

Vision 2020 in Action: *LEARNING*

GOALS:

- Students are active participants in defining ambitious learning goals and engaging in their progress.
- Students demonstrate their deeper learning with the capacities, dispositions, and skills needed to transition successfully to the next level from preschool to graduation

Actions	Process/ Short-Term Metrics*	Long-Term Outcomes*
Backpack of Skills Identify, implement and support Backpack of Skills: (1) What do students need to be able to do? (2) What experiences will get them there? (3) How will they demonstrate skills? V2020 1.1.1, 1.1.2, 1.1.3 CDIP 1	<ul style="list-style-type: none"> ✓ % of students with evidence of student success skills in their digital portfolio ✓ % classroom implementing deeper learning experiences measured by observations ✓ % meeting literacy and numeracy benchmarks as measured by MAP 	<ul style="list-style-type: none"> ✓ Improved literacy and numeracy skills ✓ Increased college readiness as measured by ACT/ admissions test ✓ Increased graduation ✓ Improved NAEP
Transition Readiness Continuum Define and monitor transition readiness of critical skills needed at key points in student development; provide various supports, including extending learning time, for students not transition ready. V2020 1.1.2, 1.1.6, 1.1.7 CDIP 1, 13	<ul style="list-style-type: none"> ✓ % of 5th, 8th, and 12th students met defense/capstone requirements ✓ % of students on track to graduate ✓ % meeting growth on MAP in literacy and numeracy 	<ul style="list-style-type: none"> ✓ Decreased 9th grade dropout rates ✓ Increased transition ready ✓ Increased college and career readiness ✓ Increased % of students with work ethic certifications in 12th grade
Authentic Assessment System Meaningfully assess student learning and provide feedback throughout the school year to adjust instruction and interventions to meet the needs of each student. V2020 1.1.4, 2.1.2 CDIP 5	<ul style="list-style-type: none"> ✓ % schools trained in assessment literacy ✓ % schools adjusting instruction based on formative assessment data ✓ % student engagement ✓ % schools implementing multiple demonstrations of learning 	<ul style="list-style-type: none"> ✓ Increased student-led conferences presenting goals, work, and assessment outcomes. ✓ Increased quality of work in student digital portfolios
Engaging Environments Provide students with quality educational programs, relevant career-focused experiences, and comprehensive support services by <i>transforming the alternative schools</i> and expanding and monitoring the implementation integrity of the <i>Academies of Louisville model</i> . V2020 1.1.2, 1.1.5, 3.3.2, 3.3.3 CDIP 3, 4, 9, 24	<ul style="list-style-type: none"> ✓ % sense of belonging and engagement on CSS ✓ Suspensions and behavior referrals ✓ Absenteeism/ attendance rates ✓ % of students enrolled in Advanced coursework 	<ul style="list-style-type: none"> ✓ Decreased dropout and retention ✓ Increased college and career readiness rates ✓ Increased graduation rate ✓ Decreased suspension and behavioral referrals
Community Partnerships Leverage community partners to provide equitable personalized learning experiences and targeted support for students V2020 1.1.2, 1.1.3 CDIP 9, 22	<ul style="list-style-type: none"> ✓ # of Academies of Louisville business partnership reports ✓ % Students participating in work-based experiences 	<ul style="list-style-type: none"> ✓ Decreased dropout and retention ✓ Increased college and career readiness rates ✓ Increased graduation rate

Vision 2020 in Action: CULTURE AND CLIMATE

GOALS:

- Educators create healthy, caring, equitable cultures and learning environments to engage, empower, and support students, staff, and families.
- Educators provide students with deeper, more personalized learning experiences to improve their learning and growth.

Actions	Process/Short-Term Metrics*	Long-Term Outcomes*
Meaningful Relationships Advocate practices that improve engagement, belonging, and empowerment for students, staff, and families. <i>V2020 2.1.2, 2.1.3, 1.1.2, 1.1.7</i> <i>CDIP 12, 15</i>	✓ % sense of belonging, engagement, engagement and voice from the CSS ✓ % positive working conditions from the TELL survey	✓ Improved teacher and staff retention ✓ Decreased disproportionality in suspensions
Professional Deeper Learning (Teacher Backpack) Develop a professional learning system that provides common understanding of <i>deeper learning</i> and <i>deeper learners</i> constructs with clear exemplars to improve shared understanding districtwide. <i>V2020 2.1.1, 2.2.2</i> <i>CDIP 1, 14</i>	✓ % of teachers with professional learning experiences in deeper learning ✓ % of students with evidence of student success skills in their digital portfolio	✓ Increased number of teachers with microcredentials in personalizing instruction ✓ Increase quality exhibitions and defense across schools
Transformed Instructional Core Implement an aligned instructional core (i.e., standards, curriculum, instruction, and assessment frameworks, and grading practices) and professional development system to create deeper learning experiences for all students. <i>V2020 2.1.1, 2.2.2</i> <i>CDIP 1</i>	✓ % of school staff trained in deeper learning strategies ✓ % teachers implementing deeper learning experiences measured by observations ✓ Passing rates in gateway courses (e.g., English I, Algebra I) measured through grades	✓ Improved literacy and numeracy skills and growth ✓ Increased quality of work in student digital portfolios
Family Engagement Improve outreach so families can have more access points to engage in their students' educational experiences. <i>V2020 3.2.1, 3.2.2, 3.4.4</i> <i>CDIP 23</i>	✓ % parental login to digital portfolio platform and parent portal ✓ % satisfaction, sense of belonging, and engagement from the CSS	✓ Increased student attendance ✓ Increased transition readiness ✓ Reduced chronic absenteeism
High Performing Teams Provide learning opportunities for educators to learn together, plan, and reflect upon and improve professional practice. <i>V2020 2.1.3, 2.2.1, 2.2.4</i> <i>CDIP 16, 18</i>	✓ % positive teacher and school leadership items on TELL ✓ % sense of belonging, engagement, satisfaction from the CSS	✓ Increased teacher retention ✓ Increased minority teacher retention

Vision 2020 in Action: ORGANIZATIONAL COHERENCE

GOALS:

- Systems, work, and funding function equitably for students, families, and the community from preschool through high school.
- The infrastructure and supports are in place necessary to promote deeper learning practices, provide equitable access to systems, and engage students and families effectively.

Actions	Process/Short-Term Metrics*	Long-Term Outcomes*
Coherent Systems and Processes Implement common performance management practices, processes, and routines focused on (1) reviewing current data related to strategic goals, (2) defining actions that will improve data to meet goals and (3) conducting systematic reviews of district corrective action plans. V2020 1.1.6, 1.1.7, 3.2.3 CDIP 6, 7, 10, 17	<ul style="list-style-type: none"> ✓ Regular cycle of review of strategies/targets and gap to goal analysis at Cabinet meeting, school leadership team meeting, and Board meeting as demonstrated by agenda/minutes. ✓ % central office satisfaction ratings 	<ul style="list-style-type: none"> ✓ Improved district star ratings on state accountability ✓ Reduced number of CSI/TSI schools ✓ Removal of corrective action status. ✓ Renewed accreditation status
Racial Equity Policy Implement JCPS Racial Equity Policy and monitor plans districtwide. V2020 1.1.7, 3.1.3 CDIP 11, 25	<ul style="list-style-type: none"> ✓ % central office department and schools implementing at least one strategy for achieving and maintaining racial educational equity, aligned with the system-wide plan as evidenced by the Equity Scorecard metrics 	<ul style="list-style-type: none"> ✓ Reduced disproportionality in behavior referrals, suspensions, and ECE placements ✓ Reduced achievement gaps through increased proficiency and growth in literacy and numeracy among students of color
School Redesign and Innovation Support turnaround efforts to implement evidence-based and innovative systems of support V2020 1.1.3, 1.1.7, 3.3.2 CDIP 2	<ul style="list-style-type: none"> ✓ % funding for CSI/TSI schools 	<ul style="list-style-type: none"> ✓ Improved school star ratings on state accountability ✓ Reduced CSI/TSI schools
Improved School Supports Equitably align resource allocation with strategic priorities for physical, instructional, and human resource infrastructure in ways that meet student learning needs. V2020 3.1.4, 3.2.2, 3.2.3, 3.2.4, 3.3.1 CDIP 19, 21, 26	<ul style="list-style-type: none"> ✓ % instructional and non-instructional school staffing ✓ % NBCT in the classroom ✓ % of schools in High Growth category in literacy and numeracy (MAP) ✓ % of schools in High Achievement category in literacy and numeracy (MAP) 	<ul style="list-style-type: none"> ✓ Improved teacher and staff retention ✓ Improved literacy and numeracy skills
Modernized Facilities Plan Develop a facilities planning process to address the most critical three-year consumer and renovation needs. V2020 1.1.7, 3.1.1, 3.1.2 CDIP 8, 27	<ul style="list-style-type: none"> ✓ % funding for facilities needs identified in facilities plan 	<ul style="list-style-type: none"> ✓ Improved facility conditions and efficient utilization of facility capacity ✓ Increased early childhood centers ✓ Increased new buildings

School Choice Plan Clarify, restructure, and expand choice programs to better meet student and family needs. V2020 3.3.2, 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5 CDIP 20	<ul style="list-style-type: none"> ✓ % satisfaction with schools ✓ Approved systems for application, evaluation, and monitoring of charters, alternative programs, and magnet programs. 	<ul style="list-style-type: none"> ✓ Accepted charter applications with high rubric scores. ✓ Positive performance metrics for charter schools ✓ Improved JCPS market share ✓ Improved quality of magnets
Louisville Promise Engage in a community-wide development of a system infrastructure to support each student in post-secondary success V2020 1.1.2, 1.1.7, 2.1.2, 3.2.1, 3.4.4 CDIP 22	<ul style="list-style-type: none"> ✓ Louisville Promise data analytics reports 	<ul style="list-style-type: none"> ✓ Improved college and career readiness ✓ Improved graduation ✓ Improved student transition into post-secondary

*bold indicates metrics/outcomes on performance scorecard