

Tenet Metrics & Strategies	Accountable Administrators	Progress Notes - September 2019	Progress Notes - January 2020	Progress Notes - May 2020
CURRICULUM, INSTRUCTION AND ASSESSMENT				
<p>METRICS:</p> <ul style="list-style-type: none"> 25% increase in students enrolled in courses specifically designed to consider other cultures' contributions and perspectives (from 939 in 2018 to 1,174 in 2020) - 235 more students By 2020, 3,940 books reflecting cultural diversity will be purchased for schools district-wide to ensure that traditionally underrepresented or marginalized groups see themselves reflected in school library collections By 2020, 3% decrease in the gap in proficiency rates between African American and White students 		<p>Course Enrollment— Exceeded goal 2019-20: 2,297 students enrolled (144% increase from baseline)</p> <p>Books purchased— Exceeded goal 2019-20: 4,190 total books purchased over last two years</p> <p>Proficiency gap: Need to Accelerate 2018-19: No significant change in gap between African American and White students</p>		
SYSTEMS: Ensure that each school has systems in place to support students in becoming transition ready	Chief Academic Officer, Chief of Schools			
Support all schools in JCPS through strategic equitable processes by implementing a consistent framework to enhance communication and consistency (the M.I.R.A.C.L.E Framework).	Horton	<p>Each area Assistant Superintendent leads each of their respective schools through CCVs and Vital signs. During the CCVs each school receives a deep dive review of implementation of all three pillars, systems and other key areas. During the vital signs they review data and it's segregated by race. Action plans are put into motion and support is deployed systemically. In addition they are required to submit weekly reflections along with Principals submitting them bi-weekly. (Vital signs documents are attached).</p> <p>Schools were also provided a Reflection Handbook (attached) that lists a series of thoughtful questions for staff to consider carefully to provide an inviting culture and climate for all students particularly marginalized groups and students of color. (Handbook attached).</p>		
Review discipline referrals, suspension, restraint and seclusion data during monthly meetings, and develop support plans for schools as needed (Data is monitored weekly with concerns reported to Assistant Superintendent and Executive Administrator).	Coleman DeFerrari Horton	Discipline referrals are reviewed as indicated on the "Data Clean Up Types and Timeline" and "Friday Data Clean Up Meeting" schedule documents (attached). Included are Friday Data Clean Up Meeting Agendas, Arrest, Restraint and Seclusion Tracking document and Meeting Agenda. The 2019.09.12 DRAFT Bus Referral Tracking Document is included.		
Ensure that each school has (1) a system for determining transition readiness; (2) a plan in place so that every student achieves at least one year's growth in reading and math according to MAP; and (3) an acceleration plan in place to ensure catch-up growth for every student who is behind.	Horton Coleman Smith	Schools are required to have each of these components within their Systems Blueprint. These are monitored by Level and Zone Assistant Superintendents. The second and third components will specifically be found within each school's required MTSS plan, also included in the Systems document. https://docs.google.com/document/d/1eGqF--YQIN6i6_4SuqFwvHFC-v0bAKlCImtGQ3ZDW/edit https://docs.google.com/document/d/1mVVBQJ5uEHcc6nV505pYC5QOXie9KC-197qDGg3GNHE/edit		
Design a system for ensuring consistent standards for quality student work district-wide.	Coleman Smith	The quality work protocol was introduced during the Spring of 2018. The expectation is that this is used as a regular part of the PLC process. https://docs.google.com/document/d/1onRuYqOKJGNjGo34HBf1YSzFrikO8xoqRGKznHHezHs/edit?usp=sharing		
RESOURCES: Ensure schools are providing students with culturally relevant resources and rigorous courses	Chief Academic Officer, Chief of Schools			
Ensure schools are providing students with culturally relevant resources that serve to provide a "whole curriculum" and ensure that students are aware of the resources available.	Coleman Smith	<p>The ELA curriculum have been updated to include culturally relevant texts, particularly at the elementary level. The resource list can be found here: https://drive.google.com/drive/folders/1axinDEcf3SW6-hVdRLyunvqsOXP_Kt37usp=sharing</p> <p>The Social Studies curriculum frameworks were published which provide a broader and more expansive view and perspectives of diverse groups. Resources, questions, tasks all reflect this shift in the curriculum. https://sites.google.com/jefferson.kyschools.us/jcpscurriculumandinstruction/curriculum-frameworks/k-12-social-studies?authuser=0</p> <p>A presentation that was shared with the September JCPS Racial Equity Advisory Council is attached to highlighted the culturally relevant resources that have been added to the K-12 school libraries to add diverse texts to library collections. Slide 5 focuses on diverse collections for school libraries.</p>		
Develop new curriculum frameworks that take into account diversity & inclusion with intention, particularly in Social Studies. Collaborate with UofL (College of Education & Pan African Studies Department) to determine implications for teaching and learning, professional development in culturally responsive pedagogy, resources and other areas as needed.	Coleman Smith	See above. The Social Studies curriculum is completed and is reflective of the African experience and perspectives in the curriculum. Example from the 7th grade social studies curriculum can be found here: https://docs.google.com/document/d/1VwYsBfL4fSi-8kwCQI23frE146wsAGv9i5N0MXSVZw/edit		
Create multicultural electives for middle and high schools that can be placed in master schedules for students. In addition, create special area course opportunities for elementary schools. Provide support for teachers who teach these courses.	Coleman Smith	A landscape of the number of middle and high school electives has been completed. The Social Studies team has created an elective for schools to use. It can be found here: https://docs.google.com/document/d/1LGKLMOWF8UYkFMekAGI28ma4U3i7TG8gy7gaPH9pQ/edit#For schools that already have a multicultural elective in place, the teachers are working with the curriculum department to enhance existing experiences of students based on the district elective		
Work with and train SBDM councils to understand new courses and new curricula.	Stenton Coleman Smith	This is part of the online training to be released as soon as KDE approves the online module.		
Increase access to the general curriculum for students with disabilities through culturally responsive instructional practices.	Chevalier Coleman Smith	The Diversity Equity and Poverty department has offered a number of professional development opportunities at "pop-up" trainings. These trainings have encompassed a wide range of topics to support teachers and other school staff in addressing culturally responsive practices that would support students with disabilities and others as well.		

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Provide equitable access to relevant and rigorous Course of Study: Standards-based, college prep, PreK-12 curriculum.	Chevalier Coleman Smith	A Teacher Backpack has been created to ensure all teachers have access to vetted, grade level resources and standards. https://sites.google.com/jefferson.kyschools.us/jcps-teacher-bp/home		
Provide consistent assessments district-wide that identify student strengths and needs, specifically in math and reading.	Coleman Smith	The district has published an assessment landscape that outlines the types of assessments that should be used in schools which also are designed to support students' strengths in reading and mathematics. https://sites.google.com/jefferson.kyschools.us/jcps-curriculumandinstruction/assessment-landscape		
Ensure schools have specific resources, tools, and strategies to use when personalizing learning experiences to support student growth. This includes professional development as well as instructional resources, specifically those that are designed to adapt to student's specific instructional levels.	Coleman Smith	MAP professional learning sessions have focused on how administrators and teachers use assessment data to personalize learning opportunities for students in the core instruction, tier 2 and 3 supports. The October MAP pd session, power point is attached. The district has published the Teacher Backpack which includes instructional resources that have been vetted for quality to share systemwide. https://sites.google.com/jefferson.kyschools.us/jcps-teacher-bp/home		
Develop and implement a long-term and sustainable plan to ensure all students have access to technology devices, and a professional development and curriculum plan to ensure their use to effectively support student learning.	Belcher	•Have entered into year two of the partnership with the Digital Promise Verizon Innovative Learning Initiative for 5 middle schools. The project provides \$25,000 per school per year to help support a full-time instructional coach for each school, professional learning for all teachers involved in the project provided both in person and virtually, professional learning for instructional coaches and support in identifying, implementing, and tracking the professional learning of educators at each school. (See attached) •Extracted the district's FY19 device inventory from MUNIS and reviewed to ensure each school had an accurate inventory of instructional device and understand their needs. •Communicated with schools their FY19 KETS remaining balances so that appropriate instructional device purchases can be made. •Established the JCPS Digital Learning Channel to assist teachers and administrators with the implementation of technology tools in the classrooms/schools. See attached.		
SCHOOL CULTURE & CLIMATE				
METRICS: •10% decrease in suspensions of students of color (from 77% in 2019 to 67% in 2020) - 1,800 fewer suspensions for students of color •5% increase in reported sense of belonging for students of color (from 75% in 2018 to 80% in 2020) - over 1,200 more students of color reporting sense of belonging		Suspensions: Need to Accelerate 2019-20*: 76% students of color (1% decrease) Sense of Belonging: Progressing 2018-19: 78% students of color report sense of belong (3% increase) *Data as of 10-31-19		
PROFESSIONAL DEVELOPMENT: Provide training for staff to positively impact disproportionality (e.g., implicit bias, cultural competence, trauma-informed, social emotional, restorative practices, etc.)	Chief Academic Officer, Chief Equity Officer			
Provide Racial Equity Trainings for staff addressing implicit bias and other topics.	Marshall	The Implicit Bias training is complete. Dates are not set. There are four modules. There must be a grade 80% to pass. the modules are being piloted by the Cabinet and other Central Office administrators. We have also reached out to JCTA to do a pilot. The next phase is to have several schools pilot the program and then after getting feedback, we will roll out district-wide.		
Provide professional development on restorative practices.	Coleman DeFerrari	10 schools participated in wall-to-wall Restorative Practices training: Gutermuth ES, Cochrane ES, Hawthorne ES, King ES, Moore MS/HS, ESL Newcomer Academy, Rangeland ES, Mill Creek ES, Semple ES, Iroquois HS. This will allow these schools to begin addressing behavior both proactively and reactively in a restorative way. Attachment: Schedule of training		
Provide professional development designed to reduce disproportionality in discipline practices.	Coleman DeFerrari	Dr. Terry Scott and Dr. Katy DeFerrari presented to principal and assistant principals about the results of the disproportionality study completed in 2018-19. Data was used to compare group differences as it relates to suspensions, in school removals, and referrals. Individual school data was shared with all principals and assistant principals.		
Scale district-wide Equity Institutes and training to increase the number of participants who can attend.	Marshall	The Equity Institute is on November 4, 2019 at the Galt House Hotel. At the Equity Institutes participants will learn about instructional equity and inclusion strategies as they relate to diverse student populations. The Institute will feature nationally-recognized speakers and participants will have the opportunity to attend rotating sessions. Participants will engage in interactive activities, guided discussions, and surveys in the sessions. The Morning Session is Open to 1,000 and the afternoon is open to 1,000 registrations. See Attachment.		
Provide schools with the opportunity to receive training in the foundational elements of proactive behavior supports.	Coleman DeFerrari	Every school in the district has received team training in Positive Behavior Interventions and Supports (PBIS). District resource teachers have access to JCPS produced videos that are available to provide additional team and school training as necessary. In addition, MTSS Behavior staff presented at an Alternatives to Suspension summit, attended by state-wide school administrators. The presentation focused on Restorative approaches. Attachments: PBIS training workbook, PBIS training powerpoint, List of PBIS training videos, Alternatives to Suspension powerpoint.		

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Increase the number of schools who receive Trauma-Informed Care modules training. Provide strategies that teachers can utilize within their classrooms.	Coleman DeFerrari	Thirty-three schools have completed all of the six trauma module training sessions. Another thirty schools have been scheduled to complete this training at the end of the 2020 school year. A sample email to a principal and the introduction to Trauma 101 powerpoint are attached.		
Increase the number of Safe Crisis Management trainings, with flexibility to encourage participation.	Coleman DeFerrari	JKM Online Module used to replace face to face delivery of SCM Theory. District instructors conducting trainings on site, survey sent to participants, follow up trainings 6 month and recertify annually. Access to SCM Living Calendar provided to all administrators to schedule trainings on a 262 work day calendar with flexible time slots and options for Saturdays.		
Support work done by MTSS teachers with school administration, teacher Professional Learning Communities, and individual teachers to intentionally include culturally responsive strategies when implementing the MTSS Toolkits.	Coleman DeFerrari	The MTSS team is leading after school districtwide PDs on each of the MTSS toolkits. All six toolkits will be covered during the 2019-20 school year. The MTSS team also continues to collaborate with the DEP resource teachers to support individual school teachers, administration, and PLCs in the implementation of CR strategies when using the MTSS Toolkits.		
Provide on time anti-racism and cultural competence training and support for schools (equity audits, walkthrough team, support with school Racial Equity Plan development and implementation).	Marshall	On time cultural competence training is provided. Along with six (6) resource teachers, Diversity, Equity, and Poverty has provided access to over 200 hours professional development and over 30 hours of community conversations. The Battery https://drive.google.com/file/d/1mX5_CRb_7VtHUVWxS08LTspK5N0xK6Zt1/view https://event.on24.com/eventRegistration/EventLobbyServlet?ta=reg20.jsp&referrer=https%3A%2F%2Ft.co%2Fyx8qg2lC3X%3famp%3D11&eventId=206560&sessionid=1&key=CCBA492D884446369908DC4C22A53834&regTag=&sourcepage=register		
Increase training in Trauma and Restorative Practices for Student Relations Department to improve processes and deepen understanding of populations Student Relations Department serves.	Coleman DeFerrari	The Student Relations Department has completed all six of the Trauma Informed Care Modules. Follow-up training will include ACES and Education which is attached.		
SYSTEMS: Provide training for staff to positively impact disproportionality (e.g., implicit bias, cultural competence, trauma-informed, social emotional, restorative practices, etc.)	Chief Academic Officer, Chief Equity Officer			
Increase the social emotional competence of students, particularly students of color and other marginalized groups, by teaching them how to exercise growth mindset, build resilience, grit, determination, empathy, self-management, self-awareness, responsible decision making, relationship skills, and social awareness to develop the "whole child."	Marshall Coleman Averette	A training was offered to school counselors on culturally responsive instruction and stopping the push out of girls of color in the educational setting. The training gave school counselors the tools necessary to advocate and intervene for their female students of color.		
Provide differentiated supports for schools and district Divisions/Departments serving students of color and other marginalized groups to increase capacity in supporting and increasing school attendance by chronically absent students.	Coleman DeFerrari	Re-structured the Department of Pupil Personnel to include three internal teams: Leads, Attendance Support & Compliance/Fidelity. Additionally, district AIS schools receive differentiated supports via collaborations of both a Lead Support Team member and Attendance Support Member. Break out sessions on new attendance support systems were held during Culture and Climate SSBIIH trainings to all district Principals and APs. A district-wide attendance campaign has begun to reinforce the importance of attendance. Involving the whole community in this important work is essential. See attached.		
Increase Department of Pupil Personnel work in targeted schools in order to remove barriers for attendance: Track real time attendance via attendance dashboard. Monthly attendance data tracking will include data by race.	Coleman DeFerrari	Implementation of new attendance support system includes protocols for Pupil Personnel Leads/Support team members to provide KDE Aggregate Chronic Absence school level data which includes all marginalized student populations. District schools are provided attendance data reports at bi-monthly attendance team meetings. Attendance analysis dashboard provides real time attendance tracking with the ability to filter and dis aggregate attendance data.		
Provide support for schools by Safe Crisis Management Team to analyze and improve systems and strengthen data analysis.	Coleman DeFerrari	Monthly SCM data tracking meetings to review district breakdown of restraint and seclusion by students of color, marginalized groups, grade, school, ECE, ect. Data fidelity, trends and next steps will be reviewed and created. Data will be shared with Asst. Sups/Principals/schools/community via school report card and other district reports to provide student support.		
Ensure that JCPS data analysis across multiple domains includes analysis of differences and outcomes based on race. Examples include: Analyzing students referred to Student Relations, sent to Alternative Schools and released from Alternative Schools by race; using tracking and the review of student behavior data to identify bias and ensure racial equity.	Coleman DeFerrari Dosssett	Our district is approaching disproportionality in two phases. Phase 1 addresses group differences within individual schools. Phase 2 addresses schools that are the most significant contributors to the district disproportionality rate overall. For Phase 1, district level principal meetings were held to discuss behavior data as it relates to group differences between races and special education. For Phase 2, 14 middle and high schools were identified who contribute the most to the overall district disproportionality. Phase 2 schools will be reviewing data, conducting a root cause analysis, setting goals, and identifying key action steps for improvement, supports and a system for progress monitoring. Additionally, Student Relations has added a new data system to assist in gathering and analyzing student referral and placement data based on race.		
Update the referral forms used by school and transportation staff to reflect opportunities for interventions consistent with Restorative Practice, Positive Behavior Intervention Systems (PBIS), Exceptional Child Education (ECE) and Multi-tiered Systems of Support (MTSS).	Coleman DeFerrari	The 2019-2020 Student Behavior Referral and Bus Referral Forms have been revamped with input from ECE, MTSS, Restorative Practice and PBIS. The updated referrals are attached. Schools have also received training on the updated forms at the Climate and Culture Handbook training.		
Ensure the inclusion of diverse relevant stakeholders in the process of revising the Student Support Behavior Intervention Handbook.	Coleman DeFerrari	In the Spring of 2019, a diverse group of stakeholders was assembled to give feedback on the SSBIIH. This team gave thoughtful ideas and transformed the Handbook into a new document. (See attachment) The SSBIIH Revision process will take place in January 2020. At this time, communication to relevant stakeholders around the process for input and review will occur.		
Use suspension data to identify Tier 2 students of color and other marginalized groups in need of targeted interventions.	Coleman DeFerrari Horton	Dr. Terry Scott and Dr. Katy DeFerrari presented to principal and assistant principals about the results of the disproportionality study completed in 2018-19. Data was used to compare group differences as it relates to suspensions, in school removals, and referrals. Individual school data was shared with all principals and assistant principals.		

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Conduct programming reviews for individual students identified in need of interventions. Communicate programming review results to administration, Admissions & Release Committee (ARC) chair, Teacher of Record (TOR) and support staff. Resource staff will collect weekly data on individual students and communicate for follow-up.	Chevalier Coleman Smith	Every ECE teacher, ECE Implementation Coach, and principal has been trained in the past several months around ECE. Multiple topics were addressed in the training including: LRE, ARCs, IEPs, etc. This training includes follow up at schools to support staff as they implement the procedures. The ECE central office staff is working closely with school staff to ensure that questions are answered. Because each school has a new staff member (ECE Implementation Coach) whose sole focus is on ECE and how to support students with disabilities, it is a major focus to provide the supports that these staff members need so that students have the supports that they need to be successful.		
COMMUNICATION: Engage students, families, and the community in conversations to improve the culture and climate in schools and district offices, particularly for students and families of color.	Chief of Communication, Chief Equity Officer			
Develop a "change the narrative" campaign: A campaign to highlight and celebrate students of color who are doing exceptional work in school and in the community.	Murphy	We have been very intentional about this work without calling it a "change the narrative" campaign. Over the past year we have worked to make sure we are highlighting students of color doing exceptional work in academics, community service, and art. One example of this is a story we produced about students from Minor Daniels going to the STLP competition for the first time to show off the app they developed. Our department also worked to highlight the success of our students at the DuBois Academy through tours for parents and community members to show them what is possible.		
Write racial equity policy opinion editorials that detail the status of the racial equity policy, and the implementation of district and school plans that are effective and address racial equity—done in conjunction with the Diversity, Equity, and Poverty Division.	Murphy Marshall	Renee Murphy wrote an op-ed for the Courier Journal last fall about the Racial Equity Policy and the long term positive impact this could have on our students. This was in the online version as well as the print version. There will be able another op-ed around the females of color STEAM Academy.		
Create a process for providing information to the Board and public in standing Board Agenda items relating to the purchase of goods and services that identifies contracts with minority and women business enterprises (MBE/WBE).	Marshall Hardin	Professional Services Contract summary report submitted to the board will identify the ownership of organizations. Report will be provided to identify total expenditures with minority and women business. (October 15 Summary Report is attached).		
Establish regular use of the West Louisville Satellite Offices by multiple departments to meet with families.	Marshall	West Louisville Satellite office host four (4) programs daily - Lit & The Beech, Amped, and Project One. Along with said programs, West End Satellite office also hosts parent meetings. Eight (8) schools have used the office to host Parent Teacher Conferences. In addition, over the summer three (3) programs targeting girls of color used the Satellite Office for their program.		
Conduct open forums and trainings for families on bullying prevention at various off-site locations throughout the district that serve diverse communities.	Coleman DeFerrari Marshall	Bullying Prevention staff has done presentations at the Children and Family Place, Metro United Way, The Juvenile Detention Center, and Metro Government. These presentations focused on making adults aware of the JCPS definition of bullying, the reporting bullying process, specific "look for's" in a potential bullying situation, and strategies for helping the person displaying bullying behaviors, as well as, the person being bullied. The presentation is attached.		
Offer face-to-face trainings for parents/ students at community and open house events for diverse populations.	Marshall	Throughout the year, Diversity, Equity, Poverty offers face to face PDs and trainings for parents. Once a month DEP also offers Open House visited to the DuBois Academy. Diversity, Equity, and Poverty also host monthly meeting with NAACP. At these meetings, community has an opportunity to meet and questions the Chiefs of JCPS. DEP offers Racial Equity Policy Community Meetings to inform the community on updates regarding the Racial Equity Policy. Also, DEP has Girls of Color Community Conversations where local and national experts share their research, best practices, and strategies to teach and reach girls of color in our public schools. https://drive.google.com/file/d/14W1j-W6XGgS0qhtD-NRhgJ3O8mLXuqG/view?usp=sharing		
Offer face to face trainings for middle school students to focus on improving relationships.	Marshall	Suicide prevention training was presented face to face to all middle and high school students. In addition to suicide prevention, growth mindset, self-management and self awareness was also included in the presentation.		
STAFFING & CLASSROOM DIVERSITY				
METRICS: <ul style="list-style-type: none"> 2% increase in teachers of color (from 16% in 2018 to 18% in 2020) -128 more 5% increase in administrators of color (from 31% in 2018 to 36% in 2020) -31 more administrators 400 SBDM members trained in hiring practices to increase staff diversity annually 6% decrease attrition rate of teachers of color (from 16% in 2018 to 10% in 2020) -50 more teachers will remain in JCPS 		Teachers of Color: Progressing 2019-20: 16.1% teachers; 17.3% of new hires Administrators of Color: Progressing 2019-20: 32.9% administrators; 34.0% of new hires SBDMs trained: Exceeded goal 2018-19: 543 trained Attrition Rate for Teachers of Color: Progressing 2018-19: 14% attrition rate (2% decrease)		
ATTRACT & RETAIN: Attract and retain a diverse and high-quality staff through creative and innovative partnerships	Chief of Human Resources			
Utilize regional partnerships and resources to attract dual-career couples.	Adams	We are registered in the higher education recruitment consortium (HERC). Typically, the spouses contact us through this system seeking employment. We had five referrals from this system last year.		
Recruit in colleges and universities for non-education majors and support the pursuit of alternative routes to certification.	Adams	This fall we have 149 teachers who are working for JCPS that entered an alternative route to certification The partnership with Simmons College is continuing. Angela French-Coles is leading the direct work with candidates of this program and the coordination of the work is transitioning to DEP under the guidance of Ms. Sylena Fishback. Ms. Fishback is also coordinating the work for the Teacher Residency program that will start in the summer of 2020.		

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Attract and retain a diverse and high-quality staff.	Adams	We utilize Handshake to specifically recruit from HBCUs. We post our positions at HBCUCareers.com. These are automatically posted when we post on AppliTrack. Within Operations, TRADES is being developed with the goal of this going to the board in October or November.		
Establish creative clinical partnerships with universities - develop and support exchanges with local universities and HBCUs.	Adams	We continue our visits on campuses throughout the country. Diane MacKenzie, Recruiter, has visited 6 HBCUs this month in Alabama and Maryland, and 6 more are scheduled for October. We are in the process of planning our HBCU visit to JCPS to be held March 18-20, at which candidates come to Louisville to visit JCPS.		
Review policies and procedures to determine any disparate impacts.	Marshall	The District REAP Committee is assembled to ensure that the REAP becomes fibrous through JCPS. An e-binder was created to collect the policies/practices that Central Office has filtered through the REAP.		
STRENGTHEN PIPELINES: Provide opportunities for career exploration and advancement starting in middle school and continuing throughout employees' careers.	Chief of Human Resources, Chief Academic Officer			
Provide ongoing opportunities to share information regarding pathways to certified careers.	Adams	The development of the Teacher Apprenticeship Program is almost complete with a goal of presenting this to the Board at the November 12, 2019, meeting.		
Provide financial and instructional support for non-certified employees to pursue teacher certification.	Adams	The board funded this project request again this year and participants continue to enroll to participate.		
Strengthen teacher pipeline through continued development of the Teacher Career Pathway available to our high school students with recruitment and support starting in middle school and continuing through college, with intentional efforts to encourage and mentor minority students to consider teaching as a profession.	Adams Horton Coleman	The development of the Teacher's Aide Apprenticeship Program is almost complete with a goal of presenting this to the Board at the November 12, 2019, meeting. This program will allow junior and senior students to start working for JCPS as a Youth Apprentice, followed by employment upon graduation and successful completion of the para-educator assessment, as an instructional assistant within JCPS. Apprentices will be able to take the Praxis CASE while in high school with supports to assist successful completion. This assessment is the assessment used for entrance into a state educator preparation program. Those who continue to pursue a degree in education will be allowed to work flexible hours while obtaining teacher certification.		
Continue and strengthen work to identify, recruit, support and see through to completion, promising teacher leaders to pursue school and district leadership roles, with a focus on increasing minority representation in JCPS leadership.	Horton Adams	We are now hosting our second cohort of Emerging Leaders. Each school year we screen and select 25 aspiring leaders to enroll in the program. New Leaders had been identified as the top leadership development organization in the nation. Out of current cohort of leaders roughly 33% of them are minority.		
PROFESSIONAL DEVELOPMENT: Support schools' efforts to impact staff diversity through training and technical assistance.	Chief of Human Resources, Chief Equity Officer			
Provide training to schools and district administrators and School-Based Decision Making (SBDM) Councils on the importance of staff diversity.	Marshall	This is part of the online training to be released as soon as KDE approves the online module.		
Provide a Diversity Literacy certificate to teachers in Accelerated Improvement Schools in partnership with University of Louisville through the Competency, Awareness, and Responsiveness to Diverse Students (C.A.R.D.S.).	Marshall	In partnership with the University of Louisville, Diversity, Equity, and Poverty has created a teacher literacy program that provides a diversity literacy certificate and pays for the classes. These classes assist the teacher in understanding and addressing the differences in the students that they come in contact with daily. The curriculum is a 33 hour Master's degree in teacher leadership from the College of Education and Human Development that includes 18 hours with the College of Arts and Sciences. (See attached)		
PROGRAMMATIC ACCESS				
METRICS: <ul style="list-style-type: none"> 5% increase in students of color identified as Gifted & Talented (from 38% in 2018 to 43% in 2020) - 270 more students 3% increase in students of color enrolled in magnet programs (from 52% in 2018 to 55% in 2020) - 635 more students 3% increase in students of color enrolled in higher level courses (AP, IB, Cambridge, dual credit) (from 39% in 2018 to 42% in 2020) - 296 more students 5% increase in students of color participating in career pathways and graduating transition ready (from 34% in 2018 to 39% in 2020) - 368 more students 3% increase in students of color participating in extended learning time programs (from 77% in 2018 to 80% in 2020) - 50 more students 		Gifted & Talented: Need to Accelerate 2018-19: 39% students of color in GT Magnet Enrollment: Need to Accelerate 2019-20: 54% students of color in magnets Enrollment in Higher Level: Progressing 2018-19: 40% students of color in higher level courses (1% increase) Career Pathways: Exceeded goal 2019-20: 58% students of color in pathways (24% increase) Extended Learning Time: Exceeded goal 2019 Summer: 82% students of color participating (5% increase)		
COMMUNITY OUTREACH: Engage parents and Business partners to provide proactive social supports that meet student needs.	Chief Academic Officer, Chief of Communications, and Chief Equity Officer			
Assign the JCPS Parent Engagement staff to work with the Division of Diversity, Equity and Poverty to help promote community outreach and parent engagement with particular attention to underserved communities.	Horton Marshall	In partnership with the PTA, DEP has a clothing assistance program that helps clothe parents. Inasmuch, a parent program is also being formed.		
Expand community center access for after-school learning; improve community access to after-school activities and enrichment throughout the community.	Marshall	In partnership with AMPED, DEP has after school programs at the JCPS West Louisville Office as well as the Shawnee Satellite Office. The 6 Community Schools Farnsley, Frost, Meyzeek, Western, Iroquois, and Shawnee) have a robust schedule of programs.		
Improve student choice by developing a JCPS marketing campaign to reach out to families of students, by zip code, who have not previously engaged in choice or on-time registration.	Horton Murphy	We are currently going through a student assignment review with district administration and our student advisory committee. The committee has been meeting for roughly two years and there are plans to take recommendations to the board before the end of 2019. DEP has taken our current assignment plan through the REAP and has provided recommendations. All agendas for the Student Assignment Advisory Council are posted on the KSBA website and publicly advertised. (Sample agenda attached).		

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Target neighborhoods with the highest number of students eligible for free and reduced price lunch for Bus Stop Cafe visits.	Raisor	SCNS administrators work with other SFSP sponsors, including Dare to Care to identify areas in the county where the Bus Stop Cafe can provide meals to children in need. The SFSP supervisor visits at-risk areas to identify possible Bus Stop Cafe locations. During the past summer SCNS added two additional mobile routes to meet the need, making of total of eight mobile routes.		
Recruit Minority and Women Business Enterprises (MBE/WBE) to subcontract on large facilities projects.	Raisor Marshall	Doing Business with JCPS is on October 28, 2019 at 5:30pm at CB Young. This is an opportunity for minority and women owned business to find out how they can do business with JCPS. See materials attached.		
RESOURCES: Review budgets to ensure equity.	Chief Financial Officer, Chief Information Officer			
Design and fund a plan for providing intensive support from the learning innovations/deeper learning team for Accelerated Improvement Schools.	Horton Coleman Smith Belcher	The district created an Accelerated Improvement Schools office in the 2018-19 school year. This office has an assistant superintendent, two EAs and other support staff. AIS schools also receive support from the KY Department of Education who assigns qualified staff to work in the school and focus on reading and mathematics. The district has just received the list of new schools who will receive these supports and the Assistant Superintendent is working closely with KDE partners to introduce the new schools to the supports and expectations for AIS schools. The district is designing a plan to add more deeper learning team support to further support AIS schools.		
Allocate funding based on student need.	Hardin	<p>Last Spring, a review of school add-on budgets as well as departmental budgets was reviewed to determine current support provided and whether changes were needed to address equitable allocations. The Superintendent and Chief of Schools worked closely with Assistant Superintendents as well as the entire Cabinet to make tough decisions around budgeting.</p> <p>The result of the work were a series of cuts to central office staff and some add-ons that were no longer current to schools.</p> <p>These funds were redirected to support Mental Health Practitioners and ECE Implementation Coaches for each school. Additionally, each school maintained an Academic Improvement Coach. These three vital positions will support the work in schools.</p> <p>Additionally, the AIS Assistant Superintendent has a budget to support the neediest schools and he worked closely with principals to determine where funding was most needed.</p> <p>The 2019-2020 Working Budget was passed by the Board and it focuses on student needs. A summary is attached.</p>		
Review school add-on budgets to ensure equity: determine allocations based on student needs.	Horton Hardin	<p>Last Spring, a review of school add-on budgets as well as departmental budgets was reviewed to determine current support provided and whether changes were needed to address equitable allocations. The Superintendent and Chief of Schools worked closely with Assistant Superintendents as well as the entire Cabinet to make tough decisions around budgeting.</p> <p>The result of the work were a series of cuts to central office staff and some add-ons that were no longer current to schools.</p> <p>These funds were redirected to support Mental Health Practitioners and ECE Implementation Coaches for each school. Additionally, each school maintained an Academic Improvement Coach. These three vital positions will support the work in schools.</p> <p>Additionally, the AIS Assistant Superintendent has a budget to support the neediest schools and he worked closely with principals to determine where funding was most needed.</p> <p>The 2019-2020 Working Budget was passed by the Board and it focuses on student needs. A summary is attached.</p> <p>During the development of the 2020-21 budget school add-on budgets will be reviewed again.</p>		
Work with the Division of Accountability, Research, and Systems Improvement to identify programs that work and fund appropriately to ensure implementation fidelity.	Dossett Horton Coleman Smith	The racial equity mini-grant applications for the 19-20 school year are now open. Schools have been invited to submit a proposal for a competitive mini grant (not to exceed \$7,000) to support an initiative in their school focused on the implementation of their Racial Equity Plan and to address the issues facing our disproportionality rates in our schools. Activities may include but are not limited to: <ul style="list-style-type: none"> •finding professional learning opportunities, including conferences addressing issues related to implicit bias, disproportionality, engaging minority students, and improving behavioral and academic outcomes, •purchasing materials and paying stipends for book studies, •obtaining culturally relevant books and resources for classrooms or the library, and •reimbursing travel expenses for a site visit to schools implementing promising practices. 		
Explore the institution of an annual, ongoing, sustainable funding model in the District budget to support a comprehensive, district-wide technology replacement cycle for instructional technology devices for all students and the JCPS Student Technology Support Team.	Belcher	Submitted a General Fund Budget Request to support a digital conversion for FY 2019-20 that was approved in the amount \$745,000. Funds have also been allocated in the budget for student instructional technology devices at the new all girls STEAM academy.		

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Develop a systemic approach to provide all students with ready access to instructional devices. Institute a replacement cycle to meet, at a minimum, the goal of one student device for every four students. Explore the establishment a school / district match option for schools to achieve a 1:1 student: technology ratio.	Belcher	Digital Promise and the Verizon Foundation have partnered with JCPS to implement the Verizon Innovative Learning Initiative for the 2019-20 school year for the following schools: •Academy @ Shawnee Middle School •Frederick Law Olmsted Academy North •Lassiter Middle School •Newburg Middle School •W.E.B. DuBois Academy The initiative provides the following resources: •A tablet device for each student and each teacher during the two-year project period. •\$25,000 per school per year to help support a full-time instructional coach for each school •Professional learning for all teachers involved in the project provided both in person and virtually •Professional learning for instructional coaches and support in identifying, implementing, and tracking the professional learning of educators at each school •Twice annual progress reports provided to District leaders •Ongoing project planning and implementation support		
Create a JCPS Student Technology Support Team to focus on student support. The team will assist students with instructional devices, the JCPS Backpack of Success Skills, and student technology technical requests.	Belcher	Encouraged all schools to implement Student Technology Leadership Program (STLP) program at their locations. Created an STLP Coordinator position and implemented annual stipend of \$1,000 for 1 STLP Coordinator in every building.		
☐ GIFTED & TALENTED: Identify and place more students of color in advanced courses	Chief Academic Officer, Chief of Schools, Chief Equity Officer			
Identify and implement the use of other assessments for identifying Gifted and Talented students across categories of giftedness.	Coleman Smith	Schools are identifying students who qualify for Gifted and Talented programs this Fall. The district is piloting an additional nationally normed test as an alternative.		
Design a system for analyzing course and class admission criteria at the school level for Gifted & Talented/Advance Program and ensure criteria are not creating unnecessary barriers or racial inequity in the identification of students.	Coleman Smith Horton	By October 31, we will have collected information from all schools about their policies and criteria for assigning students to GT/Advance Program classes. By November 30, we will have completed a review and analysis of this information specifically focused on policies or criteria that create barriers to participation in these classes for students of color. We will provide recommendations to schools based on these findings before the end of the calendar year in preparation for January 1, 2020.		
Increase the number of girls of color who are identified for inclusion in and placed in the Advance Program.	Coleman Smith Horton	During the month of October, the district will have a more comprehensive communications push with schools and families to share a process for identifying more girls of color for the Advance Program. This timeframe is aligned to the CogAT administration and will provide specific recommendations for schools once test results have been received. Families will learn how to advocate and support students as they consider access to more rigorous learning opportunities. The GT/Advance Program office will spend November and December preparing schools for this AP identification process.		
Increase number of students of color identified as Gifted and Talented.	Coleman Smith Horton	Trainings are continuing to support schools in the identification of students for one or more of the five required areas for GT. Principals and GT Leads in every school are required to enter student names into IC when identified. GT numbers are being monitored by school, category and race. Schools whose numbers are disproportionate are receiving additional support for identification. With the identification of students in all five (5) categories of giftedness; we anticipate more students (and particularly students of color) will be identified for GT. In addition, we are exploring the use of local norms rather than national norms as allowable by state law for the identification of students for General Intellectual and Specific Academic categories.		
Increase number of students of color enrolled in magnet programs.	Coleman Blausey Horton	The Student Assignment Review Advisory Committee has met multiple times concerning increasing access to magnets for students of color and other disadvantaged groups. The committee is made up of a diverse group of citizens and staff. The committee is working through ideas now that will be taken to the community and then to the Board. Attached are materials from several SARAC meetings that focus on increasing access to magnet programs. Additionally, there will be a community forum on October 1 to get community input around the work of the committee. This Forum will be held at Male High School as part of the Jefferson County Board of Education's formal community forum sessions.		
Increase number of students of color enrolled in higher level courses (AP, IB, Cambridge, dual credit).	Coleman Smith Horton	The district will receive data from the AP (College Board) exams within the month. From this, we will be able to check on the students that may be eligible for AP courses next semester and in the coming year. Regarding Dual Credit the district has collaborated with Jefferson Community and Technical College to increase CTE dual credit offerings. We have increased from three pathways at 4 schools with at least one dual credit CTE course offered to 20 pathways at 11 schools to have at least one CTE dual credit course offered in the current school year. Additionally, in partnership with JCTC and the district ELA and Math Instructional leads, we have created a version of Junior English and Algebra II that JCTC will recognize as the equivalent to developmental education providing our students a performance-based (non-test) pathway to dual credit. The Accelerate 2 College (A2C) involves nearly 700 juniors in 13 high schools in the pilot year. In looking at these students across the district, the population is representative of the overall high school population. This will lead to increased access and opportunities to general education dual credit courses, particularly for students of color.		

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Increase number of students of color participating in career pathways and graduating transition ready.	Coleman Horton Rogers	<p>During fall semester vital signs meetings, transition readiness data was provided by race. Principals are tracking students on a name and need chart. KYOTE and ACT interventions are in place for seniors working to meeting academic readiness benchmarks. MAP data is given fall, winter, and spring for 9-11 grade students to identify and build acceleration plans to improve performance.</p> <p>With the continued expansion of career pathways, more students have access and opportunity to select and complete a 4 course CTE pathway. All pathways are being designed with dual credit and all lead to either an industry certification or articulated credit end of program exam.</p> <p>The new high school division has recently merged with the office of transition readiness, thus providing a more cohesive approach aligned system of support. The Academy of Louisville schools have extensive business partners working to provide authentic interdisciplinary experiences leading to work based learning opportunities, thus career readiness through apprenticeships and/or 500 work hours.</p> <p>AOL principals have developed steps to increase pathway equity and focus on increasing non-traditional participation.</p>		
Increase number of students of color participating in extended learning time programs.	Coleman Smith Horton	<p>The Backpack League, a summer learning program for students in grades 3-6, was implemented during the summer of 2019, from July 8-August 4. Approximately 900 students participated, with 52% being students of color. The program focused on math and literacy skills through project-based learning. A report was shared with the JCPS Board of Education on August 6, 2019. It can be found here: https://portal.ksba.org/Secure/Meeting/Meeting.aspx. Plans are underway to at least double the number of students served during the summer of 2020.</p>		
CENTRAL OFFICE COMMITMENT				
<p>METRICS:</p> <ul style="list-style-type: none"> By 2020, provide funding of at least \$2 million on initiatives focused on students of color Increase number of staff participating in culturally responsive/equity professional development opportunities from 3,919 in 2018 to 8,000 in 2020 Increase number of District and school policies, procedures and practices that have been reviewed using the Racial Equity Analysis Protocol from 0 in 2018 to 300 by 2020 		<p>Funding Increases: Exceeded goal 2018-19 Increases: \$3,381,057 2019-20 Increases: \$2,786,844</p> <p>Staff PD: Exceeded goal 2018-19: 9,582 employees trained</p> <p>Racial Equity Analysis Protocol: Exceeded goal 2018-20: 77 Central Office Policies and Practices; each school has used the REAP on at least 5 policies</p>		
☐ POLICY & IMPLEMENTATION: Support schools by providing training on the equity scorecard and helping principals design school level equity plans.	Chief of Staff, Chief Accountability, Research and Systems Improvement, Chief Equity Officer			
Support schools by providing training on the Equity Scorecard and helping principals design school level equity plans.	Dossett Marshall	The DEP division has created and shared with schools a racial equity reflection guide. This guide has key questions for school leaders and teachers as well as strategies for creating racially equitable schools and classrooms. Included in the guide is a link to the equity scorecard. In addition, DEP leads training in the community about the Equity Scorecard. Even further, DEP is working with IT to create report cards to illustrate the average grades of students of color in 5th, 9th, and 11th grade.		
Update design of Equity Scorecard based on principal feedback to include current year data (i.e. MAP), final EOY report, trend data, as well as best practices from JCPS and nation.	Dossett Marshall	<p>The equity scorecard includes references to research based approaches in the areas of literacy, discipline, opportunity and access. Updates have been made all areas to include trend data. KPREP scores will be loaded once unembargoed and MAP fall data will be added once available in IC.</p> <p>In addition, the vital sign checks at the district and school levels have been revised this year to provide data on key metrics disaggregated by student group. MAP district data reports are also disaggregated by student group.</p>		