



THE

NEW

NOR

MAL

**LAUNCHING  
AUGUST  
15TH**

20  
18

155  
**EVERY  
SCHOOL**



101,  
**EVERY  
STUDENT**  
000

*Thank **you***  
for choosing to

Think differently.

Learn differently.

Teach differently.

**Create greatness.**

*Welcome to the*

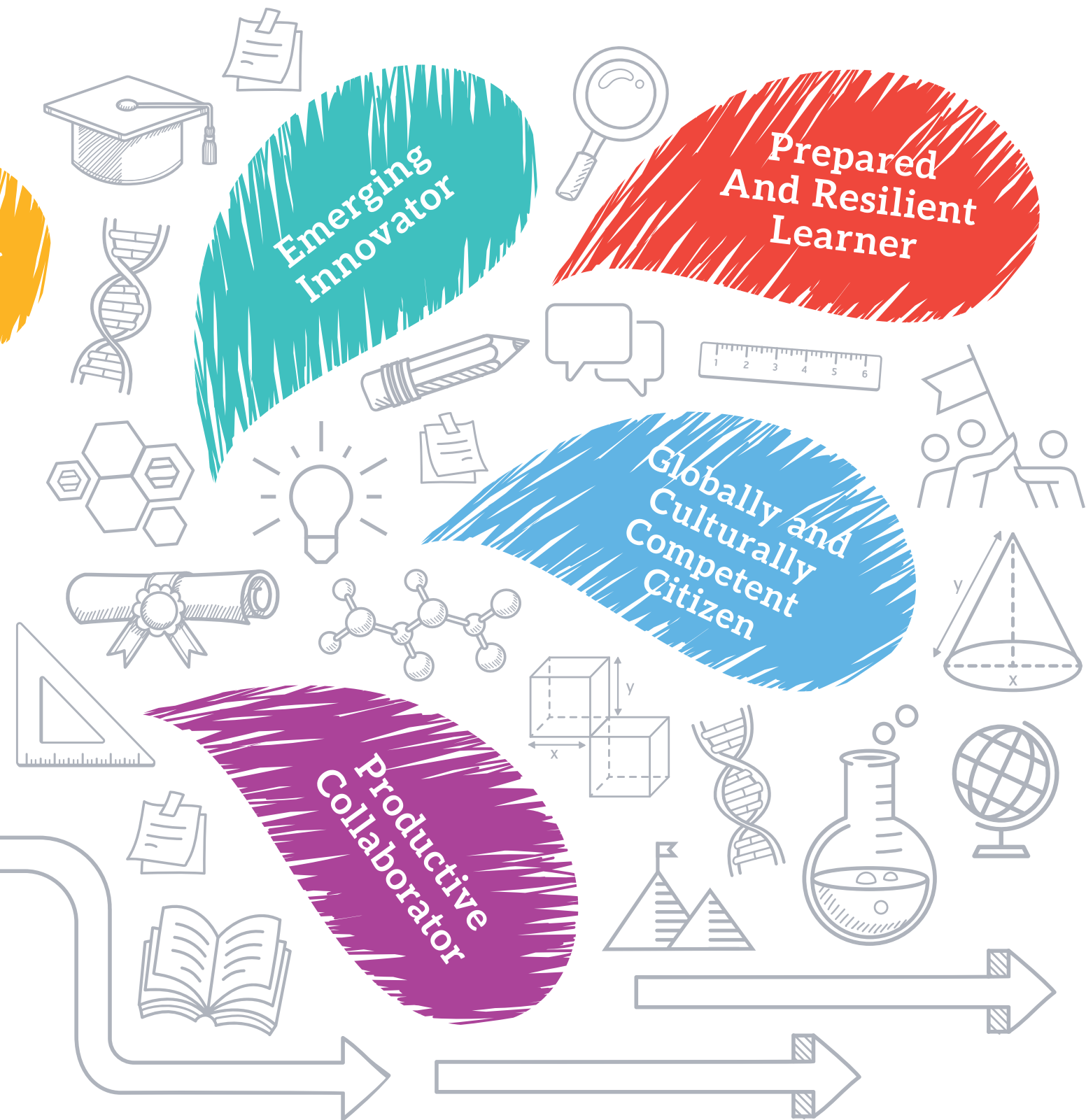


# Backpack *of* Success Skills



# Backpack of Success Skills







# INTRODUCTION





# WHAT IS IT?

The Backpack of Success Skills is a P-12 innovative educational initiative to ensure every single student within Jefferson County Public Schools receives an education in which academic achievement and personal development go hand-in-hand in order to empower students with the tools they need to be successful students, professionals and citizens of the world.

Our backpacks have 3 main compartments and ALL need to be cultivated through meaningful learning experiences in various content areas: —————>

## 3 MAIN COMPARTMENTS

1. Numeracy and Literacy Readiness Descriptors
2. The 5 Success Skills
3. School Signature Items (skills that might be especially important to your school)

# WHY NOW?

The Backpack of Success Skills is the result of ten months of taking a long, hard look at our data; acknowledging where we are; articulating where we need to be; and clearly designing a plan that ensures we increase learning and equip students with the skills they need to be successful in school and in life.

This initiative, developed with our educators and community partners, will be a national model, showing how a city can work together to provide equitable access and improved outcomes for every student—no matter what ZIP code he or she lives in or what school he or she attends.

When we started the process ten months ago, our data showed widening achievements gaps as well as reading and math proficiency rates on state and national tests that were unacceptable and clear evidence that many of our students were not ready for key transitions in their educational journeys. In a large school district with high student mobility, we had no way to track students' proficiency across the district and no way to make personalized instructional adjustments for struggling students during the school year. We only had state testing data from the previous school year, and each new school the student attended had to assess the student's current content knowledge. We were wasting precious time and finding out way too late if a child was behind. This was coupled with a lack of a district-wide instructional focus. In short, we were on a journey with no map. We needed an immediate and effective plan to build a firm foundation with a laser-like focus on literacy and numeracy—a plan that ensures all students will be actively engaged in their learning and ready for key educational transitions, all the while developing the critical skills they need to be successful after graduation.

# KEY BENEFITS

01

Transforms teaching and learning by changing instructional practice to support all students.

02

Students are at the center, taking an active role in their learning experiences and responsibility for deciding which artifacts best represent their development of content knowledge and Success Skills during each step of their JCPS journey.

03

Students are continually challenged to reflect upon their learning, set goals and create plans for on-going improvement.

04

In order to have the kind of evidence needed for their backpacks, ALL students must have the opportunity to take part in rich, meaningful learning experiences.

05

Aligned expectations from school to school and teacher to teacher for transition readiness.



# OUR GOAL

Every school will work with every student to develop a digital backpack that will track their progress from P-12 ensuring they attain key academic, cognitive, social, and self-management skills. This will ensure that every student is transition ready in:

+ Elementary School

+ High School


+ Middle School

+ College and Career



# WHAT IS A DIGITAL BACKPACK?





# A virtual space, or platform, where students will collect evidence of their JCPS Graduate Profile Success Skill development.

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## HOW DOES IT WORK?

Every JCPS student, beginning in kindergarten, will have a digital backpack in which he or she will collect evidence of their development and fill them with a variety of learning artifacts every step of the way. Artifacts will include student reflections of the learning experience, and will be “tagged” to the Success Skills that most closely align to the work.

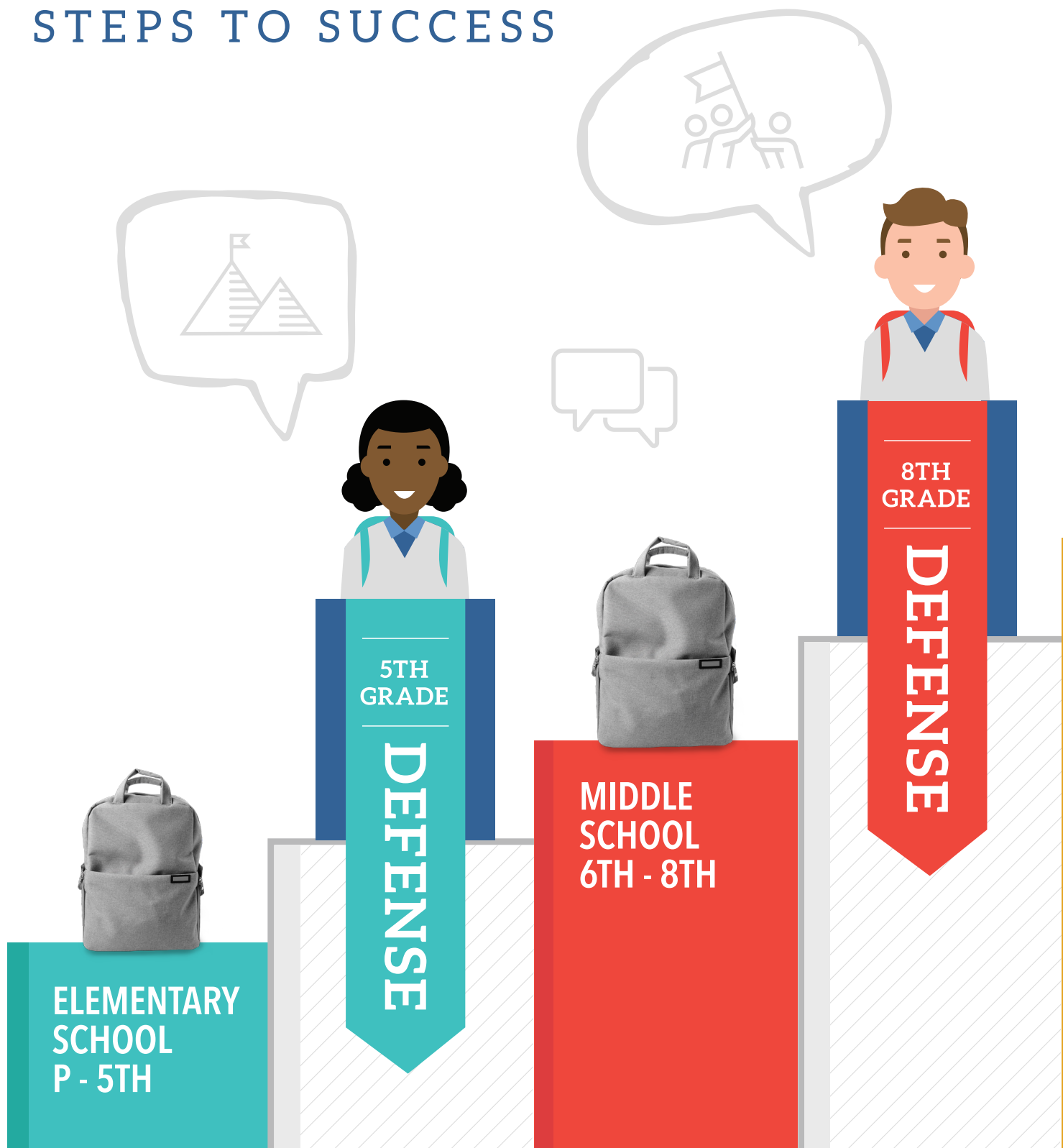
In addition, each student will be asked to defend his or her readiness at the key transition points of fifth grade, eighth grade, and graduation. Students will discuss and show their readiness to transition using evidence from their digital backpacks. Eventually, each student will have a link to his or her digital backpack that can be used to showcase his or her best work.

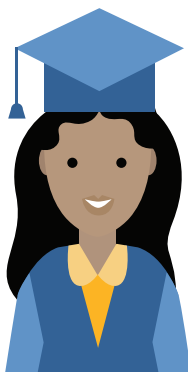
And, don't worry – there will be lots of training for the platform. We will make sure everyone knows how it works!

# P-12 LEARNING

# CONTINUUM

## STEPS TO SUCCESS





12TH  
GRADE

DEFENSE

HIGH  
SCHOOL  
9TH - 12TH

COLLEGE,  
CAREER  
& BEYOND

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# JCPS GRADUATE PROFILE:

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1. PREPARED & RESILIENT LEARNER

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2. GLOBALLY AND CULTURALLY COMPETENT CITIZEN

---

3. EMERGING INNOVATOR

---

4. EFFECTIVE COMMUNICATOR

---

5. PRODUCTIVE COLLABORATOR

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# 1

**Prepared  
and Resilient  
Learner**

## DEFINITION

1. Demonstrates knowledge of content skills and standards
2. Applies content knowledge to real world contexts and in interdisciplinary ways
3. Reflects on successes and challenges, and makes appropriate adjustments in order to meet academic, personal and professional goals
4. Employs organizational and project management skills to achieve academic, personal and professional growth
5. Sets personal goals for transition readiness, explores post-secondary options and takes actionable steps towards realizing both

# 1

## Prepared And Resilient Learner

### CASE STUDY 1A

#### Olmsted North Middle School – Soapbox Derby Car Project



Olmsted North's Soapbox Derby is a 6th grade cross-curricular project involving 200 students and 11 teachers (from science, math, LA, SS, ECE, ESL & engineering). Students were organized into teams of four, called pit crews. Each pit crew was assigned or chose a country to research and create presentations in SS and LA classes. In math and science, pit crews made scale models of their box car, then moved onto building with plywood. Over three days, pit crews built, painted and decorated their cars to represent their countries. Then, pit crews participated in a cultural fair. Using a scavenger hunt format, two pit crew members visited other teams to seek information, while the other two pit

crew members remained with the car to present. After a period of time, the pairs flipped, so all students presented and visited other teams. Races took place on the last two days of school. Each team chose one driver, two pushers, and a statistician. Data from our statisticians was compiled to be used in math and engineering courses for next year's 6th graders. Although this project could serve as evidence for multiple Success Skills, it provided students with many opportunities to grow as Prepared and Resilient Learners. Students had to demonstrate knowledge from multiple content areas, and had to apply that knowledge in multiple and interdisciplinary ways. They continually had to reflect when faced with challenges during the process. In addition, students had to manage their time effectively in order to complete the car on-time.

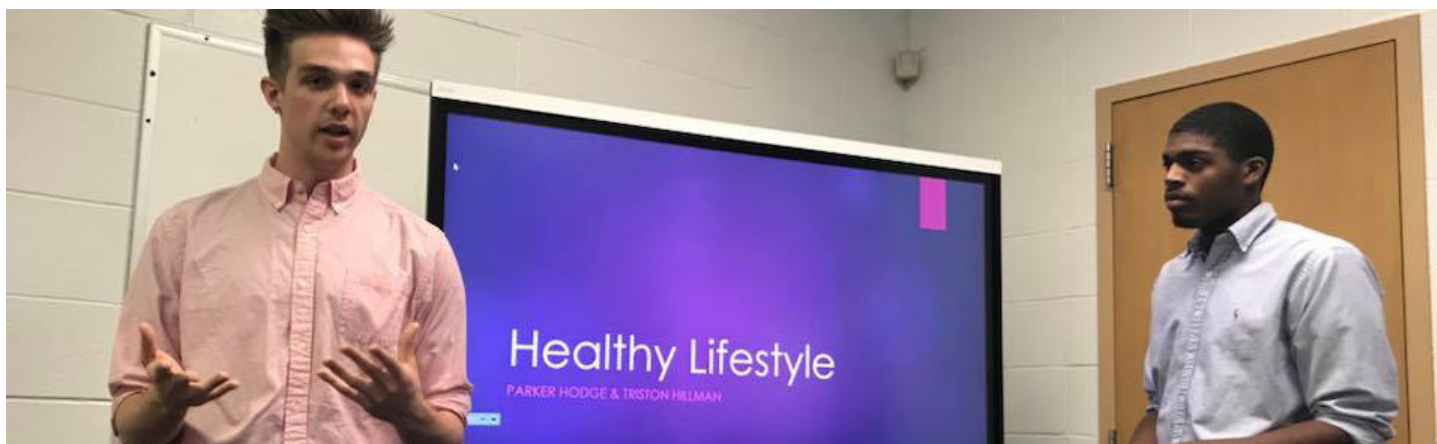
### REFERENCE LINKS\*

1. VIDEO - Olmsted North Students Build Soap Box Cars!
2. VIDEO - Project Introduction Video

\*JCPS will send digital PDF with hyperlinks.

## CASE STUDY 1B

### Graham Brown School – Student Advocacy Project



Ms. Elizabeth Todd Byron, a United States history teacher at the J. Graham Brown School, created an advocacy project designed to make civic engagement part of her senior students' everyday lifestyle. She challenged them to understand the issues in society and do something about them. She had them create a list of things they were passionate about, and then research their respective topics to fully educate and immerse themselves. Once up to speed, they visited the County Clerk's office and registered to vote. They were required to do 5 hours of advocacy work by submitting evidence and a reflection paper. The evidence was anything from a poster, website, photographs, signatures, essays, etc. Then Ms. Byron challenged her students to use their knowledge to educate the community on their civic issues. Some students chose to work at the school

level and teach lessons to younger children on topics like access to healthcare. Others took the project to a local level and held rallies or went to speak to politicians or business representatives about topics like DACA or comprehensive sex education. Others took the project to a global level by creating websites and social media pages for topics like mountaintop removal or positive body talk. In May, each senior was required to present their research to a panel and provide evidence of 5 hours of work on their passion civic project. The panel was comprised of faculty members, a junior student from the school, school administrators, and an outside local community member with a vested interest in the topic. This allowed students to share their work beyond the classroom and reach a live audience. This project engaged seniors to become life-long learners and build resiliency to understand how they fit into the larger world.

## REFERENCE LINKS\*

1. [VIDEO - J. Graham Brown School Student Advocacy Project: Amelia](#)

*\*JCPS will send digital PDF with hyperlinks.*

# 2

**Globally &  
Culturally  
Competent  
Citizen**

## — DEFINITION

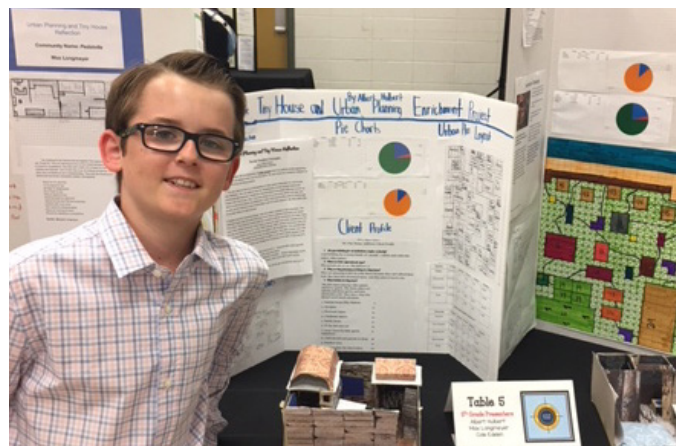
1. Explores community and global issues from the perspectives of those most impacted and creates actionable solutions
2. Employs democratic processes to come to decisions and solutions
3. Compassionate and empathetic toward others
4. Promotes a sense of belonging for others
5. Respects different cultures, perspectives and beliefs

# 2

## Globally and Culturally Competent Citizen

### CASE STUDY 2

### Dunn Elementary School - The Urban Planning Sustainability Project



Fourth and fifth-grade students shared their designs for Urban Planning and Sustainability to an authentic audience comprised of builders, mortgage lenders, bankers/loan officers, realtors, parents and a variety of educators from JCPS. At the beginning of the project, students learned about the history of urban sprawl and its impact on the environment. They explored their own global footprint by examining their carbon dioxide usage and consumption of our natural resources. Then students looked at ways to create a community that would reduce the negative

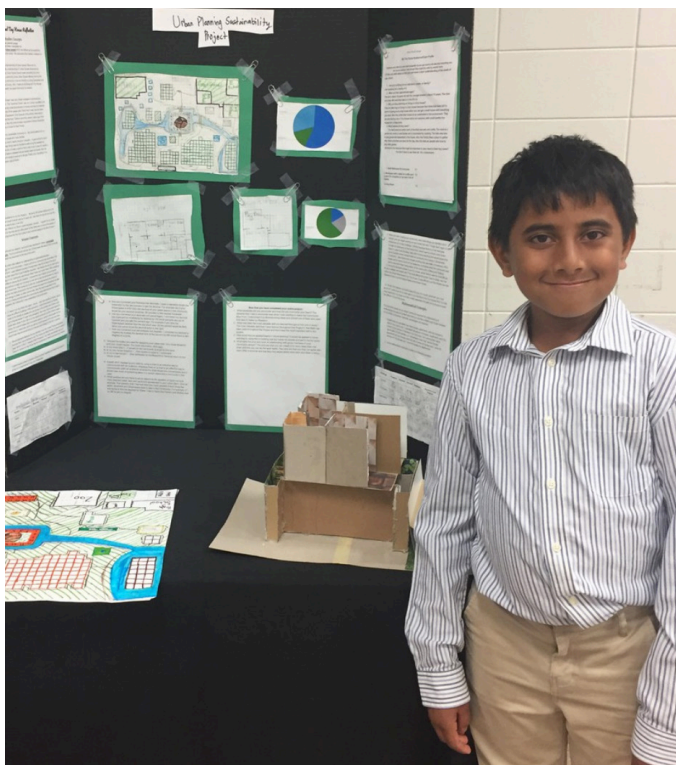
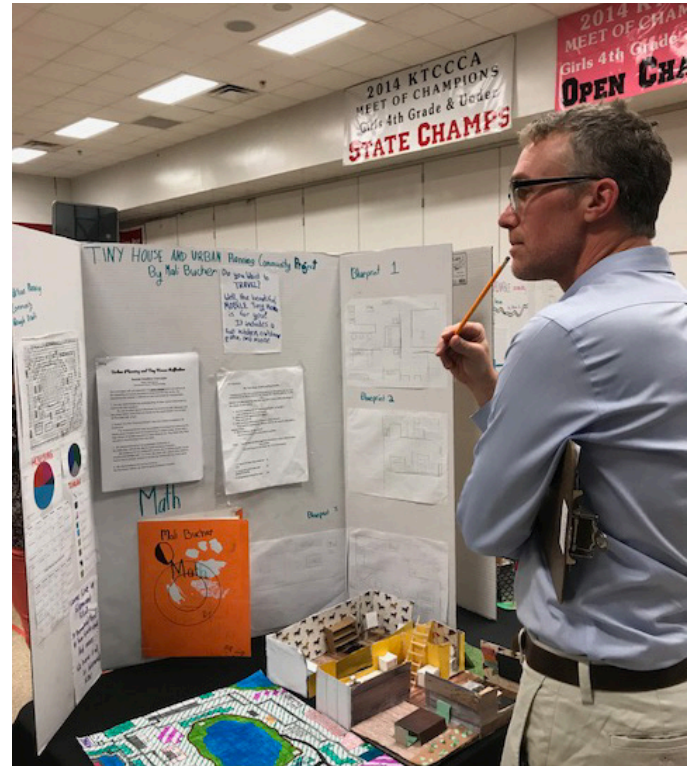
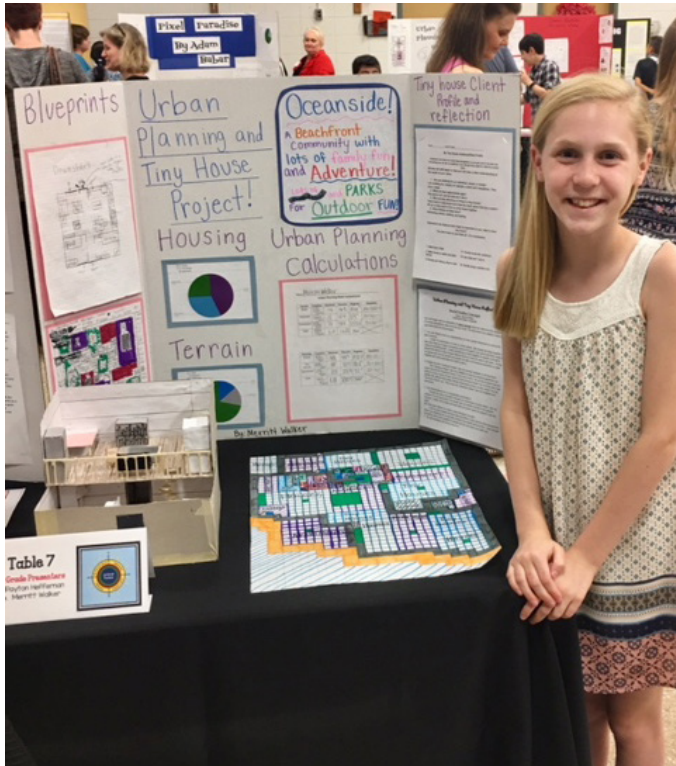
impact on the environment. Students considered environmentally friendly transportation, local food and businesses, and green energy sources in their community designs. Additionally, they learned about the practice of redlining and housing inequity that was created by discriminatory laws. They used this information to design their own communities that would provide equitable housing options to different economic demographics. When first created, the project aligned four math standards, and cross-curricular connections with ELA, science, social studies, music, and health/physical education. However, by the end of the project, students had engaged with more than half of all math content for both fourth and fifth grade. Additionally, they transitioned into sixth and seventh grade math content. In this case, math served the project, instead of the project serving the math. The Urban Planning Sustainability Project connected to every success skill in a student's backpack, but the students from Dunn developed and demonstrated compassion and empathy towards others, learned a great deal about different cultures, perspectives and beliefs. Students explored community issues and gained valuable perspectives while creating actionable solutions.

### REFERENCE LINKS\*

[1. CASE STUDY & VIDEOS - Dunn's Exhibition](#)

*\*JCPS will send digital PDF with hyperlinks.*





# 3

**Emerging  
Innovator**

## DEFINITION

1. Employs a sense of curiosity and inquiry; seeks to learn
2. Asks questions to extend, challenge and clarify the thinking of self and others
3. Applies a design process (e.g. research, ideation, modeling, prototyping and testing) to create new solutions, products and processes
4. Uses relevant information and feedback to continually improve solutions, products and processes
5. Takes appropriate risks, and makes adjustments based on successes and failures

# 3

## Emerging Innovator

### CASE STUDY 3A

#### Crosby Middle School - Invention Convention



Science teacher, Mr. Brian Dunkley, leads his sixth grade students to explore science, technology, engineering, and math (STEM) through an innovative day-long learning event called Invention Convention. Three months before the event, Mr. Dunkley and the teachers on his team help students conceive, design, build, advertise, and demonstrate an original invention, which they work on mostly at home. The steps students take to conceive and construct their inventions follow the same process that all inventors undertake. Before the students even consider ideas, he gives them a foundation in scientific methods, such as journaling, notetaking, and making observations—"all of those basic things a scientist needs to know to work in the

lab." To inspire creative ideas, he asks students to consider their problems and needs and those of their family and friends. For example, ideas for helping a disabled family member such as a lamp switch enhanced to help a grandparent with arthritis. Students research their ideas at the U.S. Patent and Trademark Office, make technical scale drawings, gather materials and build their inventions. On the day of the Invention Convention, students display their work in the school gym to over 1,000 people which helps to engage students in a personal discussion of the invention process. The Invention Convention certainly provides a sense of curiosity and the ability to innovate, as well as develops the skills to apply feedback to continually improve solutions.

### REFERENCE LINKS\*

[1. Crosby Middle - Invention Convention](#)

*\*JCPS will send digital PDF with hyperlinks.*



## CASE STUDY 3B

### Jeffersontown High School - Cardboard Boat Regatta

Jeffersontown High Schools students, in groups of 3-4, had 10 days to design, 15 days to build, and 2 days to finalize documentation and presentations for the CADD Boat Regatta event. Students had to build a boat, per specifications, from cardboard and duct tape that would not only float, but carry a passenger in a highly competitive race. After reviewing specifications, the students brainstormed and sketched ideas that would meet all of the requirements. Boats could not weigh more than 25 lbs., exceed 14" tall, or exceed 30 square feet in bottom surface. Once the students collaborated, negotiated, and agreed upon a boat design, they created a 3D model and analyzed it in Autodesk Inventor. Students transferred their 3D model and converted it into a set of dimensional construction drawings. Once the construction drawings were complete, students were given the material to build their design. During the build process, students documented any changes to their design. Once the construction of their boat was complete, and a set of as-built drawings were turned in, Senior CADD students inspected their boats to ensure they met specifications. If specifications were not met, students returned to the build area to make necessary revisions before the project due date. This project required students to demonstrate and practice safe work habits, apply terminology and concepts of parametric modeling and parametric sketches, and to demonstrate the ability to

apply and modify geometric constraints and dimensions. This rich and robust assignment touched many Success Skills, but students had to extend their knowledge and certainly apply a design process ranging from research, prototyping, and testing. Teams were continually improving solutions and creating new processes to achieve their desired outcome.



## REFERENCE LINKS\*

1. [Jeffersontown High Cardboard Boat Regatta 2018](#)

\*JCPS will send digital PDF with hyperlinks.

# 4

## Effective Communicator

## DEFINITION

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1. Uses appropriate conventions and evidence to convey ideas clearly in writing, verbally, digitally and visually
2. Adapts message to purpose and needs of the audience
3. Uses discipline-specific writing conventions, formats and vocabulary to communicate ideas
4. Uses technology effectively and responsibly

# 4

## Effective Communicator

### CASE STUDY 4

#### Olmsted South Middle School – YAG Poetry Project



Olmsted South's poetry project was the result of collaboration between Jennifer L. Wade Hesse, 6th Grade ELA teacher, and Jeannette Bahouth's non-profit, Young Authors' Greenhouse (YAG). Through this partnership, Olmsted established a Young Authors class to 50 students during the 2017-18 school year. The students were selected because of novice and apprentice writing scores. Each week, YAG and their volunteers (college students, retirees, professionals, stay-at-home moms) worked with the girls on a variety of writing pieces. The volunteers provided positive support and personal, collaborative feedback. They not only improved the writing skills of these young women, they transformed them into confident young authors! Forty-eight of the students will be published in an anthology. Four will also be published in an

anthology on women and violence later this year. Three of the students were selected to read their writing on stage at a sold-out concert featuring Jim James of My Morning Jacket. Teddy Abrams, of the Louisville Orchestra, was at that concert and contacted Jennifer about a song-writing seminar. The two musicians spent a week with the girls, and the result was posted online by JCPS and broadcast on the news. Each of the girls contributed lines and ideas from pieces they had written throughout the year. The partnership with Young Authors Greenhouse is a model of the success possible through bringing community partners into the classroom. They have offered our students choice in their writing, opportunities to collaborate and connect with the real world, and successfully share their work through presentation and publication with a large audience. Students had to talk with one another about their writing and provide feedback. In addition, they had to make sure their purpose and message was clearly communicated to their audiences in their writing pieces.

### REFERENCE LINKS\*

[1. Olmsted Academy South - Poetry & Music](#)

*\*JCPS will send digital PDF with hyperlinks.*





# 5

**Productive  
Collaborator**

## — DEFINITION

1. Works effectively with diverse groups to accomplish a common goal
2. Gives and receives meaningful feedback
3. Assumes personal responsibility for team outcomes
4. Actively listens to understand others' ideas and perspectives

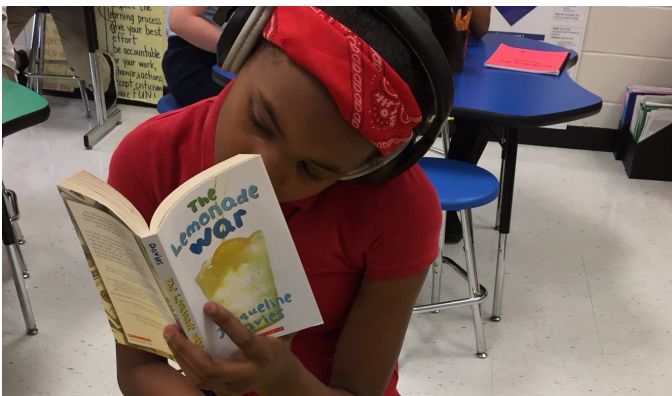


# 5

## Productive Collaborator

### CASE STUDY 5A

### Portland Elementary School – Lemonade Stand



Fifth-graders became young entrepreneurs through a joint venture with students from the University of Louisville's College of Business. Fifty Portland students learned about the many aspects of starting a business and applied what they learned through the establishment of a carefully planned lemonade stand. Throughout this project, students got to be on a college campus and gained many skills like setting goals, learning how to attract customers and making a sale. One especially emphasized and applied skill was collaboration. Students had to contribute, compromise and communicate throughout the entire process in order to best build and manage their business.

#### REFERENCE LINKS\*

1. VIDEO - [When life hands you lemons, make money!](#)
2. ARTICLE - [Lemonade Day Highlights](#)

\*JCPS will send digital PDF with hyperlinks.



## CASE STUDY 5B

### Waggener High School - Catapult Trajectory Activity



Students were required to research the origins of catapults and various historical and current models. Then they were challenged to construct a catapult with whatever materials they could find. Each team had to launch a golf ball as far as possible, high as possible, and hit a target. Students created a list of needs and assumed responsibility of various parts of the project. The group activity required students to brainstorm, sketch various items for construction and collectively agree on a design. Along the way, students had to apply the parabolic arch of their catapult and create a quadratic algorithm and graphs. The excitement of launch day provided great evidence of productive collaboration and deeper learning of the physics/science of catapult trajectories, velocity and quadratics.

### REFERENCE LINKS\*

[1. Catapult Competition - Waggener High](#)

*\*JCPS will send digital PDF with hyperlinks.*



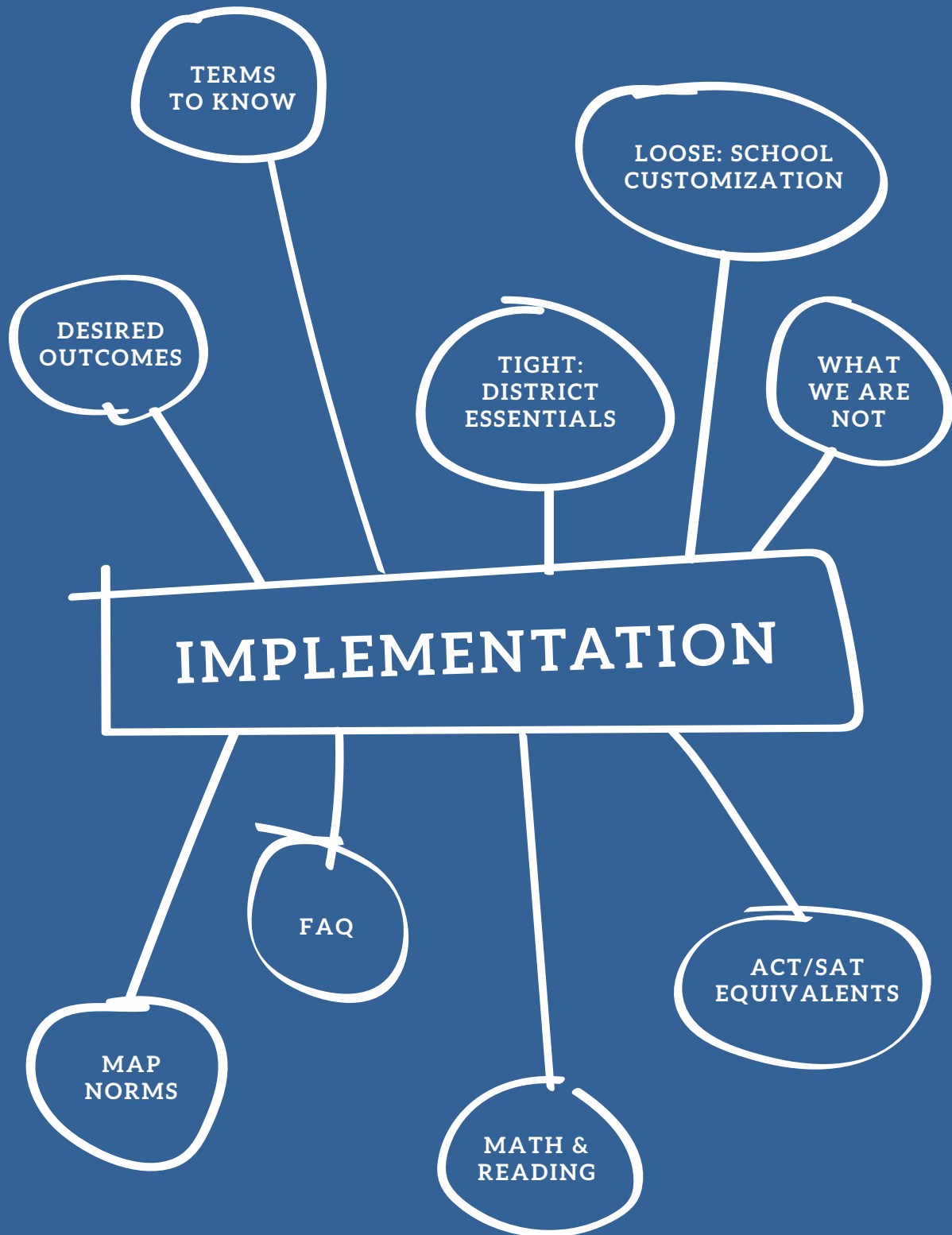






The best  
way to  
predict  
the future  
is to  
create it.

IMPLEMENTATION >





# TERMS TO KNOW

## JCPS Graduate Profile

A document outlining the knowledge and skills most essential for the success of our students.

## JCPS Digital Backpack

A virtual space, or platform, where students will collect evidence of their JCPS Graduate Profile Success Skill development.

## Defense

A presentation during which students discuss and show their readiness to transition using evidence from their JCPS digital backpacks. Specific evidence is required for all students as part of the Prepared and Resilient Learner category. Schools determine how defenses are structured to include the remaining four Success Skills. See the Tight/Loose chart for more details.

## Transition Readiness

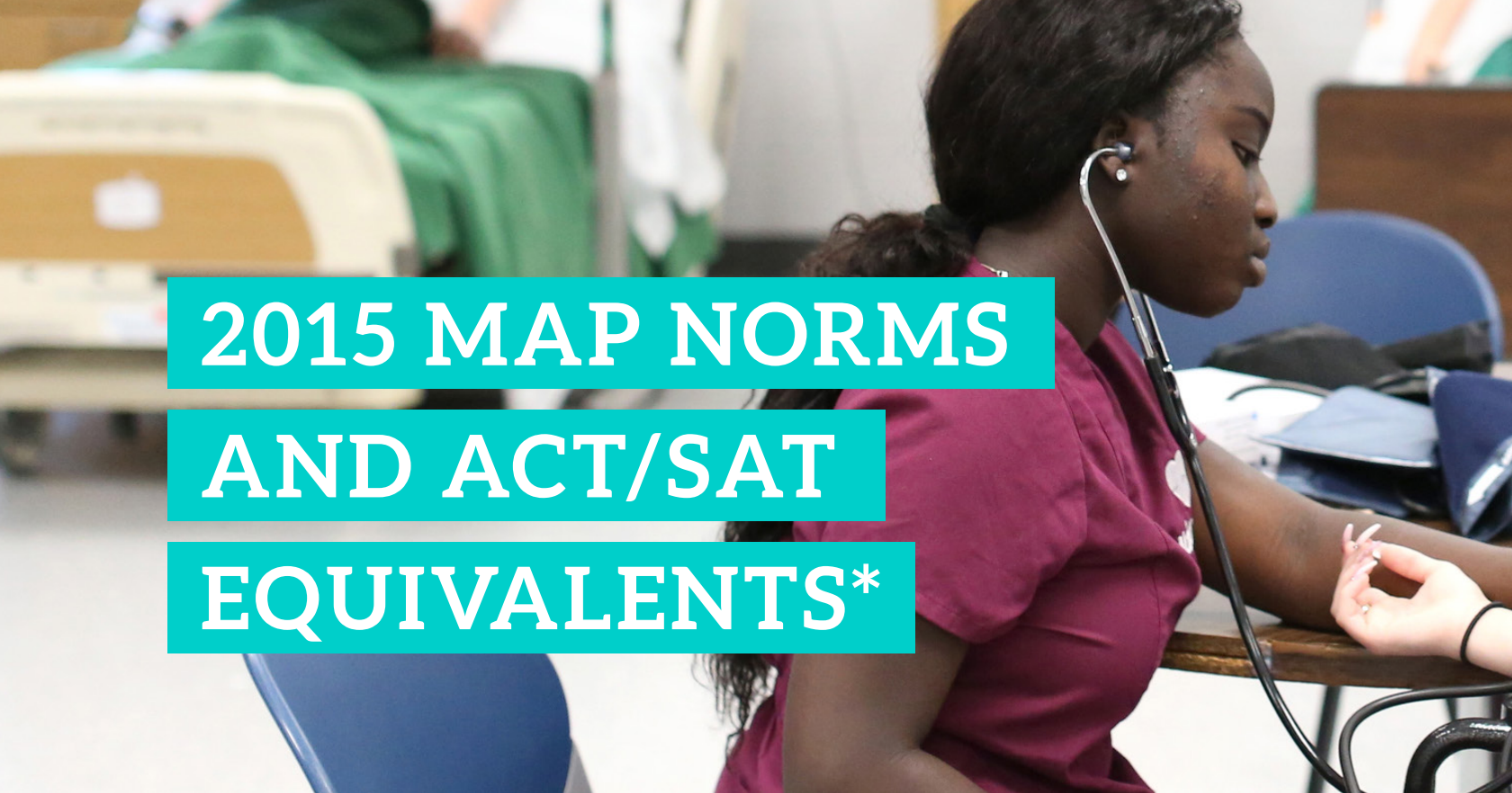
Our goal is for every student to be prepared so that he or she is successful. This means that he or she has quality evidence in his or her digital backpack for each of the five Success Skills. This includes artifacts representing application of content knowledge as well as the Success Skills. Ideally, every student will score at or above the national norm on standardized measures. NWEA MAP's 2015 spring grade level norms are provided in this document. For fall and winter norms, it is important to reference the full chart.

- In addition to the norms, it's also important to make note of each student's growth. If he or she is exceeding MAP growth goals, then they are growing more than what is typical for students like them. For example, if a student is currently behind the national norm, they will need to continue to exceed growth goals to reach their transition target. How long this will take depends on how far behind they are and how much more they are growing than their academic peers.
- In addition to the MAP spring norms included in this document, you will also find the spring norms aligned with ACT and SAT scores. It is important to note the difference in the spring RIT norms and the spring RIT scores needed to reach specific ACT/SAT scores. You can find additional information about the MAP links to college readiness in the MAP resource materials.
- Every student should make a year's growth in both math and reading every year. However, if the student is not on grade-level, it is essential that an acceleration plan be co-constructed by teacher(s), other staff members who work with the student, parent(s), as well as the student, that is clearly articulated and understood to ensure the child is progressing sufficiently toward grade level standards. This plan may require a multi-year effort that identifies core instructional strategies and progress monitoring to ensure the goal is met.
- It is also important to note that not achieving transition readiness does not automatically mean retention. Research repeatedly shows that retention is rarely effective. Instead, it is important that teachers work together to creatively plan their daily schedules to ensure every student is engaged every day in rich, meaningful learning personalized for his or her needs.

# TIGHT LOOSE

T: DISTRICT ESSENTIALS	L: SCHOOL CUSTOMIZATION
<p>All schools use the JCPS graduate profile.</p>	<p>Schools may choose to add a signature item representing a sixth Success Skill.</p>
<p>Every teacher designs learning experiences resulting in high quality evidence of Success Skills each year for every student.</p>	<p>Students strengths, interests, initiative, choices and relationships are used as assets in the design.</p> <p>Teachers may co-design experiences with students, community partners, teachers or others.</p> <p>The evidence of learning is owned by learners and the school community to ensure authenticity and day-to-day learning experiences.</p> <p>Schools should create and implement an ongoing process for formatively reviewing digital backpacks ensuring preparation is not left to the defense years.</p>
<p>Each student will add evidence of each Success Skill to his/her digital backpack each year.</p> <p>Student backpack evidence should also reflect knowledge and application of science, social studies, practical living and the arts in addition to literacy and numeracy.</p> <p>Student backpack evidence should reflect on-going revision and growth.</p>	<p>Students ultimately decide which evidence best represents each of the five Success Skills (in addition to what is required for the Prepared and Resilient Learner category.)</p> <p>An artifact may be used for more than one Success Skill or more than one content area.</p>
<p>Each student will present his/her progress toward the five Success Skills to demonstrate readiness to transition to middle school, high school and a successful post-secondary path in the form of a defense.</p> <p>This means each student will complete at least THREE transition ready defenses during his/her K-12 journey.</p>	<p>Schools determine when defenses take place in the transition years.</p>

T: DISTRICT ESSENTIALS	L: SCHOOL CUSTOMIZATION
<p>Student defenses must include the following:</p> <p>As evidence of being a Prepared and Resilient Learner:</p> <ol style="list-style-type: none"> <li>1. RIT and/or ACT/SAT scores for both reading and math</li> <li>2. Student generated goals and a thoughtful reflection specific to improving RIT and/or ACT/SAT scores. It is especially important to reflect on MAP growth goals. For example, is the student meeting or exceeding his growth goals? If not, what will help make sure this happens?</li> <li>3. At least one artifact for both literacy and numeracy demonstrating command of 5th, 8th or 12th grade ELA/MA standards.</li> </ol> <p>Student defenses must also include evidence and reflection for the remaining four Success Skills in addition to Prepared and Resilient Learner.</p> <p>Senior year/Graduation defenses must include, in addition to the items specified above, a post-secondary plan indicating the student is developing a viable post-secondary path. Evidence should include the following:</p> <ol style="list-style-type: none"> <li>1. Having met graduation requirements AND CCR benchmarks;</li> <li>2. College, military, specialized training or job application and/or acceptance letter;</li> <li>3. Scholarship application and/or award letters;</li> <li>4. Record of internship/s and/or apprenticeships;</li> <li>5. Any specialized certifications earned;</li> <li>6. Other evidence of post-secondary exploration, readiness and preparedness.</li> </ol> <p>The goal of the post-secondary plan is to ensure every student graduates with at least one viable option in place for a successful post-secondary transition and next step. It is important that students can actually show concrete evidence of a plan.</p>	<p>Schools should determine the contents of defenses in addition to the requirements at left.</p> <p>Schools determine structure and schedule for defenses.</p> <p>Schools determine how the remaining four Success Skills are represented and discussed during the defense.</p> <p>OPTIONS TO CONSIDER: You can find a defense, or Presentation of Learning, toolkit here. You can also find several short but very helpful videos here. However, these are only examples and are not the only possibilities.</p>
<p>Transition readiness is determined holistically for each student and should not be determined by a single artifact, data point or a single defense. All information about a student must be considered. This includes the digital collection of evidence representing Success Skills in a student's backpack, the defense as well as other important information indicative of a student's readiness for a successful transition.</p> <p>When a student is determined not to be transition ready, those working with the student should support the student in creating and implementing a plan to ensure readiness. See previous note regarding transition readiness.</p>	<p>Schools should determine how students will be supported in preparing for successful defenses.</p>
<p>Schools should create a clear rubric for determining transition readiness.</p>	<p>Schools design the process for allowing students to repeat defenses as necessary. The goal is success.</p>



# 2015 MAP NORMS AND ACT/SAT EQUIVALENTS\*

## MATHEMATICS

GRADE LEVEL	RIT NORM (Spring)	ACT>22 (RIT indicator)	ACT>24 (RIT indicator)	SAT>530
K	159.1			
1	180.8			
2	192.1			
3	203.4			
4	213.5			
5	221.4	226	230	225
6	225.3	232	237	232
7	228.6	238	243	237
8	230.9	243	248	241
9	233.4	246	252	243
10	232.4	249	255	244
11	235.0			
12				

*\*Norms will be revised in 2019*



# READING

GRADE LEVEL	RIT NORM (Spring)	ACT>22 (RIT indicator)	ACT>24 (RIT indicator)	SAT>530
K	158.1			
1	177.5			
2	188.7			
3	198.6			
4	205.9			
5	211.8	215	218	209
6	215.8	220	223	214
7	218.2	224	227	218
8	220.1	227	230	220
9	221.9	230	233	222
10	221.2	232	236	223
11	222.3			
12				





# DESIRED

# OUTCOMES

The digital backpack will allow us to check the academic pulse of students at multiple times throughout the year and provide interventions immediately for students who might not be meeting grade-level requirements or on track for key transitions. We will measure transition readiness for every student on a regular basis. We will clearly know when each student is equipped to move successfully from elementary to middle school, middle to high school, and from high school to college or career. We'll be able to measure our progress by reviewing backpack data, and we'll know we're successful when every student is creating high-quality artifacts, reaching academic growth targets, and graduating with at least one plan under way leading to a successful postsecondary transition, which will in turn lead to higher student proficiency rates on state and National Assessment of Educational Progress assessments.

Every student is engaged every day in rich, meaningful learning personalized to his or her individual needs.

Every student is equipped for a successful transition to middle, high and postsecondary.

We will have an unprecedented focus on literacy and numeracy, and as result, we will see clear growth for every student in reading and math reflected on both state and national assessments.

Every student graduates with at least one plan underway leading to a successful postsecondary next step.

# WHAT WE ARE NOT

- + Making decisions for students' futures based on any single factor or data point.
- + Reserving deeper learning experiences for only students who are considered to be on level.
- + Continuing to promote the Industrial Age one-size-fits-all approach to school.
- + Valuing any productive postsecondary path over another.
- + Allowing students to graduate without providing evidence of a postsecondary plan being in the works.
- + Defining student success by academics alone.
- + Allowing standards for quality student work to be left to chance.

# FAQ

**Q: What is the roll out time-table?**

A: We expect all students in grades 5, 8 and 12 to defend their readiness to make successful transitions during the 2018-19 school year. Every teacher is expected to design learning experiences resulting in high quality evidence of Success Skills each year for every student. Although students may not have as many artifacts to choose from for transition defenses this first year of implementation, they should have evidence of the application of several Success Skills and content areas. In addition, all students will have MAP scores for Reading and Math, K-11. Seniors will have ACT scores in these areas.

**Q: Will we give this time to work?**

A: Yes. This is a transformational initiative that will positively impact every student's educational experience. The goal is to transform teaching and learning in the school district in a way that will drastically improve student achievement and eliminate achievement gaps.

**Q: What will happen when students transfer to different schools?**

A: All students will have a digital backpack that can be accessed no matter where the student is in school. If a student transfers to another school within the district, his or her backpack will transfer as well. Teachers will be able to quickly see where a student is in the development of his or her Success Skills and what needs to happen to ensure he or she continues to make progress toward transition readiness.

**Q: What if a child can't demonstrate readiness? What happens when a student doesn't defend well or they can't prove they are ready to transition?**

A: Transition readiness is determined holistically for each student and should not be determined by a single artifact, data point or a single defense. All information about a student must be considered. This includes the digital collection of evidence representing Success Skills in a student's backpack,

the defense as well as other important information indicative of a student's readiness for a successful transition. When a student is determined not to be transition ready, those working with the student should support the student in creating and implementing a plan to ensure readiness.

**Q: How do we address Equity Issues?**

A: We believe the Backpack of Success Skills provides a tremendous lever for Equity. In order to grow in each of the Success Skills, all students must be engaged through meaningful learning experiences and will be expected to show evidence of their learning and growth in each of the five Success Skills. Additionally, each student should make at least one year's worth of progress in both reading and math as measured by MAP. If a student is not on grade-level, it is essential that an acceleration plan be co-constructed by teacher(s), other staff members who work with the student, parent(s), and the student, that is clearly articulated and understood to ensure the child is progressing sufficiently toward grade level standards. This plan may require a multi-year effort that identifies core instructional strategies and progress monitoring to ensure the goal is met.

**Q: How will we ensure consistent quality and expectations from school to school in the kinds of artifacts students produce?**

A: Differences in expectations from school to school and from teacher to teacher will require continuous attention and support in order for this initiative to have the impact we believe is possible. Although schools have choice in some aspects of the Backpack of Success Skills implementation, it is important to note that there are clear expectations for the kind of evidence students must provide to support their development as a Prepared and Resilient Learner. In addition, we have provided our schools with criteria for quality work and a quality work protocol. We know the effort to ensure consistency in the kind and quality of work that students are expected to produce will require ongoing collaboration to make sure all teachers hold students to the same high standards district-wide.

**Q: How do we define what success looks like?**

A: We will know we have been successful when every student is able to demonstrate that he or she is transition ready by providing quality artifacts as evidence to support that he or she is equipped with the five Success Skills at each of the key transition points. In addition, every student will graduate with at least one viable option in place for a successful postsecondary transition evidenced by the required components of the postsecondary plan.

**Q: How will school administrators be held accountable to deliver on the objective?**

A: Principals will be asked to report each year on the number of students who are transition ready at the key transition points (elementary to middle, middle to high and high school to college and/or career) as well as the number of students at each level who are ON TRACK to be transition ready at those key transition points.

**Q: How will we train teachers?**

A: Many ongoing opportunities are available for teachers including support from district resource teachers to a wide variety of sessions to support the Backpack of Success Skills initiative at the Deeper Learning Symposium. In addition, schools have the opportunity to work directly with groups who specialize in deeper learning such as the Buck Institute for Education, Envisions and others. Extensive support will be provided so that principals, teachers, students and others are able to understand how to use the digital backpack platform. Also, our district will provide intensive, ongoing support for principals and teachers in learning to use MAP to personalize learning for each student.



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**Be so invested in your craft that you don't have time to listen to the naysayers. No time for negativity. You're too busy creating the future.**

**Your work, leadership, and mission are too important to allow others to define your destiny.**



**No matter what anyone says, just show up and do the work.**

**If no one even notices you, just show up and do the work.**

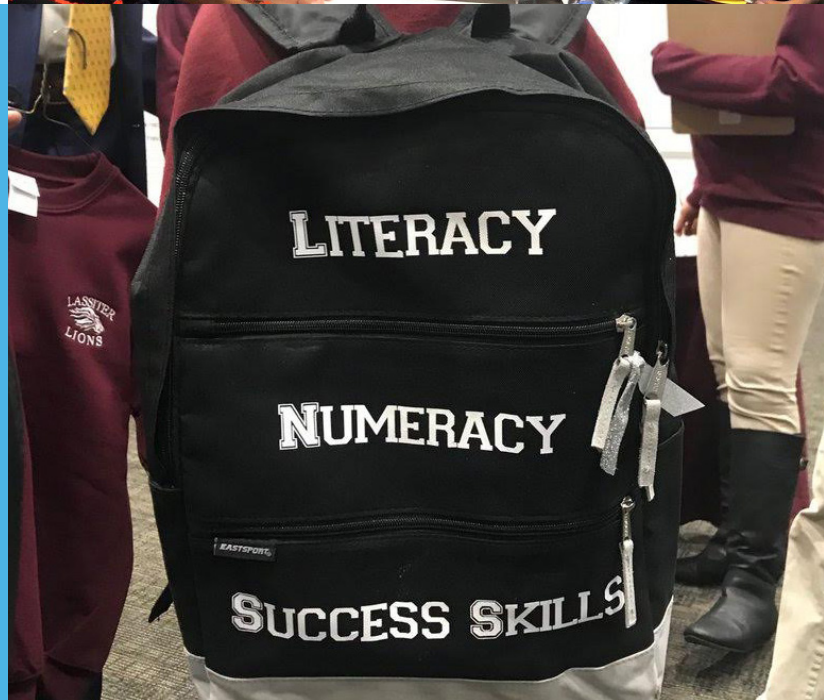
**If they praise you, show up and do the work.**

**Just keep showing up, doing the work, and leading the way.**

**If they criticize you, show up and do the work.**







**Show up.  
Do the work.  
You'll be glad you did.  
True grit leads to true success."**

- Jon Gordon, *The Power of Positive Leadership* (2017)

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**Lead with passion.  
Fuel up with optimism.  
Have faith.  
Power up with love.  
Maintain hope.  
Be stubborn.  
Fight the good fight.  
Refuse to give up.  
Ignore the critics.  
Believe in the impossible.**





# Backpack *of* Success Skills

JEFFERSON COUNTY PUBLIC SCHOOLS