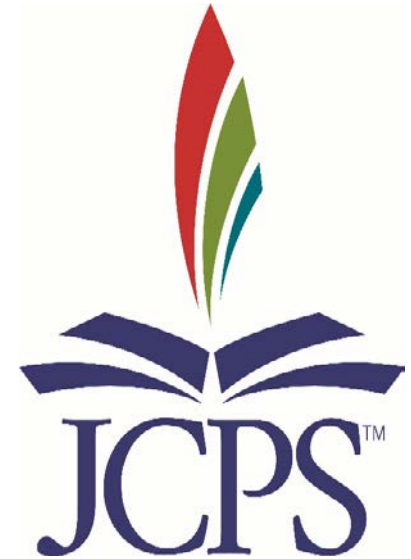
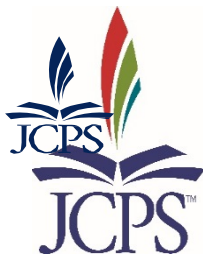


JCPS Final Corrective Action Plan



*Kentucky Board of Education Meeting
October 2, 2018*

Be the Best We Have Ever Been



Vision 2020: Three Pillars

Backpack of
Success Skills

Culture
& Climate

Racial Equity



Big *Shifts*

- Backpack of Success Skills
- Racial Equity Policy
- Transform Instructional Core
- Transition Readiness
- Accelerated Improvement Schools
- Modernize Facilities



Backpack of Success Skills

Process/Short-term Metrics

- % students with evidence of success skills in their digital backpack
- % classrooms implementing and meeting high-quality deeper learning principles
- % students meeting literacy and numeracy benchmarks as measured by MAP

Long Term Outcomes

- Improved literacy and numeracy skills
- Increased college and career readiness rates
- Increased graduation rate
- Improved NAEP scores



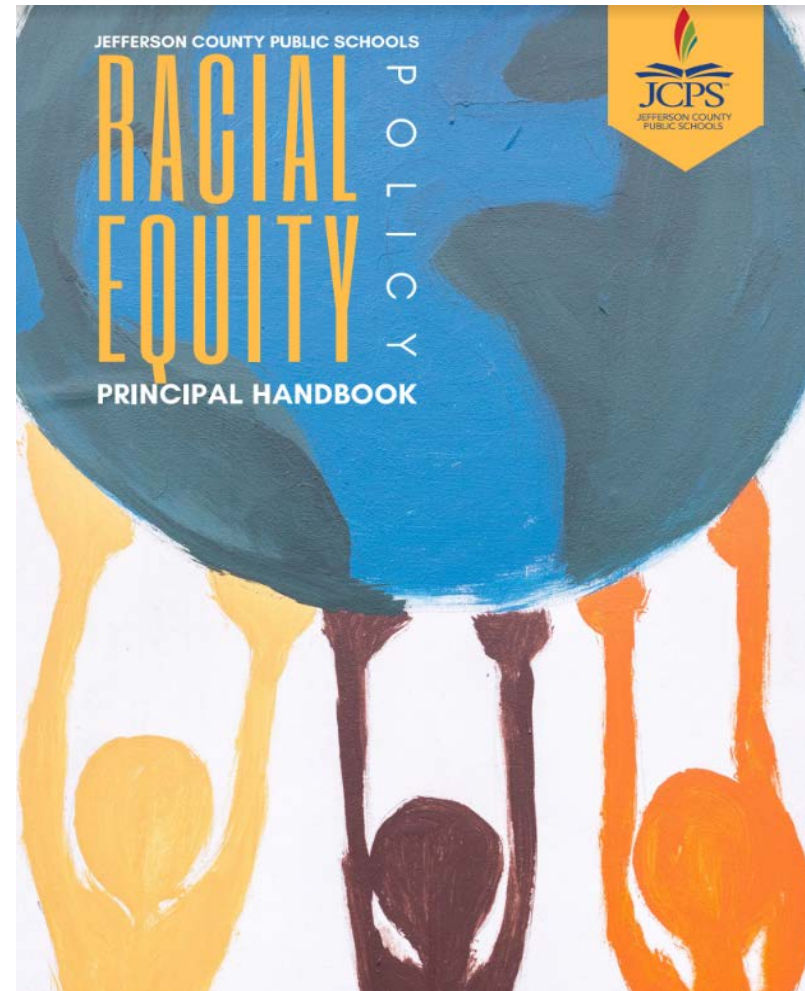
Racial Equity Policy

Process/Short-term Metrics

- Increased enrichment opportunities for students of color
- % central office and schools implementing at least one strategy for achieving and maintaining racial educational equity as evidenced by the Equity Scorecard metrics
- % staff trained in PD grounded in racial equity

Long Term Outcomes

- Reduced disproportionality behavior referrals, suspensions, and ECE placements
- Reduced achievement gaps through increased proficiency and growth in literacy and numeracy among students of color
- # students of color identified for gifted/talented program



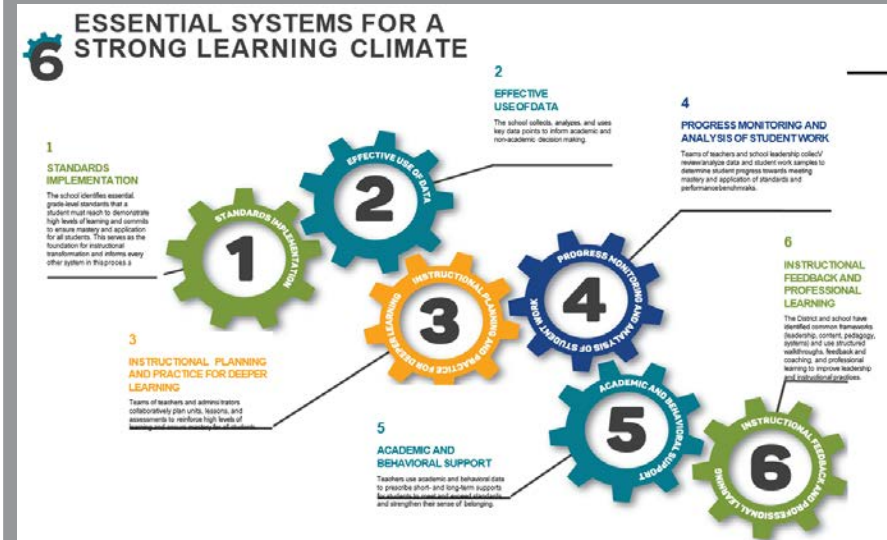
Transform Instructional Core

Process/Short-term Metrics

- % educators trained in deeper learning strategies
- % educators implementing deeper learning experiences measured by observations
- Passing rates in gateway courses (e.g. English I, Algebra I) measured by grades
- Schools implementing 6 systems with fidelity

Long Term Outcomes

- Improved literacy and numeracy skills and growth
- Increased transition readiness
- Increased quality of work in student digital backpack



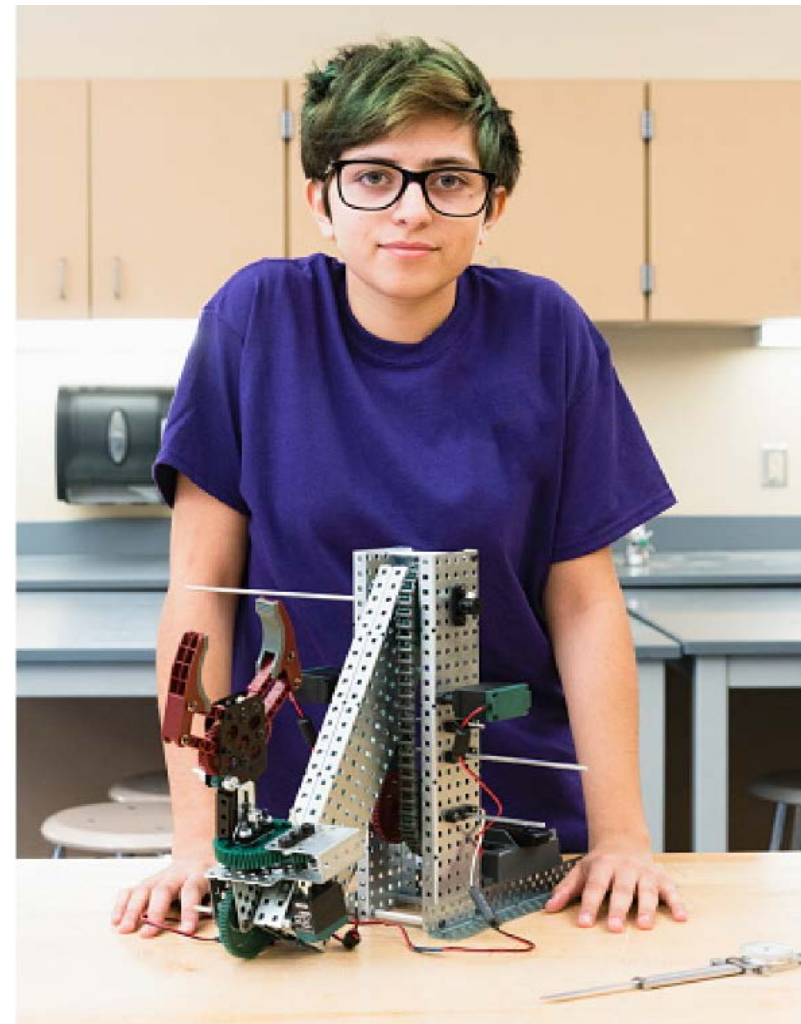
Transition Readiness

Process/Short-term Metrics

- % of 5th, 8th, and 12th grade students meeting defense/capstone requirements
- % of students on track to graduate
- % Kindergarten ready (BRIGANCE)
- % of students participating in extended learning
- % meeting growth on MAP in literacy and numeracy

Long Term Outcomes

- Decreased 9th grade dropout rates
- Increased transition ready
- Increased graduation rate
- Increased college and career readiness rates



Accelerated Improvement Schools

Process/Short-term Metrics

- % funding for CSI and TSI schools

Long Term Outcomes

- Improved school ratings on state accountability
- Reduced number of CSI and TSI schools



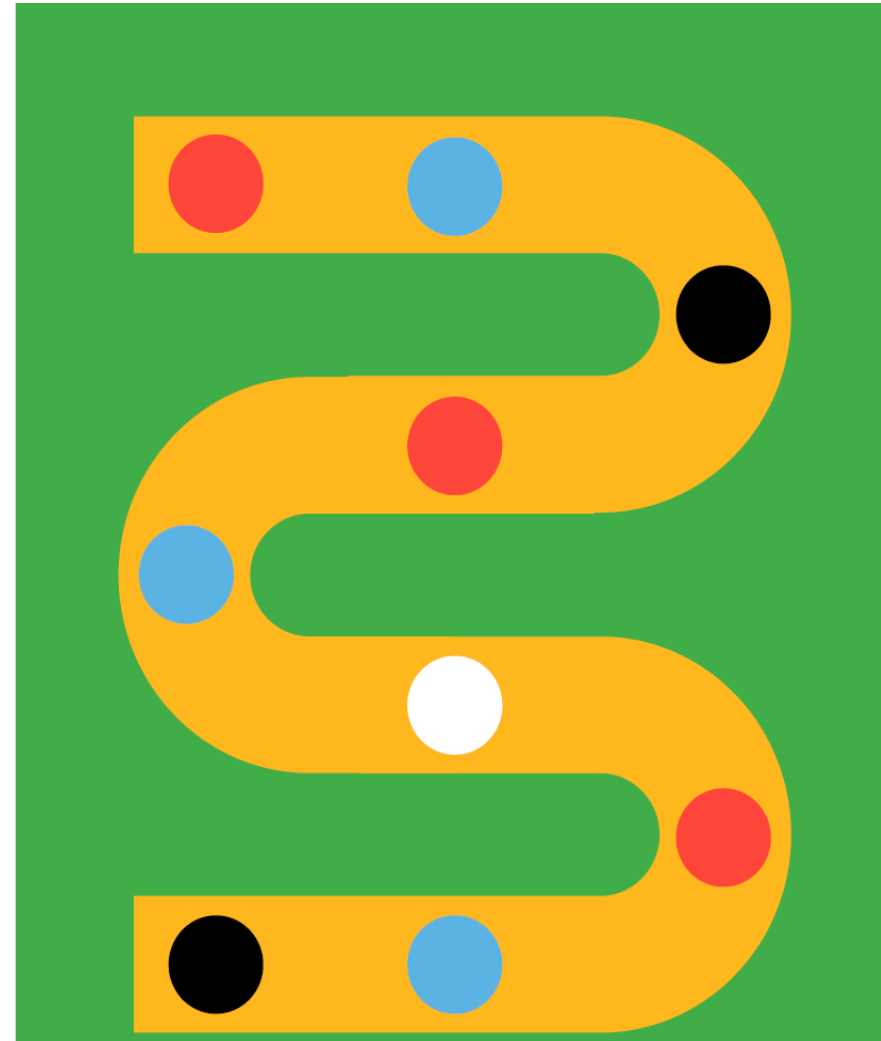
Modernize d Facilities

Process/Short-term Metrics

- % spending on critical maintenance needs

Long Term Outcomes

- Improved facility conditions index for quartile 4 schools
- Increased early childhood centers
- Increased new school buildings



Corrective Action Plan Areas

- Planning
- Instructional Management
- IDEA
- Career & Technical Education (CTE)
- Early Childhood
- Safe Crisis Management (SCM)
- Finance (District and School)
- Personnel Management
- Operations



System-wide CAP Actions

- Created district-wide protocol for documenting, reviewing, and making improvements to systems and processes
- Established initial monthly meetings with KDE staff to monitor progress on CAP
- Shared leadership team meeting schedules for SCM, Early Childhood, Instructional Cabinet and Cabinet with KDE contacts
- Identified accountability and oversight process



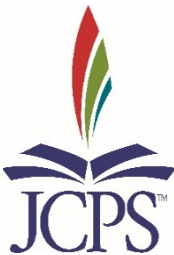
Planning

- Implementing common leadership meeting protocol (C1)
- Reflecting on school progress in implementing three pillars (E3)
- Reviewing actions and key metrics for Vision 2020 (B3)



Instructional Management

- Implementing visits to all schools to check on implementation of three pillars and provide feedback (B1)
- Develop and begin to implement school and district level racial equity plans (A2)
- Identify, provide, and track central office support to schools (C2)



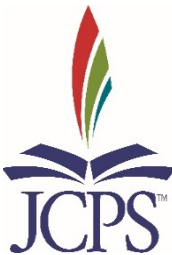
IDEA

- Approved Chief of Exceptional Childhood Education position (A5)
- Completed recent KDE monitoring visit and will incorporate recommendations within CAP actions (A3)
- Separated responsibilities of staff serving the regional special education cooperative (I1)
- Initiated placing designated ECE resource staff in every school (A5)



Career & Technical Education

- Participated in KDE training (D1)
- Reviewed master schedules and pathways with each principal (C2)
- Scheduled regular data reviews to check on data accuracy, provide support, and increase accountability (B1)



Early Childhood

- Shared leadership team meeting schedules with KDE contacts (A3)
- Improved playground issues (B2)
- Worked with KDE staff to get clarity on immunization and enrollment requirements (B2)
- Increased accountability and oversight (B2)



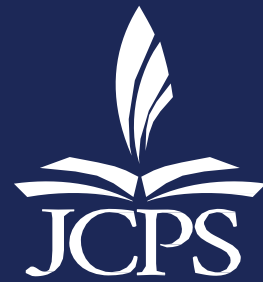
Next Steps

- Developing process by which to share policy and procedures identified in settlement agreement are shared with KDE before board approval
- Share progress updates at Kentucky Board of Education meetings
- Add quarterly reports to Jefferson County Board of Education planning calendar
- Weekly progress reports in Cabinet meetings



Commitment to doing things the right way





#WeAreJCPS