

Vision

All JCPS students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful responsible citizens of our diverse, shared world



CDIP Overview 2022 -2023

Mission

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

Learning: Student Learning, Growth and Development

Goals/Outcomes include *(not limited to):*

- ↑ Success skills-prepared and resilient learner, effective communicator, productive collaborator, globally and culturally competent citizen, emerging innovator
- ↑ Proficiency in all Content areas, English Learner Proficiency, Postsecondary Readiness, Graduation

Key Actions

- Backpack of Success Skills
- Transition readiness continuum
- Authentic assessment system
- Personalized and engaging learning environment (e.g., Six Essential Systems) **(FS)**
- Community partnerships

Culture and Climate: Increasing Capacity and Improving Culture

Goals/Outcomes include *(not limited to):*

- ↑ Positive, safe school culture and climate
- ↑ Teacher retention, satisfaction
- ↑ Integration of teaching, assessment, and deeper learning opportunities
- ↑ Student engagement, sense of belonging, attendance
- ↓ Suspensions

Key Actions

- Meaningful relationships
- Professional deeper learning
- Transformed instructional core
- Family engagement
- High performing teams **(FS)**
- Leadership Equity-Centered Pipeline

Organizational Coherence: Improving Infrastructure and Integrating Systems

Goals/Outcomes include *(not limited to):*

- ↑ School performance (AIS status)
- ↑ Coherent core processes and practices
- ↑ Equitable access in systems for different student groups
- ↓ Disproportionality gaps across behavior and academic data
- ↑ Parent/family satisfaction

Key Actions

- Coherent systems and processes
- Racial equity policy
- School redesign and innovation **(FS)**
- Improved school supports **(FS)**
- Modernized facilities plan **(FS)**
- School choice plan **(FS)**
- Evolve 502

(FS)- Future States

EXCELLENCE WITH EQUITY

JCPS Comprehensive District Plan Prologue

As a leading school district, Jefferson County Public Schools (JCPS) provides transformative learning opportunities to more than 96,000 students across Louisville. Through a focus on equity, relationships, and engagement, we strive for every learner to be engaged every day.

Building upon the successes of *Vision 2020 In Action*, we will be expanding our transformative work into a new strategic plan that will encompass our beliefs, Pillars, district initiatives, learner outcomes, and work from our Future States groups. The goal of our new plan, tentatively called *The Future We Make*, will be to provide a cohesive framework by which all district work is anchored to improve collaboration across levels and promote meaningful outcomes for both students and educators.

As we begin work on the new strategic plan, we will place Learner-Centered experiences at the forefront of all district initiatives to align to KDE's goals for school and district improvement and ensure a successful transition to Cognia's new Standards for Accreditation. Using the Future States and new Key Drivers, JCPS will 1) build structures and supports around students, educators, and communities to lead to competencies and collaboration, 2) foster a positive learning environment through relationship building, 3) create authentic learning experiences through meaningful engagement, and 4) ensure sustainability through educational equity for all. Our goal will be to connect specific outcomes with corresponding strategies by providing an aligned metric model that can be used to guide activities and provide progress monitoring.

Our entire JCPS community including students, educators, families, business partners and other stakeholders should be encouraged as we move towards *The Future We Make*.

As we transition from one strategic plan to another, a bridge between the two plans is critical in ensuring a stable planning and reporting experience. The plan below represent our past, present, and future by including strategies from Vision 2020 In Action, state requirements, and the JCPS Future States.

2022-2023 JCPS Comprehensive District Improvement Plan Goals and Objectives

Type	Goal	Objective	Methodology
<p>1: State Assessment Results in reading and mathematics</p>	<p>Goal 1 (State your reading and math goal.): By the end of the 2025-2026 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in Reading and Math on the Kentucky Summative Assessment to the following:</p> <p>Reading (baseline 2021-2022): Elementary: 36% to 58% Middle: 32% to 61% High: 37% to 52%</p> <p>Math (baseline 2021-2022): Elementary: 27% to 53% Middle: 25% to 50% High: 29% to 46%</p>	<p>1.1 Reading and Math: By the end of the 2022-2023 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in Reading and Math on the Kentucky Summative Assessment to the following:</p> <p>Reading (baseline 2021-2022): Elementary: 36% to 51% Middle: 32% to 54% High: 37% to 43%</p> <p>Math (baseline 2021-2022): Elementary: 27% to 45% Middle: 25% to 41% High: 29% to 37%</p>	<p>KDE Measurements of Interim Progress</p>
<p>2: State Assessment Results in science, social studies and writing</p>	<p>Goal 2 (State your science, social studies, and writing goal.): By the end of the 2025-2026 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in Science, Social Studies, and Writing on the Kentucky Summative Assessment to the following:</p> <p>Science (baseline 2021-2022): Elementary 19% to 42% Middle 16% to 40% High 13% to 41%</p> <p>Social Studies (baseline 2021-2022): Elementary 28% to 56% Middle 28% to 60% High 32% to 43%</p> <p>Writing (baseline 2021-2022): Elementary 22% to 51% Middle 24% to 39% High 30% to 51%</p>	<p>2.1 Science, Social Studies, and Writing: By the end of the 2022-2023 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in Science, Social Studies, and Writing on the Kentucky Summative Assessment to the following:</p> <p>Science (baseline 2021-2022): Elementary 19% to 32% Middle 16% to 30% High 13% to 31%</p> <p>Social Studies (baseline 2021-2022): Elementary 28% to 48% Middle 28% to 53% High 32% to 35%</p> <p>Writing (baseline 2021-2022): Elementary 22% to 42% Middle 24% to 29% High 30% to 42%</p>	<p>KDE Measurements of Interim Progress</p>

2022-2023 JCPS Comprehensive District Improvement Plan Goals and Objectives

Type	Goal	Objective	Methodology
3: Achievement Gap	<p>Goal 3: Achievement Gap</p> <p>By the end of the 2025-2026 school year, JCPS will reach their goals for increasing the Overall Score on the Kentucky Summative Assessment for the all the groups of students we serve:</p> <p>(Baseline 2021 – 2022)</p> <p>ES African American 33.8 to 49.3</p> <p>ES Asian 72.5 to 79</p> <p>ES Hispanic or Latino 43.3 to 56.8</p> <p>ES White (non-Hispanic) 60.7 to 70.1</p> <p>ES Economically Disadvantaged 39.4 to 53.9</p> <p>ES Students with Disabilities (IEP) 27.9 to 45.4</p> <p>ES English Learner including Monitored 42.6 to 56.6</p> <p>MS African American 28.1 to 45.1</p> <p>MS Asian 72.8 to 79.3</p> <p>MS Hispanic or Latino 37.9 to 52.4</p> <p>MS White (non-Hispanic) 54.4 to 64.9</p> <p>MS Economically Disadvantaged 33.2 to 49.2</p> <p>MS Students with Disabilities (IEP) 18.6 to 38.1</p> <p>MS English Learner including Monitored 23.3 to 41.3</p> <p>HS African American 40.4 to 54.9</p> <p>HS Asian 78.2 to 83.7</p> <p>HS Hispanic or Latino 48.9 to 61.4</p> <p>HS White (non-Hispanic) 64.5 to 73</p> <p>HS Economically Disadvantaged 44.9 to 57.9</p> <p>HS Students with Disabilities (IEP) 26.6 to 44.1</p> <p>HS English Learner including Monitored 29.6 to 46.1</p>	<p>3.1 Achievement Gap: By the end of the 2022-2023 school year, JCPS will reach their goals for increasing the Overall Score on the Kentucky Summative Assessment for the all the groups of students we serve:</p> <p>(Baseline 2021 – 2022)</p> <p>ES African American 33.8 to 36.9</p> <p>ES Asian 72.5 to 76.4</p> <p>ES Hispanic or Latino 43.3 to 46</p> <p>ES White (non-Hispanic) 60.7 to 62.6</p> <p>ES Economically Disadvantaged 39.4 to 42.3</p> <p>ES Students with Disabilities (IEP) 27.9 to 31.5</p> <p>ES English Learner including Monitored 42.6 to 45.5</p> <p>MS African American 28.1 to 31.5</p> <p>MS Asian 72.8 to 74.1</p> <p>MS Hispanic or Latino 37.9 to 40.8</p> <p>MS White (non-Hispanic) 54.4 to 56.5</p> <p>MS Economically Disadvantaged 33.2 to 36.4</p> <p>MS Students with Disabilities (IEP) 18.6 to 22.5</p> <p>MS English Learner including Monitored 23.3 to 26.9</p> <p>HS African American 40.4 to 43.3</p> <p>HS Asian 78.2 to 79.3</p> <p>HS Hispanic or Latino 48.9 to 51.4</p> <p>HS White (non-Hispanic) 64.5 to 66.2</p> <p>HS Economically Disadvantaged 44.9 to 47.5</p> <p>HS Students with Disabilities (IEP) 26.6 to 30.1</p> <p>HS English Learner including Monitored 29.6 to 32.9</p>	KDE Measurements of Interim Progress
4: English Learner Progress	<p>4. English Learner Progress: By the end of the 2025-2026 school year, our district will increase the percentage of making progress on Access for ELLs to the following:</p> <p>(Baseline in 2021-2022)</p> <p>Elementary 23% to 38%</p> <p>Middle 24% to 40%</p> <p>High 27% to 42%</p>	<p>4.1 English Learner Progress: By the end of the 2022-2023 school year, our district will increase the percentage of making progress on Access for ELLs to the following:</p> <p>(Baseline in 2021-2022)</p> <p>Elementary 23% to 26%</p> <p>Middle 24% to 27%</p> <p>High 27% to 30%</p>	KDE Measurements of Interim Progress

2022-2023 JCPS Comprehensive District Improvement Plan Goals and Objectives

Type	Goal	Objective	Methodology
5: Quality of School Climate and Safety	<p>Goal 5 (State your climate and safety goal.):</p> <p>By the end of the 2025- 2026 school year, JCPS will increase the quality of school climate and safety index as measured by the state accountability system:</p> <p>(baseline in 2021-2022)</p> <p>Elem 73.6 to 78</p> <p>Middle 61.9 to 67</p> <p>High 60 to 65</p>	<p>5.1 Climate and Safety: By end of the 2022-2023 school year, JCPS will increase the quality of school climate and safety index as measured by the state accountability system:</p> <p>(baseline in 2021-2022)</p> <p>Elem 73.6 to 75.6</p> <p>Middle 61.9 to 65</p> <p>High 60 to 62</p>	Local Measure
6: Postsecondary Readiness	<p>6: Postsecondary Readiness</p> <p>By the end of the 2025- 2026 school year, JCPS will increase the percentage of students that are postsecondary ready as measured by the state accountability system to 88%.</p>	<p>6.1 Postsecondary Readiness: By the end of the 2022- 2023 school year, JCPS will increase the percentage of students that are postsecondary ready as measured by the state accountability system to 76%.</p>	KDE Measure increase one indicator rating level
7: Graduation Rate	<p>7: Graduation Rate</p> <p>By the end of the 2025-2026 school year, JCPS will increase the averaged (4-year and 5-year) graduation rate as measured by the state accountability system to 92%</p>	<p>7.1 Graduation Rate: By the end of 2022-2023 school year JCPS will increase the averaged (4-year and 5-year) graduation rate as measured by the state accountability system to 87%.</p>	KDE Measure increase one indicator rating level

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
Reading and Math	1.1.4 Reduce, revise, and refine assessments, 2.1.2 Cultivate growth mindset (KCWPs 2, 3 and 4)	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.	Increased student-led conferences presenting goals, work, and assessment outcomes. Increased quality of work in student digital portfolios Increased transition ready	JCPS Curriculum Design and Learning Innovation (CDLI) Division will provide the following: % of educators trained in assessment literacy reported annually % of schools implementing multiple demonstrations of learning reported annually ARSI Division will provide the following: % student engagement on CSS reported annually % of students on grade level in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report) % of students meeting or exceeding projected growth in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report) % Predicted PD on KSA Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report) Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)	NWEA MAP Assessment (General Fund) \$1,782,200 * Pearson/NNAT3 (General Fund) \$326,000 Pre-ACT Testing for Sophomores (General Fund) \$106,500 * Gifted & Talented (grant, General Fund) \$1.4 million *	08/01/2022	12/31/2023	Dillard

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
Reading and Math, Science, Social Studies, and Writing	<p>1.1.1. Adopt a broader definition of deeper learning, 1.1.2 Personalize learning, 1.1.3 Provide equitable access, 3.3.2 Harness innovation, 3.3.3 Optimize technology usage (KCWP 2, 5, 6)</p> <p>Every teacher designs learning experiences <i>in all content areas</i> resulting in high quality evidence of success skills each year for every student (source: JCPS New Normal, pg 46)</p>	<p>Backpack of Skills: Identify, implement and support Backpack of Skills: (1) What do students need to be able to do? (2) What experiences will get them there? (3) How will they demonstrate skills? **</p> <p>Student will upload backpack evidence that should reflect knowledge and application of science, social studies, practical living, and the arts, in addition to literacy and numeracy (source: JCPS New Normal, pg 46)</p>	<p>Improved literacy and numeracy skills</p> <p>Improved NAEP</p> <p>Increased access to devices and wifi</p> <p>Backpack Artifacts across all content areas</p> <p>AIS Benchmark Assessments in Writing, Science, Social Studies</p>	<p>JCPS Accountability, Research & Systems Improvement (ARSI) Division will provide the following: % of students with evidence of success skills in their digital portfolio (6 times per year)</p> <p>% of students experiencing learning experiences aligned to deeper learning principles as measured by CSS (annually)</p> <p>% of students meeting literacy and numeracy benchmarks as measured by MAP 3 times per year</p> <p>% of students with acceleration plans (annually)</p> <p>% of students on grade level in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>% of students meeting or exceeding projected growth in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>% Predicted PD on KSA Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>Vital sign report on key performance indicators (academic and non-academic)</p>	<p>District-License Software - Backpack, Google, MS License, & Digital Tools (General Fund) \$3.1 million*</p> <p>DL Symposium (General Fund) \$548,000 *</p> <p>Technology Hardware (CARES/ESSER) \$34.4 million *</p> <p>NWEA MAP (General Fund) Assessment: \$1,782,200 *</p> <p>Summer Backpack League (General Fund). \$1,500,000 *</p> <p>Summer Backpack League and G&T Summer Program (ESSER) \$7.4 million *</p> <p>Evolve502- Summer Backpack League (ESSER) \$746,000 *</p> <p>ESS (Grant). \$3,783,349 *</p> <p>Elev8 After School Learning Centers (ESSER) \$8.4 million *</p> <p>Educational Resources (not software) Textbooks, Study Guides (ESSER). \$2.4 million</p>	08/01/22	12/31/2023	Belcher, Moore, Meyer, Ellison, Hartstern, Leffert, Marks-Johns, Fulk

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
				<p>provided 6 times per year (disaggregated by student group)</p> <p>Academic Schools and Academic Services Division will monitor the following:</p> <p># of backpack artifacts for each content area annually</p>	<p>Pathfinder (ESSER) \$17,096,986 and (General Fund) \$10,172,195</p> <p>Florida Virtual School (ESSER). \$149,536.25</p> <p>FEV Tutor/Focus Care (ESSER). \$3,400,000 *</p> <p>Mastery Connect/Instructure (ESSER) \$467,600 *</p> <p>Edgenuity/Imagine Learning (ESSER) \$400,000 *</p> <p>BSCS Science Learning (ESSER) \$682,375.75 *</p> <p>Imagine Learning/Robotify (ESSER) \$945,875 *</p> <p>Literacy Footprints/Pioneer Valley (ESSER) \$216,000 *</p> <p>After-School Instructional Learning (ESSER) 14.3 million *</p>			
Reading and Math, Science, Social Studies, and	2.1.1. Personalize deeper learning, 2.2.2 Build capacity of PLCs (KCWP 5, 6)	Transformed Instructional Core: Implement an aligned instructional core (i.e., standards, curriculum,	Improved literacy and numeracy skills and growth Increased transition	CDLI Division will provide the following: % of educators trained in deeper learning strategies reported annually	Academic Instructional Coaches (General Fund) \$12,642,952 ECE Implementation	08/01/22	12/31/2023	Dillard

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
Writing	Each school should have a system in place for making sure that planning for the kind of authentic, deeper learning experiences leading to potential Backpack artifacts (in all content areas) are a regular part of the PLC process. (source: JCPS New Normal, pg. 46).	<p>instruction, and assessment frameworks, and grading practices) and professional development system to create deeper learning experiences for all students.</p> <p>Students upload backpack evidence that should reflect knowledge and application of science, social studies, practical living, and the arts, in addition to literacy and numeracy (source: JCPS New Normal, pg 46)</p> <p>JCPS is complying with the provisions of Senate Bill 1 relating to determination of curriculum and instructional materials. The Teaching and Learning team will look for trends and patterns on curriculum used in the schools. A curriculum review committee will look at all the curriculum used and make recommendations to the superintendent. The District will establish an appeal process for schools to ensure that</p>	<p>readiness</p> <p>Increased quality of work in student digital portfolios Backpack Artifacts across all content areas</p> <p>Increase the number of schools with curricula that is aligned with standards and support effective instruction</p>	<p>% educators implementing deeper learning experiences measured by surveys Passing rates in gateway courses (e.g., English I, Algebra I) measured through grades reported annually</p> <p>% of students with acceleration plans reported annually</p> <p>% of educators trained in recommended curriculum reported annually</p> <p>Academic Schools and Academic Services Division will monitor the following:</p> <p>% of students proficient on AIS Benchmark Assessments in Writing, Science, Social Studies twice a year</p> <p># of backpack artifacts for each content area annually</p> <p>ARSI Division will provide the following:</p> <p>% of students meeting literacy and numeracy benchmarks as measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p>	<p>Coaches (General Fund) \$11,747,983 *</p> <p>Edmentum (General Fund) \$725,000</p> <p>Edmentum (ESSER). \$1,306,361</p> <p>ThinkCERCA (ESSER) \$1,073,000 *</p>			

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
		curricula are aligned with standards and support effective instruction to improve student learning.						
Achievement Gap	3.2.1 Engage with Families, 3.2.2 improve and standardize external systems (KCWP 5)	Family Engagement: Improve outreach so families can have more access points to engage in their students' educational experiences.	Increased student attendance Reduced chronic absenteeism	CDLI Division will provide the following: % parental login to digital portfolio platform and parent portal reported annually School CNXT data metrics reported annually ARSI Division will provide the following: % parent satisfaction from the CSS reported annually Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)	FRYSC Support (General Fund) \$1.3 million	08/01/22	12/31/2023	Marshall, Deferrari
Achievement Gap	1.1.7 Eliminate achievement, learning, and opportunity gaps, 3.1.3 Improve human resources infrastructure (KCWP 5, 6) The JCPS Racial Equity Policy (9.131) calls for a plan with specific action steps and	Racial Equity Policy: Implement JCPS Racial Equity Policy and monitor plans districtwide. The JCPS Racial Equity Policy (9.131) calls for a plan with <u>specific activities and metrics</u> that address the five key areas. (Source: JCPS Racial Educational Equity Plan 2021-2024)	Reduced disproportionality in behavior referrals, suspensions, and ECE placements Reduced achievement gaps through increased proficiency and growth in literacy and numeracy among students of color Progress on Racial Equity	Diversity, Equity, and Poverty (DEP) Division will provide the following: Racial Equity Plan (REP) monitoring metrics (twice a year); progress notes on implementation of each activity (bimonthly) ARSI Division will provide the following: Vital sign report on key performance indicators (academic	Equity Programs & Initiatives (ESSER) \$6.4 million. Gifted & Talented (grant, General Fund) \$1.4 million * ESL Program (grant, SEEK, General Fund) \$33.8 million * ECE (grant, General Fund) \$29.9 million* Wallace Equity	08/01/22	12/31/2023	Marshall, Moore, Hardin, Belcher, Perkins, Dossett, Green-Webb, Brown, Chevalier

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
	metrics that address the following five key areas: 1. Curriculum, instruction, and assessment 2. School culture and climate 3. Programmatic access 4. Staffing and classroom diversity 5. Central office commitment		Plan Metrics & Strategies	and non-academic) provided 6 times per year (disaggregated by student group)	Pipeline (grant). \$1,891,671 *			
Quality of School Climate and Safety	2.1.2 Cultivate growth mindset, 2.1.3 Improve culture and climate, 1.1.2 Personalize learning, 1.1.7 Eliminate achievement, learning, and opportunity gaps (KCWP 5, 6)	Meaningful Relationships: Advocate practices that improve engagement, belonging, and empowerment for students, staff, and families.	Improved teacher and staff retention Decreased disproportionality in suspensions	ARSI Division will provide the following: % sense of belonging, engagement, and voice across stakeholder groups from the CSS and QSCS reported annually % positive ratings on teacher and school leadership items from the IMPACT survey reported bi-annually Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)	Mental Health Supports (General Fund) \$8.1 million * School Culture & Climate Department/Restorative Practices (General Fund) \$4,640,537 *	08/01/22	12/31/2023	Deferrari, Green-Webb, Averette
Quality of School Climate and Safety	1.1.6 Strengthen early childhood, 1.1.7 Eliminate achievement, learning, and opportunity gaps, 3.2.3 Improve and	Coherent Systems and Processes: Implement common performance management practices, processes, and routines focused on (1) reviewing current data related to strategic goals, (2) defining	Improved district ratings on state accountability Reduced number of CSI/TSI schools	ARSI Division will provide the following: Regular cycle of review of strategies/targets and gap to goal analysis at Cabinet meeting, school leadership team meeting, and Board	School Culture & Climate Department/Restorative Practices (General Fund) \$4,640,537 * AIS (General Fund) \$3.2 million *	08/01/22	12/31/2023	Dossett

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
	standardize internal systems (KCWP 1, 2, 2.1.4 5)	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 (Future State teams)		meeting as demonstrated by agenda/minutes; (student outcome data disaggregated by student group on JCPS Vital Signs Report) % central office satisfaction ratings on the CSS reported annually Comprehensive Systems Reviews (CSR) of Six Essential Systems as measured by CSR reports (<i>if available</i>) Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)	CSI and ATSI School support (SIF Fund) \$4,800,000 *			
English Learner Proficiency	Lau Plan	<u>Lau Plan Activity</u> Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs and Activities Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs	Improved literacy and numeracy skills and growth Improved district ratings on state accountability Increased Tailored PD sessions to align with school-based needs Improved staff recruitment and retention	ARSI Division will provide the following: Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group) ESL Division will provide the following: % of educators with professional learning experiences	ESL Program and Supports (grants, SEEK, Title III, General Fund) \$33.8 million *	08/01/22	12/31/2023	Averrette
Postsecondary Readiness	1.1.2 Personalize learning, 1.1.6 Strengthen early childhood, 1.1.7 Eliminate	Transition Readiness Continuum: Define and monitor transition readiness of critical skills needed at key points in	Decreased 9th grade dropout rates Increased graduation rate	ARSI Division will provide the following: % of 5th, 8th, and 12th grade students meeting defense/capstone requirements	District-License Software - Backpack, Google, MS License, & Digital Tools (General Fund) \$3.1 million *	08/01/22	12/31/2023	Moore, Meyer, Hartstern, Leffert, Marks-Johns, Fulk,

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
	achievement, learning, and opportunity gaps (KCWP 1, 2, 5)	student development; provide various supports for students not transition ready, including extended learning time.	Increased postsecondary readiness rates Increased college-going rate Increased transition readiness	6 times a year (disaggregated by student group on JCPS Vital Signs report) % of students participating in extended learning reported annually % kindergarten ready measured by Brigance reported annually % meeting growth on MAP in literacy and numeracy reported twice a year (disaggregated by student group on JCPS Vital Signs Report) % of students at-risk as assessed by a universal screener reported annually Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group) % of students on time to graduate in the Adjusted 4-year Cohort using the JCPS Graduation Rate Cohort Analysis tool (updated daily and disaggregated by student group) % of students on time to graduate in the Adjusted 4 year and 5-year Cohorts using the JCPS Monthly Graduation Rate report.	Multi-Tiered Systems of Support: Early Childhood/Preschool (General Fund) \$13,434,392 Kindergarten Camp (General Fund)\$600,000. Career Technical Education (General Fund) \$5.2 million Summer Backpack League (General Fund). \$1,500,000 * Summer Backpack League and G&T Summer Program (ESSER) \$7.4 million * Evolve502- Summer Backpack League (ESSER) \$746,000 * ESS (grant). \$3,783,349 * Elev8 After School Learning Centers (ESSER) \$8.4 million * Pre-ACT Testing for			Ellison, Gratz

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
				# of students meeting graduation requirements using the JCPS Grad Wizard tool (updated daily and disaggregated by student group) % of students transition ready using the JCPS Postsecondary Readiness intervention tool (updated daily and disaggregated by student group)	Sophomores (General Fund) \$106,500 * FEV Tutor/Focus Care (ESSER). \$3,400,000 * Mastery Connect/Instructure (ESSER) \$467,600 * Edgenuity/Imagine Learning (ESSER) \$400,000 * BSCS Science Learning (ESSER) \$682,375.75 * Imagine Learning/Robotify (ESSER) \$945,875 * Literacy Footprints/Pioneer Valley (ESSER) \$216,000 * After-School Instructional Learning (ESSER) 14.3 million *			
Postsecondary Readiness, Graduation, Transition	1.1.2 Personalize Learning, 1.1.3 Provide equitable access (KWCP 5)	Community Partnerships: Leverage community partners to provide equitable personalized learning experiences and targeted support for students	Decreased dropout and retention Increased postsecondary readiness rates Increased graduation rate	JCPS Academic School Division - High will provide the following: # of Academies of Louisville business partnerships reported annually % of students participating in work-based experiences reported annually ARSI Division will provide the following:	Academies of Louisville. (General Fund) \$5.8 million * Evolve502 (General Fund) \$200,000 * Evolve 502 - Community Learning Hub (ESSER) \$1,000,000 *	08/01/22	12/31/2023	Moore, Ellison

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
				<p>% of students enrolled in advanced courses (dual credit, Advanced Placement, IB, and Cambridge) 3 times per year for the Racial Equity Plan monitoring metrics</p> <p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p> <p>% of students on time to graduate in the Adjusted 4-year Cohort using the JCPS Graduation Rate Cohort Analysis tool (updated daily and disaggregated by student group)</p> <p>% of students on time to graduate in the Adjusted 4 year and 5-year Cohorts using the JCPS Monthly Graduation Rate report.</p> <p># of students meeting graduation requirements using the JCPS Grad Wizard tool (updated daily and disaggregated by student group)</p> <p>% of students transition ready using the JCPS Postsecondary Readiness intervention tool (updated daily and disaggregated by student group)</p>				
Postsecondary Readiness, Graduation	1.1.2 Personalize learning, 1.1.7 Eliminate achievement,	Evolve 502: Engage in a community-wide development of a system infrastructure to	Improved graduation rates Increased	ARSI Division will provide the following: % of students with Unite Us referrals reported annually	Evolve502 (General Fund) \$200,000 * Evolve 502 -	08/01/22	12/31/2023	Dossett, Lowe

KDE Goal	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
	learning, and opportunity gaps, 2.1.2 Cultivate growth mindset, 3.2.1 Engage with families, 3.4.4 Empower families, (KCWP 5, 6)	support each student in post- secondary success	postsecondary readiness	<p>% of students with scholarships upon graduation reported annually</p> <p>% of students on time to graduate in the Adjusted 4-year Cohort using the JCPS Graduation Rate Cohort Analysis tool (updated daily and disaggregated by student group)</p> <p>% of students on time to graduate in the Adjusted 4 year and 5-year Cohorts using the JCPS Monthly Graduation Rate report.</p> <p># of students meeting graduation requirements using the JCPS Grad Wizard tool (updated daily and disaggregated by student group)</p> <p>% of students transition ready using the JCPS Postsecondary Readiness intervention tool (updated daily and disaggregated by student group)</p> <p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year</p>	Community Learning Hub (ESSER) \$1,000,000 *			

** Repeat of item due to applicability to more than one Activity*

Other	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
Future State Learning	1.1.1. Adopt a broader definition of deeper learning, 1.1.2 Personalize learning, 1.1.3 Provide equitable access, 3.3.2 Harness innovation, 3.3.3 Optimize technology usage (KCWP 2, 5, 6) Every teacher designs learning experiences <i>in all content areas</i> resulting in high quality evidence of success skills each year for every student (source: JCPS New Normal, pg 46)	Backpack of Skills: Identify, implement and support Backpack of Skills: (1) What do students need to be able to do? (2) What experiences will get them there? (3) How will they demonstrate skills? ** Student will upload backpack evidence that should reflect knowledge and application of science, social studies, practical living, and the arts, in addition to literacy and numeracy (source: JCPS New Normal, pg 46)	Improved literacy and numeracy skills	JCPS Accountability, Research & Systems Improvement (ARSI) Division will provide the following: % of students with evidence of success skills in their digital portfolio (6 times per year)	District-License Software - Backpack, Google, MS License, & Digital Tools (General Fund) \$3.1 million *	08/01/2022	12/31/2023	Belcher, Moore, Meyer, Ellison, Hartstern, Leffert, Marks-Johns, Fulk
			Improved NAEP					
			Increased access to devices and wifi	% of students experiencing learning experiences aligned to deeper learning principles as measured by CSS (annually)	DL Symposium (General Fund) \$548,000 *			
			Backpack Artifacts across all content areas					
			AIS Benchmark Assessments in Writing, Science, Social Studies	% of students meeting literacy and numeracy benchmarks as measured by MAP 3 times per year	Technology Hardware (CARES/ESSER) \$34.4 million *			
				% of students with acceleration plans (annually)	NWEA MAP (General Fund) Assessment: \$1,782,200 *			
				% of students on grade level in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)	Summer Backpack League (General Fund). \$1,500,000 *			
				% of students meeting or exceeding projected growth in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)	Summer Backpack League and G&T Summer Program (ESSER) \$7.4 million *			
				% Predicted PD on KSA Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)	Evolve502- Summer Backpack League (ESSER) \$746,000 *			
					ESS (Grant). \$3,783,349 *			
				Vital sign report on key performance indicators (academic and non-academic) provided 6	Elev8 After School Learning Centers (ESSER) \$8.4 million *			

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Other	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
				<p>times per year (disaggregated by student group)</p> <p>Academic Schools and Academic Services Division will monitor the following: # of backpack artifacts for each content area annually</p>	<p>Educational Resources (not software) Textbooks, Study Guides (ESSER). \$2.4 million *</p> <p>Pathfinder (ESSER) \$17,096,986 and (General Fund) \$10,172,195</p> <p>Florida Virtual School (ESSER). \$149,536.25</p> <p>FEV Tutor/Focus Care (ESSER). \$3,400,000 *</p> <p>Mastery Connect/Instructure (ESSER) \$467.600 *</p> <p>Edgenuity/Imagine Learning (ESSER) \$400,000 *</p> <p>BSCS Science Learning (ESSER) \$682,375.75 *</p> <p>Imagine Learning/Robotify (ESSER) \$945,875 *</p> <p>Literacy Footprints/Pioneer Valley (ESSER) \$216,000 *</p>			

Other	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
					After-School Instructional Learning (ESSER) 14.3 million *			
Future State Learning	1.1.2 Personalize learning, 1.1.5 Improve student literacy (KCWP 1)	Personalized and Engaging Learning Environments: Provide students with quality and 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.	Decreased dropout and Retention Increased postsecondary readiness rates Increased graduation rate Decreased suspension and behavioral referrals	ARSI Division will provide the following: % student sense of belonging and engagement on CSS and QSCS reported annually # of suspensions and behavior referrals during the monthly behavior review % student attendance provided 6 times per year (disaggregated by student group on JCPS Vital Signs Report) % of students on-track for promotion provided 6 times per year (disaggregated by student group on JCPS Vital Signs Report) Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group) % of students on time to graduate in the Adjusted 4-year Cohort using the JCPS Graduation Rate Cohort Analysis tool (updated daily and disaggregated by student group) % of students on time to graduate in the Adjusted 4 year and 5-year Cohorts using the JCPS Monthly Graduation Rate report.	Academies of Louisville (General Fund) \$5.8 million * Art & Music in Elementary Schools (General Fund) \$9.6 million Explore Program (General Fund) \$455,000 Explore Program (ESSER) \$2.9 million Technology Hardware (CARES/ESSER) \$34.4 million * FEV Tutor/Focus Care (ESSER) \$3,400,000 *	08/01/2022	12/31/2023	Ellison, Deferrari, Fulk

Other	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
				<p># of students meeting graduation requirements using the JCPS Grad Wizard tool (updated daily and disaggregated by student group)</p> <p>% of students transition ready using the JCPS Postsecondary Readiness intervention tool (updated daily and disaggregated by student group)</p>				
Future State Workforce	2.1.1. Personalize deeper learning, 2.2.2 Build capacity of PLCs (KCWP 5, 6)	Professional Deeper Learning (Teacher Backpack): Develop a professional learning system that provides common understanding of deeper learning and deeper learners constructs with clear exemplars to improve shared understanding districtwide.	Increased number of teachers with microcredentials in personalizing instruction Increased quality exhibitions and defenses across schools Increased number of teachers with professional learning experiences in remote instruction tools	CDLI Division will provide the following: % of educators with professional learning experiences in deeper learning reported annually % of students with evidence of success skills in their digital portfolio reported 6 times per year (disaggregated by student group on JCPS Vital Signs Report) % of students on grade level in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report) % of students meeting or exceeding projected growth in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report) % Predicted PD on KSA Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report) Vital sign report on key performance indicators (academic	Professional development for staff (ESSER) \$419,405 Solution Tree, Learning Forward, Millennium Learning (General Fund) \$721,876 Project-Based Learning-contract services (General Fund) \$88,000 DL Symposium (General Fund) \$548,000 * PD GALE for Educators/ CENGAGE (ESSER) \$134,000	08/01/2022	12/31/2023	Dillard

Other	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
				and non-academic) provided 6 times per year (disaggregated by student group)				
Future State Workforce	2.1.3 Improve culture and climate, 2.2.1 Define high-performing teams (KCWP 6),	<p>High Performing Teams: Provide learning opportunities for educators to learn together, plan, and reflect upon and improve professional practice.</p> <p>Implement Year 2 Workplan for Equity-Centered Pipeline Initiative, including the strategies focused on the following areas: leader standards, high-quality preservice principal preparation, selective hiring and placement, evaluation and support, principal supervisors, leader tracking systems, systems and sustainability, and research.</p>	<p>Increased teacher retention</p> <p>Increased minority educator staffing</p>	<p>ARSI Division will provide the following: % positive ratings on teacher survey and IMPACT survey reported bi-annually</p> <p>% educator sense of belonging and satisfaction from the CSS reported annually</p>	<p>Staffing Stability (General Fund) \$13.7 million</p> <p>National Board Certification Stipend reimbursement \$330,000</p> <p>Title II—Teacher Quality (grant) \$4,710,889</p> <p>UofL Teacher Residence Grant. \$248,730</p> <p>Teacher Retention-Upbeat (ESSER) \$694,918 *</p> <p>Wallace Equity Pipeline (grant) \$1,891,671 *</p>	08/01/2022	12/31/2023	Green-Webb, Marshall
Future State Resourcing High Poverty	1.1.3 Provide equitable access,, 1.1.7 Eliminate	School Redesign and Innovation: Support turnaround	Improved school ratings on state accountability	ARSI Division will provide the following: % funding for CSI/TSI schools	AIS (General Fund) \$3.2 million * Funding for high-	08/01/2022	12/31/2023	Moore, Meyer, Hartstern,

Other	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
Schools	achievement, learning, and opportunity gaps, 3.3.2 Harness innovation (KCWP 1, 2, 5)	efforts to implement evidence-based and innovative systems of support	Reduced CSI/TSI schools	<p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p> <p>% of students on grade level in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>% of students meeting or exceeding projected growth in Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>% Predicted PD on KSA Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p>	<p>poverty schools (Title I) \$43.4 million *</p> <p>CSI and ATSI School support (SIF Fund) \$4,800,000 *</p>			Leffert, Marks-Johns, Fulk, Ellison
Future State Resourcing High Poverty Schools, Future State Technology	<p>3.1.4 Ensure responsible stewardship of resources, 3.2.2 Improve and standardize external systems, 3.2.3 Improve and standardize internal systems, 3.2.4 Listen and respond to stakeholders, 3.3.1 Create a technology</p>	Improved School Supports: Equitably align resource allocation with strategic priorities for physical, instructional, and human resource infrastructure in ways that meet student learning needs.	<p>Improved teacher and staff retention (working conditions)</p> <p>Improved literacy and numeracy skills</p>	<p>ARSI Division will provide the following: % instructional and non-instructional school staffing reported annually</p> <p>% NBCT in the classroom reported annually</p> <p>% of schools in High Growth category in literacy and numeracy measured by MAP 3 times per year (disaggregated by student group)</p> <p>% of schools in High Achievement category in</p>	<p>ECE Implementation Coaches (General Fund) \$11,747,983 *</p> <p>Mental Health Supports (General Fund) \$8.1 million *</p> <p>Annual Facilities Improvement (General Fund) \$15,000,000 *</p> <p>Audio Enhancement</p>	08/01/2022	12/31/2023	Perkins, Green-Webb, Dillard, Hardin, Chevalier, Averette, Meyer

Other	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
	roadmap (KCWP 4, 5)			<p>literacy and numeracy measured by MAP 3 times per year (disaggregated by student group)</p> <p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p>	<p>for Classrooms (General Fund) \$33,297,174 *</p> <p>AIS (General Fund) \$3.2 million *</p> <p>Educational Resources (not software) Textbooks, Study Guides (ESSER). \$2.4 million *</p> <p>ESL Program (grants, SEEK, General Fund) \$33.8 million *</p> <p>Funding for high-poverty schools (Title I) \$43.4 million *</p> <p>Teacher Retention-Upbeat (ESSER) \$694,918 *</p>			
Future State Facilities	1.1.7 Eliminate achievement, learning, and opportunity gaps, 3.1.1 Improve physical infrastructure, 3.1.2 Improve instructional infrastructure (KCWP 2, 5, 6)	Modernized Facilities Plan: Develop a facilities planning process to address the most critical three-year consumer and renovation needs.	<p>Improved facility conditions index for quintile 4 schools</p> <p>Increased early childhood centers</p> <p>Increased new buildings</p>	Finance and Operations Division will provide the following: % spending on critical maintenance needs reported annually	<p>Athletics Fields/Facilities (General Fund) \$5.4 million</p> <p>Annual Facilities Improvement (General Fund) \$15,000,000 *</p> <p>Audio Enhancement for Classrooms (General Fund) \$33,297,174 *</p>	08/01/2022	12/31/2023	Perkins

2021-2022 JCPS Comprehensive District Improvement Plan Strategies and Activities

Other	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 22-23 investments)	Start Date	End Date	Persons Responsible
Future State School Choice	3.3.2 Harness innovation, 3.4.1 Improve communications, 3.4.2 Improve processes, 3.4.3 Provide customer-service training, 3.4.4. Empower families, 3.4.5 Reduce student mobility (KCWP 5)	School Choice Plan: Clarify, restructure, and expand choice programs to better meet student and family needs.	Improved JCPS market share Improved quality of magnets	ARSI Division will provide the following: % satisfaction with schools as measured on the CSS, reported annually Enrollment in magnets for students of color as reported in the JCPS data books annually	Marketing School Choice (General Fund) \$300,000 School Choice Website Contract Services (General Fund) \$300,000 School Choice Outreach (General Fund) \$50,000	08/01/2022	12/31/2023	Moore, Dossett

** Repeat of item due to applicability to more than one Activity*

Special Considerations for Districts with Targeted Support and Improvement (TSI) Schools

Districts with a school identified for Targeted Support and Improvement (TSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)).

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI. Include in your response information regarding the process for local board review and approval.

Response:

JCPS leadership and staff are focused on shifts in practice to ensure improved outcomes for all students. Schools describe their implementation and improvement efforts through their [Comprehensive School Improvement Plans \(CSIPs\)](#) which outline schools' efforts at incorporating new goals and initiatives, which include goals and strategies addressing the District's [Racial Equity Policy](#), the Backpack of Success Skills, and the Six Instructional Systems. The CSIP details the goals, strategies, actions and activities needed to reach the school's vision for every student.

As part of keeping learner's needs and interests at the center, the district has created a [Comprehensive Improvement Model](#). This model aligns the school Consolidated Improvement Plan (CSIP) with the Formative Systems Review (FSR) and the Comprehensive Systems Review (CSR) processes and other data analysis routines.

Progress Monitoring

Data is routinely analyzed by the Cabinet (at the District level); the Assistant Superintendents (at the Elementary, Middle and High school levels); and the Principals (within their instructional leadership teams). This consistent review of the data is making for a cohesive approach to continuous improvement that will prepare more students to be transition ready and become thoughtful, productive citizens. Several of the following continuous improvement processes have been implemented to monitor and track implementation of district and school implementation of key strategies and activities:

- **Formative Systems Reviews (FSRs)** 2 times per year: The Formative Systems Review (FSR) is a system-focused, formative look at the implementation of improvement strategies and activities. This progress-monitoring review provides feedback and next-step coaching and is used to calibrate needs and support. District administrators review progress, analyze implementation data provided by school administrators, identify strengths, and give clear, specific feedback designed for further improvement. An example of the [FSR for Accelerated Improvement Schools](#) can be found at this link.
- **Vital Signs** every 6 weeks: Monitors progress regarding key performance indicators (KPI) in the areas of Learning and Climate/Culture, discuss trends, and identify needed additional support. Vital Signs also establish next steps needed to improve outcomes and create a sense of ownership among leadership team members. This report is particularly useful for monitoring process for TSI schools as each key indicator is disaggregated by all student groups.
- **Comprehensive Systems Reviews (CSRs)**: Schools are reviewed on a 3- year cycle by an independent review team utilizing a research-based approach. The goals of the CSRs are to 1) provide an independent and research-based review of a school's instructional systems and to examine the impact on student experiences, perceptions, and outcomes and 2) provide valuable information to school leaders in guiding improvement planning, as well as provide beneficial information to the JCPS community-at-large in sharing insights and innovations across the district.

- **Academic School Division Meetings:** Zone/Level Asst Sup. teams review district actions for schools, provide feedback, and discuss emerging common needs across schools. Vital sign reports are also reviewed during these meetings every six weeks.
- **Principal Professional Learning Communities (PPLCs)** – Each zone/level Assistant Superintendents use this structure to bring principals together in small groups to discuss ideas, challenges and share ideas.
- **Corrective Action Plan Progress Reports:** Each month, District leaders provide progress notes and upload associated evidence for key action items outlined in the 10 corrective action plans. These monitoring reports align with the District Master Calendar routine, ensure that CAP monitoring systems continue and serve as a succession planning resource. Additionally, Cabinet reviews CAP updates that are focused on high risk/high impact action items twice a year to provide opportunities for feedback and course corrections. While JCPS was formally released from our corrective action plan, these monitoring systems ensure high levels of implementation and accountability.
- **Racial Equity Monitoring Tools:** The district is implementing several monitoring tools around Racial Equity. The Racial Equity Analysis Protocol (REAP) is utilized by all staff to review policies, procedures, and practices through a racial equity lens, the Equity Monitoring Progress Tool (EMPT) is used by schools for monitoring their school equity plans, and the Affirming Racial Equity (ARE) too is utilized by PLCs within schools.

Additionally, leadership teams analyze data that provides information regarding the culture and climate of a school and the District. One of the key pieces of evidence the District analyzes each year is the [Comprehensive School Surveys \(CSS\)](#) which assesses the perception of key stakeholders (students, staff, and parents) on various constructs including engagement, safety, belonging, and satisfaction. There are several reports that disaggregate the data by student groups so that staff can analyze the experiences and perceptions based on any TSI identified group.

District Support

The Jefferson County Board of Education unanimously approved the District's first [Racial Equity Plan](#) on January 8, 2019. The approval comes eight months after the Board approved its first [Racial Equity Policy](#), which called for the creation of a comprehensive plan to address long-standing inequities faced by students of color. The plan outlines strategies in each of five major areas – diversity in curriculum, instruction, and assessment; school culture and climate; staffing and classroom diversity; programmatic access; and Central Office commitment – and identifies top JCPS administrators to be held accountable for outcomes in each of those areas. In addition, the plan assigns specific, measurable goals to each to determine whether the initiatives are working.

To meet benchmarks identified in the plan, numerous strategies have been developed and implemented. These include the following: ensuring each school has systems in place to support students in becoming transition ready, so they are well prepared to advance to the next grade level; providing extensive training opportunities for staff in a wide variety of areas, such as cultural competence, restorative practices, implicit bias, and trauma-informed care, to help reduce disproportionality in disciplinary practices; and offering support programs and services tailored to better serve Students of Color and other marginalized groups.

In terms of District financial support for schools based on student needs, the Board of Education approved last January a [new allocation model for middle and high schools](#) where the funding is based on individual student needs. The [new elementary allocation model](#) is expected to be approved in January 2023 for the Fall of 2023. This new funding model is groundbreaking and is aligned to the needs of students.

One of the reasons that JCPS is able to fund schools in a more equitable manner is that the Board passed a new tax levy several years ago. The opponents of this tax challenged it in court and eventually the cases got to the [Kentucky Supreme Court](#). The Supreme Court sided with JCPS and we

were able to raise taxes. This increased income has been focused on equity and ensuring that our neediest schools and students have what they need.

Priority support is also provided for the two ATSI schools (Ballard and Seneca). Each school receives differentiated support from the District staff and assistant superintendents and are given special emphasis, support, resources, and attention when the District makes decisions to foster success. For instance, here is a [link](#) to the detailed monitoring and support system for Ballard.

Lastly, because of the Board's commitment to transparency, the Superintendent regularly shares reviews of data and other essential information with the Board at public forums. This allows both the Board and the community to see the progress that the District is making. Additionally, the District Leadership has worked to implement multiple systems of feedback from the community and employees to get ideas on the initiatives that are being implemented and next steps. The JCPS Board of Education also reviews and approves the revised school improvement plans annually.

CDIP Addendum: District/School Improvement Activities for CSI schools

After studying multiple models across the nation, the [Accelerated Improvement Schools \(AIS\) office](#) was created in 2018 to lead schools struggling to increase academic achievement. Our model was inspired by the model used in Miami, Florida. The AIS office currently supports 31 Comprehensive Support and Improvement (CSI) elementary, middle, and high schools. AIS provides a research-based framework to principals and their leadership team on school turnaround and continuous improvement strategies. In addition, AIS works within the [JCPS strategic plan](#) and [Comprehensive District Improvement Plan](#) (CDIP) to ensure quality instruction, curriculum, assessment, intervention, and student wellness occur with support from district leadership. Each AIS school develops a turnaround plan on improvement priorities that are monitored and supported with a partnership between the AIS office and the Kentucky Department of Education. Collectively the AIS office focuses on their vision to ensure each school is an exceptional place of student learning.

The JCPS AIS team partners closely with the Kentucky Department of Education (KDE) team. The KDE Education Recovery Director works hand-in-hand with the Assistant Superintendent of AIS. This team ensures a cohesive approach in our schools. AIS uses evidence-based strategies to develop the framework to support school improvement. AIS has established the mission, vision, and goals and uses three drivers to accelerate the work.

1. *Six Systems of an Effective Learning Climate*

Each school leads their learning processes through the [Six Systems of an Effective Learning Systems blueprint](#). The six systems include expectations on 1) standards implementation, 2) effective use of data, 3) instructional planning, 4) progress monitoring, 5) academic and behavioral MTTs support, and 6) instructional feedback and professional learning. The AIS office provides training and support for these key areas as it relates to the Six Systems:

- [PLC Training](#)
- [Curriculum Implementation](#)
- [Benchmark Assessment System](#)
- [Rutherford Feedback & Coaching System](#)

2. *Culture of Achievement*

AIS believes in the potential of every student. Expecting students to reach their growth goals and setting the minimum bar at proficiency is a tenant to the structures and culture that is expected in our schools. This begins with a commitment to grade-level access to curriculum, instruction, and assessment in all classrooms and age groups. Students that are behind academically cannot and will not be denied access to grade-level expectations. AIS requires assurance of grade-level access *AND* tiered support for students not performing at grade-level. This has been completed by [curriculum adoption](#), [common standards-based benchmark assessments by grade-level across schools](#), and requiring transparency of school and classroom data.

A Culture of Achievement can only occur through support of the JCPS Diversity, Equity, and Poverty (DEP) office. AIS works in conjunction with DEP to ensure curriculum and instruction is reflective of our diverse student demographics. Schools use instructional tools such as [Affirming Racial Equity \(ARE\)](#) to inform instructional goals and unity planning. Schools must filter their policies through a [Racial Equity Analysis Protocol \(REAP\)](#) to ensure that there are no unintended consequences for Students of Color and develop racial goals in the [Equity Monitoring Progress Tool \(EMPT\)](#). As staff use these tools that help us focus on Racial Equity, we have seen progress on inclusiveness and thoughtful work to ensure that students know that they are important and the center of our work.

3. *Accelerated Leadership*

Excellent school-based leadership is needed for improved academic achievement. The AIS office provides specific training followed by monitoring and support to all principals. Training includes the [Implementation Continuum for the Systemic Improvement Framework and Turnaround Competencies](#) led by the American

Institute for Research (AIR). These provide a background to [coaching principals](#) and making decisions for their school. The AIS has also invested in providing four improvement science workshops led by the [Carnegie Foundation to focus on progress monitoring, program evaluation, and to set a path for improvement](#).

AIS Strategic Priorities

The AIS Office developed with American Institute for Research (AIR), strategic priorities that would remain central to collaborating, coaching, and challenging our schools. The priorities focus on high-leverage “musts” in school turnaround and are included in the improvement strategies listed below:

CDIP Addendum: District/School Improvement Activities for CSI Schools		
CSI Activity Name and Description (Include EBP)	Funding	Monitoring/ Measurement
<p><i>Improvement Science: Carnegie Improvement Systems Professional Learning</i> Principals should lead their school and evaluate system effectiveness (Cognia Standard 1.3). They have worked through the following Carnegie workshops:</p> <ul style="list-style-type: none"> • Introduction to Networked Improvement BasicsSM • Improvement Science in Practice: Finding Solutions Through Iterative TestingSM • Improvement Science in Practice: Finding Solutions Through Iterative TestingSM • Networked Improvement Community Design Learning Lab <p>Schools are grouped into Network Improvement Communities to collaborate on using improvement science to address common problems of practice. These NICs are assigned to coaches from Carnegie who guide each through a continuous improvement process focused on one or more of the school’s improvement priorities.</p>	<p>\$725,830 – 2 year SIF Grant</p>	<ul style="list-style-type: none"> • AIS Office Monitoring Visits • KDE Monitoring/Quarterly Reporting • MAP Data • Data from School and District PDSA’s (Plan, Do, Study, Act) • KSA Data including reduction of # of CSI schools in JCPS • Various Plus Deltas on training and training implementation • Writing Network Improvement Community (NIC) • Coaching NIC
<p><i>AIS Assessment System</i> The AIS office developed a comprehensive assessment system of diagnostics and benchmark assessments to calibrate student growth and performance across schools. Schools use specified curricular screeners, MAP, and CASE Assessments to track reading and math progress, respectively. Assessment expectations are also set for writing, social studies, and science. Assessments are used as part of our principal collaboration and school-based PLC collaborative teams.</p>	<p>\$545,000 - 3 yr SIF grant</p>	<ul style="list-style-type: none"> • KDE Monitoring/Quarterly Reporting • MAP Data • KSA Data including reduction of # of CSI schools in JCPS

CDIP Addendum: District/School Improvement Activities for CSI Schools

CSI Activity Name and Description (Include EBP)	Funding	Monitoring/ Measurement
<p><i>Systemic Framework Turnaround Continuum</i> Principals are being introduced this school year to a turnaround rubric developed by the American Institute for Research. It is an evidenced based framework to inform and guide schools in identifying their current levels of practice and next steps for improvement. Continuous Improvement and coherence drive the 5 “gears” or elements where equity is at the center of what we do.</p>	<p>\$332,500 – 2 year SIF Grant</p>	<ul style="list-style-type: none"> • KDE Monitoring/Quarterly Reporting • MAP Data • KSA Data including reduction of # of CSI schools in JCPS
<p><i>Professional Learning Communities (PLC)</i> Schools are expected and are offered training to act as a true PLC meaning they have a focus on learning, have developed a collaborative culture, and are results oriented. Collaborative teams should fully complete PLC Cycles and be attuned to Solution Tree’s 4 Critical Questions. Elementary collaborative teams are expected to meet twice each week with one meeting set for reading and one for math.</p> <p>Collaborative teams use district provided essential learning standards, complete CFAs, and provide corrective instruction. AIS has also provided training to support Understanding by Design (UBD) unit planning.</p> <p>Several of the CSI schools have expressed a need and desire to receive extensive training related to the implementation and development of professional learning communities. This allocation would allow 7 school teams to attend the 3 day Solution Tree Institute for deeper learning experiences regarding the use of PLC’s to drive improved student learning results.</p>	<p>\$110,824 – 2 year SIF Grant</p>	<ul style="list-style-type: none"> • Plus Delta • Evidence of implementation of learning as documented through AIS school monitoring visits • AIS Bi-Week School Report • KY IMPACT Data • JCPS Comprehensive School Survey Data

CDIP Addendum: District/School Improvement Activities for CSI Schools

CSI Activity Name and Description (Include EBP)	Funding	Monitoring/ Measurement
<p>Center for Great Teachers and Leaders Professional Learning, Coaching, and Consultation</p> <p>The Center on Great Teachers and Leaders will provide the AIS office with expertise and coaching on the development of new systems for building and developing turnaround leader competencies within the CSI principals.</p> <p>GTL will provide the AIS office with expertise and coaching on the development of new systems for building and developing a program to support and grow teachers in CSI schools. This system will include components of recruitment and retention of teaching staff.</p> <p>GTL will also provide professional learning experiences directly to the AIS leadership team in order to develop best practices around district support and accountability to CSI schools. These services will include supporting the AIS office with the development, implementation, and monitoring of a strategic plan focused on supporting the capacity building of turnaround teachers and leaders.</p>	<p>\$923,299 – 2 year SIF Grant</p>	<ul style="list-style-type: none"> • KDE Monitoring/Quarterly Reports • MAP Data • KSA Data including reduction of # of CSI schools • Various Plus Deltas on coaching and consultation • Evidence of implementation of system development within the AIS Office.
<p>Feedback and Coaching Labs from Rutherford Learning Group</p> <p>Supporting schools in the development and implementation of an effective feedback and coaching system that improves instruction leading to increases in student performance is a main priority across all Jefferson County CSI schools. Schools will be supported through 4 specific approaches targeted to improve feedback and coaching skills among school leaders and coaches, building capacity with school leaders and coaches to train others on feedback and coaching, improve the capability of school leaders and coaches to accurately assess the instruction performance of their school, and provide teachers in CSI schools with a deeper understanding of 23 teacher themes of quality instruction. Mike Rutherford of the Rutherford Learning Group will be working with the school leaders, coaches, district support personnel, and educational recovery members to build these skills and capacities.</p>	<p>\$178,500 – 2 year SIF Grant</p>	<ul style="list-style-type: none"> • Plus Delta • Evidence of implementation of learning as documented through AIS school monitoring visits • AIS Bi-Week School Report • KY IMPACT Data • JCPS Comprehensive School Survey Data

CDIP Addendum: District/School Improvement Activities for CSI Schools

CSI Activity Name and Description (Include EBP)	Funding	Monitoring/ Measurement
<p>Additional Academic Instruction Coach Professional Learning related to effective feedback and coaching practices</p> <p>The Jefferson County School District provides half day support sessions for all of the district academic instructional coaches on a monthly basis. These sessions include a variety of topic and many times just logistics in nature. The AICs of CSI schools have specifically asked for more time to practice and learn from each other the aspects of effective feedback and coaching. To accommodate this need, the AIS office will include a second half of the day learning experience for the coaches to specifically focus on feedback and coaches processes. These professional learning experiences would be planned in collaboration between the AIS office and ER staff based upon coaching materials related to the Rutherford Feedback and Coaching Tools, The Heart of Coaching, and The Art of Coaching. These experiences will take place in one of the CSI schools where practice sessions could be scheduled.</p>	<p>\$15,750 – 2 year SIF Grant</p>	<ul style="list-style-type: none"> • Plus Delta • JCPS Comprehensive School Survey Data • School Report Card (teacher retention) • AIS Bi-Week School Report
<p>Additional Professional Learning Community Time for AIS teachers</p> <p>Beginning in 2020-21, all AIS schools will provide additional PLC time for teacher teams to address student learning deficiencies and gaps in academic performance. This additional one additional hour per week per teacher throughout each school will be used for grade level teams to analyze common assessment data in order to adjust instruction to meet the specific learning needs of students. The additional hour at the elementary level will enable teachers to address both math and ELA data each week. The secondary schools will have an additional hour to address their assigned content areas.</p>	<p>\$1,305,756 – 2 year SIF Grant</p>	<ul style="list-style-type: none"> • AIS Office Monitoring Visits • KDE Monitoring/Quarterly Reporting • MAP Data • KSA Data including reduction of # of CSI schools
<p>Extended Learning Time for Students – Each AIS school will be provided additional funds to extend student learning time throughout the year. Schools will be able to support both after school learning programs and summer learning programs that provide more options and time for academic learning services to students.</p>	<p>\$ 500,000 – 2 year SIF Grant (Teacher Institute)</p>	<ul style="list-style-type: none"> • MAP Data • KSA Data including reduction of # of CSI schools

CDIP Addendum: District/School Improvement Activities for CSI Schools

CSI Activity Name and Description (Include EBP)	Funding	Monitoring/ Measurement
AIS Personnel – The AIS office will seek to employ a retired school administrator on a part time basis to ensure implementation of the district SIF grant supporting the AIS office, to assist with progress monitoring of the implementation and impact of improvement initiatives, and to report progress of SIF grant/improvement plan effectiveness to KDE.	\$ 68,000 – 2 year SIF Grant	<ul style="list-style-type: none"> Weekly AIS Leadership Meeting Agendas and Minutes (Grant/Plan Implementation Levels) District SIF Quarterly Expenditure Reports from KDE

CDIP Addendum: District/School Improvement Activities for CSI Schools

District Activity Name and Description	Funding	Monitoring/ Measurement
Instructional Support <ul style="list-style-type: none"> The Accelerated Improvement School office receives increased support to improve equity to the district CSI schools. Academically, a math and literacy lead has been appointed to the AIS office to exclusively work in our schools to provide curriculum, instruction, and assessment support. The AIS office also has a Data Technician to support academic coherence. AIS teachers also receive five additional days of extra training to start each school year to provide training and implement the school's improvement plan. In addition, AIS is prioritized for training and resource teacher support by the Teaching and Learning district office. 	\$3,146,466 for "AIS week" (extra days) (GF)	<ul style="list-style-type: none"> MAP Data KSA Data including reduction of # of CSI schools
Personnel Support <ul style="list-style-type: none"> AIS is supported by the human resource department by not having to accept certified overstaffed positions; receiving early access to new teacher candidates, and being allowed to remove a teacher each year that is not fulfilling their obligation to accelerate learning outcomes. The Human Resources department has a staff member that focuses solely on teacher retention and efforts are primarily focused on AIS schools. In the October edition of Envision Equity, these efforts are highlighted. Teachers who serve at an AIS school and obtain National Board Certification and teach at an enhanced support school for three (3) full school years thereafter will be reimbursed for fees paid obtaining National Board Certification. 	\$16,444,966 for Incentive Stipends (GF)	<ul style="list-style-type: none"> KY IMPACT Data JCPS Upbeat Teacher Survey Data KSA Data including reduction of # of CSI schools

CDIP Addendum: District/School Improvement Activities for CSI Schools

District Activity Name and Description	Funding	• Monitoring/ Measurement
<ul style="list-style-type: none"> AIS locations were also added to the critical needs list for the substitute teacher incentive. Substitutes who work 20 consecutive days in any critical need location will receive \$1,000 after the 20th day. This will help AIS schools recruit substitutes. All teachers who are either in an AIS School or a Choice Zone School will receive an \$8000 stipend on top of their salary starting in the 2023-24 school year. This will grow through the years and employees will be able to receive up to \$14,000. 		
<p>Financial Support</p> <ul style="list-style-type: none"> The Board of Education approved last January a new allocation model for middle and high schools where the funding is based on individual student needs. The new elementary allocation model is expected to be approved in January 2023 for the Fall of 2023. This new funding model is groundbreaking and is aligned to the needs of students. AIS, Choice Zone, or other schools that have a JCPS Needs Index > 54 are also recommended to receive: <ul style="list-style-type: none"> A flexible allocation for 1.0 Resource Teacher and 1.0 In-School Security Monitor which is equivalent to over \$110,400 in additional flexible funding. Flexible funding calculated using a weighted factor of \$1,500 times their JCPS Needs Index and their percentage of Students of Color. For example, a school with a JCPS Needs Index of 50 and 80% Students of Color would receive $50 * \\$1,500 + 80 * \\$1,500 = \\$195,000$ in additional equity funds which is the equivalent of three additional teachers. 	<p>\$9.3 million for student weighted equity formula (GF)</p>	<ul style="list-style-type: none"> KY IMPACT Data JCPS Upbeat Teacher Survey Data KSA Data including reduction of # of CSI schools
<p>Student Wellbeing Support</p> <ul style="list-style-type: none"> School Nurses have been provided to every school--but the AIS schools are covered first and if there is an opening, the district nurses cover the AIS schools. JCPS also created a position called ECE (Special Education) Implementation Coach. These Coaches focus on Special Education needs in the building and are the ARC Chairs for the school. This has allowed School Counselors to do more of the work that is vital to students. 	<p>\$6,079,175 for positions (GF)</p>	<ul style="list-style-type: none"> JCPS Comprehensive School Survey Data

CDIP Addendum: District/School Improvement Activities for CSI Schools

District Activity Name and Description	Funding	• Monitoring/ Measurement
<ul style="list-style-type: none"> JCPS created Mental Health Practitioner positions. These school-based staff members are focused on the needs of the students in the building. They partner with the School Counselor to serve students. The district passed a new School Safety Plan in January of 2022. This plan creates School Safety Officers (SROs) and Safety Administrators in JCPS schools. This creative approach provides support to schools and AIS schools were prioritized in their assignments. 		
<p>Technological Support for AIS Schools –</p> <p>Chromebooks acquisition and use for improved student learning has been a focus in all AIS schools over the past year. Each school is now one to one with technology. There is still a need to have additional Chromebooks on hand to serve as replacements. Each AIS school will be allotted one classroom set of Chromebooks to serve as replacements.</p>	<p>\$10,689,236 for infrastructure, software, wireless access, student devices, audio enhancement, security (GF)</p> <p>\$32 million in last 5 yrs</p>	<ul style="list-style-type: none"> MAP Data KSA Data including reduction of # of CSI schools JCPS Comprehensive School Survey Data
<p>Facilities Support</p> <ul style="list-style-type: none"> AIS is prioritized in district operations for district facility work. The attached presentation focuses on next steps in facilities. Currently, we are completing a new elementary school in West Louisville that will consolidate Roosevelt-Perry and Wheatley Elementary Schools. This school is located at 18th and Broadway and is slated to open next August. Additionally, a new West End Middle School will be built as part of the School Choice Plan. The Local Planning Committee will be working on amendments to the District Facility Plan. Our new tax levy will allow us to be able to do more facilities projects than we have been able to do for years. One of the efforts that we have been proud of is the \$42 million renovation at the Academy @ Shawnee. 	<p>\$28.6 million for building new West Louisville Elementary School, \$43 million for construction of new West Louisville Middle School, and \$42 million for renovations at Shawnee (GF)</p>	<ul style="list-style-type: none"> Plus Delta KY IMPACT Data JCPS Comprehensive School Survey Data

Evidence Based Practice #1: Continuous Improvement Systems

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi- experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	<p>A case study published by the Carnegie Foundation for the Advancement of Teaching found that improvement work should be “planned and undertaken in a rigorous, thoughtful, and transparent fashion”. Administration and instructional coaches will attend training this summer focusing on school improvement and use of data. The administration and instructional coaches will also be trained in Shipley’s school improvement systems. The protocols and tools for continuous improvement will be implemented to develop goals, action plans, and progress monitoring systems resulting in improved outcomes for students.</p> <p>Park, Sandra, et al. “Continuous Improvement in Education.” <i>Carnegie Foundation for the Advancement of Teaching</i>, 2013, pp. 1–48.</p> <p>Continuous Improvement in Education.pdf</p>
What is the strength of the evidence? Under what conditions was the evidence developed?	ESSA Level III: A sampling of organizations, including school districts, individual schools, and community partners; the case examples focused on three school districts and one community partnership.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	AIS Schools will implement and promote Carnegie’s system for school Improvement. District staff and school principals will learn how to analyze and use key data points to inform academic and non-academic decision- making, ensuring the systems are sustainable, while supporting continuous improvement.
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	N/A

Is there practice-based evidence or community- defined evidence to indicate effectiveness? If yes, provide citations or links.	<p>Yes - Practice based evidence that supports/indicates effectiveness.</p> <p>Continuous Improvement in Education.pdf</p>
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	<p>Yes - There is a three-phase system that schools work through to implement the system Phase One of the framework consists of a causal system analysis; phase two – developing a working theory of improvement; and phase three - PDSA.</p> <p>Continuous Improvement in Education.pdf</p>
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	<p>Yes - The data specific to the setting was obtained from educational settings using continuous improvement processes and procedures. The research is descriptive in nature.</p> <p>Continuous Improvement in Education.pdf</p>
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	<p>The study does not provide data specific to effectiveness for culturally and linguistically specific populations because it applies to all stakeholders.</p>

Evidence Based Practice #2: Rutherford Coaching- Instructional Coaching: Curriculum and Instructional Practices

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.

In a 2017 study conducted by Brown University and published by LearningForward, the pooled effect size of coaching on teacher practice is .57 standard deviation ($p < .001$) across the 25 studies within the measure of instructional practice. The effects are larger (.71 standard deviation, $p < .001$) in coaching programs focused on general practices than on content-specific coaching programs (.51 standard deviation, $p < .001$). In addition, all models of teacher coaching, across all content areas combined, have a positive effect (.11 standard deviation, $p < .001$) on student achievement when pooled across reading, math, and science as measured on standardized tests, a finding drawn from the effect sizes reported in 21 studies. Content-specific coaching in reading (22 of 26 studies) has a .12 standard deviation ($p < .001$) on student reading achievement. The number of studies focusing on general instructional coaching and measuring student achievement is limited — only three of nine studies — and further research is needed. The effect size across the general coaching studies on teaching practice is .70 ($p < .01$).

Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet]. 2018; 88 (4):547-588.

[The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence](#)

Meta-analysis conducted on various sized teacher-coaching programs and diverse contexts

[The Rutherford Learning Group](#)

What is the strength of the evidence? Under what conditions was the evidence developed?

ESSA Level III: Teacher coaching has emerged as a promising alternative to traditional models of professional development. The authors reviewed the empirical literature on teacher coaching and conduct meta-analyses to estimate the mean effect of coaching programs on teachers' instructional practice and students' academic achievement. Combining results across 60 studies that employ causal research designs, they found pooled effect sizes of 0.49 standard deviations (SD) on instruction and 0.18 SD on achievement. Much of this evidence comes from literacy coaching programs for prekindergarten and elementary school teachers. Although these findings affirm the potential of coaching as a development tool, further analyses illustrate the challenges of taking coaching programs to scale while maintaining effectiveness. Average effects from effectiveness trials of larger programs are only a fraction of the effects found in efficacy trials of smaller programs. The concluded by discussing ways to address scale-up implementation challenges and providing guidance for future causal studies.

What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Important aspects of school function such as student learning, teacher development, and school culture improvement. To make a statistically significant (measurable and substantial) impact on teacher quality, enhancing the long-term utility of each student's education (not just increasing test scores).
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	N/A
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	During the 2020 - 2021 school year, the tools of coaching and feedback will be examined and practiced in school classrooms with school teachers to focus on high-performance teaching and effective leadership. The final piece of the year will include a two-day academy (six hours each) to examine the 23 teaching themes closer and provide more learning experiences around feedback and coaching. The Rutherford Learning Group
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	<i>Feedback & Coaching Lab™</i> is a school-embedded professional learning experience that builds instructional leadership capacity for administrators, instructional coaches, curriculum specialists, and/or anyone who is responsible for the learning of teachers and the development of teaching. Here's the logic for Feedback & Coaching Lab: Many variables affect student achievement. The variable with the largest and most durable effect size is instructional quality. Instructional quality is largely a product of the teacher's skills, techniques, and approaches to teaching. These skills, techniques, and approaches are highly developable through feedback and coaching. Over time, school leaders who, through skillful feedback and coaching, can develop teachers and teaching create school cultures that attract and retain even more skillful teachers. And the cycle continues... to the great benefit of student learning.
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	This is an ongoing study of the most recurring pedagogical approaches of particularly successful teachers. Based on more than 40,000 classroom observations, the 23 Artisan Themes represent a comprehensive lexicon of terms that describe the core skills of excellent instruction. The 23 themes are discussed fully in Mike Rutherford's <i>The Artisan Teacher: A Field Guide to Skillful Teaching</i> . The Artisan Teacher is designed to develop the craft of teaching by enabling teachers to identify and hone their most productive skills—and, to add new, complementary, skills to their repertoire. The Artisan Teacher is also designed to be an aid to administrators, instructional coaches, college professors, and anyone who is engaged in the learning and development of teachers and teaching. The Rutherford Learning Group

Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?

N/A

Evidence Based Practice #3 Dufour Professional Learning Communities

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi- experimental designs) of the innovation? If yes, provide citations or links to reports or publications.

Evidence Citation:

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree.

Hattie, J. (2008). *Visible Learning*. Abington, Oxon: Routledge.

Vescio, V., Ross, D., & Adams, A. (2008) A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education* (24), 80-91.

Park, J., Lee, I., & Cooc, N. (2019). The role of school-level mechanisms: How principal support, professional learning communities, collective responsibility, and group-level teacher expectations affect student achievement. *Educational Administration Quarterly*, 55(5), 742-780. [doi:10.1177/0013161X18821355](https://doi.org/10.1177/0013161X18821355)

What is the strength of the evidence? Under what conditions was the evidence developed?

Creating a professional learning community is suggested as a new alternative for propelling teacher's professional development (Lomos et al., 2011; Vescio et al., 2008; Wong, 2010). Many studies also report that teacher engagement in the professional learning community is important, specifically in relation to the improvement of student achievement (e.g., 746 Educational Administration Quarterly 55(5) Bruce & Flynn, 2012). In addition, as a part of the social environment in the school, collective responsibility contributes to helping teachers focus on school norms that are linked with student achievement (Lee & Loeb, 2000). These two school organization factors directly influence group-level teacher expectations that are closely connected to improving student achievement. Finally, group-level teacher expectation (see Agirdag, Van Avermaet, & Van Houttee, 2013; Brault, Janosz, & Archambault, 2014; Rubie-Davies, 2007) plays a key role in changing student attitudes and behaviors, including learning motivation (Woolley & Grogan-Kaylor, 2006), and academic achievement (Mistry, White, Benner, & Huynh, 2009; Muller, 1998; Muller, Katz, & Dance, 1999; Tyler & Boelter, 2008). In this vein, we focused on identifying group-level teacher expectations as a critically mediating role between a high school's three social environmental factors (i.e., principal support, professional learning communities, and collective responsibility) and student math achievement in this study.

There is also evidence that the attached study addresses well-defined and developed PLC's have a positive effect on student learning (11 studies on teaching and learning through the PLC Process).

[A Review of Research on the Impact of Professional Learning Communities on Teaching Practices and Student Learning.pdf](#)

<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>Many researchers generally note that the concept of professional learning community includes the following aspects: teachers sharing a common view on a school's mission or goals, mutually reflecting on instructional activities, engaging in reflective dialogue, providing each other with feedback on teaching practices, and collectively focusing on student learning (Lomos et al., 2011; Vescio et al., 2008). As a new paradigm in the professional development of teachers, attention to the professional learning community has increased since the mid-1990s (Vescio et al., 2008; Wong, 2010). Education policy has particularly placed a high priority on energizing professional learning communities in U.S. schools (Blank, 2013; Lomos et al., 2011). In addition, as another type of positive school climate, collective responsibility is usually described as the extent to which teachers accept responsibility for student learning success at a school (LoGerfo & Goddard, 2008).</p> <p>Research shows school climate affects student outcomes by directly influencing teachers' instructional behaviors and attitudes (Cook, Murphy, & Hunt, 2000; Freiberg, 1999). In the same line, Hord (1997) argues that transforming a school into a professional learning community has positive effects for teachers and students. Compared with teachers in traditionally organized schools, faculty members working in the schools that are characterized as professional learning communities work better together and modify their pedagogy (Hord, 1997; Lee, Smith, & Croninger, 1995). In more detail, teacher isolation is reduced, commitment to the mission and goals of the school is increased, professional learning community for students is shared, and new knowledge and beliefs about teaching and learning are created. For students, a large body of research reports that the professional learning community has a positive influence on student achievement (e.g., Akiba & Liang, 2016; Lomos et al., 2011; Supovitz & Christman, 2003; Vescio et al., 2008). For example, Bruce and Flynn (2012) reported that students taught by teachers participating in professional learning community programs showed increased confidence in math ability and improved math achievement. More recently, by analyzing statewide longitudinal survey data in Missouri, Akiba and Liang (2016) found that teacher participation in the professional learning community is more effective for student achievement growth than their engagement in university courses or individual learning activities.</p>
<p>If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.</p>	<p>N/A</p>
<p>Is there practice-based evidence or community- defined evidence to indicate effectiveness? If yes, provide citations or links.</p>	<p>Park, J., Lee, I., & Cooc, N. (2019). The role of school-level mechanisms: How principal support, professional learning communities, collective responsibility, and group-level teacher expectations affect student achievement. <i>Educational Administration Quarterly</i>, 55(5), 742-780. doi:10.1177/0013161X18821355</p>

[A Review of Research on the Impact of Professional Learning Communities on Teaching Practices and Student Learning.pdf](#)

Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?

The innovation is expected to contribute to short-term outcomes by implementing the PLC process with fidelity to ensure a continuous improvement design is sustainable for focusing on student learning and building teacher efficacy. The long-term outcome is for AIS schools to have sustainability and refinement of continuous PLC design.

Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.

Identifying a school-level mechanism influencing student achievement provides a better understanding of how to sustain high school performance through school reform initiatives (e.g., principal leadership training or building a learning climate to improve teachers' educational expectations). Of the many predictors of student achievement, factors that relate to the school social environment can be directly influenced by school policy and practices (K. J. Reynolds et al., 2017; Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). From a practical standpoint, the current study provides important policy implications by showing how students' academic achievement can be improved through reforming a school's social environmental factors. To improve student achievement, this study empirically shows the need to facilitate the school learning climate as well as raise teacher expectations at the group level. Results of the current study suggest the importance of strengthening teachers' collaborative learning for building a professional learning community, accountability for students' successful learning, and high educational expectations that are closely linked with the change of instructional practices and teaching behaviors.

R. Goddard et al. (2015), results of this study have a methodological implication for creating appropriate estimations of latent schoollevel constructs. The current study used MSEM to appropriately estimate the effect of principal support, professional learning community, and collective responsibility, and group-level expectations, which are aggregated by individual math teacher ratings in the same school. In this study, estimating and interpreting the effect of these school-level variables on student math achievement was achieved by controlling for measurement errors at both the individual math teacher and school levels, as well as a sampling error in the aggregation of individual math teacher ratings to form school-level constructs (see, Marsh et al., 2012; Preacher et al., 2011). As a result, this research extends many existing studies that have only applied traditionally structural equation modeling of a single level for controlling for measurement error, or multilevel modeling (or hierarchical linear modeling) used to control for sampling error, and to decompose effects at the level of the individual teacher and school.

Park, J., Lee, I., & Cooc, N. (2019). The role of school-level mechanisms: How principal support, professional learning communities, collective responsibility, and group-level teacher expectations affect student achievement. *Educational Administration Quarterly*, 55(5), 742-780. [doi:10.1177/0013161X18821355](https://doi.org/10.1177/0013161X18821355)

Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?

Yes: In MEFA, first within factor consisted of six items: (1) math teachers in this department share ideas on teaching, (2) math teachers in this department discuss what was learned at workshop/conference, (3) math teachers in this department share and discuss student work, (4) math teachers in this department discuss lessons that were not successful, (5) math teachers in this department discuss beliefs about teaching/ learning, and (6) math teachers in this department share research on effective teaching methods. Second within factor was loaded by four items: (1) math teachers in this department share and discuss research on effective instructional practices for English language learners, (2) math teachers in this department explore new teaching approaches for underperforming students, (3) math teachers in this department coordinate course content with other teachers in this school, and (4) math teachers in this department are effective at teaching students in math. However, two items not significantly loaded from the original measurement (math teachers in this department provide support to new math teachers; math teachers are supported/encouraged by math department's chair or curricular area coordinator) were deleted in this study.

Park, J., Lee, I., & Cooc, N. (2019). The role of school-level mechanisms: How principal support, professional learning communities, collective responsibility, and group-level teacher expectations affect student achievement. *Educational Administration Quarterly*, 55(5), 742-780. [doi:10.1177/0013161X18821355](https://doi.org/10.1177/0013161X18821355)

Evidence Based Practice #4: Feedback and Instructional Coaching

Is there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	<p>Yes, there is research data available to demonstrate the effectiveness of feedback and instructional coaching.</p> <p>Garet, M. S., Wayne, A. J., Brown, S., Rickles, J., Song, M., & Manzeske, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals. NCEE 2018-4001. <i>National Center for Education Evaluation and Regional Assistance</i>.</p> <p>Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. <i>Review of educational research</i>, 88(4), 547-588.</p> <p>Killion, J. (2017). Research review. <i>The Learning Professional</i>, 38(2), 20.</p>
What is the strength of the evidence? Under what conditions was the evidence developed?	<p>The evidence provided is “Strong Evidence” as outlined by the Every Student Succeeds Act’s tiered evidenced intervention system. The study conducted by the American Institute for Research included eight school districts that had at least 20 elementary and middle schools and included urban districts and schools that mirrored Title 1 school demographics. They used the Classroom Assessment and Scoring System (CLASS) and the Charlotte Danielson’s Framework for Teaching to measure teacher effectiveness pre- and post-coaching and feedback. 63 treatment schools and 64 control schools participated in the study.</p> <p>Garet, M. S., Wayne, A. J., Brown, S., Rickles, J., Song, M., & Manzeske, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals. NCEE 2018-4001. <i>National Center for Education Evaluation and Regional Assistance</i>.</p>
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	<p>According to Meta-analysis Reveals Coaching’s Positive Impact on Instruction and Achievement, the expected outcome is as follows: “The effect size distribution of coaching on teaching practice and student achievement is normal with an interquartile range for effect on teaching from .14 standard deviation to .92 standard deviation and between .01 standard deviation and .21 standard deviation for student achievement. The pooled effect size of coaching on teacher practice is .57 standard deviation ($p < .001$) across the 25 studies with a measure of instructional practice. The effects are larger (.71 standard deviation, $p < .001$) in coaching programs focused on general practices than on content-specific coaching programs (.51 standard deviation, $p < .001$) (Killion, 2017).</p> <p>Killion, J. (2017). Research review. <i>The Learning Professional</i>, 38(2), 20.</p>
If research data are not available, is there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	n/a
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Community-defined evidence is structured by outlined tiered coaching, support and feedback for all classroom teachers. The coaching is led by “administrators, master teachers, external experts, and others” (Killion, 2017). Teachers were identified based on

	<p>data supported, teachers' level of needs and support. The teachers' diverse coaching experiences included the following: "Individualized: Coaching sessions are one-on-one; Intensive: Coaches and teachers interact at least every couple of weeks; Sustained: Teachers receive coaching over an extended period of time; Context-specific: Teachers are coaches on their practices within the context of their own classroom; and Focused: Coaches work with teachers to engage in deliberate practice of specific skills" (Killion, 2017; Kraft, Blazar & Hogan, 2018).</p> <p>Killion, J. (2017). Research review. <i>The Learning Professional</i>, 38(2), 20.</p> <p>Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. <i>Review of educational research</i>, 88(4), 547-588.</p>
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	<p>"Individualized: Coaching sessions are one-on-one; Intensive: Coaches and teachers interact at least every couple of weeks; Sustained: Teachers receive coaching over an extended period of time; Context-specific: Teachers are coaches on their practices within the context of their own classroom; and Focused: Coaches work with teachers to engage in deliberate practice of specific skills" (Killion, 2017; Kraft, Blazar & Hogan, 2018). Short term outcomes include strengthening teacher efficacy. The long term effects are student achievement and efficacy as a result of strengthened teacher efficacy.</p> <p>Killion, J. (2017). Research review. <i>The Learning Professional</i>, 38(2), 20.</p>
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	<p>Yes, the study conducted by the American Institute for Research included eight school districts that had at least 20 elementary and middle schools and included urban districts and schools that mirrored the demographics of Title 1 schools.</p> <p>Garet, M. S., Wayne, A. J., Brown, S., Rickles, J., Song, M., & Manzeske, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals. NCEE 2018-4001. <i>National Center for Education Evaluation and Regional Assistance</i>.</p>
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	

In summary, we know that our focus must be on our neediest students. The building of the AIS team has been a key to our work with AIS schools. The partnership between the Kentucky Department of Education and our AIS office has made for cohesive efforts around the work. This focus and partnership has benefited schools and students. Without this cohesion, the work would not be as focused. We are proud that eleven schools exited CSI status last year, but know that there is still work to do. We look forward to our continued collaboration with the Kentucky Department of Education to support our schools and students.