

# Future State

Jefferson County  
Board of Education Meeting  
April 21, 2020

# Future State Updates

- Strategic Plan
- Student Assignment
- Revenue
- Workforce Development

# JCPS New Strategic Plan: Progress Update

- Completed Actions
- Current Work
- Next Step



# Strategic Plan: Completed Actions

- Reflected on current plan and pillars
- Shared progress report on Vision 2020 in Action
- Developed Future State tenets
- Established timeline for new plan
- Identified Core and Advisory Teams

# Strategic Plan: Current Work

Core team continues to meet virtually focused on:

- Reviewing JCPS' prior plans and future states
- Exploring other districts' plans
- Identifying possible framework for plan
- Grouping current strategies
- Considering current context

# Other Districts: What We Liked

cbeab.ca

## 2019-2022 | Three-Year Education Plan



**Mission** | Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

**Values** | Students come first - Learning is our central purpose - Public education serves the common good

Public education is a shared responsibility. Together we commit to success for each student, every day, no exceptions.

**Achievement & Well-Being**

Engaging, Inspiring, and Empowering

**Developing Our Employees**

Engaging, Inspiring, and Empowering

**Advancing Equity by Personalizing Learning for Each Student**

**Organizational Effectiveness & Service Transformation**

Engaging, Inspiring, and Empowering

**Strategic Allocation of Resources to Support Student Needs**

Engaging, Inspiring, and Empowering



**VSBC STRATEGIC PLAN**  
Vancouver School Board



**OUR VISION**

We inspire student success by providing an innovative, caring and responsive learning environment.

**GOAL 1**  
*Engage our learners through innovative teaching and learning practices.*

1. Provide increased opportunities to connect students to their learning.
2. Enhance support for students with specific needs.
3. Support the implementation of the curriculum.
4. Enhance assessment and reporting strategies to support teaching and learning.
5. Ensure Indigenous students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.

**GOAL 2**  
*Build capacity in our community through strengthening collective leadership.*

1. Support professional networking opportunities and collaborative practices for our staff.
2. Support professional development opportunities for staff in the implementation of the curriculum.
3. Enhance and support opportunities for student voice.
4. Enhance and support opportunities for parental engagement.
5. Encourage and appreciate the contributions made by our students, families, employee groups and community partners.

**GOAL 3**  
*Create a culture of care and shared social responsibility.*

1. Encourage and enhance practices that support cultural, emotional, physical and mental well-being.
2. Support effective, thoughtful transitions for all students at each stage of their development.
3. Increase Indigenous students' sense of pride, self-esteem, belonging, civic acceptance and caring in their schools.
4. Increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, customs and contributions by all students through eliminating individual, cultural and individual racism within the Vancouver school district learning communities.
5. Respect and celebrate all forms of diversity.
6. Support collaborative relationships with community partners that enhance student learning and well-being.

**GOAL 4**  
*Provide effective leadership, governance and stewardship.*

1. Develop and implement a long-term financial planning model.
2. Implement the recommendations of the Long Range Facility Plan.
3. Effectively utilize school district resources and facilities.
4. Support effective communication, engagement and community partnerships.
5. Advocate for public education.
6. Implement the recommendations of the Sustainability Action Plan.

**OUR GUIDING PRINCIPLES**

**COLLABORATION**

We value strong relationships and work in partnership to create and practice.

**INCLUSION**

We welcome and celebrate all people. We recognize and support the diversity of our students, staff and community.

**ENGAGEMENT**

We encourage and support our staff, students and community to be active and innovative partners.

**TRANSPARENCY**

We are open, honest and accountable in everything we do.

**EXCELLENCE**

We strive for the highest quality in everything we do.

**COMPASS TO 2025 STRATEGIC FRAMEWORK**  
STUDENT-CENTERED FOR STUDENT SUCCESS

**GOAL 1**

**EDUCATIONAL EXCELLENCE**

Challenge and support all students to excel academically by demonstrating the foundational literacies, core knowledge, and transferable life skills outlined in the VBSPS Graduate Profile.

**EQUITY EMPHASIS**

Identify and address inequities in achievement outcomes by investigating and implementing best practices and seeking innovative solutions.

**STRATEGIES**

1. Pursue opportunities to expand early childhood education offerings.
2. Further integrate reading and writing across the curriculum and implement a plan for monitoring and improving achievement in these areas.
3. Develop, implement, and monitor a K-12 plan for improving mathematics achievement.
4. Increase student access and opportunities for advanced level coursework.
5. Implement and share teaching practices that foster deeper learning and engagement and are adaptable to diverse student needs (with an emphasis on African American males and students with disabilities).
6. Ensure there are explicit connections within the curriculum to the SCC and the attributes in the division's Graduate Profile and use the curriculum in all areas of study to support students' acquisition of these skills and attributes.
7. Maintain a balanced assessment system with an emphasis on standards-based, performance-based, and student-led assessments to meet internal and external accountability requirements.
8. Strengthen the use of Student Response Teams (SRTs) to provide academic intervention and acceleration for learners at all school levels.

**POTENTIAL INDICATORS INCLUDE:**

reading on grade level; SOL, performance; enrollment and performance in advanced courses, etc.

**GOAL 2**

**STUDENT WELL-BEING**

Create an inclusive learning environment that supports the physical and mental health of all students and strengthens the social-emotional skills they need to become balanced, resilient learners who are personally and socially responsible.

**EQUITY EMPHASIS**

Engage in culturally responsive practices divisionwide. Identify and address inequities in discipline practices by investigating and implementing best practices and seeking innovative solutions.

**STRATEGIES**

1. Provide a safe, welcoming, and inclusive learning environment that is conducive to student learning.
2. More deeply integrate social-emotional learning (SEL) into the PreK-12 curriculum.
3. Engage in culturally responsive practices at the classroom, school, and division level.
4. Increase student participation in school and community activities.
5. Use responsive practices such as morning meetings and student advisories to support SEL.
6. Develop students' digital wellness by helping students learn to make responsible decisions in their use of technology.
7. Address physical health through nutrition and fitness programs.
8. Implement procedures to systematically evaluate behavioral and mental health needs and provide programs and services to meet identified needs.
9. Continue to use Student Response Teams (SRTs) and the positive behavioral interventions and supports (PBIS) framework to provide social, emotional, and behavioral support to students.

**POTENTIAL INDICATORS INCLUDE:**

student reported SEL skills; attendance; participation in extracurricular activities and community service, etc.

**GOAL 3**

**STUDENT OWNERSHIP OF LEARNING**

Engage all students in rigorous, authentic, and student-centered learning to help them identify their passions, take ownership of their learning, and create a plan for pursuing their postsecondary goals.

**EQUITY EMPHASIS**

Identify and address inequities in learning opportunities for students by investigating and implementing best practices and seeking innovative solutions.

**STRATEGIES**

1. Partner with students to create inquiry-based and experiential learning opportunities with an emphasis on global, cross-curricular and real-world connections.
2. Enable student ownership of learning through goal-setting and reflection with opportunities to make decisions in the learning process.
3. Refine capacity for transformational learning by focusing on the dispositions necessary for providing students with authentic, student-centered learning opportunities.
4. Expand upon the effective and efficient use of technology to ensure artifacts connected to the Graduate Profile to meet students' individual needs and provide them with the tools for accessing, creating, and sharing knowledge.
5. Create and use online portfolios as a place for students to curate artifacts connected to the Graduate Profile to demonstrate their learning and inform the development of their postsecondary goals and signature projects.
6. Engage all stakeholders in ensuring that all students have an actionable plan for pursuing their postsecondary goals by effectively implementing the Academic and Career Planning (ACP) process K-12.
7. Provide increased opportunities for student leadership development and input into school-level decisions.
8. Further promote and expand equitable access to services and programs that support students' future aspirations, including real-world learning opportunities inside and outside of the classroom facilitated through mutually supportive partnerships.

**POTENTIAL INDICATORS INCLUDE:**

student and parent perceptions of the ACP process; students participating in work-based experiences; meeting college entry benchmarks, etc.

➤ Student-Centered

➤ Focused Goals

➤ Equity Theme

➤ Simple Language



# Possible Framework: What We Are Considering



Learners &  
Learning

Competencies &  
Collaboration

Supports &  
Structures

Engagement

Culture &  
Climate

Equity

# Strategic Plan: Next Steps

- Revise timeline
- Reschedule Advisory Team meetings
- Schedule community input/feedback sessions
- Consider alternative opportunities for participation

# Strategic Plan: Possible Revised Timeline

Revised:	Jan-July 2020	Aug-Sept 2020	Oct 2020	Nov 2020	Dec 2020
Fall 2019	Jan-March 2020	April-June 2020	July-Aug 2020	Sept 2020	Oct 2020
<b>Reflect</b>	<b>Develop</b>	<b>Share &amp; Listen</b>	<b>Refine</b>	<b>Review</b>	<b>Approve</b>

# Student Assignment



# December 2019 Task Force Recommendations

- Revised Guiding Principles for Student Assignment
- Dual Resides for middle and high school students in West Louisville
- Eliminate school-initiated exits from magnets
- Diversity targets and goals within magnet schools and programs
- New interest-based magnets and replicating popular magnets
- Centralized lottery processes



# COOPERATIVE STRATEGIES

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

2,000+ School  
Districts Served

15+ Billion  
Dollars in  
Bonds

30+  
Comprehensive  
Service Lines



300+ Facilities  
Master Plans



200 Million  
Dollars in  
Owners Rep.

Success  
Stories Across  
the U.S. and  
Beyond

3,000  
Enrollment  
Projections

25+ Years of  
Experience



6 Series 50  
Qualified  
Municipal  
Advisors



280+  
Educational  
Specifications

50+  
Employees  
with Diverse  
Specialties

4 U.S. Office  
Locations



## ► DEMOGRAPHICS

### BACKGROUND DATA

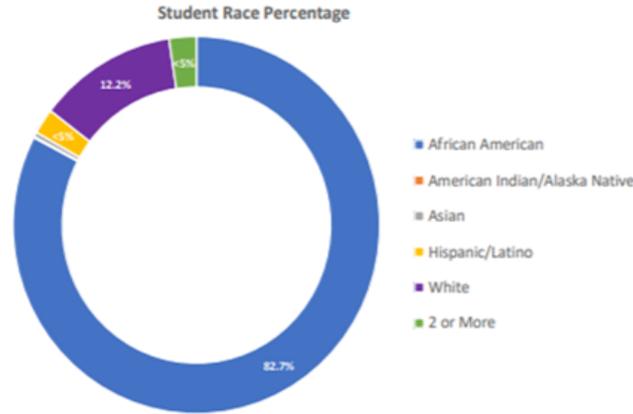
Planning Unit	Total Students (9th -12th)	Students Choosing Resides School		Students Choosing Magnet		Students Attending Other (school/program)	
		Count	%	Count	%	Count	%
ATHERTON_1	270	172	63.7%	42	15.6%	56	20.7%
BALLARD_1	148	103	69.6%	23	15.5%	22	14.9%
BALLARD_2	52	31	59.6%	9	17.3%	12	23.1%
DOSS_1	101	53	52.5%	28	27.7%	20	19.8%
DOSS_2	95	50	52.6%	30	31.6%	15	15.8%
DOSS_3	78	38	48.7%	31	39.7%	9	11.5%
DOSS_4	27	17	63.0%	4	14.8%	6	22.2%
EASTERN_2	58	30	51.7%	9	15.5%	19	32.8%
EASTERN_3	209	116	55.5%	38	18.2%	55	26.3%
FAIRDALE_1	91	55	60.4%	13	14.3%	23	25.3%
FAIRDALE_2	67	26	38.8%	35	52.2%	6	9.0%
FAIRDALE_3	79	52	65.8%	19	24.1%	8	10.1%
IROQUOIS_1	210	103	49.0%	68	32.4%	39	18.6%
IROQUOIS_2	97	37	38.1%	34	35.1%	26	26.8%
JEFFERSONTOWN_1	188	109	58.0%	31	16.5%	48	25.5%
JEFFERSONTOWN_2	65	37	56.9%	8	12.3%	20	30.8%
MOORE_1	198	111	56.1%	36	18.2%	51	25.8%
PRP_1	153	85	55.6%	47	30.7%	21	13.7%
PRP_2	143	87	60.8%	25	17.5%	31	21.7%
SENECA_1	233	126	54.1%	43	18.5%	64	27.5%
SHAWNEE	162	68	42.0%	31	19.1%	63	38.9%
SHAWNEE_1	313	165	52.7%	45	14.4%	103	32.9%
SHAWNEE_2	106	63	59.4%	19	17.9%	24	22.6%
SHAWNEE_3	135	23	17.0%	25	18.5%	87	64.4%
VALLEY_1	149	64	43.0%	52	34.9%	33	22.1%
VALLEY_2	265	118	44.5%	76	28.7%	71	26.8%
WAGGENER_1	319	202	63.3%	49	15.4%	68	21.3%
<b>Total</b>	<b>4011</b>	<b>2,141</b>	<b>53.4%</b>	<b>870</b>	<b>21.7%</b>	<b>1,000</b>	<b>24.9%</b>

Total HS Students: 4,011

Resides : 2,141

Magnet : 870

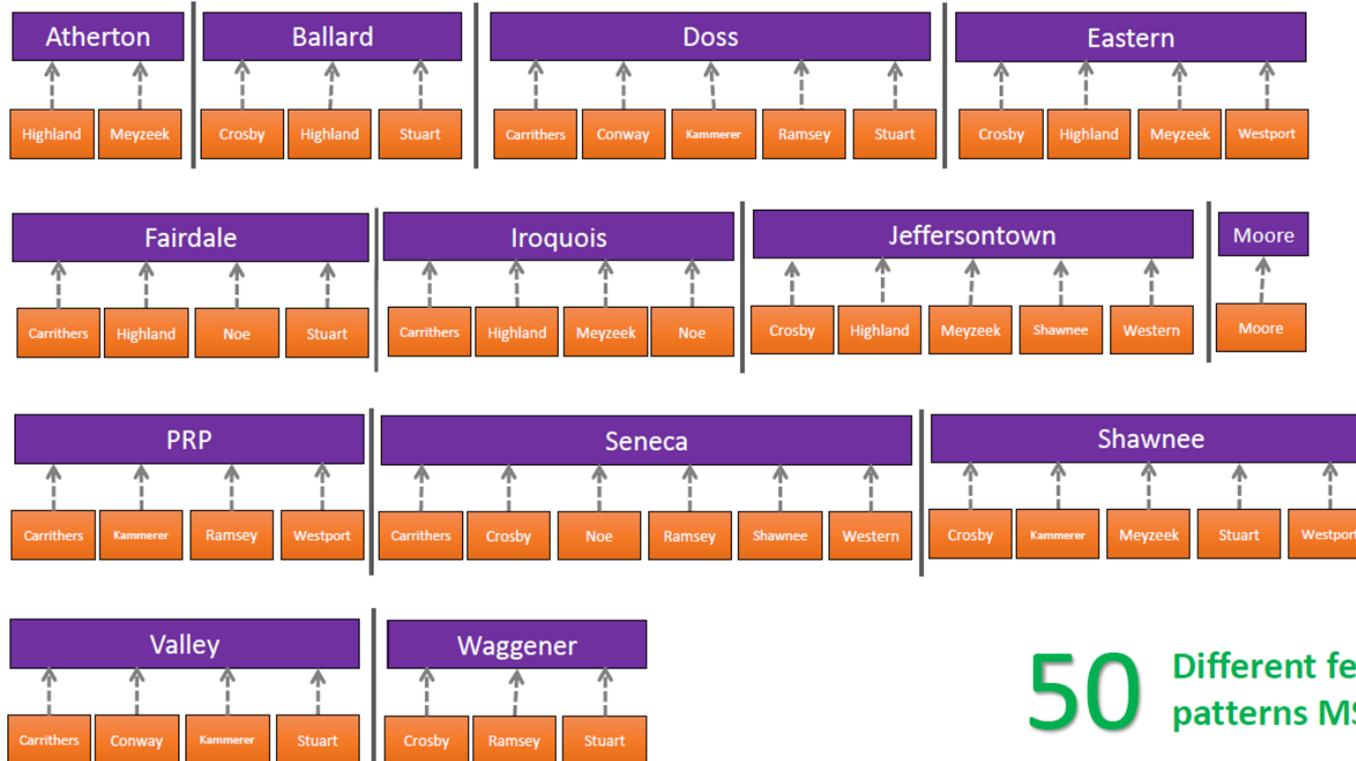
Other: 1,000



80% Free or  
Reduced Lunch

# Current Feeder Patterns

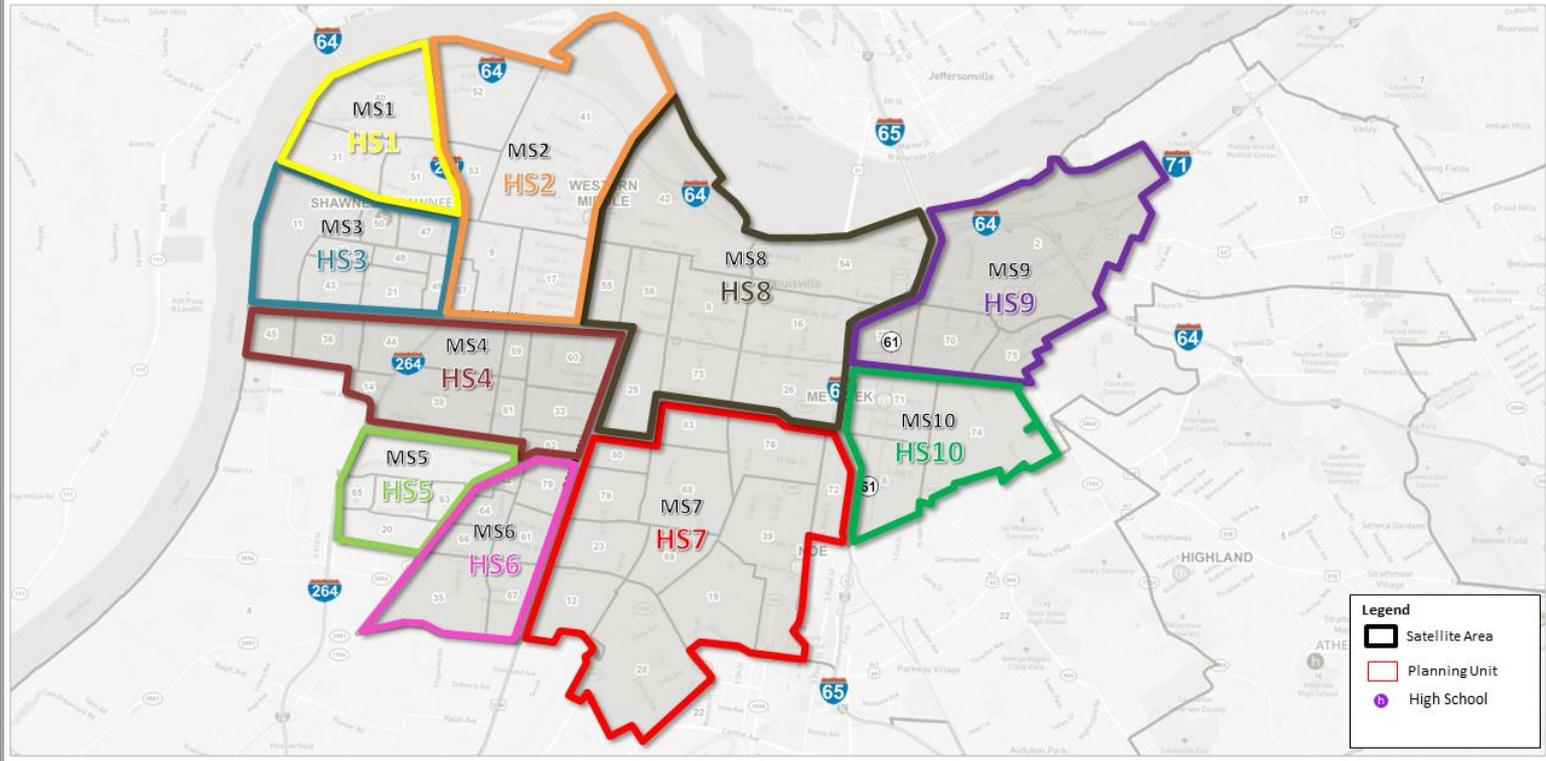
## ► FEEDER PATTERNS DOWNTOWN



**50** Different feeder patterns MS -> HS

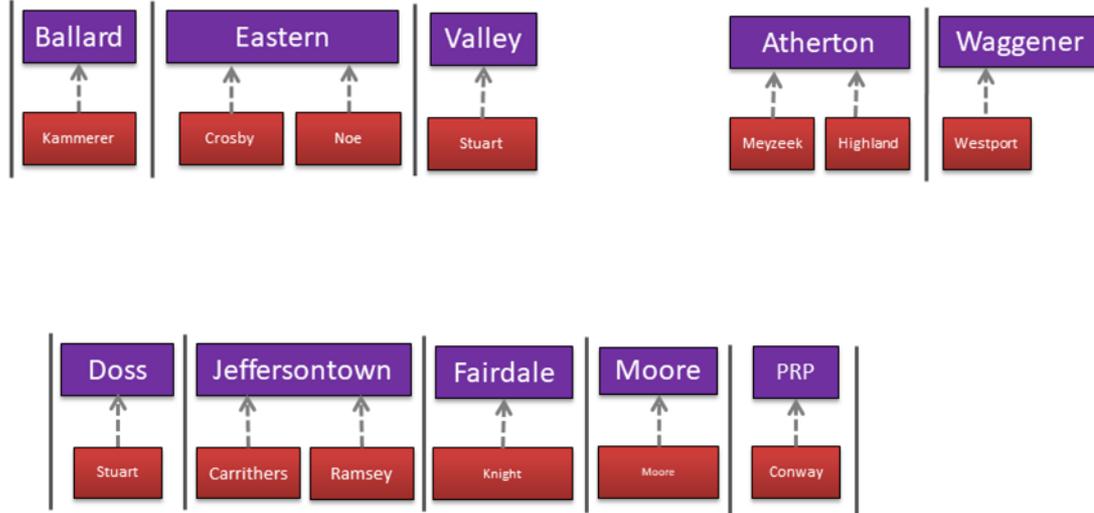
# Option 1: 10 Satellite Zones

## ► PROOF OF CONCEPT 10 SATELLITE ZONES



# Option 1: Proposed Feeder Patterns

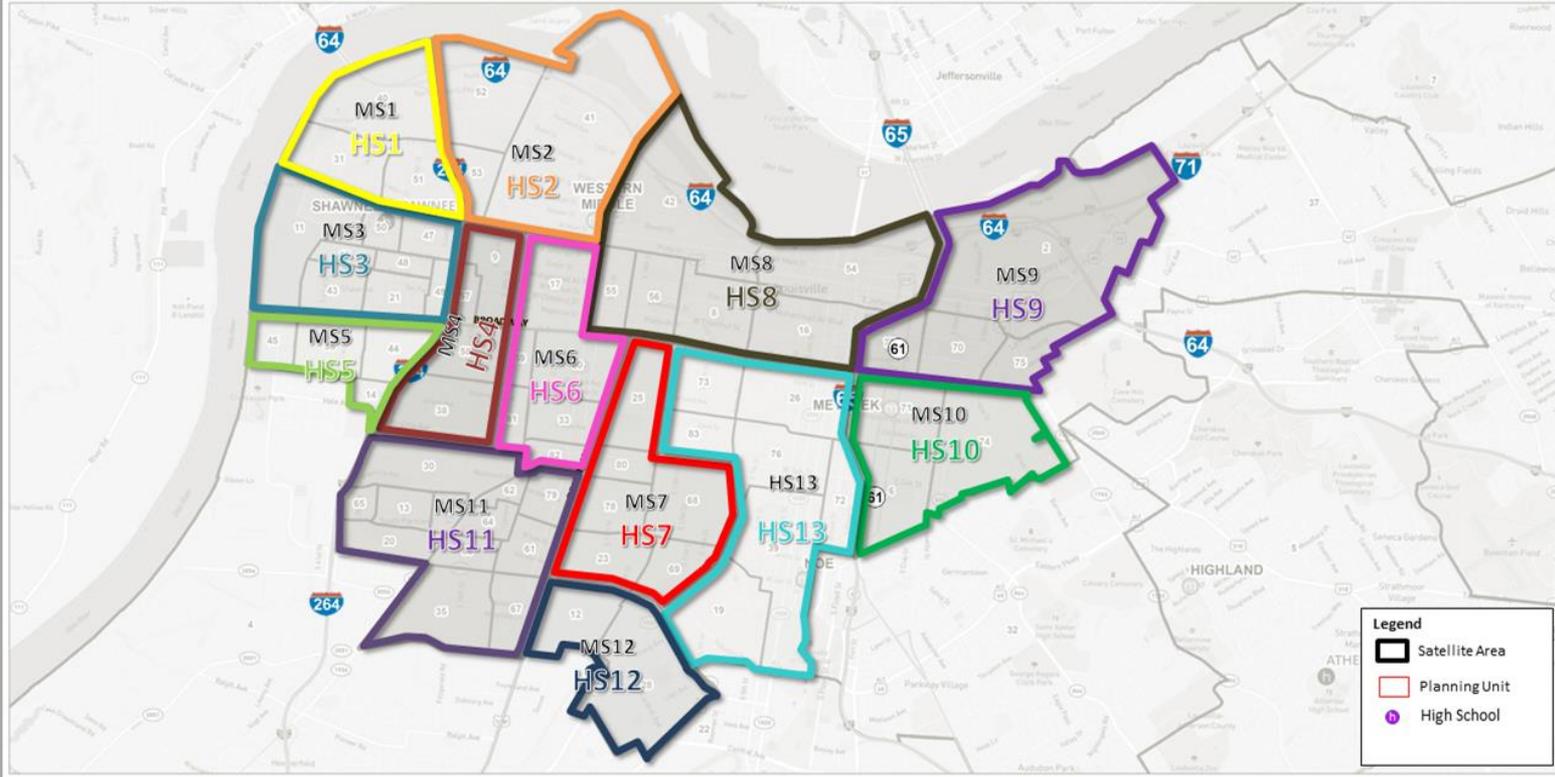
## ▶ PROPOSED FEEDER PATTERNS 10 SATELLITES



**13** Different feeder patterns MS -> HS

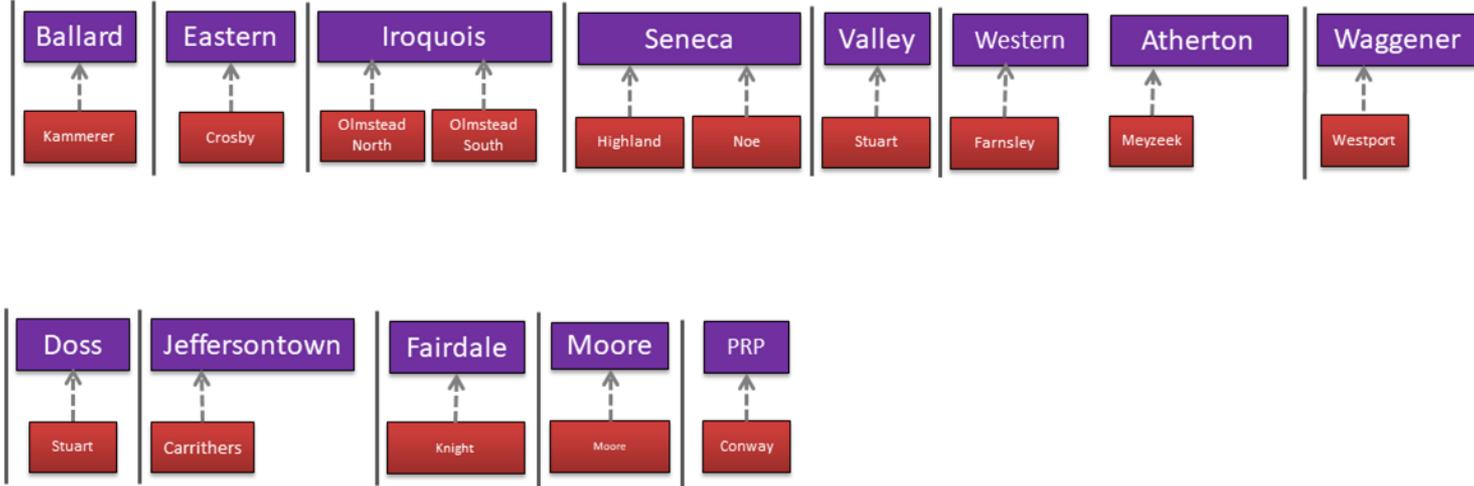
# Option 2: 13 Satellite Zones

## ► PROOF OF CONCEPT 13 SATELLITE ZONES



# Option 2: Proposed Feeder Patterns

## ▶ PROPOSED FEEDER PATTERNS 13 SATELLITES



**15** Different feeder patterns MS -> HS

# Next Steps for Dual Resides Options

- Consolidate the smaller satellite areas into larger areas to improve feeder patterns
- Determine boundary adjustments and identify dual-resides choices for each address
- Survey parents in impacted area to determine interest in a school close to home
- Develop systems to:
  - Make a dual-resides choice
  - Track applications
  - Facilitate targeted outreach and communication with impacted families

# Magnet School Assistance Program (MSAP)

- Federal Grant - Due May 26th
- 3-5 Year Grant and can be up to \$15 million
- Developing new, or reimagining current, magnet programs
- Funds cover professional development, additional staff, materials, and transportation

## Application Development:

- Implementation of MSA and Steering Committee Recommendations
- Lottery Admissions
- Magnet Program Standards and Common Central Office Systems
- Focus on themes that are high demand and high interest
- Evidence-based themes
- Expand access for students

# Magnet School Assistance Program (MSAP) Proposal

Elementary STEAM Mirror Magnet

Elementary Visual and Performing Arts Mirror Magnet

New STEAM High School with focus on Computer Science

## Features:

- 2 additional positions for grant implementation and student support at schools.
- 2 additional positions for implementation of grant and program evaluation at Central Office.
- Innovative and evidence-based curriculum and professional development supports.
- Rebranding and marketing supports for schools.
- Consultant to facilitate the development of a revolutionary design for the new STEAM high school.
- Lottery Admissions for each school

# Multi-Year Magnet Plan

School Year	Planned Schools	Ongoing
2020-2021	Planning year for future implementation	Magnet Program Standards <ul style="list-style-type: none"> <li>Common Systems and Common Language for Magnet School Expectations</li> <li>Revise Central Office Systems to Better Support Magnet Schools in Theme Implementation, Recruitment, and Continuous Improvement</li> </ul> Implementation of Magnet Schools of America and Magnet Steering Committee Recommendations
2021-2022	Elementary Music Magnet School <ul style="list-style-type: none"> <li>Louisville Orchestra Partnership</li> <li>250 Hours of Instrument Instruction</li> </ul>	
2022-2023	Three MSAP Schools	
2023-2024	Explore additional magnet schools based on community demand and District needs	
2024-2025		

# Spring/Summer 2020

- Take Dual Resides plan to community & school administrators
- Survey parents in satellite areas to gauge interest in option for school close to home
- Draft policy and procedures for implementation
- Apply for Magnet School Assistance Program grant
- Bring Proposals to Board in June/July
- Students will apply for Dual Resides in fall 2020 for SY 21-22

# Future Work

- Boundaries for new schools
- Review impact of dual resides on middle and high enrollment
- Determine if new or current magnets require boundary adjustments
- Study need for elementary boundary adjustments

# Workforce Development



# Teacher Residency

- Louisville Teacher Residency
  - 150 applicants for 30 spots
  - Selected sites: Slaughter Elementary, Western Middle School, Waggener High School
- In process of hiring master teachers at the three schools
- Plan is to increase number of Residents
- Focus on Racial Equity Pillar

# Workforce Development – TRADES

**T**argeted  
**R**ecruitment,  
**A**dvancement,  
**D**evelopment, and  
**E**quity in the  
**S**killed **TRADES**

## Benefits:

- Expands the number of skilled tradespeople from underserved and underrepresented populations
- Creates a wider, more diverse leadership pipeline
- Develops a grow our own skilled tradespeople
- Creates a sustainable infrastructure of support
- Preserves institutional knowledge
- Establishes upward mobility and improves retention

# Workforce Development – TRADES

## How TRADES works:

Team in the Electric Shop

- Licensed Electricians, Electric Technicians III, II, I

## Process

1. A licensed electrician retires
2. JCPS advertises an Electric Technician I (high school diploma/GED)
3. An entry level person is hired as an Electric Technician I
4. After gaining experience and training, becomes Electric Technician II
5. Then, with more hours and training advances to Electric Technician III
6. Finally, becomes a licensed electrician

# Workforce Development – Leadership Development

## Emerging Leaders Program (within Teaching and Learning):

- Application process (window is 4/20 - 5/1)
- Assessment process
- Cohort size is around 25

# Workforce Development – Other Initiatives

- Principal Slating Process
- Teacher Apprenticeship Program
  - Starts in High School and can continue through Education Preparation
- Simmons Partnership
  - Exploratory opportunity to consider education
  - Possible employment with JCPS

# Revenue Options for Board Consideration



# Revenue Options for Board Consideration

- Board has studied and considered options over the course of the year
- Revenue Task Force has developed recommendations to the Board



Revenue options have not been discussed with Board or Task Force since the beginning of the COVID-19 crisis







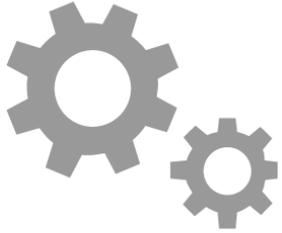
We understand that both the economic landscape has changed, as well as the fact that our children will return in the fall with greater need for services than ever before.



Our task is to weigh challenges, opportunities, and options.



# Revenue Task Force Recommendation Option 1



## OPTION 1

4% plus “nickel”—  
nickel used for  
new construction  
& renovations



# Revenue Task Force Recommendation Option 2



## OPTION 2

4% plus additional percentage—flexible based on direction of The Board



# Tax Levy Timeline



# Feedback and Questions

