

District of Innovation Phase Two Executive Summary

The District of Innovation (DoI) designation provides public school districts the opportunity request waivers from certain administrative regulations and statutory provisions, as well as waiving local board policy, in an effort to improve the learning of students.

In 2013, Jefferson County Public Schools (JCPS) used this opportunity to rethink what a school might look like and redesign student learning to engage and motivate more students and increase the number who are college and career ready. Phase Two continues the four broad innovation strategies included in the first approved DoI plan.

- 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 these broad strategies, Phase Two incorporates several new initiatives directly aligned with *Vision 2020: Excellence with Equity*, as well as the continuation, expansion, and refinement of existing DoI strategies.

Strategy 1 - Creating Equal Access to Highly Effective Instruction through Professional Collaboration

Phase One proposed using technology to pair highly effective teachers and their classrooms with less experienced teachers and their classrooms. Phase Two focuses on connecting highly effective teachers with less experienced teachers in four ways:

- Redesign of Professional Learning

Two cohorts of Interdisciplinary Hybrid Teacher Leaders serve as moderators for virtual interaction between specialists and training participants; load and monitor shared folders for educators to access before, during, and after training; 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 with educators needing additional support.

- JCPS Forward

Teacher led JCPSForward, founded in July 2015, creates authentic ways for educators to connect with one another. 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.

- JCPS Voice

JCPSVoice, in its second year of implementation, aims to empower educators across JCPS and beyond through ongoing, flexible, and high-quality virtual collaboration to build infrastructure for online professional learning leading to new teacher leadership. Through a partnership with the Center for Teaching Quality (CTQ) and 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.

- Priority Teacher Institute (PTI)

Extended professional learning institutes aimed at addressing the challenges of teachers working in priority schools. Lessons learned through 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.

- Diversity and Equity Professional Development Initiatives

JCPS Diversity, Equity, and Poverty Division has developed a set of professional development programs addressing education equity, specifically:

- CARDS Program provides resources supporting priority school teachers obtaining master's degree and a diversity literacy certificate.
- Equity Institutes focus on cultural competence, high expectations, and educational equity.

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

Phase One 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. Based on review of trends and changes in instructional technology, Phase Two focuses on expanding innovations:

- Research and Development of successful instructional practices using technology
 - Computer Education Support (CES) serving as the innovative hub sharing, testing new instructional technologies, researching best practices for instructional technology implementation.
 - Recommending researched-based, modernized instructional technology to support 21st century education for students.

- Engaging in rigorous continuous education to support a technology infrastructure for changing the way we teach.
- Mobile Technology Classrooms
 - Taking “Show on the Road” utilizing a mobile bus to schools so ALL students engaged in STEAM learning.
 - Working collaboratively with Career and Technical Education (CTE) program students to design, develop, and configure mobile classroom (engineering, design, automotive, HVAC, networking).
 - Rethinking how schools work.
Mobile classroom at parent events
- Maker Spaces (districtwide facility to be a training ground for schools to establish local facilities)
 - 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
 - Rotating stations such as: LEGO and VEX robotics, green screen technology, digital music, problem-solving, critical thinking, collaboration, virtual reality
 - Coding as a literacy
 - Redesigning learning spaces
 - Students as creators
- Connecting JCPS students to global competitions
 - Using train-the-trainer models to equip 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 appropriately train and prepare to compete in robotics on the global stage
- Extended learning opportunities to reach underserved students

JCPS Diversity, Equity, and Poverty Division has developed a set of innovative and engaging extended learning opportunities designed to reach underserved students of color, including:

- Menassiance combines classic literature with modern music.
- Coding @: provides underserved students the opportunity to learn how to write computer code during out-of-school time.
- Lit & engages students by connecting words on the page with learning new things in real life.

Strategy 3 – Creating Schools of Innovation

During Phase One a community-based competition resulted in two elementary Schools of Innovation. Phase Two focuses on middle schools and high schools creating Schools of Innovation.

- Continued Implementation of Maupin and Atkinson models

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.

- High School Academy Model-Doss High School as early adopter

Work centers on the development of professional career academies, including attention to ninth grade academy work as a transition from middle school. 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.

- Middle School Education Redesign-Stuart Campus

Focusing on meeting student needs 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 Board approved redesign plan to ensure plan fidelity and to identify needed resources.

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

JCPS has developed a new process whereby schools can apply to create a magnet program within their schools. The process includes an application and review process that establishes specific standards based on national best practice and scores applications based on a rubric against the standards. The new Magnet Application and Review Process provides schools and district administrators with innovative ideas with a mechanism by which those innovations may be brought forward in a process that is fair, rigorous, and thought-out.

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

During Phase One, 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. In 2016, Louisville Metro Government and

Phase Two centers on the *By All Means: Redesigning Education to Restore Opportunity*, a multi-year project led by the Education Redesign Laboratory at the Harvard Graduate School of Education. Louisville Mayor and JCPS Superintendent joined mayors and superintendents from five other towns and cities, along with cross-sector leadership teams from each community to examine the relationship between socio-economic status and educational success and find solutions.

