currently ending in October and Leadership Diagnostics scheduled for November and December, there is little opportunity for reflection and revision for schools. Trend data cannot be determined by a single year data set. It is cumbersome and challenging for the priority schools to adhere to this cycle.

Further, as priority schools are challenged to do work in new and innovative ways, they must be given time to embed innovative practices without fear of retribution including loss of leadership through these leadership diagnostics. We must be cognizant of the research around the implementation dip (Fullan) and allow those schools the opportunity to launch new initiatives, study the results, and revise the plans—PDSA work.

We request the interpretation of the regulation to allow for a leadership diagnostic review every two years for any priority schools and the district housing the priority schools rather than the every other year cycle currently in place. This would allow for two full years of assessment data to be used as well as allowing for the time critical aspect of implementation of new and innovation programming to take root.

An example would be for the leadership diagnostic for School A and District A, included as a District of Innovation School/District, to be conducted in 2016-2017 and then have their next leadership diagnostic in 2019-2020 school year allowing for two full assessment cycles prior to the next leadership diagnostic. They would receive their feedback in the same school year and then have two full school years to revise, implement and shepherd the work (2017-2018 and 2018-2019) with the next diagnostic in the 2019-2020 school year.

WAIVER # 9 RELATING TO REDUCING THE POSTING REQUIREMENT FOR OPEN POSTIONS IN PRIORITY SCHOOLS FROM 30 DAYS TO 10 DAYS

Request a waiver from KRS 160.380 for postings for open positions in priority schools from the 30 day posting to a 10 day posting for both classified and certified positions, including administrative openings.

KRS 160.380 (2) states:
"Except as provided in KRS 160.346:
(b) When a vacancy occurs in a local school district, the superintendent shall notify the chief state school officer thirty (30) days before the position shall be filled. The chief state school officer shall keep a registry of local district vacancies which shall be made available to the public. The local school district shall post position openings in the local board office for public viewing;
(c) When a vacancy needs to be filled in less than thirty (30) days' time to prevent disruption of necessary instructional or support services of the school district, the superintendent may seek a waiver from the chief state school officer. If the waiver is approved, the appointment shall not be made until the person recommended for the position has been approved by the chief state school officer. The chief state school officer shall respond to a district's request for waiver or for approval of an appointment within two (2) working days…"

It is critical to fill positions in priority schools as expeditiously as possible. Given the new online application system, principals and others involved in the filling of vacancies have real time access to applicants as they complete the online applications. Further, we routinely have openings occurring through the school year and it would be advantageous to post positions for a 10 day window rather than a 30 day posting.

By lessening the lag time between a vacancy, posting of the vacancy, hiring and then placement, we will be able to avoid the disruption for students of a long-term substitute in place and more quickly return to a viable, highly qualified teacher for every student in a priority school. In the event of an opening for an administrative position, the 10 posting would allow for a quick resolution to moving a priority school back to a full administrative team.

Stability is critical for the success of our most challenged schools and allowing a shorter time frame for posting and filling vacancies in these schools ultimately benefits the students populating those schools. Page 31 of the 2016 Jefferson County District Leadership Diagnostic noted the following improvement priority: *Engage in an examination of current policies and practices related to recruiting, hiring, transferring and retaining personnel, and use the results of this examination to develop and implement innovative approaches which result in measurable improvement in teacher retention and staff stability at Priority Schools.* This waiver request will support the district as it moves to be more responsive to the needs of the priority schools.