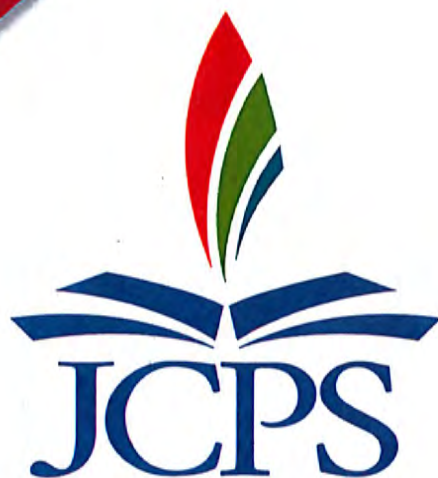


JEFFERSON COUNTY PUBLIC SCHOOLS

VISION 2020

EXCELLENCE
With EQUITY



Learning, Growth, and Development
Increasing Capacity and Improving Culture
Improving Infrastructure and Integrating Systems

Vision

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

Mission

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

Core Values

- **Caring**—All JCPS children are nurtured as if they are our own.
- **Equity**—All students receive an education that gives them what they need to thrive through differentiated supports focused on removing social factors as a predictor of success.
- **Excellence**—Empowering people to lead, create, and innovate is essential to creating a culture of excellence.
- **Respect**—All students, staff, and families are treated with dignity and respect as members of a safe and welcoming learning community.
- **Individuality**—Children learn differently and require personalized approaches to learning.
- **Diversity**—Our diversity is a strength—differences of each are assets of the whole.
- **Opportunity**—Effective teaching is the most powerful tool for engaging and motivating students to reach their full potential.
- **Creativity**—The abilities to create, innovate, and solve challenging problems are critical skills for educators and children to develop and employ in teaching and learning.
- **Collaboration**—Relationships, cooperation, and partnerships among students, staff, families, and community are fundamental to the success of our students.
- **Stewardship**—Adults model integrity, respect, and responsibility through mindful stewardship of talents, resources, and time.

Overview:

Focus Areas and Goals



Learning, Growth, and Development

- Deeper Learning



Increasing Capacity and Improving Culture

- Professional Capacity in Teachers and Leaders
- High-Performing Teams



Improving Infrastructure and Integrating Systems

- Infrastructure Improvements
- Communications, Engagement, and Access to Information
- Technology for Learning and Operations
- Access to Public School Choice



Focus Area:

Learning, Growth, and Development

Goal: Deeper Learning

Each student will progress toward mastery of both academic standards and the development of capacities and dispositions necessary for success in college, career, community, and life.



Strategies

Strategy 1.1.1

Adopt a broader definition of learning: Align teaching strategies, assessments, and rigorous learning opportunities that promote student mastery of academic knowledge and the development of the capacities (e.g., creativity, critical thinking, self-regulation) and dispositions (e.g., persistence, empathy, responsibility) necessary for success in life.

Strategy 1.1.2

Personalize learning: Design personalized and engaging learning environments and experiences in all content areas for each student to facilitate mastery of academic standards and the development of learner capacities and dispositions.

Strategy 1.1.3

Provide equitable access: Develop and improve systems and practices to recognize student strengths and to provide equitable access to engaging learning opportunities, supports, and resources.

Strategy 1.1.4

Reduce, revise, and refine assessments: Develop a balanced district- and school-level assessment system, in collaboration with teachers, that is grounded in the broader definition of student learning that: mandates fewer and broader assessments; builds teacher capacity in assessment literacy, including the development and use of formative, authentic, and project- and performance-based assessments; and reduces reliance on standardized, multiple-choice tests.

Strategy 1.1.5

Improve student literacy: Develop and implement a comprehensive strategy focused on early intervention that has as its goal that **all Primary Program students are reading on grade level by the end of the third grade** and that students struggling with literacy beyond the third grade in elementary school, middle school, and high school make progress toward reading and writing proficiency, to include: improved reading and writing instruction using research- or evidence-based strategies and best practices, extended learning, and strategies to increase educational stability and continuity of supports for highly mobile students.

Strategy 1.1.6

Strengthen early childhood education: To significantly increase kindergarten readiness, create a comprehensive early childhood education plan that addresses the improvement and expansion of JCPS programs; recruitment, retention, and professional development of educators; expansion of summer kindergarten readiness camps; community partnerships; and communications, support, and outreach to parents and caregivers.

Strategy 1.1.7

Eliminate achievement, learning, and opportunity gaps: Establish the elimination of gaps in educational outcomes for students as a fundamental objective of the district. This objective is to be pursued through the development and implementation of research- or evidence-based strategies and best practices at the district, school, and classroom levels, including differentiated resources and targeted strategies to increase student success, such as the Males of Color Initiative and the Closing Minority Gaps Through AP Enrollment and Support Program.

►Targets

1. **High school graduation:** Increase the Four-Year Adjusted Cohort Graduation Rate from 79.0 percent in 2015 to 93.0 percent in 2020.
2. **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.
3. **Capacities and dispositions:** Increase the percentage of students demonstrating the capacities and dispositions necessary for success in life (Definitions and measures to be developed in 2015-16. Base-line 2016-17*).

►Leading Indicators

1. **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.
2. **Novice reduction:** Meet the KDE annual delivery targets for decreasing the percentage of Gap students scoring Novice in reading and math.
3. **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.
4. **Kindergarten readiness:** Increase the percentage of students identified as kindergarten-ready from 47.9 percent in fall 2015 to 77 percent in 2020.
5. **Primary grade reading:** Increase the percentage of students reading on grade level in all Primary grades, kindergarten through grade three.
6. **Third-grade reading proficiency:** Increase the percentage of students scoring Proficient or higher in reading from 47.0 percent in 2015 to 74.0 percent in 2020.
7. **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.
8. **Equitable outcomes:** Increase the percentage of students in underrepresented demographic groups who receive a score of 3 or better on AP tests.
9. **Priority Schools:** Reduce the number of schools that are identified as Priority Schools by the KDE.



Focus Area: Increasing Capacity and Improving Culture

Goal: Professional Capacity in Teachers and Leaders

Increase the capacity of our professional school staff to create engaging, rigorous learning opportunities for students to progress in academic achievement and the development of the learner capacities and dispositions necessary for success in life.



Strategies

Strategy 2.1.1

Personalize deeper learning: Implement the Educator Growth System (EGS) with integrity across the district to increase educator capacity to provide personalized instruction and to engage students in deeper learning aligned with the curriculum.

Strategy 2.1.2

Cultivate growth mindset: Use research- or evidence-based strategies and best practices to increase the capacity of teachers, staff, and school leaders to create a growth mindset in each student and recognize student strengths.

Strategy 2.1.3

Improve culture and climate: Use research- or evidence-based strategies and best practices to improve district, school, and classroom culture and climate to ensure that all students and staff work and learn in a safe, respectful, and equitable environment.

►Targets

1. **Effective Educators:** Increase the percentage of students who have access to effective educators (Definitions and measures to be developed in 2015-16. Baseline 2016-17).
2. **Capacities/Dispositions:** Increase the percentage of educators exhibiting the professional capacity to implement the integration of teaching, assessment, and learning opportunities in Learning Strategy 1.1.1 (Definitions and measures to be developed in 2015-16. Baseline 2016-17*).

► Leading Indicators

1. **Professional responsibilities:** Increase the average rating on the Professional Responsibilities and Classroom Environment scales on Professional Growth Effectiveness System (PGES) classroom observations.
2. **Personalized learning:** Increase the percentage of students with positive responses to the personalization questions on the Comprehensive School Survey (CSS).
3. **Culture and climate:** Definitions and measures for this indicator to be developed in 2015-16. Baseline 2016-17.
4. **Behavior and discipline:** Definitions and measures for this indicator to be developed in 2015-16. Baseline 2016-17.
5. **Family involvement:** Increase family involvement with students who have multiple behavioral referrals.

Goal: High-Performing Teams and Professional Learning Communities

Develop a culture of high-performing teams throughout the district that fosters collaboration, innovation, creativity, and continuous improvement. Such teams include Professional Learning Communities (PLCs) as well as teams across all sectors of the district and school operations.

Strategies

Strategy 2.2.1

Define high-performing teams: Define a districtwide way of working in high-performing teams, developed in collaboration with certified and classified staff and school and district leaders, that creates a common aspiration for the collegial, mutually accountable accomplishment of goals.

Strategy 2.2.2

Build capacity of PLCs: Improve professional practice and design deeper learning opportunities through PLCs that lead to shared ownership of student success.

Strategy 2.2.3

Increase and deepen professional learning: Provide time and professional learning opportunities for certified staff and classified staff to learn together, plan, and reflect upon and improve professional practice so that employees are equipped and empowered to function as high-performing teams.

Strategy 2.2.4

Develop leaders: Provide research- or evidence-based strategies and best practice leadership-development opportunities and meaningful, actionable feedback to school and district staff to create a large cadre of effective leaders and peer coaches.

►Targets

1. **Effective teams:** Increase the number of teams within and across divisions that exhibit characteristics of organizational effectiveness (Definitions and measures to be developed in 2015-16. Baseline 2016-17).
2. **Effective PLCs:** Increase the average effectiveness rating of PLCs.
3. **Effective leaders:** Increase the number of school and district staff who can lead teams in improving performance (Definitions and measures to be developed in 2015-16. Baseline 2016-17).

► Leading Indicators

1. **Time and professional development:** Increase the average ratings on Teaching, Empowering, Leading and Learning (TELL) survey time and professional-development (PD) measures.
2. **High-performing teams:** Increase the percentage of JCPS staff who report that they belong to a high-performing team (Baseline 2016-17).
3. **Team goals and roles:** Increase the percentage of staff who can clearly articulate team goals as well as their role in contributing to team goals (Baseline 2016-17).



Focus Area: Improving Infrastructure and Integrating Systems

Goal: Infrastructure Improvements

Improve and sustain infrastructures—physical, instructional, and human resources—essential to providing safe, resourced, supported, and equipped schools.



Strategies

Strategy 3.1.1

Improve physical infrastructure: Create a comprehensive needs assessment and five-year strategic infrastructure plan that identifies the current state of the district's infrastructure, projects the long-term needs aligned with strategic priorities, and prioritizes investment and implementation, taking into account safety, equity, impact on student learning, impact on system performance, and available funding.

Strategy 3.1.2

Improve instructional infrastructure: Develop and implement a transparent and accessible districtwide plan to address school needs for instructional resources and district supports that differentiates for individual school needs, identifies the funding required, and prioritizes implementation based on equity, adequacy, and needs, including the needs of students making transitions from one school setting to another.

Strategy 3.1.3

Improve human resources infrastructure: Develop and implement a responsive, time-sensitive educator recruitment and placement process in order to: identify, hire, and assign teachers and administrators with the capacities, skills, and dispositions necessary for effective teaching and learning; 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.

Strategy 3.1.4

Ensure responsible stewardship of resources: Based on comprehensive needs assessments, determine the necessary funding to improve adequate and equitable infrastructures using a systematic review of current expenditures for performance optimization, opportunities for cost containment, and maximizing impact on student learning.

►Targets

1. **Physical infrastructure:** Increase the percentage of physical resources that meet industry standards (Definitions and measures to be developed in 2015-16. Baseline 2016-17).
2. **Instructional infrastructure:** Increase percentage of the allocation of instructional resources and district supports that are distributed based on identified student need (Definitions and measures to be developed in 2015-16. Baseline 2016-17).
3. **Human resources:** Increase the percentage of highly qualified and effective school and district educators who meet the diverse needs of students (Definitions and measures to be developed in 2015-16. Baseline 2016-17).
4. **Human resources:** Maintain a pool of qualified teacher applicants who are racial and/or ethnic minorities at or above 200 by 2020.
5. **Teacher hiring:** Increase the percentage of educators hired by the district who are racial and/or ethnic minorities from 15.9 percent in 2015 to 25.0 percent in 2020.

►Leading Indicators

1. **Strategic infrastructure plan:** Develop and present to the Board the comprehensive needs assessment and five-year strategic infrastructure plan.
2. **Instructional infrastructure plan:** Develop and present to the Board the districtwide plan to address school needs for instructional resources and district supports.
3. **Early hires:** Increase the number of early hires, particularly for high-need or difficult-to-fill positions, based on trend data for vacancies and attrition.

Goal: Communications, Engagement, and Access to Information

Improve communication systems and expand access to JCPS information and responsive services by using technology and world-class best practices to build and strengthen relationships with families, stakeholders, and the community.



Strategies

Strategy 3.2.1

Engage with families: Invite parents and caregivers to participate in the life of their child's school and the educational growth of their child through a process of meaningful and mutual communication and engagement focused on improving the learning environment and experiences at school and at home.

Strategy 3.2.2

Improve and standardize external systems: Develop and implement clear, transparent processes and communications protocols to increase reach to and improve access by all stakeholders, including:

- Creating a 311 system as a single point of entry to handle all inquiries;
- Developing customer-service training and protocols for frontline employees; and
- Creating a new JCPS website and information applications for mobile devices.

Strategy 3.2.3

Improve and standardize internal systems: Create a standardized process for requesting services from Central Office departments, leading to increased efficiency.

Strategy 3.2.4

Listen and respond to stakeholders: Develop and implement regular, systemic processes and structures to identify, understand, and respond to stakeholder needs.

►Targets

1. **Customer satisfaction**—Increase internal and external customer satisfaction as measured through feedback surveys (Definitions and measures to be developed in 2015-16. Baseline 2016-17).
2. **Access to information**—Increase the number of stakeholders accessing information across all communication modalities (Definitions and measures to be developed in 2015-16. Baseline 2016-17).

►Leading Indicators

1. **Parent/Caregiver satisfaction:** Increase parent/caregiver satisfaction as measured through feedback surveys.
2. **Employee training:** Increase the percentage of staff who interact with parents, families, and the public who receive customer service training.
3. **Issue resolution:** Increase the percentage of service issues that are satisfactorily resolved.
4. **Response time:** Reduce average response time for the satisfactory resolution of service issues.

Goal: Technology for Learning and Operations

Continue to maintain, standardize, and deploy modern technology across JCPS to educate all students with twenty-first-century skills and to support student success and efficient operations.

Strategies

Strategy 3.3.1

Create a technology road map: Create a three-year strategic technology road map that defines and clearly communicates the technology foundation and the vision, leadership, and support needed in order for JCPS to achieve its academic and operational goals.

Strategy 3.3.2

Harness innovation: Develop and implement an innovation mechanism that creates and leverages public-private innovation partnerships by which new technologies will be tested, evaluated, and shared by an Innovation Team made up of a core group of school technology coordinators (STCs), administrators, classroom teachers, and students.

Strategy 3.3.3

Optimize technology usage: Enhance technology infrastructure to facilitate the adoption of new and emerging technologies to educate our students with twenty-first-century skills, provide a foundation for personalized learning, remove barriers to learning, and ensure equitable access to technology-enhanced learning opportunities.

►Targets

1. **Technology usage for teaching and learning:** Increase access to and use of up-to-date technology by teachers and students (Definitions and measures to be developed in 2015-16. Baseline 2016-17).
2. **Student learning:** Increase the percentage of students who demonstrate mastery on key twenty-first-century skills (Definitions and measures to be developed in 2015-16. Baseline 2016-17).

► Leading Indicators

1. **Teacher training:** Increase the percentage of teachers who are trained in the effective use of technology to improve teaching and learning.
2. **Return on investment:** Increase the efficiency of systems and related cost-savings through the improved use of technology.

Goal: Access to Public School Choice

Pursue values of parent choice and diversity by expanding access to our public choice system and increasing participation using technology and world-class best practices.

Strategies

Strategy 3.4.1

Improve communications: Develop, implement, and refine clear, transparent processes and communications protocols using consumer intelligence and market analysis, including a school choice predictability tool, so that families understand their options and choices.

Strategy 3.4.2

Improve processes: Develop and implement an easily understood school application and selection process.

Strategy 3.4.3

Provide customer-service training: Develop and implement customer-service training and protocols for employees based on identified customer needs.

Strategy 3.4.4

Empower families: Develop and implement a customer-friendly communications and outreach plan designed to empower all families and caregivers to actively participate in the JCPS school choice system.

Strategy 3.4.5

Reduce student mobility: Provide greater stability and educational continuity by creating a logistics and communications plan to enable more students whose families move during the school year to remain at their current school.

►Targets

1. Increase the percentage of families who understand and access the JCPS choice system as measured by parent/caregiver feedback (Definitions and measures to be developed in 2015-16. Baseline 2016-17).
2. Increase the percentage of families whose students are in the Non-Duplicated Gap Group (African American, Hispanic, Native American, With Disability, Free and Reduced-Price Meals, Limited English Proficiency) who understand and access the JCPS choice system (Definitions and measures to be developed in 2015-16. Baseline 2016-17).

3. Increase the percentage of kindergarten applications submitted during the initial application period from 57 percent for the 2015-16 school year to 65 percent for the 2017-18 school year.

►Leading Indicators

1. **Employee training:** Increase the percentage of staff who interact with parents, families, and the public who receive customer service training.
2. **Parent/Caregiver satisfaction:** Increase parent/caregiver satisfaction as measured through feedback surveys (2016-17 baseline).
3. **Student mobility:** Reduce the number of students whose families experience high residential mobility who are enrolled in a new school when their families move during the school year.

***A Note Regarding Deeper Learning and Professional Capacities**

JCPS is embarking on a truly significant reframing of what we expect students to know and do. Developing 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, Data Management, teachers, principals, 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, PD, 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.

VISION 2020 IN ACTION

Dear community members,

As a leading school district, Jefferson County Public Schools (JCPS) provides transformative learning opportunities to more than 100,000 students across Louisville. Together, we aim to inspire, uplift, and enable our students to reach their greatest potential in an ever-changing world.

I am very proud to present *Vision 2020 In Action*, a detailed plan that outlines our district's path to success over the next two years. *Vision 2020 In Action* identifies the transformative work happening within our district. We are creating a new standard of excellence, which enables all of us at JCPS to be the BEST we have ever been.

All of our schools share an unwavering focus on three key pillars that are collectively earning JCPS national recognition for our innovative approaches to education. The core work includes 1) ensuring students are learning as evidenced by their Backpack of Success Skills, 2) elevating our focus on equity by implementing the newly adopted Racial Equity Policy, and 3) continuing our laser focus on a healthy and positive school Culture and Climate so that all students and staff feel a true sense of belonging. In total, this plan details 17 action steps we are implementing to reach our goal of seeing every JCPS student graduate transition-ready and inspired to reach his or her full potential.

Whether you're a JCPS parent or a member of our business community ready to volunteer your time, talent, or resources to help close opportunity gaps for students, I hope you'll join me as we launch *Vision 2020 In Action*. By working together, we'll continue growing successful, thoughtful, and responsible citizens we all want for our community.

Thank you for sharing our vision for unparalleled success and boundless opportunity for every single one of our students.



-Dr. Marty Pollio

Dr. Marty Pollio
Superintendent
Jefferson County Public Schools

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Learning

Goal

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.

*Action***Backpack of Success Skills**

Identify, implement, and support Backpack of Success Skills:

(1) What do students need to be able to do? (2) What experiences will get them there? (3) How will they demonstrate skills?

Process/Short-Term Metrics

% of students with evidence of success skills in their digital portfolio
 % of classrooms implementing and meeting high-quality deeper learning principles
 % of students meeting literacy and numeracy benchmarks as measured by Measures of Academic Progress (MAP)

Long-Term Outcomes

Improved literacy and numeracy skills
 Increased college- and career-readiness rates
 Increased graduation rate
 Improved National Assessment of Educational Progress (NAEP) scores



*Action***Transition-Readiness Continuum**

Define and monitor transition-readiness of critical skills needed at key points in student development; provide various supports for students who are not transition-ready, including extended learning time.

Process/Short-Term Metrics

- % of fifth, eighth, and twelfth 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 ninth grade dropout rate
- Increased transition-readiness rate
- Increased graduation rate
- Increased college- and career-readiness rate
- Increased college-going rate



Action

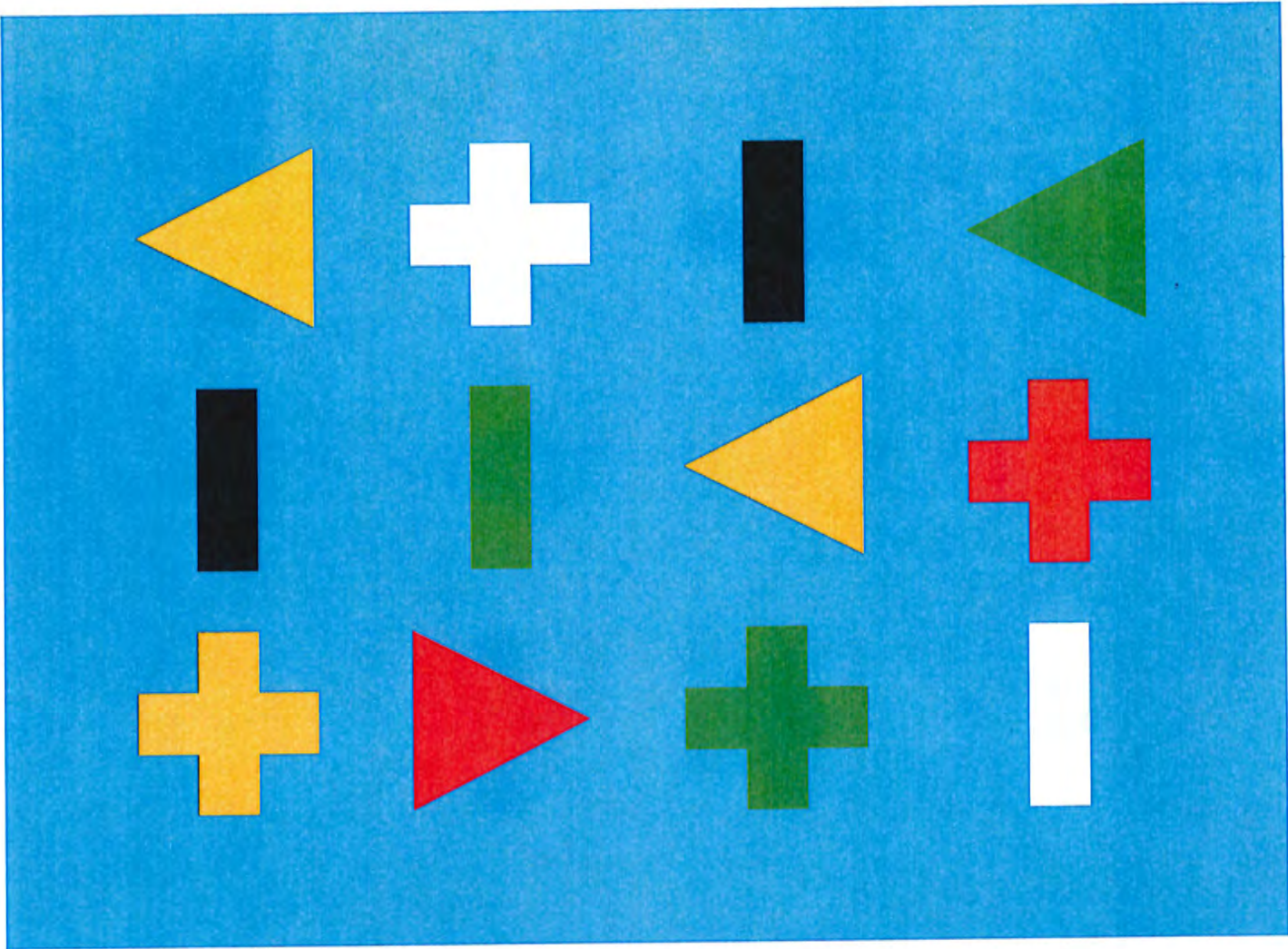
Authentic Assessment System
 Meaningfully assess student learning, and provide feedback throughout the school year to adjust instruction and interventions to meet the needs of each student.

Process/Short-Term Metrics

- % of educators trained in assessment literacy
- % of educators adjusting instruction based on formative assessment data
- % of student engagement on Comprehensive School Survey (CSS)
- % of schools implementing multiple demonstrations of learning

Long-Term Outcomes

- Increased student-led conferences presenting goals, work, and assessment outcomes
- Increased quality of work in student digital portfolios
- Increased transition-readiness rate



Action

Personalized and Engaging Learning Environments

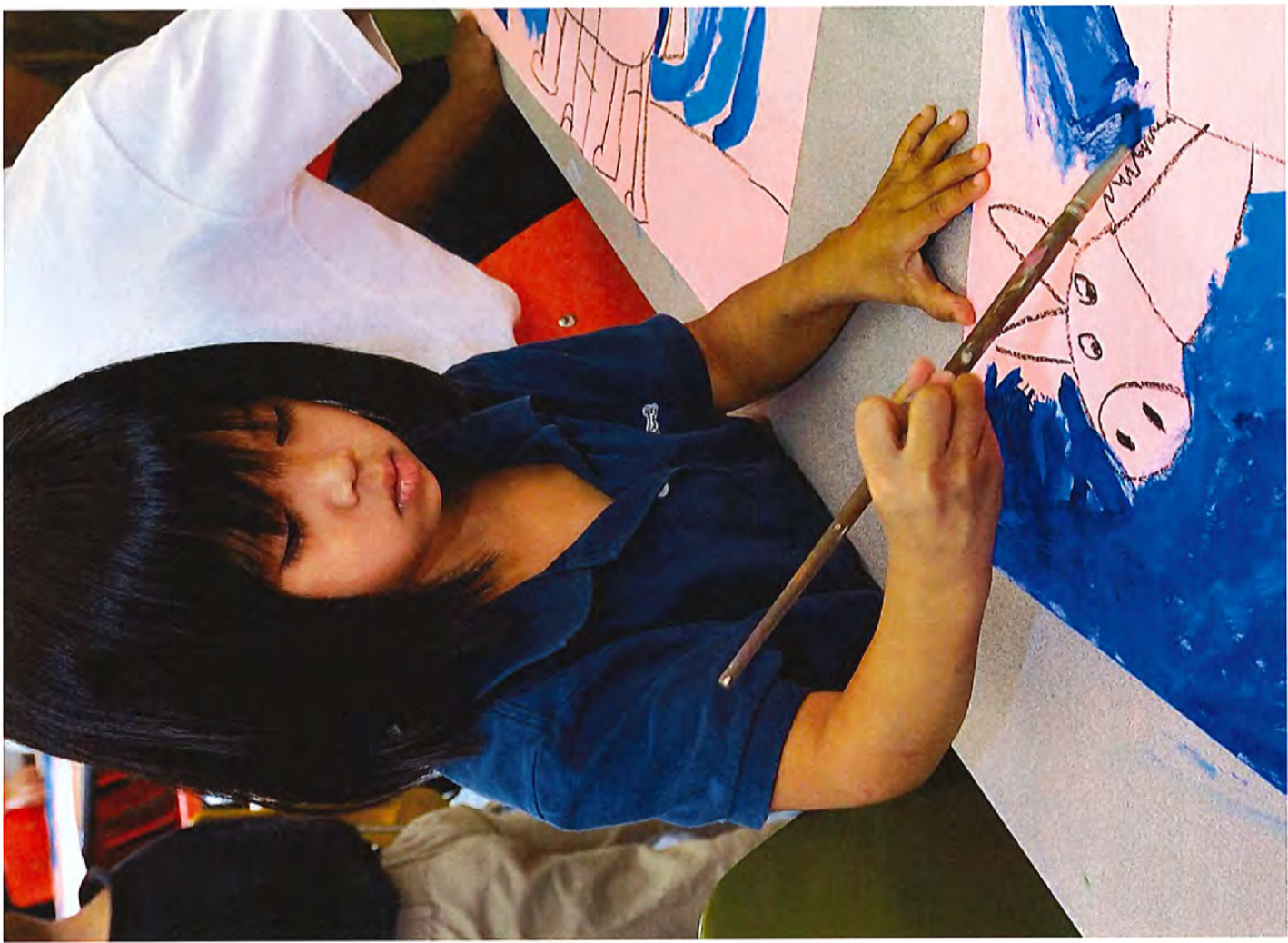
Provide engaging educational programs; relevant career-focused experiences; and comprehensive support services by personalizing learning environments, transforming the *alternative schools*, and expanding and monitoring the *Academies of Louisville model*.

Process/Short-Term Metrics

- % of student sense of belonging and engagement on CSS
- # of suspensions and behavior referrals
- Absenteeism/attendance rates
- % of students enrolled in Advanced Program coursework

Long-Term Outcomes

- Decreased dropout and retention rates
- Increased college- and career-readiness rates
- Increased graduation rate
- Decreased number of suspensions and number of behavioral referrals



Action

Community Partnerships

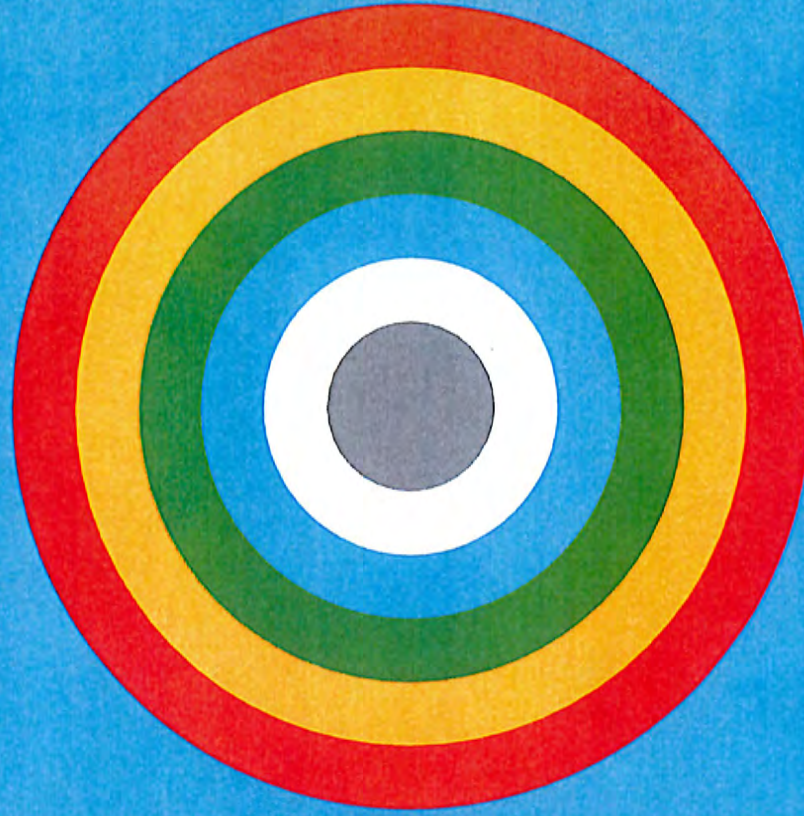
Leverage community partners to provide equitable, personalized learning experiences and targeted support for students.

Process/Short-Term Metrics

- # of Academies of Louisville business partnership reports
- % of students participating in work-based experiences
- % of students with dual credit

Long-Term Outcomes

- Decreased dropout and retention rates
- Increased college- and career-readiness rates
- Increased graduation rate



Culture and Climate

Goal

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.

Action

Meaningful Relationships

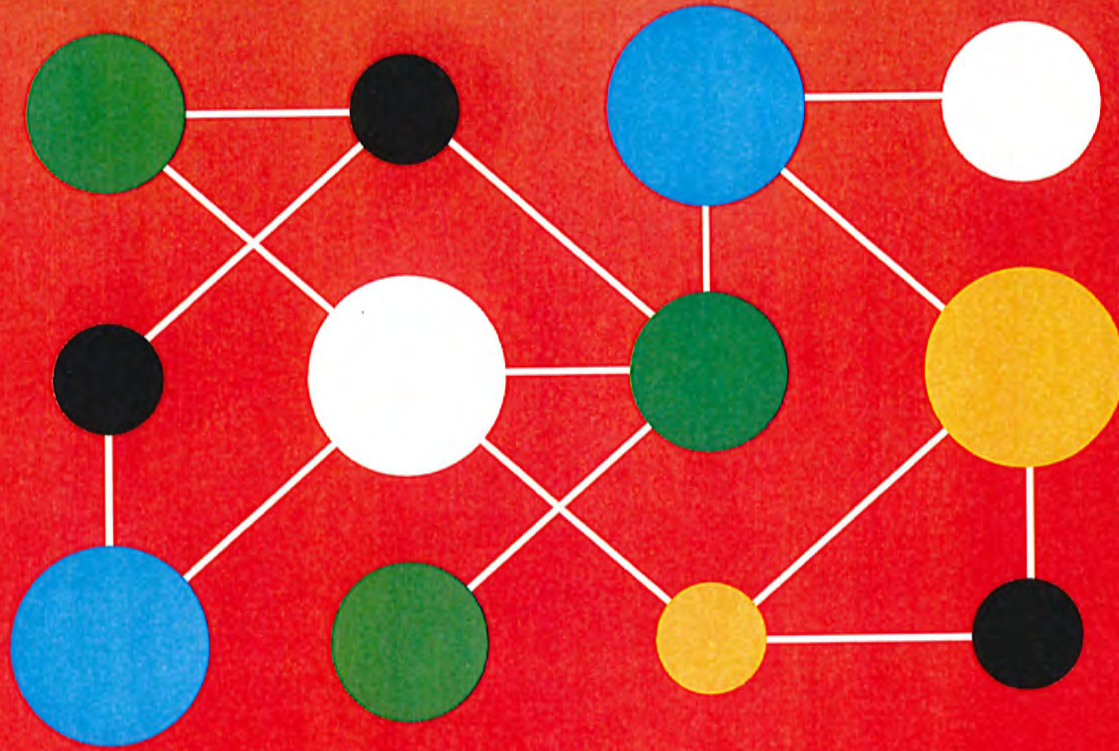
Advocate practices that improve engagement, belonging, and empowerment for students, staff, and families.

Process/Short-Term Metrics

% of sense of belonging, engagement, and voice across stakeholder groups from the CSS
% of positive ratings on teacher and school leadership items from the Teaching, Empowering, Leading and Learning (TELL) survey

Long-Term Outcomes

Improved teacher and staff retention
Decreased disproportionality in suspensions



Action

Professional Deeper Learning
(Teacher Backpack)

Develop a professional learning system that provides a common understanding of deeper learning and deeper learner constructs with clear exemplars to improve shared understanding districtwide.

Process/Short-Term Metrics

- % of educators with professional learning experiences in deeper learning
- % of students with evidence of success skills in their digital portfolio

Long-Term Outcomes

- Increased number of teachers with microcredentials in personalizing instruction
- Increased quality exhibitions and defenses across schools



Action

Transformed Instructional Core
Implement an aligned instructional core (i.e., standards, curriculum, instruction, assessment frameworks, and grading practices) and professional development system to create deeper learning experiences for all students.

Process/Short-Term Metrics

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

Long-Term Outcomes

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



Action

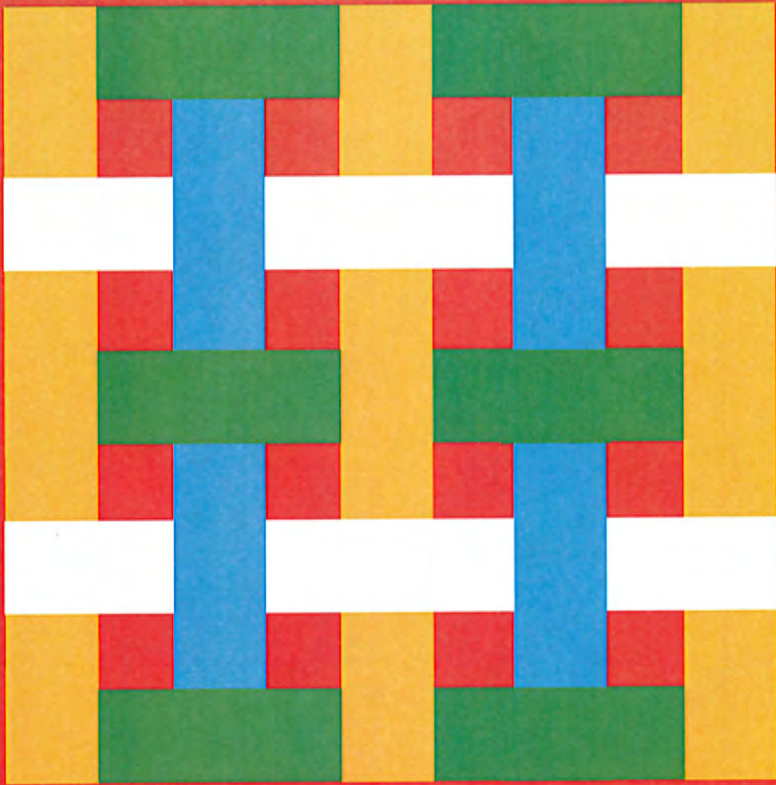
Family Engagement
Improve outreach so families can have more access points to engage in their children's educational experiences.

Process/Short-Term Metrics

- % of parental login to digital portfolio platform and Parent Portal
- % of parent satisfaction, sense of belonging, and engagement from the CSS

Long-Term Outcomes

- Increased student attendance
- Reduced chronic absenteeism
- Increased transition-readiness rate



Action

High-Performing Teams

Provide learning opportunities for educators to learn together, plan, and reflect upon and improve professional practice.

Process/Short-Term Metrics

% of positive ratings on teacher and school leadership items from the TELL survey

% of educator sense of belonging and satisfaction from the CSS

Long-Term Outcomes

Improved teacher and staff retention
Increased minority educator staffing



Organizational Coherence

Goal

Systems, work, and funding function equitably for students, families, and the community from preschool through high school.

The necessary infrastructure and supports are in place to promote deeper learning practices, provide equitable access to systems, and engage students and families effectively.

Action

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, (3) conducting systematic reviews of district corrective action plans, and (4) supporting schools in their development of systems to support a healthy learning environment.

Process/Short-Term Metrics

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
% of central office satisfaction ratings

Long-Term Outcomes

Improved district star ratings on state accountability
Reduced number of Comprehensive Support and Improvement (CSI) / Targeted Support and Improvement (TSI) schools
Removal of corrective action status
Renewed accreditation status



Action

Racial Equity Policy
Implement JCPS Racial
Equity Policy and monitor
plans districtwide.

Process/Short-Term Metrics

% of central office departments
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

% of students of color with
enrichment opportunities

% of staff trained in professional
development grounded in racial equity

% of students of color identified for
gifted/talented program

Long-Term Outcomes

Reduced disproportionality in
behavior referrals, suspensions,
and Exceptional Child Education
(ECE) placements

Reduced achievement gaps
through increased proficiency
and growth in literacy and
numeracy among students
of color



Action

School Redesign and Innovation
Support turnaround efforts to implement evidence-based and innovative systems of support.

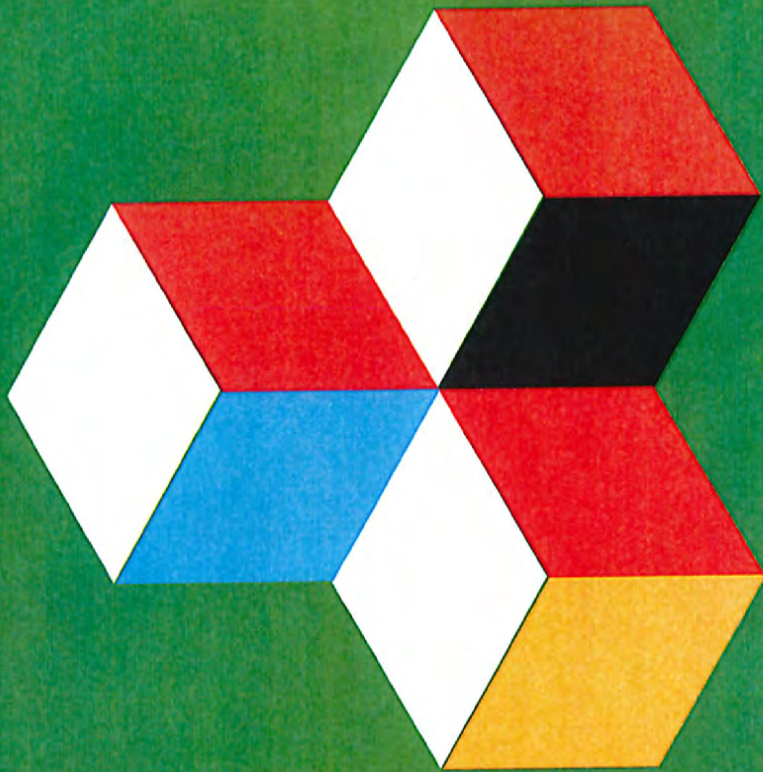
Process/Short-Term Metrics

% of funding for CSI/TSI schools

Long-Term Outcomes

Improved school star ratings on state accountability

Reduced number of CSI/TSI schools



Action

Improved School Supports

Equitably align resource allocation with strategic priorities for physical, instructional, and human resource infrastructure in ways that meet student learning needs.

Process/Short-Term Metrics

- % of instructional and non-instructional school staffing
- % of National Board Certified Teachers (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)

Long-Term Outcomes

- Improved teacher and staff retention
- Improved literacy and numeracy skills



Action

Modernized Facilities Plan

Develop a facilities planning process to address the most critical three-year renovation needs.

Process/Short-Term Metrics

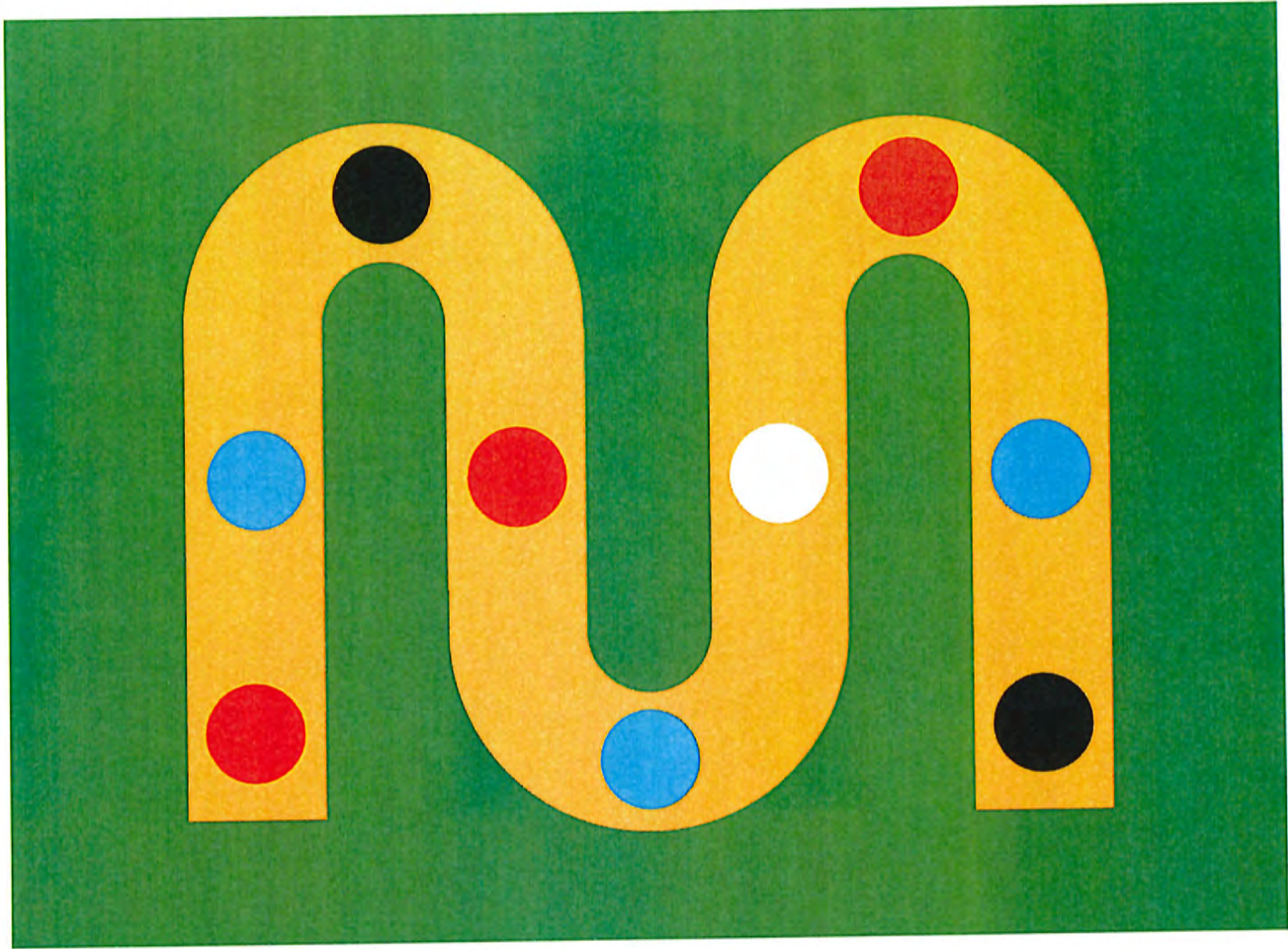
% of spending on critical maintenance needs

Long-Term Outcomes

Increased number of Early Childhood Centers

Increased number of new buildings

Improved facility conditions index for quartile 4 schools



Action

School Choice Plan

Clarify, restructure, and expand choice programs to better meet student and family needs.

Process/Short-Term Metrics

% satisfaction with schools

Approved systems for the application, evaluation, and monitoring of charters, alternative programs, and magnet programs

Long-Term Outcomes

Accepted charter applications with high rubric scores

Positive performance metrics for charter schools

Improved JCPS market share

Improved quality of magnets



Action

Louisville Promise

Engage in the communitywide development of a system infrastructure to support each student in postsecondary success.

Process/Short-Term Metrics

Louisville Promise data analytics reports

Long-Term Outcomes

Improved college- and career-readiness rates
Improved graduation rates
Increased transition-readiness rate



Jefferson County Public Schools
Equal Opportunity/
Affirmative Action
Employer Offering
Equal Educational Opportunities
www.jefferson.kyschools.us



Vision 2020 In Action

Quarterly Review of Key Metrics



Board of Education Meeting
October 30, 2018

Quarterly Review

Purpose:

- Report on progress of Vision 2020 actions and key metrics
- Identify high level trends
- Share next steps for implementation or support needed to improve outcomes

Non Purposes:

- Examine school level data
- Solve issues



Learning Actions and Key Metrics

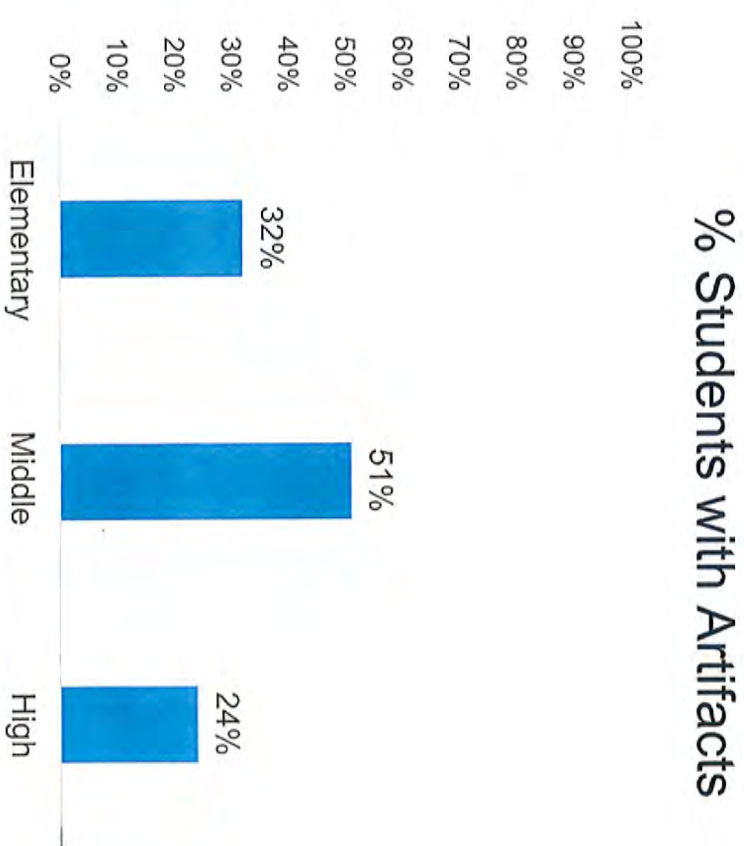
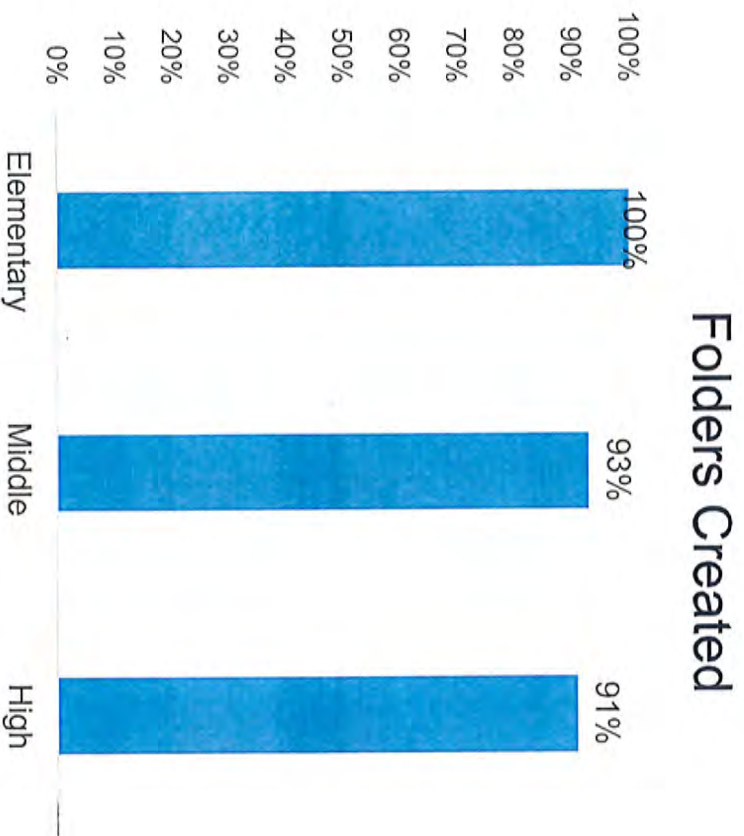


District Actions and Key Metrics

Actions	Metrics
Backpack of Success Skills Transition Readiness	<ol style="list-style-type: none"> 1. % student Backpack folders and % students with success skill artifact 2. % students meeting MAP Reading benchmarks 3. % students meeting MAP Math benchmarks 4. % seniors transition ready (HS only)
Meaningful Relationships	<ol style="list-style-type: none"> 1. % students chronically absent 2. % staff attendance 3. # Suspensions 4. # Referrals
Racial Equity Policy School Redesign and Innovation	<ol style="list-style-type: none"> 1. # staff attending Racial Equity Institute 2. MAP scores for AIS schools



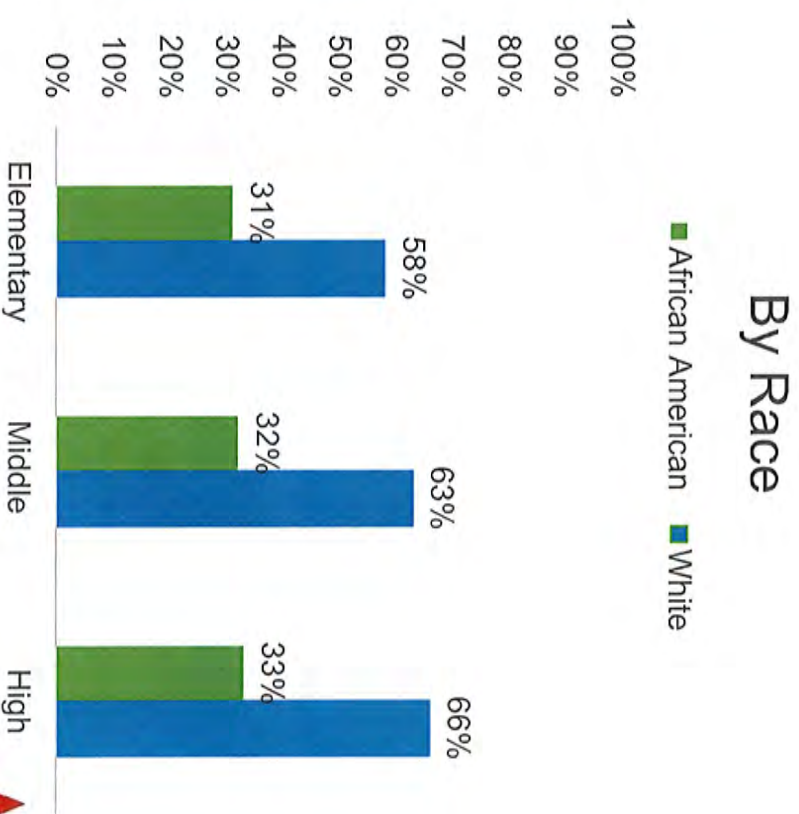
1. % Student Backpack Folders & Success Skill Artifacts Through Day 49



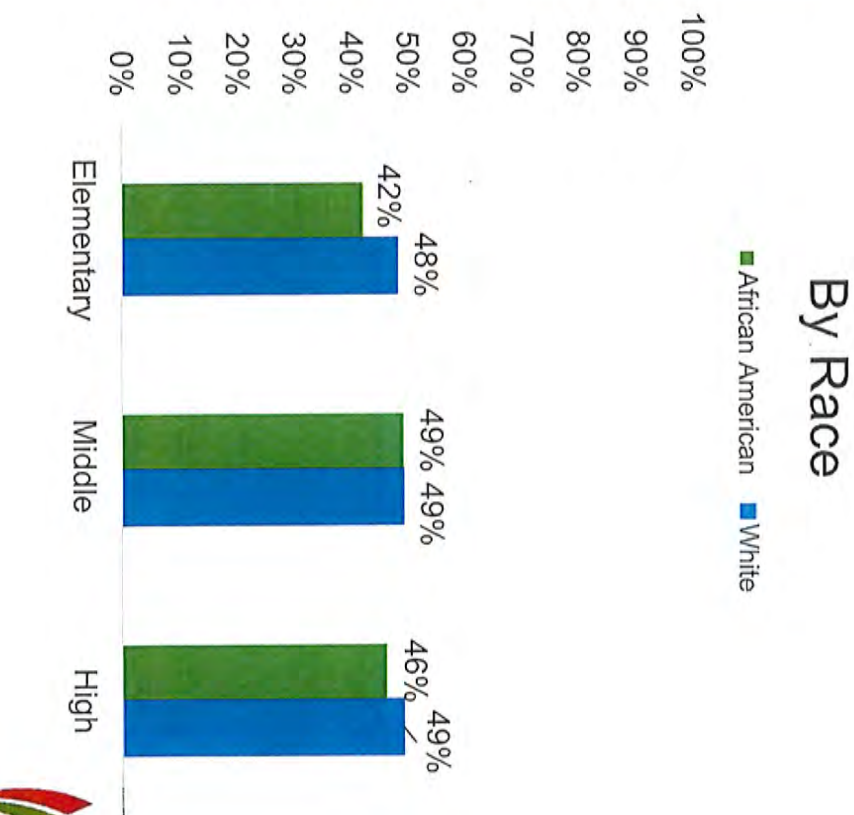
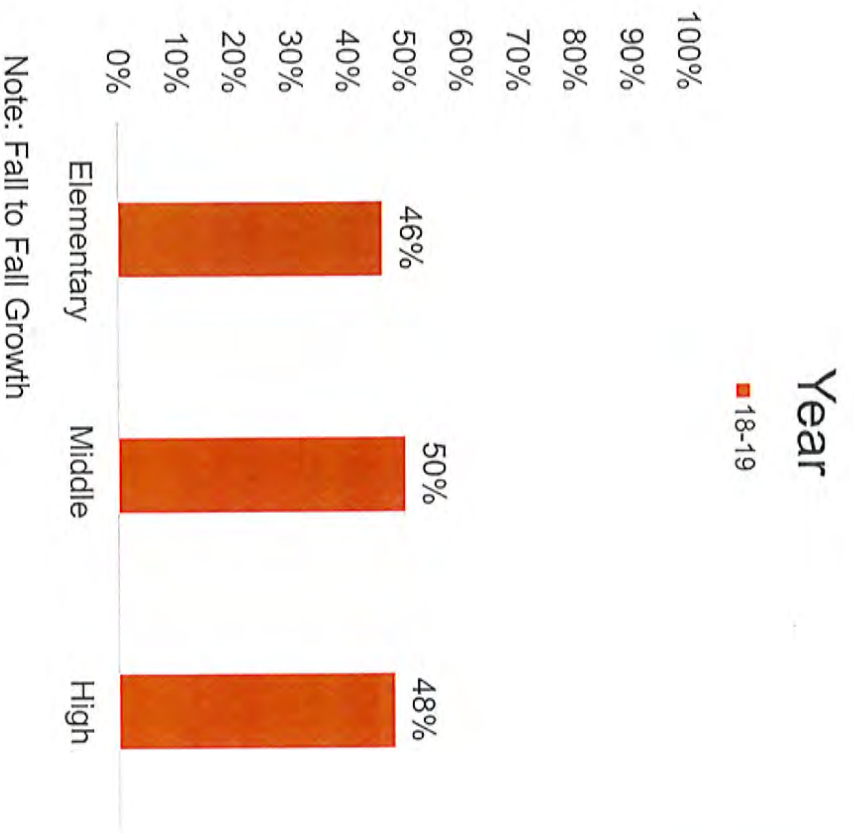
Over 32,000 students with at least 1 artifact



2a. % Students Meeting Grade Level Reading Benchmark - MAP

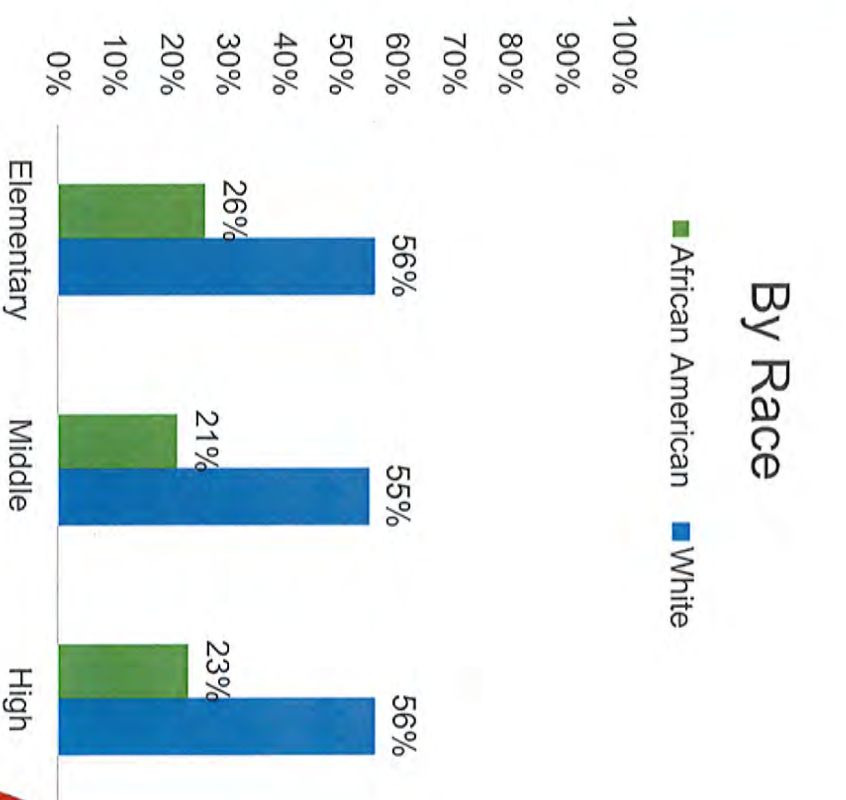
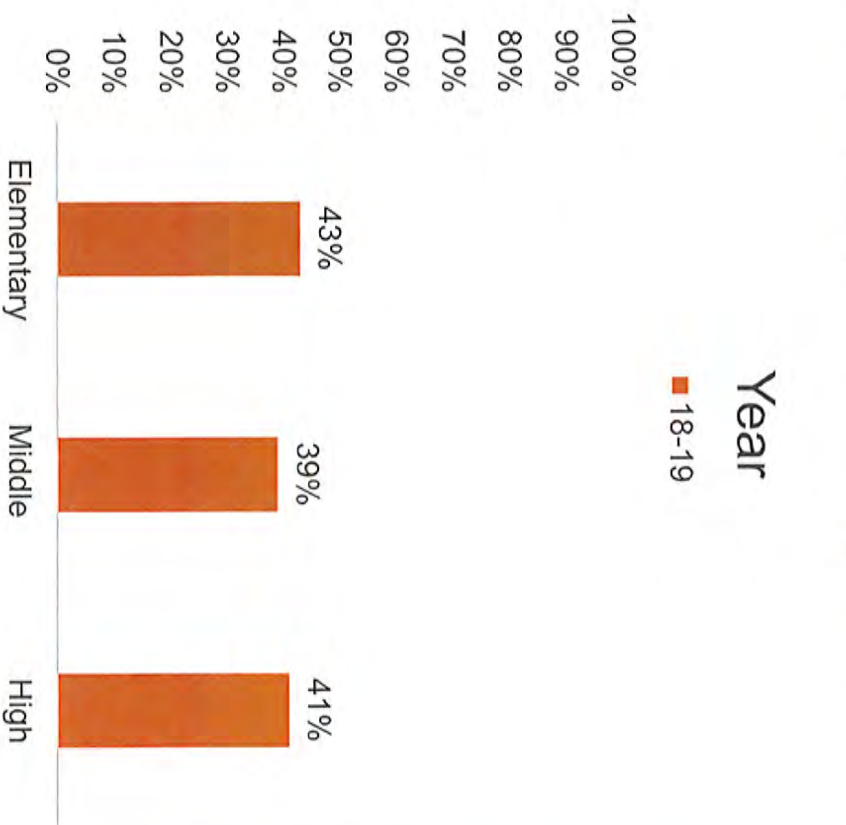


2b. % Students Meeting Growth in Reading Benchmark - MAP

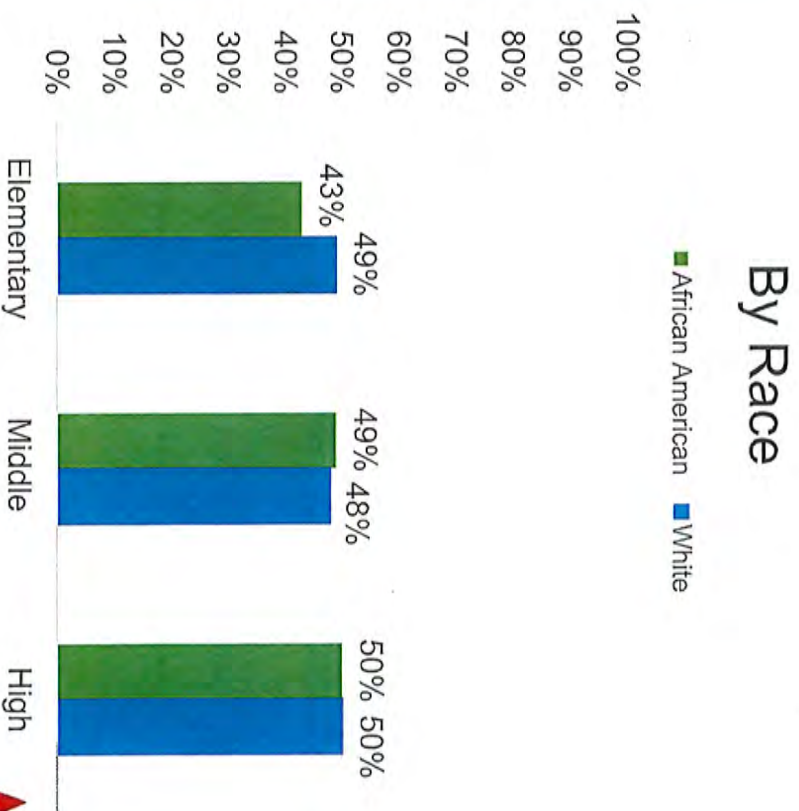
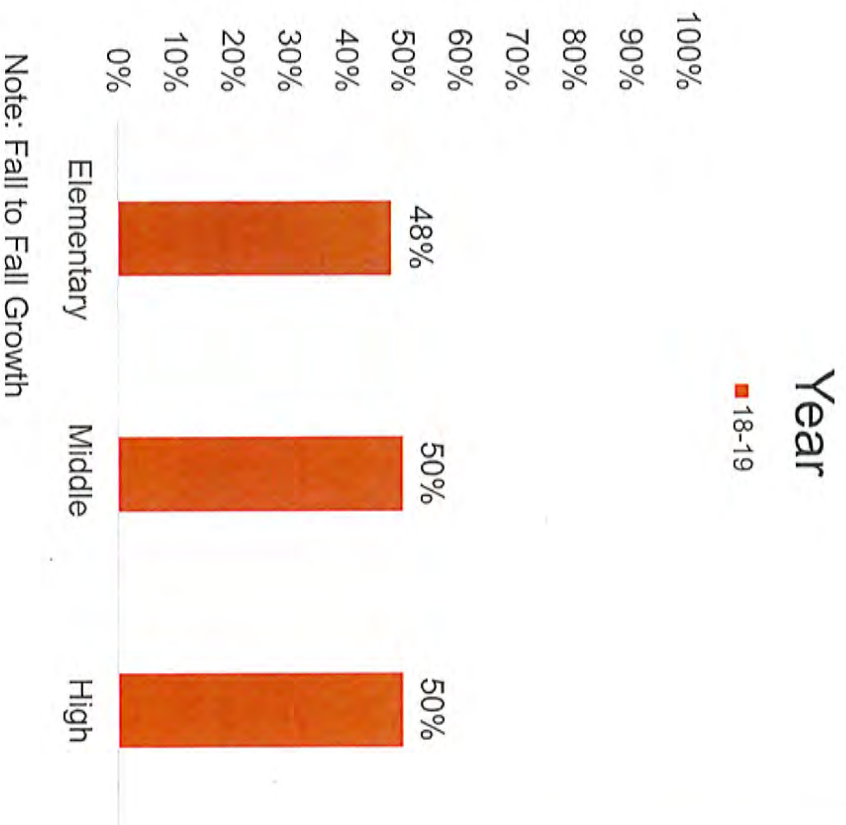


Note: Fail to Fall Growth

3a. % Students Meeting Grade Level Math Benchmark - MAP

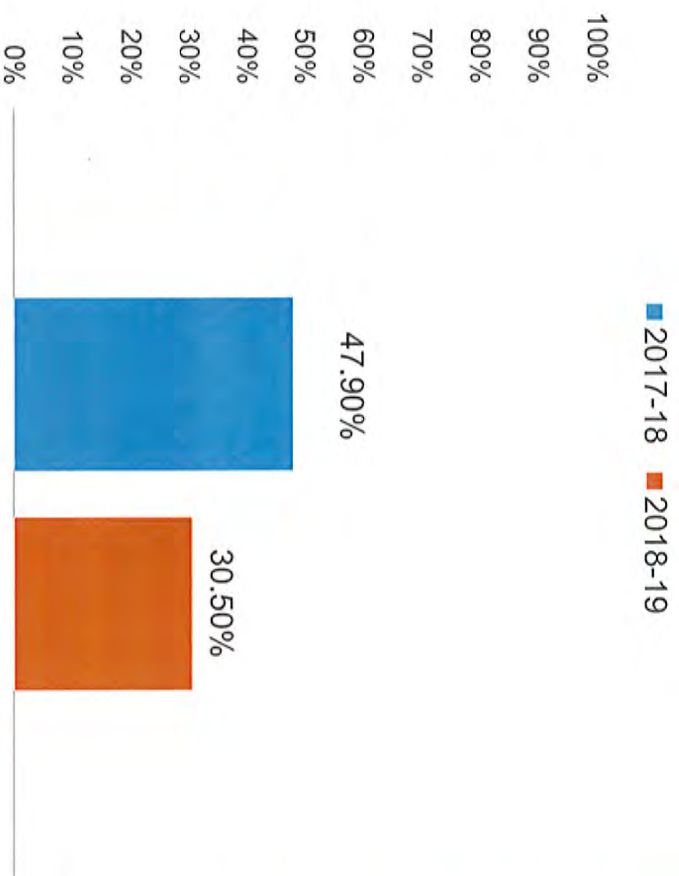


3b. % Students Meeting Growth in Math Benchmark - MAP

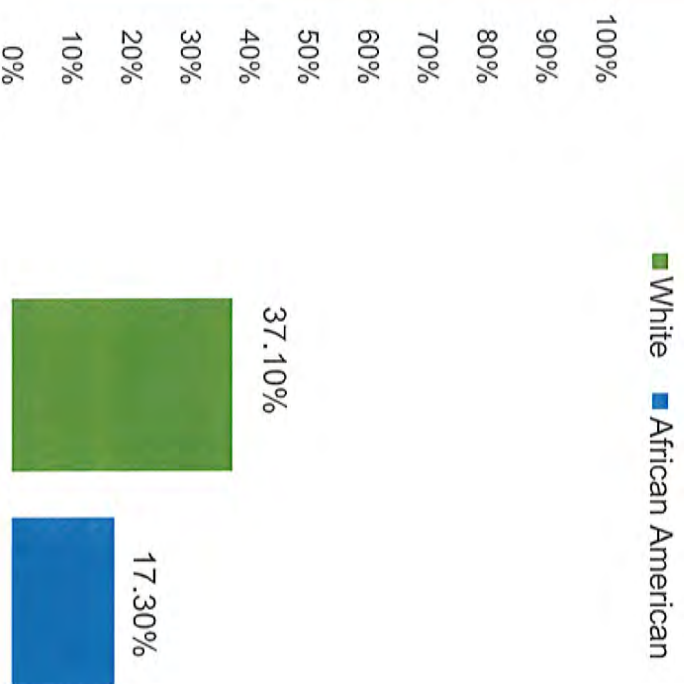


4. % Seniors Transition Ready

By Year



By Race (18-19)



Note: 17-18 is EOY; 18-19 is 1st 6 weeks

Summary of Learning Actions

Backpack of Success Skills

- Backpack Video Series
- Principal and Assistant Principal Professional Development
- Individualized school support from Computer Education Support and Teaching and Learning teams

Transition Readiness

- Professional Development sessions on MAP
- Weekly reflection on six instructional systems by schools
- Targeted support from Academic Services to schools
- Individualized support for high schools from Transition Readiness department
- Acceleration plans for students not meeting benchmarks

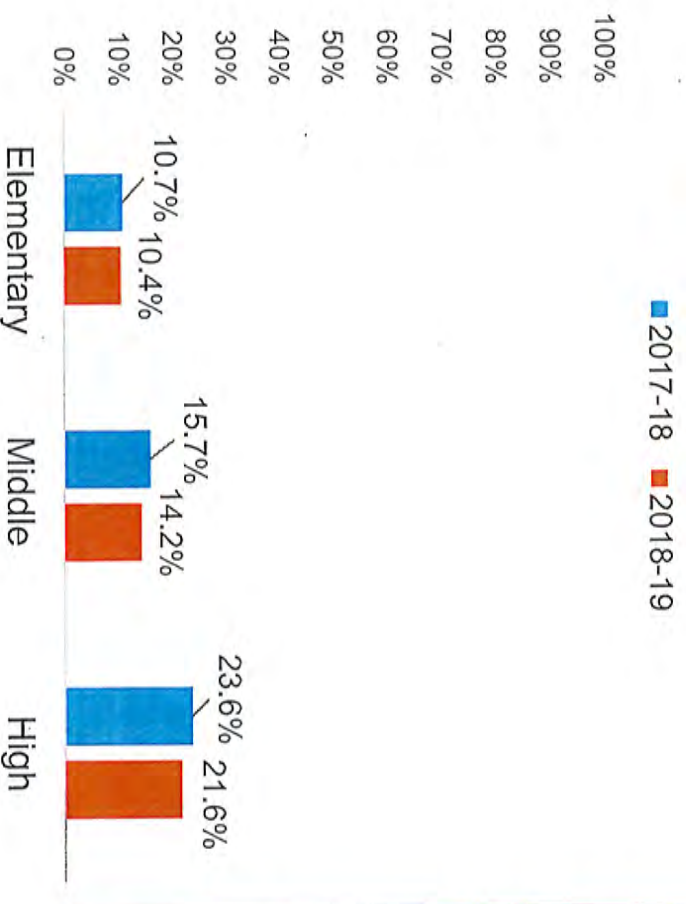


Culture & Climate Actions and Key Metrics

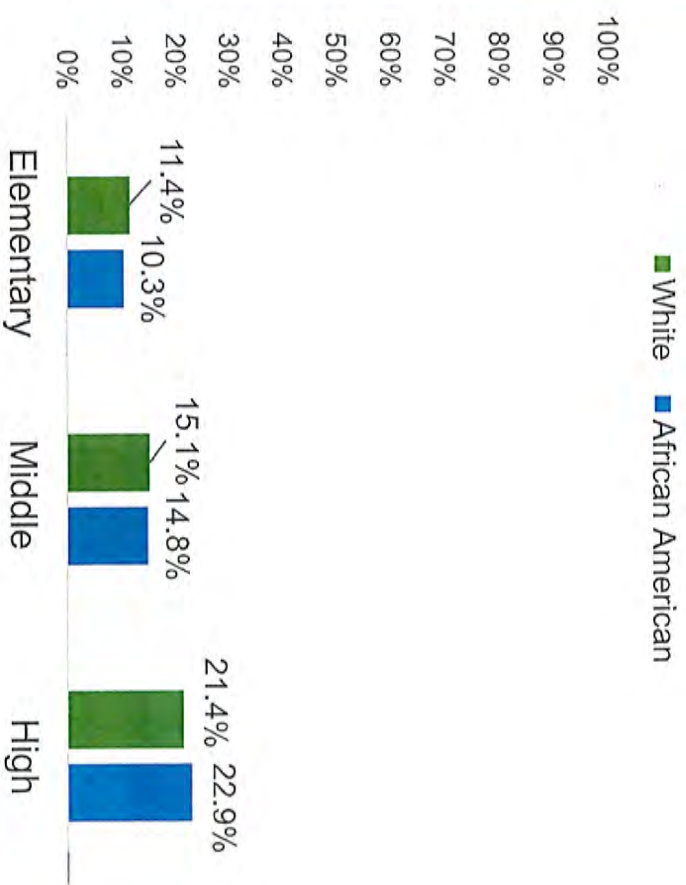


1. % Students chronically absent

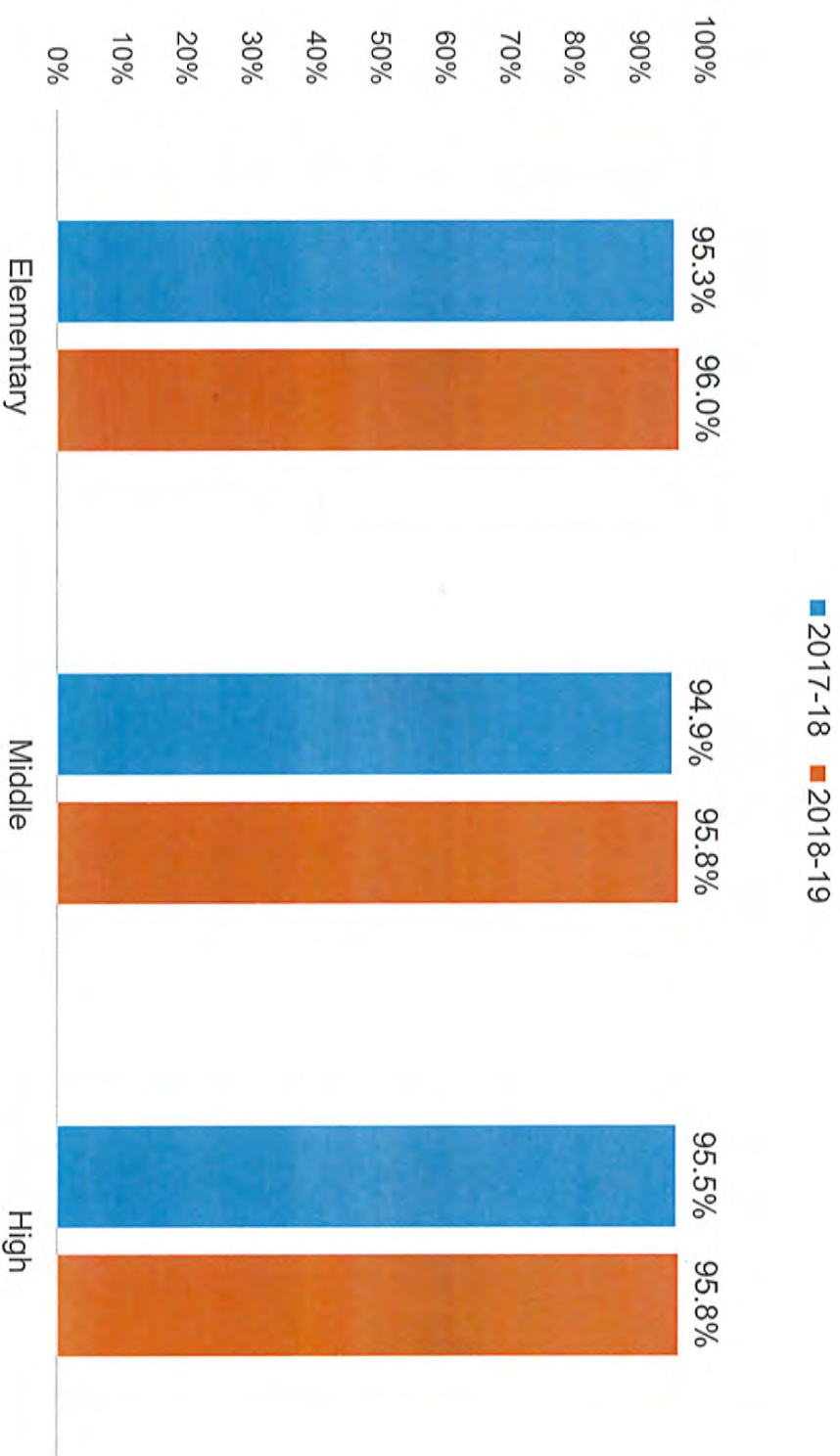
By Year



By Race (18-19)

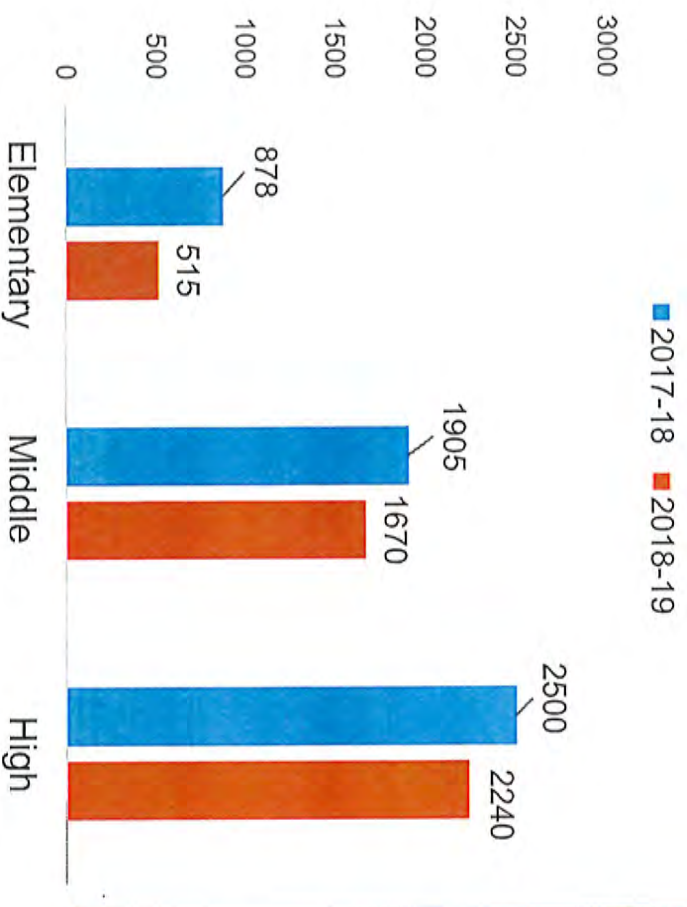


2. % Staff Attendance

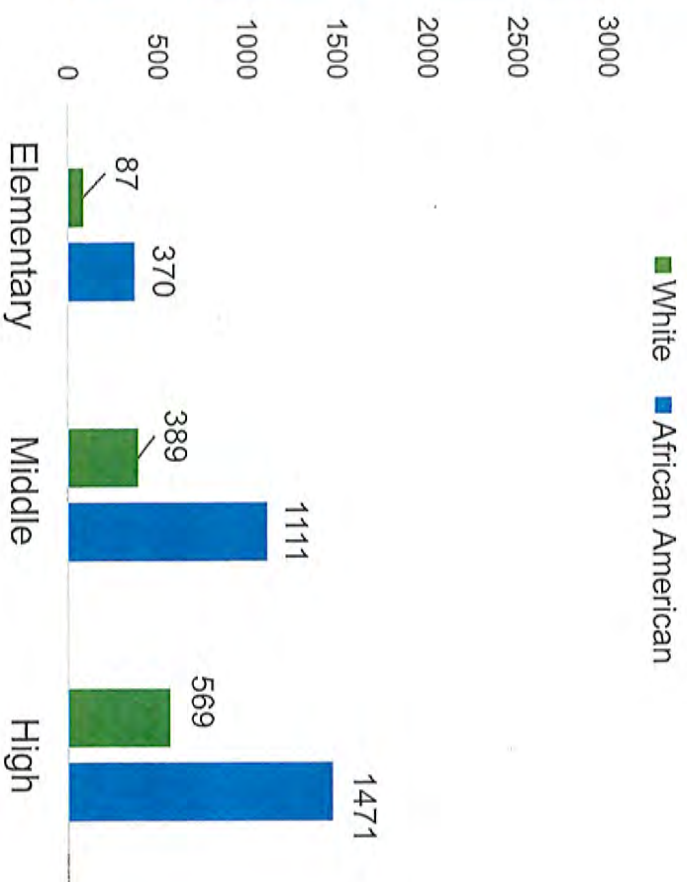


1. Number of Suspensions

By Year – Through Day 49

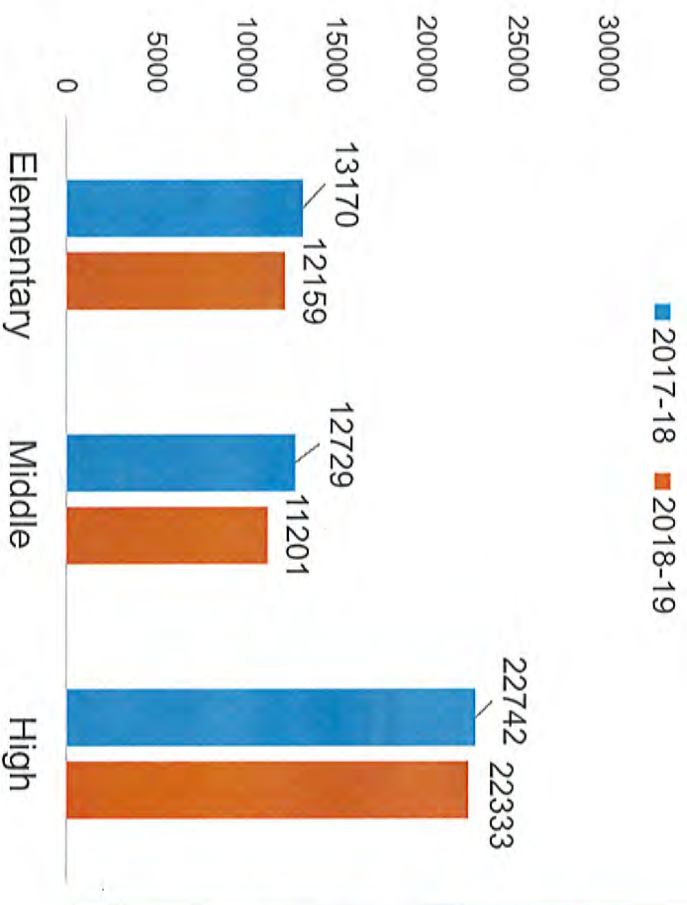


By Race (18-19)

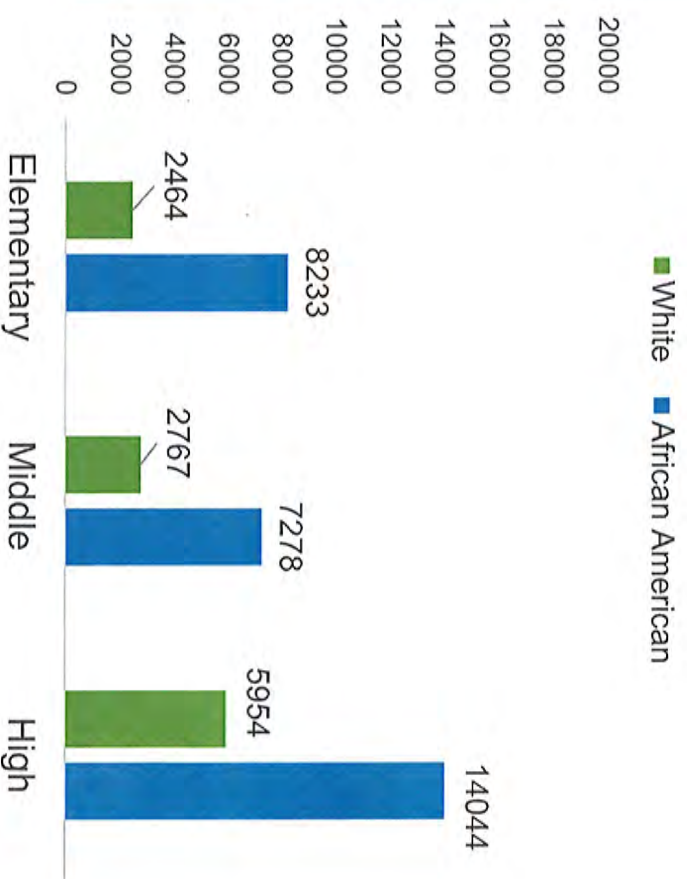


1. Number of Referrals

By Year – Through Day 49



By Race (18-19)



Summary of Culture & Climate Actions

Meaningful Relationships

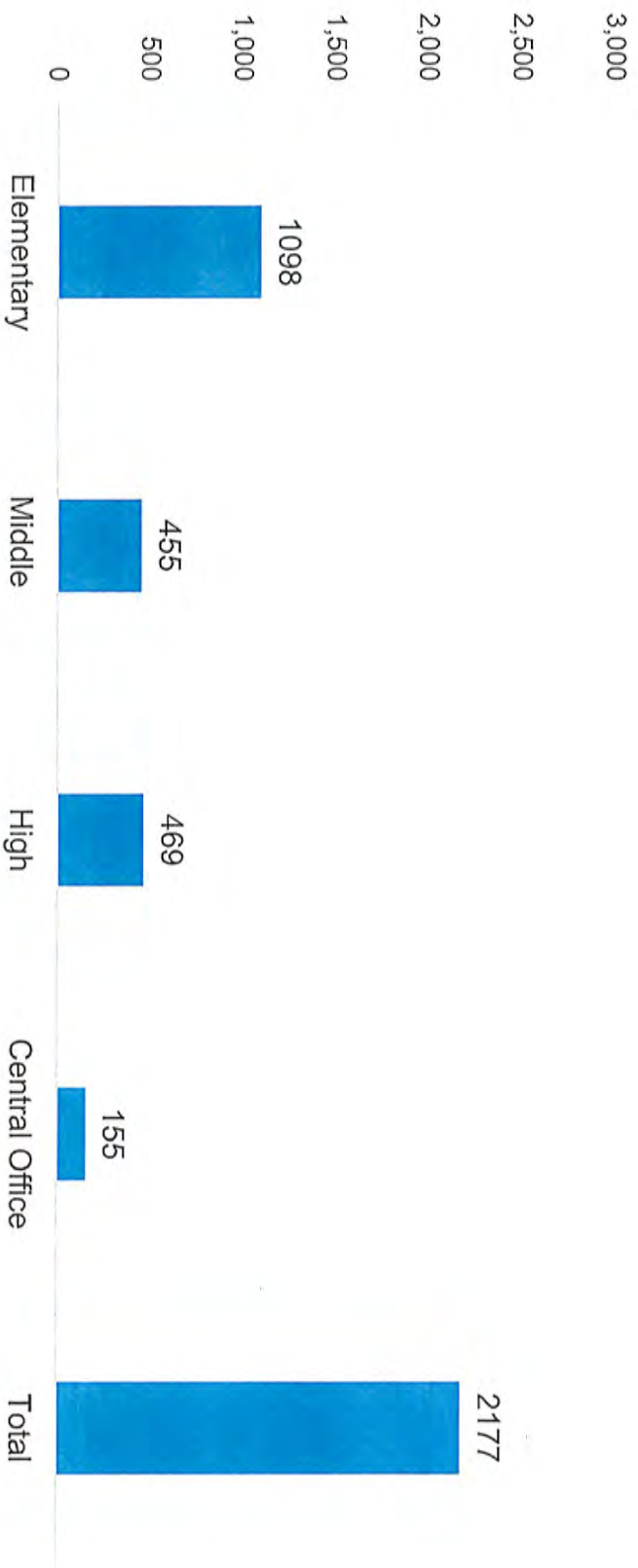
- Academic and Behavioral Multi-tier System of Support (MTSS) plan
- Climate and Culture department data review of every suspension
- Individualized school support from Climate and Culture team and Diversity, Equity and Poverty team
- Weekly reflection on systems by schools and Assistant Superintendent
- Healthy Culture & Climate Rubric
- Professional development for social emotional learning (i.e. restorative practices, trauma informed practices)



Organizational Coherence Key Metrics

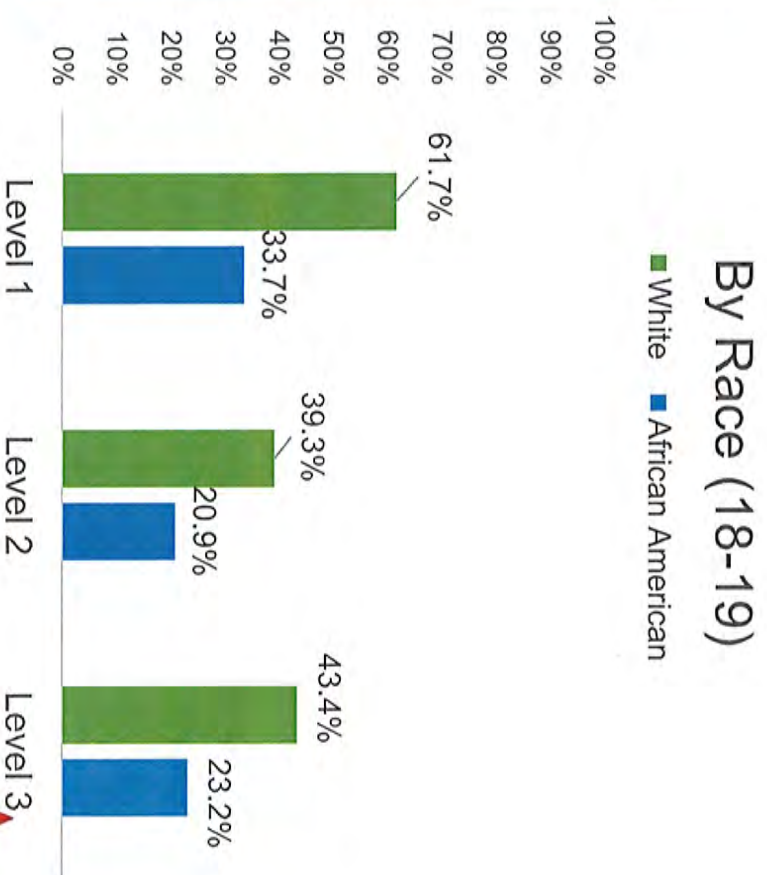
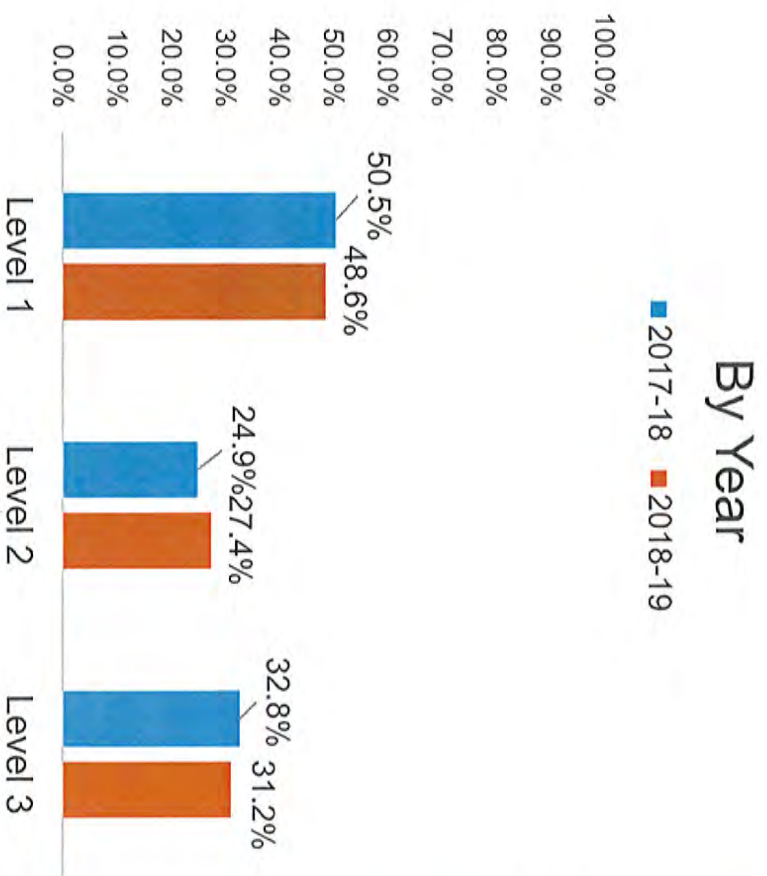


1. Number of Staff Attending Racial Equity Institute



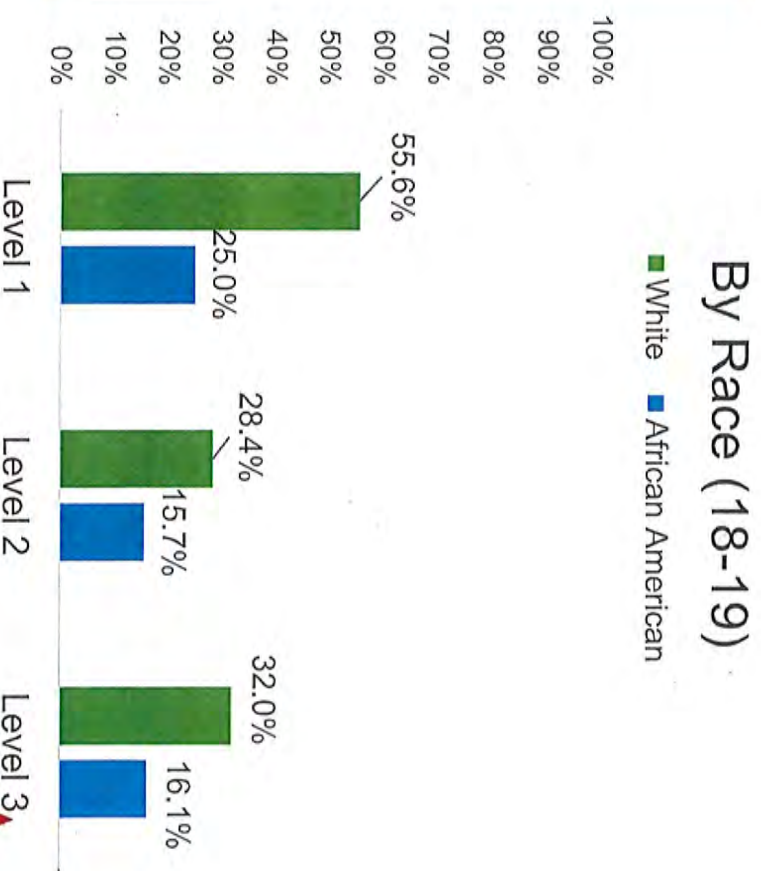
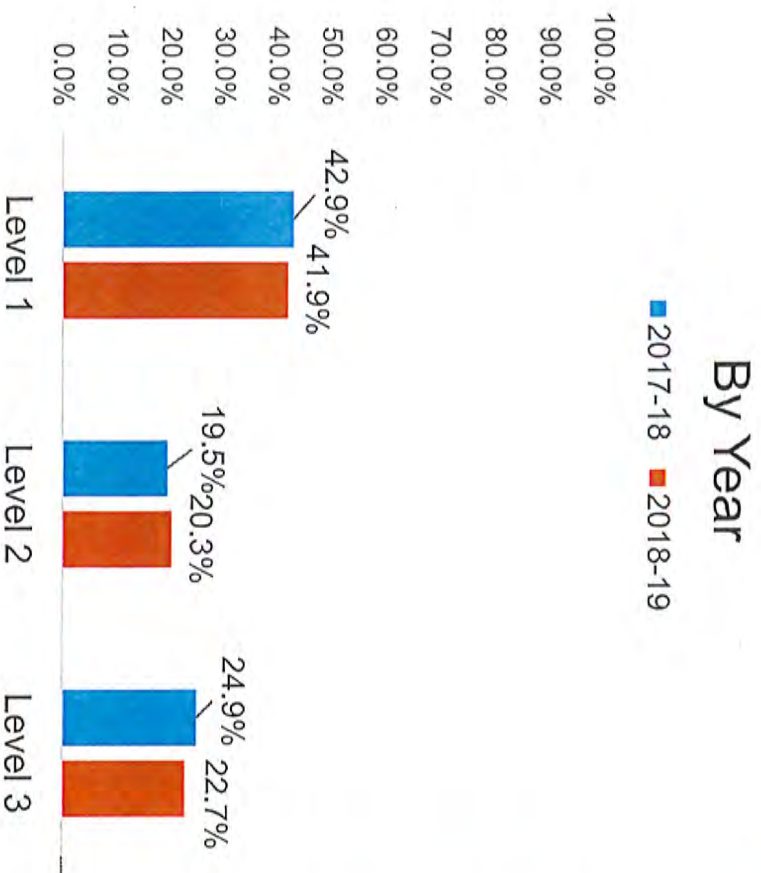
2a. AIS Schools - % Students Meeting

Grade Level Reading Benchmark - MAP



2b. AIS Schools - % Students Meeting

Grade Level Math Benchmark - MAP



Summary of Organizational Coherence Actions

Racial Equity Policy

- School and District Racial Equity Plans
- Equity Institute opportunities throughout the year
- Individualized school support from DEP Resource Teachers
- Mini-grant opportunities for schools and departments
- Book Studies for Principals and Cabinet

School Redesign and Innovation

- Creation of Accelerated Improvement Schools Department
- Individualized school support from AIS office
- Partnership with KDE to support CSI schools



Summary: How do we know if we are making progress?

Key Levers

- Weekly reflections by schools on systems
- Data Reviews
- Assistant Superintendent Support Team work
- Collaborative Calibration Visits



Questions



2018 BACKPACK FOR SUCCESS



THE WHY

1 Our backpack, or graduate profile, provides us a way to *think bigger* about what it means to be successful.

2 And, a way to establish a common definition of readiness across the district.

MAKING A CASE

All students will have to defend their readiness before 3 transition points:



Elementary to
Middle School



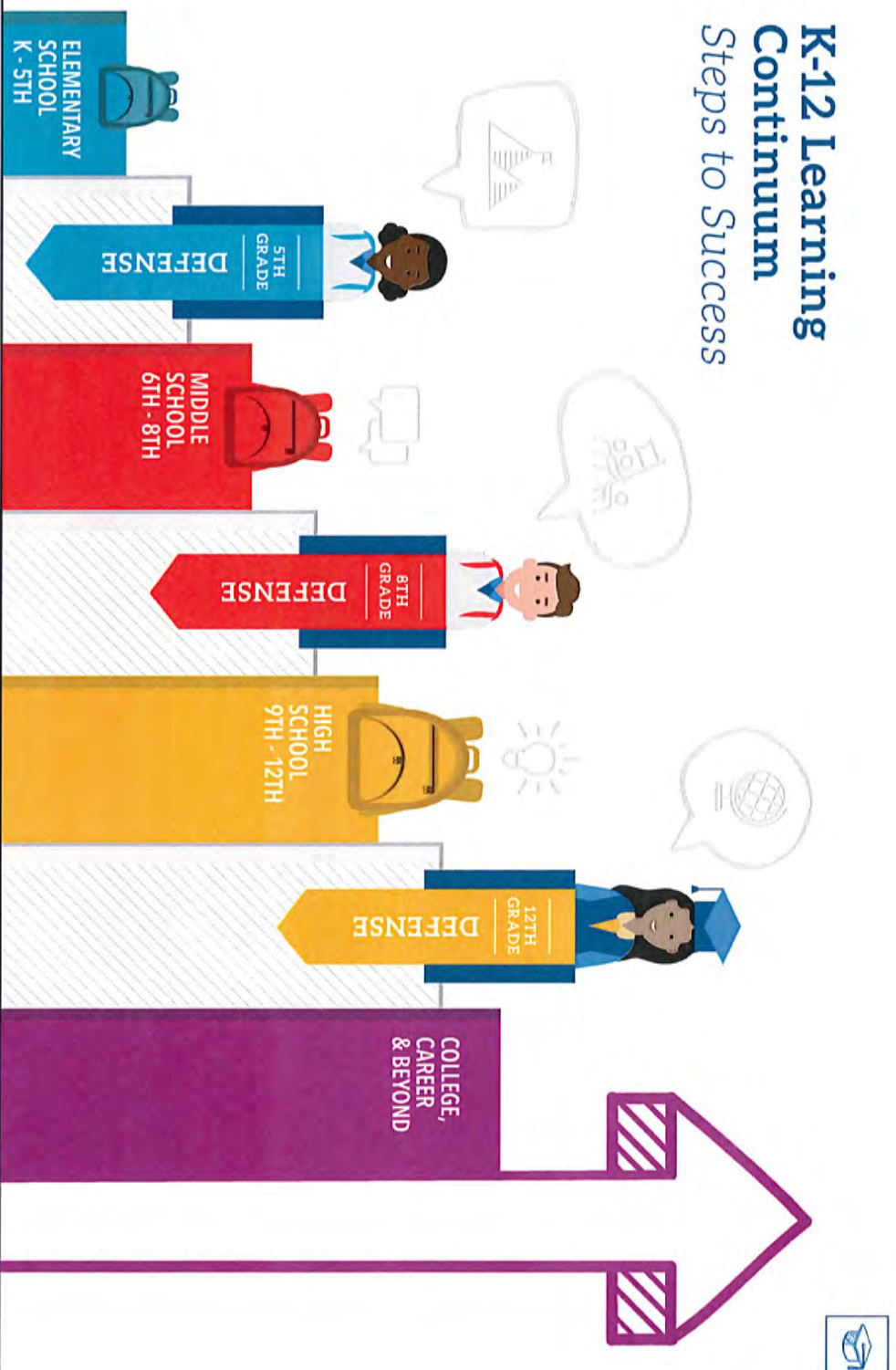
Middle to
High School



High School to
Graduation

K-12 Learning Continuum

Steps to Success



WHERE WE ARE TODAY

All schools as well as other key stakeholder groups submitted a list of the skills they felt were most important for our students to be successful.

We literally counted every word submitted.

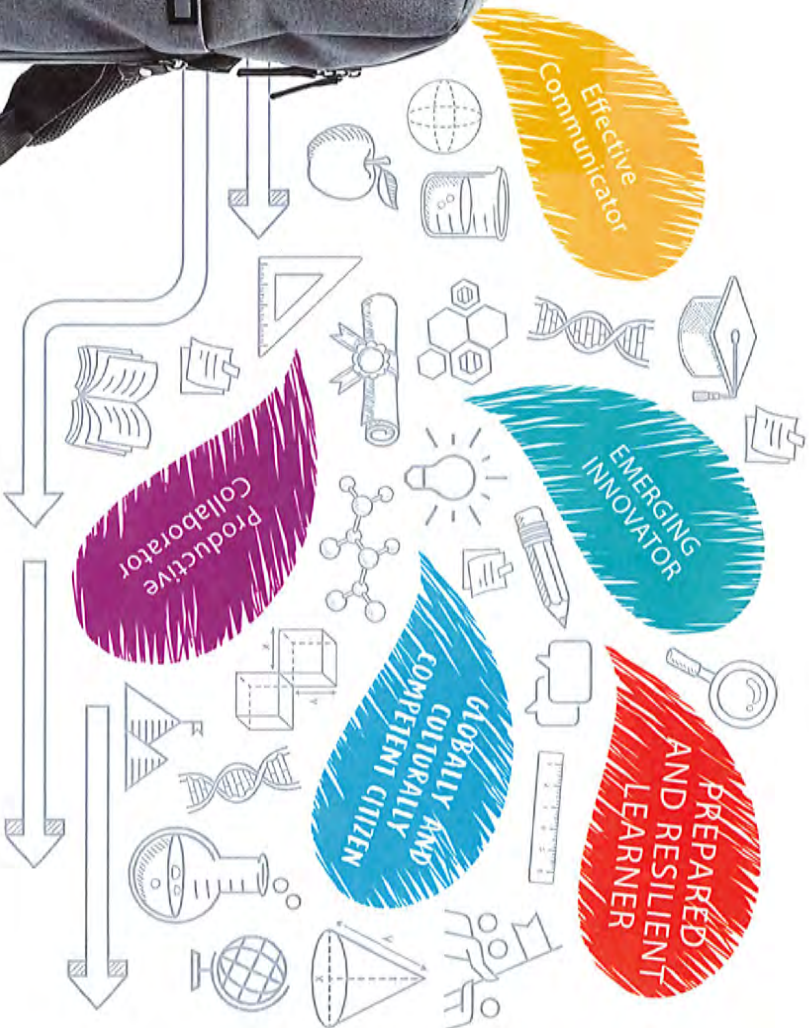


Introducing our Graduate Profile:

Welcome to the Backpack of Success Skills



**Backpack
of Success
Skills**



Backpack of Success Skills

- Over 60,000 students have loaded evidence of success skills into their backpacks
- All 5th, 8th, 12th grade students will defend their growth and readiness before a panel
- Check out student's [story](#)



Racial Equity Policy

- Every school and the district has developed a racial equity plan
- Over 5,000 staff participated in Equity Institutes in October and November

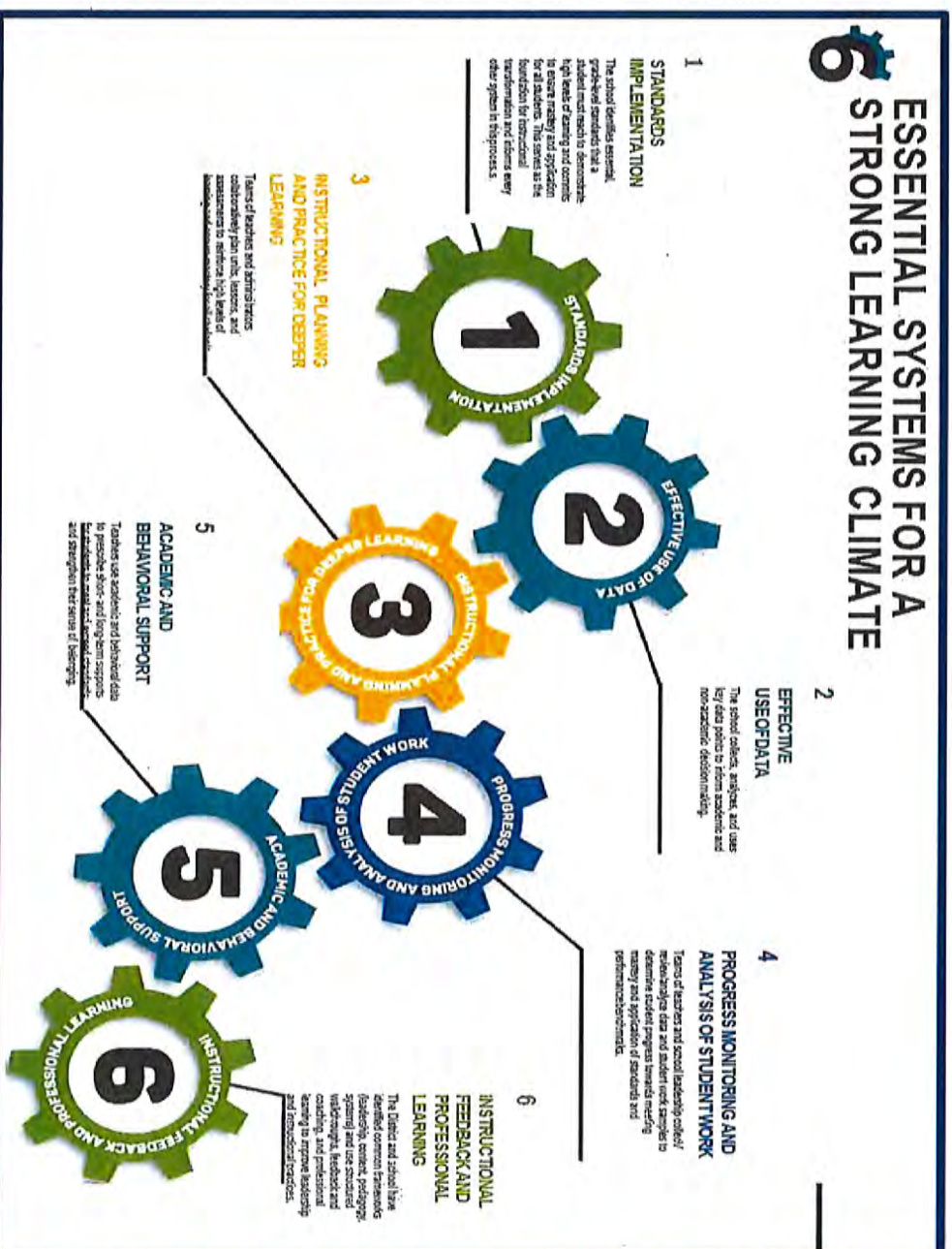


Transform Instructional Core

Each Assistant Superintendent has a team to support schools in academics and behavior

Schools and Assistant Superintendents complete weekly reflections

Data reviews held monthly on key performance indicators



Instructional Management - Summary of Evidence

- **Improve Communication**
 - District-wide focus on three pillars
 - Weekly wrap-up and emails, role group meetings, social media
- **Create Monitoring System**
 - Weekly reflections
 - Support team logs
- **Increase Accountability**
 - Monthly data reviews
 - Collaborative calibration visits
 - Monthly calendar of CAP actions



Career Technical Education (CTE) - Areas for Improvement

- Improve data accuracy
- Strengthen pathways
- Build capacity in school staff
- Communicate value and benefits of CTE
- Explore opportunities to integrate core academics with CTE





THE ACADEMIES OF LOUISVILLE

WHO'S INVOLVED?

14

JCPS HIGH SCHOOLS

Academy @ Shawnee
Atherton
Ballard
Doss
Fondle
Inquist
Jeffertown
Marion C. Moore School
Pleasure Ridge Park (PRP)
Service
Southern
Valley
Waggener
Western

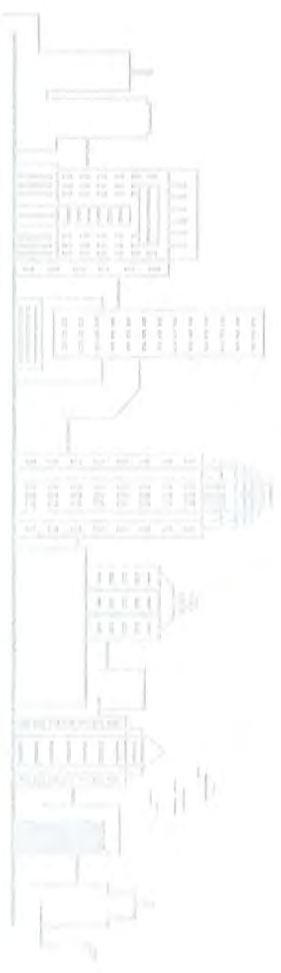
85

LOUISVILLE BUSINESSES

INAUGURAL BUSINESS PARTNERS AS OF
JANUARY 30TH, 2018:
Building Industry Association of Greater Louisville
Class Act Federal Credit Union
Ford Motor Company
GE Appliances, a Haier Company
Kentucky Kingdom & Hurricane Bay
Luncheon
Masonic Homes of Kentucky
New West Agency
Norfolk Healthcare
Omnioor Auto Group
Paradise Tomato Kitchens
Trioxy Health Services
UAW
UPS
+ Many More and Counting!

17,600

JCPS STUDENTS





THE ACADEMIES OF LOUISVILLE

Strong Business & Industry Support & Guidance

Principal

One Career
Academy Coach
Per School

Freshman Academy

Dedicated Principal and Counselor

Pathway Examples (Will vary per individual school)

Dedicated Principal and Counselor

Academy 1

Business Management
Finance
Information Support and Services

Dedicated Principal and Counselor

Academy 2

EKG Technology/Technician
Dental Assisting
Pre-Nursing
Veterinary Assistant

Dedicated Principal and Counselor

Academy 3

Architectural Technology
Machinist Operator
Mechanical Designer
Skilled Trades Welding TRACK

Electives: Vocal Music/Choir, Instrumental Music/Band, Visual Art, Theatre/Drama, World Languages



Transition

Readiness - CTE

- Building opportunities for students with business partners - [GEA2Day](#) and [UPS](#)
- Nearly 6,000 students attended JA Inspire to explore careers at 100 interactive stations and speak with more than 400 mentors



THE ACADEMIES OF LOUISVILLE

PREPARED. EMPOWERED. INSPIRED.

CTE – Summary of Evidence

- **Improve data accuracy**
 - Weekly audits of TEDS data
 - System to track each student's progress (i.e., name and need)
- **Strengthen pathways**
 - Master schedule training and individual support
 - Accurate pathways and course codes
 - More dual-credit opportunities
- **Build capacity in school staff**
 - Training for counselors, academy coaches, SBDM councils, and school administrators
 - KDE training



CTE – Summary of Evidence

- Communicate value and benefits of CTE
 - [Mission/vision video](#)
 - Advisory committee report card to improve effectiveness
 - Labor market information and high school feedback reports aligned to pathways
- **Explore opportunities to integrate core academics with CTE**
 - “Interdisciplinary teams” training
 - Exploration of integration of core academic and CTE professional learning communities
 - Expansion of Academies of Louisville



CHANGE BETTER OUTCOMES

JCPS Graduate Profile

1. Prepared and Resilient Learner

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

2. Globally and Culturally Competent Citizen

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

3. Emerging Innovator

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

4. Effective Communicator

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

5. Productive Collaborator

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

TERMS TO KNOW

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

JCPS 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 chart below for details.

TIGHT: DISTRICT ESSENTIALS	LOOSE: SCHOOL CUSTOMIZATION
All schools use the JCPS graduate profile.	Schools may choose to add a signature item representing a sixth Success Skill.
Every teacher designs learning experiences resulting in high quality evidence of Success Skills each year for every student.	<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 their 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.</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>	Schools determine when defenses take place in the transition years.
<p>Student defenses must include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> As evidence of being a Prepared and Resilient Learner: 1. RIT and/or ACT/SAT scores for both reading and math 2. Student generated goals and a thoughtful reflection specific to improving RIT and/or ACT/SAT scores.* 3. At least one artifact for both 	<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>

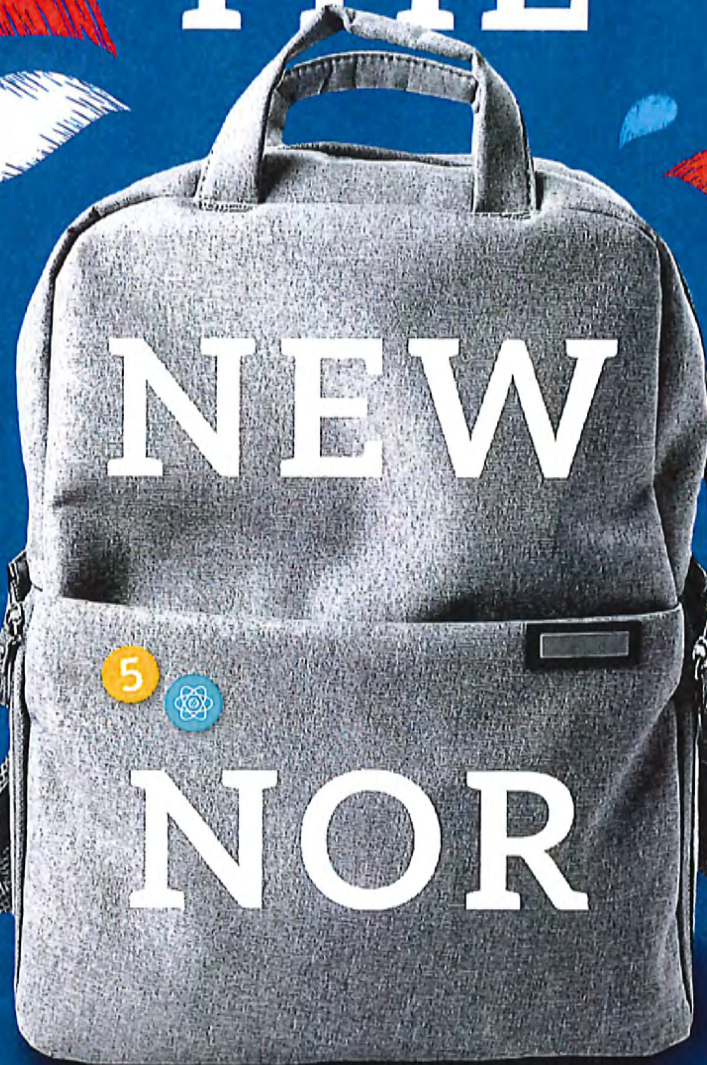
<p>literacy and numeracy demonstrating command of 5th, 8th or 12th grade ELA/MA standards.</p> <ul style="list-style-type: none"> ❑ Student defenses must also include evidence and reflection for Success Skills in addition to Prepared and Resilient Learner. ❑ Senior year/Graduation defenses must include, 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: <ol style="list-style-type: none"> 1. College, military, specialized training or job application and/or acceptance letter 2. Scholarship application and/or award letters 3. Record of internship/s and/or apprenticeships 4. Other evidence of post-secondary exploration, readiness and preparedness. <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 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 any other important information indicative of a student's readiness for a successful transition.</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>

THE

NEW

NOR

MAL



**LAUNCHING
AUGUST
15TH**

20
18

EVERY SCHOOL

**EVERY
STUDENT**

*Thank **you***
for choosing to

Think differently.

Learn differently.

Teach differently.

Create greatness.

Welcome to the



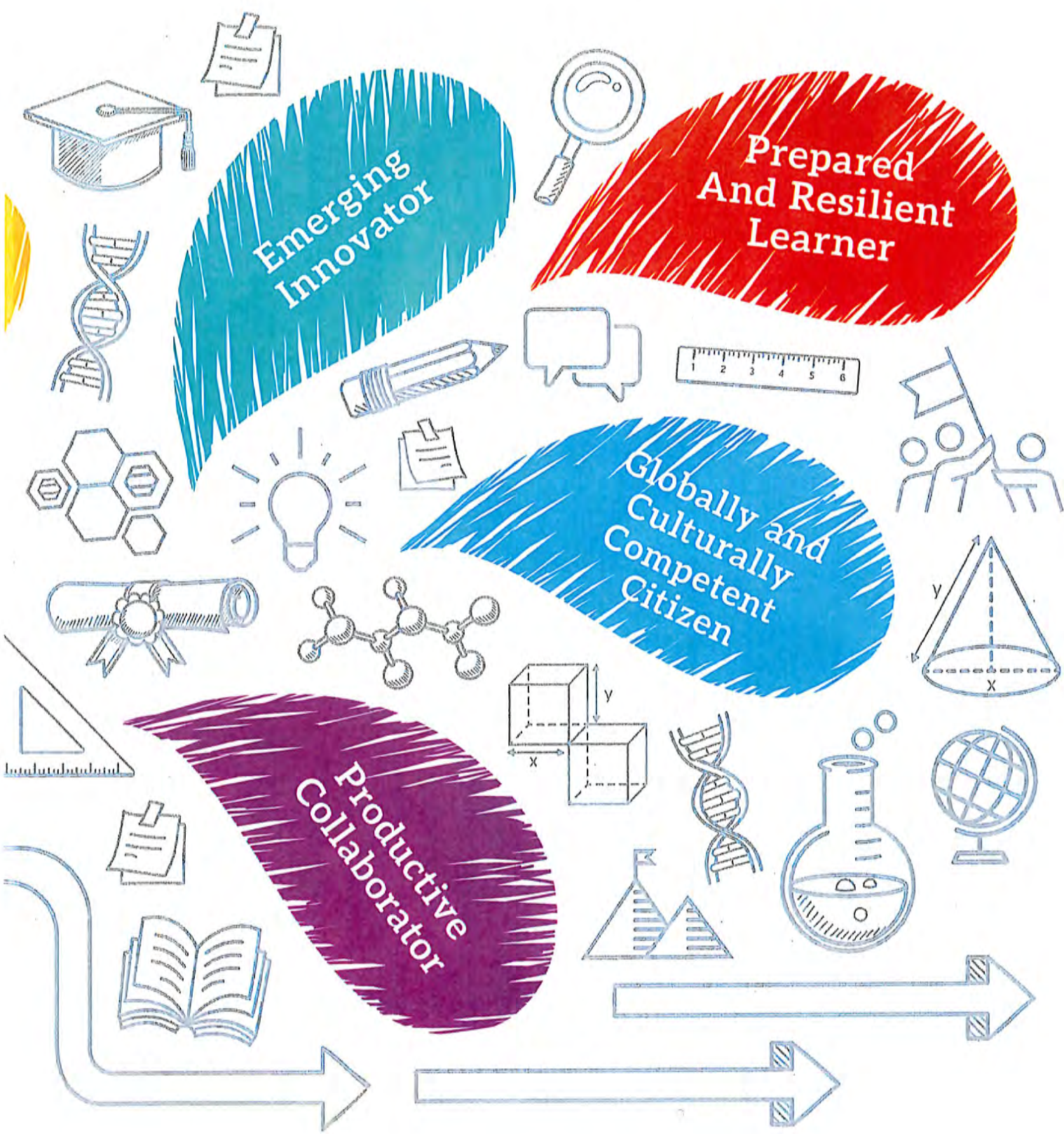
Backpack *of* Success Skills



Backpack of Success Skills

Effective
Communicator





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.

HOW DOES IT WORK?

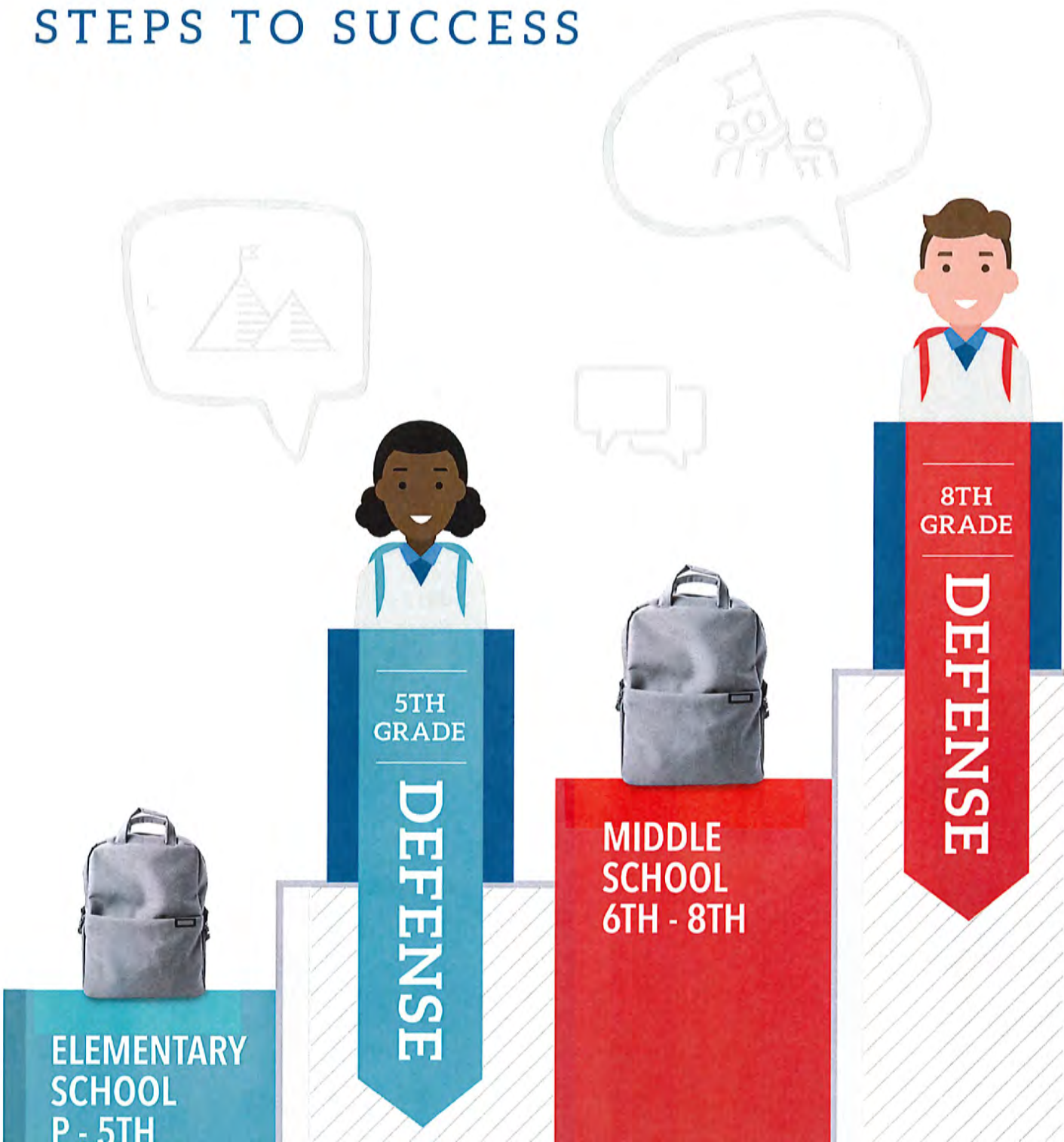
Every JCPS student, beginning in kindergarten, will have a digital backpack in which he or she will collect evidence of their development and fill them with a variety of learning artifacts every step of the way. Artifacts will include student reflections of the learning experience, and will be “tagged”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





HIGH
SCHOOL
9TH - 12TH



12TH
GRADE

DEFENSE

COLLEGE,
CAREER
& BEYOND

S
U
C
C
E
S
S

5

SUCCESS
SKILLS

JCPS GRADUATE PROFILE:

1. PREPARED & RESILIENT LEARNER

2. GLOBALLY AND CULTURALLY COMPETENT CITIZEN

3. EMERGING INNOVATOR

4. EFFECTIVE COMMUNICATOR

5. PRODUCTIVE COLLABORATOR

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.

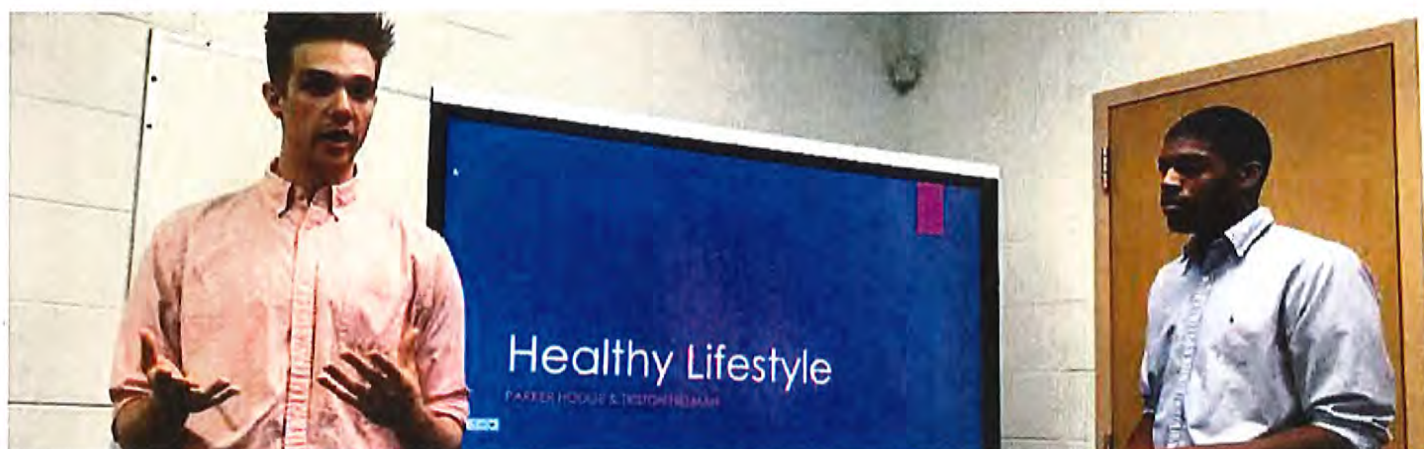
REFERENCE LINKS*

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 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

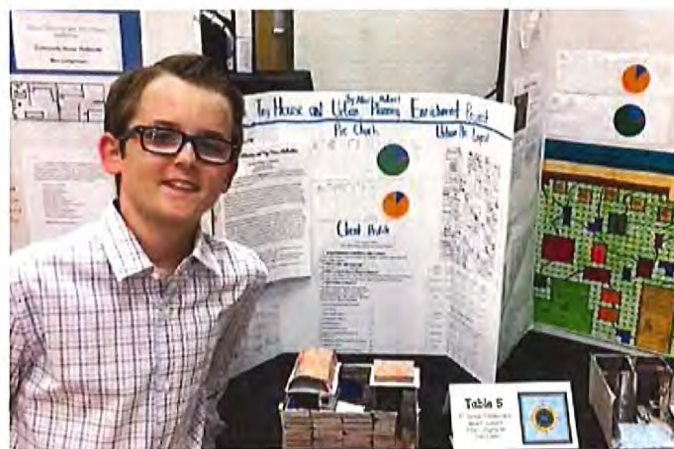
1. Explores community and global issues from the perspectives of those most impacted and creates actionable solutions
2. Employs democratic processes to come to decisions and solutions
3. Compassionate and empathetic toward others
4. Promotes a sense of belonging for others
5. Respects different cultures,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

2

Globally and Culturally Competent Citizen

CASE STUDY 2

Dunn Elementary School -
The Urban Planning Sustainability Project



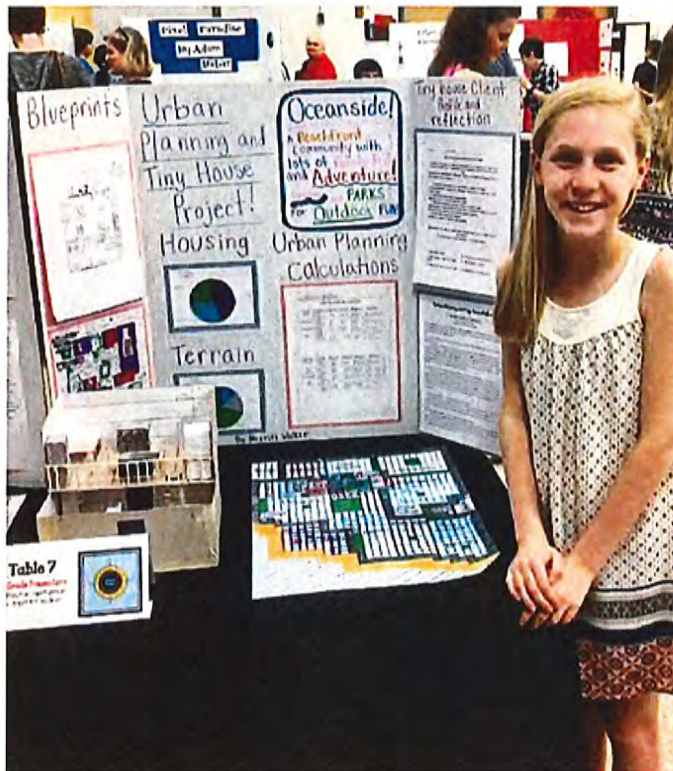
Fourth and fifth-grade students shared their designs for Urban Planning and Sustainability to an authentic audience comprised of builders, mortgage lenders, bankers/loan officers, realtors, parents and a variety of educators from JCPS. At the beginning of the project, students learned about the history 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

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

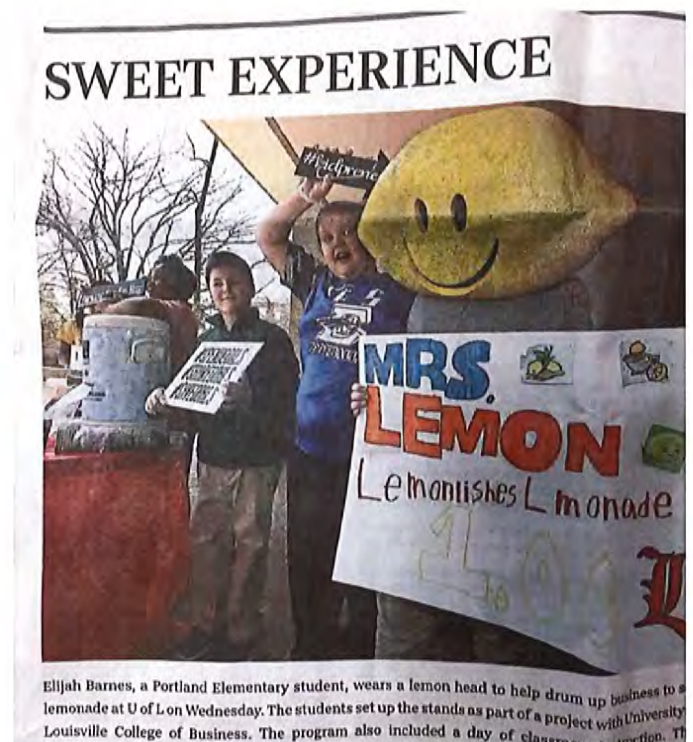


Fifth-graders became young entrepreneurs through a joint venture with students from the University of Louisville's College of Business. Fifty Portland students learned about the many aspects of starting a business and applied what they learned through the establishment of a carefully planned lemonade 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](#)

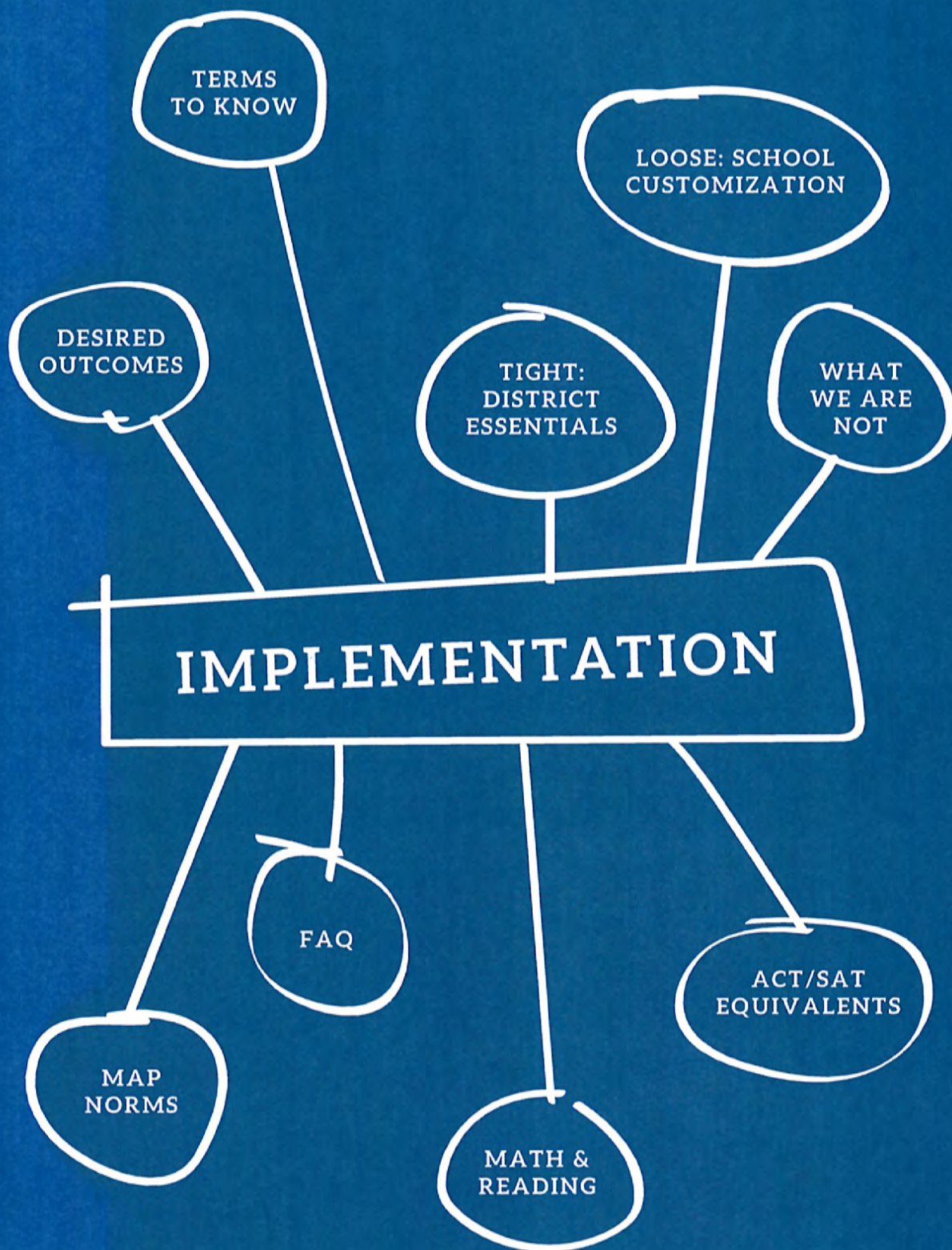
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The best
way to
predict
the future
is to
create it.

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"> 1. RIT and/or ACT/SAT scores for both reading and math 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? 3. At least one artifact for both literacy and numeracy demonstrating command of 5th, 8th or 12th grade ELA/MA standards. <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"> 1. Having met graduation requirements AND CCR benchmarks; 2. College, military, specialized training or job application and/or acceptance letter; 3. Scholarship application and/or award letters; 4. Record of internship/s and/or apprenticeships; 5. Any specialized certifications earned; 6. Other evidence of post-secondary exploration, readiness and preparedness. <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.

“

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.



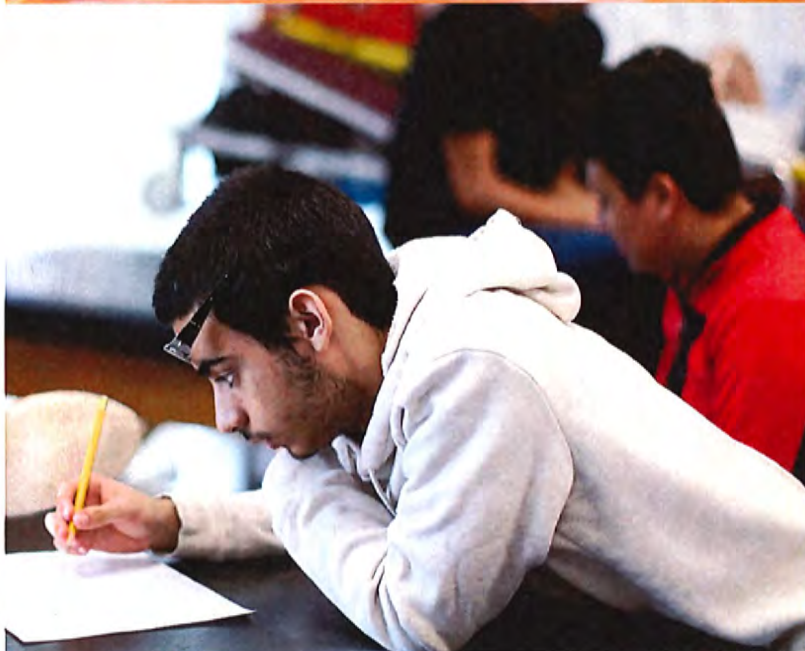
No matter what anyone says, just show up and do the work.

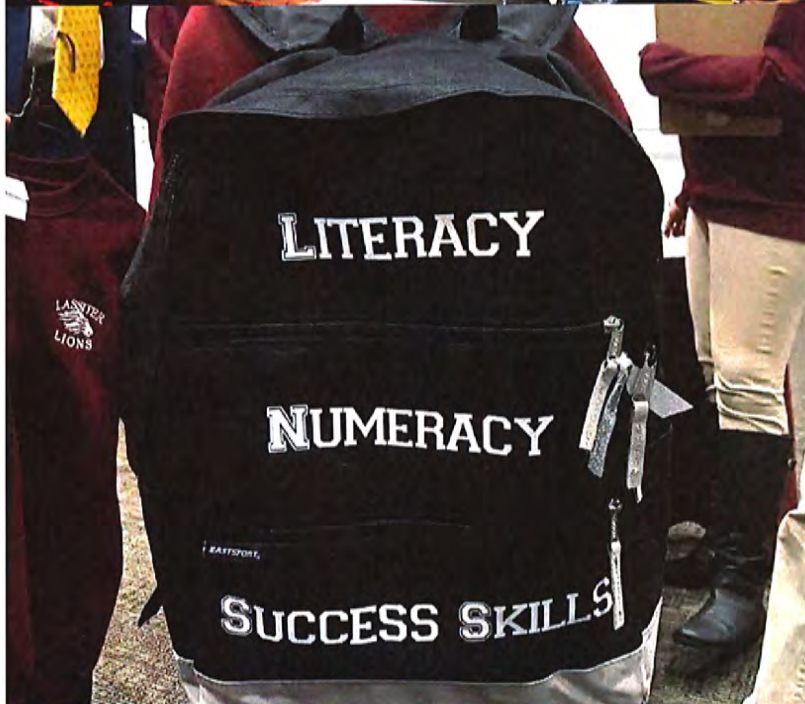
If no one even notices you, just show up and do the work.

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)

”

**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.**



District Commitment to Racial Educational Equity**FINDINGS**

The Board hereby finds and declares the following:

- The Board acknowledges persistent gaps in achievement, learning, expectations, opportunities, and disciplinary outcomes among student groups based on race and ethnicity.
- The Board recognizes that Students of Color (i.e., students who have a racial identity other than White) have been disadvantaged by long-standing inequities in our society, the causes of which are multi-faceted, and reflect historical, social, and institutional factors.
- The Board believes that as a diverse urban school district whose student population has a majority of Students of Color, the District must take a systemic approach to ensure that Students of Color have equitable learning opportunities, experiences, and outcomes.

COMMITMENTS

In accordance with the Board's findings, the Board commits to remedying these inequities and guaranteeing fair treatment and equitable access to a quality education for all students. The District must take these historical, social, and institutional factors into account in educating Students of Color, so the District can achieve and maintain racial educational equity for all students.

To achieve and maintain racial educational equity for all students, the Board commits the District to promoting the success of all students and work actively to eliminate institutional and structural policies and practices that perpetuate inequities among racial groups and thereby contribute to disproportionality of access and outcomes.

SYSTEM-WIDE RACIAL EDUCATIONAL EQUITY PLAN

The Superintendent shall prepare and submit to the Board for approval, a System-wide Racial Educational Equity Plan (system-wide plan) that contains strategies for achieving and maintaining racial educational equity for all students. The system-wide plan will utilize research or evidence-based strategies and practices at the classroom, school, and District levels. The system-wide plan will be developed with diverse and inclusive participation of principals, teachers, students, parents, family members, and community members. The development of the system-wide plan shall be informed by data, including District, school, and building-level data. The system-wide plan shall establish clear goals and metrics for improvement and accountability. The system-wide plan shall be subject to review and renewal by the Superintendent, and approval by the Board, at least once every three (3) years.

Every school and Central Office Department and Division shall develop an annual Racial Equity Improvement Strategy to implement the strategies in the system-wide plan. School, Division, and Department strategies shall be aligned to the system-wide plan, and developed based on school, Division, or Department-level data. A school's strategy shall be incorporated into the school's Comprehensive School Improvement Plan. Division and Department strategies shall be incorporated into the District's Comprehensive District Improvement Plan.

District Commitment to Racial Educational Equity

The system-wide plan shall include strategies to:

- a) Raise the achievement of all students while minimizing the gaps among Students of Color and White students, balancing those efforts across the intersectionality of race, gender, household income, and special education status.
- b) Eliminate or alter school and District procedures and practices that create systemic racial disparities in educational opportunities and outcomes, including, but not limited to, disciplinary practices, identification of students for special education services, and access to programs and courses for enhanced or accelerated learning.
- c) Increase the diversity of school and District staff to more closely reflect the demographics of the District's student population.
- d) Improve the culture and climate of all schools, the Central Office, and all District facilities such that all students, families, and staff feel welcome and respected. School, Division, Department, and building-level culture and climate data shall be used to develop the strategies.
- e) Establish in all schools a culture of teaching and learning that maintains high expectations for all students and staff, promotes engagement in Deeper Learning, and provides personalized and systemic supports for students and teachers.
- f) Provide teachers and other school-based personnel with ongoing technical, pedagogical, socio-emotional, and curriculum training and support throughout their careers, to improve school climate and culture, and to create an environment of respect and support among students, faculty, and staff.

RACIAL EQUITY ADVISORY COUNCIL

The Superintendent shall establish an eleven (11) member Racial Equity Advisory Council (advisory council) with management and facilitation by the Diversity, Equity, and Poverty Programs Division. The advisory council will assist the Superintendent in the development and monitoring of the system-wide plan. In addition, the advisory council will provide technical support to schools and District leadership that includes, but is not limited to, the development of school and Division or Department Racial Equity Improvement Strategies.

The initial membership of the advisory council shall be established by a diverse and representative Racial Equity Advisory Council Selection Committee (selection committee) whose membership, in so far as possible, shall reflect the racial and ethnic composition of the student population of the district, and have a proven commitment to racial educational equity. Membership shall be as follows

- a) A teacher representative selected by the Jefferson County Teachers Association;
- b) An administrator representative selected by the Jefferson County Association of School Administrators;
- c) A non-administrative classified employee representative selected by the leaders of the associations that represent classified employees of the District;
- d) Two (2) parent representatives selected by the 15th District PTA;

District Commitment to Racial Educational Equity**RACIAL EQUITY ADVISORY COUNCIL (CONTINUED)**

- e) Two (2) student representatives selected by the Diversity, Equity, and Poverty Division; and
- f) Two (2) community representatives selected by the Superintendent.

With the assistance of the Diversity, Equity, and Poverty Division, the selection committee shall develop and conduct an application and selection process to establish the initial membership of the advisory council.

The advisory council shall:

- a) Be comprised of individuals who have a proven commitment to racial educational equity;
- b) Include a majority of members who are not employed by the District;
- c) Include representation from several different geographic areas of the District;
- d) Include parent, student, teacher, classified staff member, administrator, and community member representation; and
- e) Reflect, insofar as practicable, the racial and ethnic composition of the student population of the District.

Members of the advisory council shall serve three (3) year terms, except that the initial terms shall be staggered, with four (4) members having three (3) year terms, four (4) members having two (2) year terms, and three (3) members having one (1) year terms, as determined by the selection committee. Members may serve two (2) consecutive terms. Vacancies shall be filled with individuals selected by the advisory council, in accordance with the parameters for council membership set forth in this section.

POLICY DIRECTIVES

The system-wide plan shall be developed and implemented by the Superintendent to address the following policy directives:

1. Diversity in Curriculum, Instruction, and Assessment

The District shall:

- a) Identify, develop, utilize, and prioritize District-wide implementation of instructional practices that have been shown to improve learning outcomes for Students of Color at all achievement levels in order to minimize the prevalent and persistent learning outcome gaps among Students of Color and White students.
- b) Develop rich curriculum resources for schools to implement that more effectively and accurately include the contributions and historical relevance of African-American, Latinx, Asian-American, and other non-White cultures; the experiences of People of Color; and the history of immigration and ethnic diasporas and their impact on U.S. history, culture, and society.

District Commitment to Racial Educational Equity**POLICY DIRECTIVES (CONTINUED)****2. School Culture and Climate**

The District shall:

- a) Provide ongoing mandatory professional development for all school and District staff that
 - 1. Creates a culture of high expectations for all students;
 - 2. Provides teachers with knowledge and tools to provide students with ongoing opportunities to understand racial identity and its impact;
 - 3. Helps identify and address racism (personal and structural) and implicit bias;
 - 4. Trains school and District staff to implement restorative practice strategies;
 - 5. Increases the cultural competence of school and District staff; and
 - 6. Equips and empowers school and District staff to eliminate racial and ethnic disparities in learning opportunities and to minimize the prevalent and persistent learning outcome gaps among Students of Color and White students.
- b) Reduce racial disproportionality in disciplinary actions.

3. Programmatic Access

The District shall:

Increase enrollment and success in enhanced or accelerated educational programs and courses by Students of Color, including, but not limited to, magnet and optional programs, programs for Gifted and Talented students, Advance Program, Advanced Placement, Dual Credit, International Baccalaureate, Cambridge International, internships, apprenticeships, and career and technical programs.

4. Staffing and Classroom Diversity

The District shall:

- a) Attract, recruit, hire, and retain staff and leadership that more closely reflect the racial, ethnic, and linguistic diversity of the student body of the District.
- b) Provide training to District and school administrators and school-based decision making councils regarding the importance of and strategies for increasing staff racial diversity in an urban school district, where a majority of students are Students of Color.

5. Central Office Commitment to Racial Educational Equity

The District shall:

- a) Conduct regular (i.e., at least every three [3] years) comprehensive reviews of existing Board policies, including, but not limited to this policy, using an evidence-based racial equity analysis tool, and propose changes to policies as needed to achieve and maintain racial educational equity.

District Commitment to Racial Educational Equity**POLICY DIRECTIVES (CONTINUED)**

- b) Utilize an evidence-based racial equity analysis tool when developing recommendations for staffing, budget allocations, developing curriculum, and adopting alternative discipline practices.
- c) Designate a District team to work closely with community partners to address poverty, its root causes, and its consequences for student success, taking into account the intersectionality of race, gender, household income, and special education status.

ACCOUNTABILITY

- a) The Superintendent or designee shall meet at least bi-monthly with the Racial Equity Advisory Council to receive status reports, concerns, and provide support.
- b) The Superintendent shall report at least two (2) times per year to the Board regarding the implementation of this policy at the classroom, school, and District levels, and progress on meeting the measurable goals established in the system-wide plan.
- c) The Superintendent or designee, in collaboration with the Racial Equity Advisory Council, shall host community conversations two (2) times per year to hear from community members regarding issues relating to racial educational equity, and to provide status reports to community members regarding implementation of the System-wide Education Equity Plan.
- d) Progress toward implementation of this policy and the reduction of gaps in achievement, learning, expectations, opportunities, and disciplinary outcomes shall be considered as part of the Superintendent's evaluation.

RELATED POLICIES

01.111; 02.442; 03.133; 03.1912; 03.233
08.132; 08.141; 08.2; 08.51; 09.13; 09.42811
IA; IB

Adopted/Amended: 5/8/2018
Order #: 2018-98