*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*

**JCPS**

## CDIP Overview 2023 -2024

*Mission*

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

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## Learning: Student Learning, Growth and Development

## Culture and Climate: Increasing Capacity and Improving Culture

## Organizational Coherence: Improving Infrastructure and Integrating Systems

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**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

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**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

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**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

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## 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.

In February 2023, the Jefferson County Board of Education adopted the Council of Great City Schools Student Outcomes-Focused Governance framework aimed at supporting large urban school districts in implementing school board behaviors and practices that create the conditions necessary to improve student outcomes. The Student Outcomes-Focused Governance Framework is built around six research-informed competencies that describe school board behaviors and the degree to which they create the conditions for improvements in student outcomes: Vision & Goals, Values & Guardrails, Monitoring & Accountability, Communication & Collaboration, Unity & Trust, and Continuous Improvement.

During Summer 2023, the members of the JCPS Board of Education engaged in listening sessions to communicate and gather feedback from the communities they serve as to the Vision for students in JCPS and the Values they want protected as the district pursues this Vision. To that end, the board hosted 8 listening sessions attended by 143 members of the Jefferson County community.  In addition to the in-person sessions, the board solicited feedback via an online survey. In total the board collected 965 unique perspectives of feedback related to this outreach.

In November 2023, the members of the JCPS Board of Education developed draft goals and guardrails based on their review of the analysis of community feedback and a summary of the district's needs assessment that highlighted key leverage points for improvement of student outcomes.  The next steps include (1) revising the goals and guardrails and setting interim metrics to monitor progress, (2) gathering additional community feedback based on those revisions, and (3) adopting the final set of goals and guardrails.

The final set of goals and guardrails will be used to develop a new strategic plan, built in part on the current plan's successes. 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.   We will place Learner-Centered experiences and outcomes at the forefront of district initiatives in such a way that aligns with KDE's goals for school and district improvement and ensures a successful transition to Cognia's new Standards for Accreditation. 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, organized using the KDE CDIP template, represents our past, present, and future by including strategies from Vision 2020 In Action, state requirements, and the JCPS Future States.

## Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan.  List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

**Priorities/Concerns from Needs Assessment for Districts**

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

**Racial Equity: Achievement and Achievement Gap:** Overall, variability in academic achievement between student levels and schools is a concern. The younger students out-performed the older students and in reviewing the school-level disaggregation, we have a broad range of performance among our schools. Also, an area of concern is the achievement gap between our student groups. For example, as can be seen on the charts in the current state and trend sections, the achievement gap remains an area for improvement.  The gaps range from 24 to 32 points between African American and White students scoring proficient or higher.  While elementary increased proficiency they had some of the largest gaps with 22% of African American students scoring proficient or higher in Reading and 15% in math, compared to 53% and 47% of White students, respectively.  At the middle school level, 20% of African American students score proficient or higher in Reading and 10% in math, compared to 48% and 35% of White students, respectively.   At the high school level, 22% of African American students score proficient or higher in Reading and 11% in math, compared to 50% and 37% of White students, respectively. Based on this review, we will continue our focus on implementing the CDIP strategies that address our racial equity policy and transform our instructional core.

**Racial Equity: Behavior:** Of all suspensions in the 2022-2023 school year, 66% are represented by Black students. Though the number of suspensions increased exceeding pre-pandemic levels, our elementary numbers remain significantly low due to the intentional focus on reducing suspensions at the earlier grade levels. Unlike elementary, both middle and high school suspensions increased, surpassing pre-COVID years. Building meaningful relationships by implementing practices that improve engagement, belonging, and empowerment for students, staff, and families is a priority and is outlined as a key strategy in the 23-24 CDIP below.

**CSI School Identification**: JCPS has 25 school sites identified with the CSI federal classification. We had 9 schools exit CSI status and 1 new school entered CSI status.  JCPS remains committed to school redesign and innovation strategies and will continue to support turnaround efforts to implement evidence-based practices within our CSI schools as outlined in our 23-24 CDIP strategies below.

**Processes, Practices, or Conditions to be Addressed from Key Elements Template**
List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

1. **KCWP 1: Design and Deploy Standards: Implementing district-wide literacy and math curriculum:** While the 2023 KSA results show increases in proficiency rates particularly at the elementary level, there are still gaps among student groups and little growth at the middle and high school levels.   What the academic data tells us is that core instruction of grade-level content standards must be a priority. JCPS will continue to implement a laser-like focus on deep implementation of the Six Systems Success Criteria.  JCPS will build coherence in students' instructional experience with the selection and implementation of common, district-wide instructional resources.

2. **KCWP 3: Design and Deliver Assessment Literacy: Developing Authentic Performance Assessment System**:  Assessments in which learners demonstrate learning by applying their competency, knowledge, and skills by creating products and performances that relate to the enterprises of the real, career, and civic world. Educators and students will often use collaboratively developed purposes or goals, scoring guides, rubrics, and other methods to evaluate whether the performance or product demonstrates that students have learned to the expected standards. Authentic assessments are useful for determining what has been learned before and are a meaningful learning experience. Some common authentic performance assessments include defense of learning, capstone and community service projects, student-led portfolio conferences, exhibitions of learning, and many types of authentic writing.  In JCPS, this work is reflected in our Backpack of Success Skills strategy where students upload artifacts and defend their growth in the JCPS Success Skills at the 5th, 8th, and 12th grade levels.

   Currently, JCPS assesses students' growth proficiency in Reading and Math through MAP/CERT testing and their growth in their success skills through defenses of learning. JCPS will work to establish common expectations of the skills and competencies needed for students to successfully transition to the next level. This collaborative work with teachers and leaders will lead to the development of standardized rubrics, scoring protocols, student and teacher supports, resulting in a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

3. **KCWP 5: Design, Align and Deliver Support: Allocating support and resources to promote positive, equitable, and inclusive learning experiences for all students:** JCPS is showing early wins in the implementation of future state strategies, particularly around resourcing high poverty schools.  JCPS had nine schools exit CSI (comprehensive support and improvement) status this year, and 22 schools exit in the last two years. JCPS also had 15 schools exit TSI (targeted support and improvement) status.  However, our MAP disaggregated data tells us we have an over-representation of students in the lowest decile range, especially among students of color. What this means is that we must focus on supporting our schools as they implement the K-8 curriculum such that instruction, intervention, and supports are aligned to meet the identified needs of all learners.

## Indicator

List the overall scores of status and change for each indicator and select which indicator(s) will be of priority focus through the strategies and activities outlined in this template.

| Indicator | Status | | | Change | | |
|---|---|---|---|---|---|---|
| | ES | MS | HS | ES | MS | HS |
| State Assessment Results in reading and mathematics | 52.1 | 44.3 | 46.6 | 1.9 | .7 | -1.9 |
| State Assessment Results in science, social studies, and writing | 51.3 | 39.7 | 40.9 | 4.3 | -1.0 | -2.4 |
| English Learner Progress | 65.8 | 20.8 | 27.1 | 13.7 | -7.4 | -2.6 |
| Quality of School Climate and Safety | 73.4 | 61.6 | 60.4 | -.2 | -.3 | .4 |
| Postsecondary Readiness (high schools and districts only) | | | 78.6 | | | 6.7 |
| Graduation Rate (high schools and districts only) | | | 87.0 | | | 1.4 |

The 23-24 CDIP below outlines the goals around each of these indicators and key strategies to reach those goals.  Priority focus will be on improving proficiency for all student groups in core content areas of Reading and Math as well as postsecondary readiness.

| Type | Goal | Objective | Methodology |
|---|---|---|---|
| 1: State Assessment Results in reading and mathematics | Goal 1 (State your reading and math goal.):<br>By the end of the 2026-2027 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:<br><br>Reading (baseline 2022-2023):<br>Elementary: 39% to 60%<br>Middle:  34% to 63%<br>High: 37% to 54%<br><br>Math (baseline 2022-2023):<br>Elementary: 32% to 56%<br>Middle:  23% to 53%<br>High: 25% to 50% | 1.1 Reading and Math: By the end of the 2023-2024school 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:<br><br>Reading (baseline 2022-2023):<br>Elementary: 39% to 53%<br>Middle:  34% to 57%<br>High: 37% to 46%<br><br>Math (baseline 2022-2023):<br>Elementary: 32% to 48%<br>Middle:  23% to 44%<br>High: 25% to 40% | KDE Measurements of Interim Progress |

| Type | Goal | Objective | Methodology |
|---|---|---|---|
| 2: State Assessment Results in science, social studies and writing | Goal 2 (State your science, social studies, and writing goal.):<br>By the end of the 2026-2027 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:<br><br>Science (baseline 2022-2023):<br>Elementary: 25% to 45%<br>Middle:  14% to 44%<br>High: 9% to 45%<br><br>Social Studies (baseline 2022-2023):<br>Elementary: 33% to 58%<br>Middle:  25% to 63%<br>High: 31% to 45%<br><br>Writing (baseline 2022-2023):<br>Elementary: 28% to 53%<br>Middle:  27% to 43%<br>High: 30% to 54% | 2.1 Science, Social Studies, and Writing: By the end of the 2023-2024 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:<br><br>Science (baseline 2022-2023):<br>Elementary: 25% to 35%<br>Middle:  14% to 33%<br>High: 9% to 35%<br><br>Social Studies (baseline 2022-2023):<br>Elementary: 33% to 50%<br>Middle:  25% to 56%<br>High: 31% to 37%<br><br>Writing (baseline 2022-2023):<br>Elementary: 28% to 45%<br>Middle:  27% to 32%<br>High: 30% to 45% | KDE Measurements of Interim Progress |

| Type | Goal | Objective | Methodology |
|---|---|---|---|
| 3: Achievement Gap | Goal 3: Achievement Gap<br>By the end of the 2026-2027 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:<br><br>(Baseline 2022 – 2023)<br>ES African American 40.9% to 55.9%<br>ES Asian 89% to 92%<br>ES Hispanic or Latino 53.1% to 64.6%<br>ES White (non-Hispanic) 71.8% to 78.8%<br>ES Economically Disadvantaged 47.8% to 60.8%<br>ES Students with Disabilities (IEP) 34.4% to 50.4%<br>ES English Learner including Monitored 50.9% to 63.4%<br><br>MS African American 28.5% to 46.5%<br>MS Asian 71.6% to 79.1%<br>MS Hispanic or Latino 35.4% to 51.4%<br>MS White (non-Hispanic) 52.7% to 64.7%<br>MS Economically Disadvantaged 31.6% to 49.1%<br>MS Students with Disabilities (IEP) 20.3% to 40.3%<br>MS English Learner including Monitored 23.8% to 42.8%<br><br>HS African American 42.6% to 57.1%<br>HS Asian 79% to 84.5%<br>HS Hispanic or Latino 48.8% to 61.8%<br>HS White (non-Hispanic) 63.9% to 72.9%<br>HS Economically Disadvantaged 46.5% to 59.5%<br>HS Students with Disabilities (IEP) 30.8% to 44.3%<br>HS English Learner including Monitored 30% to 47.5% | 3.1 Achievement Gap: By the end of the 2023-2024 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:<br><br>(Baseline 2022 – 2023)<br>ES African American 40.9% to 43.9%<br>ES Asian 89% to 89.6%<br>ES Hispanic or Latino 53.1% to 55.4%<br>ES White (non-Hispanic) 71.8% to 73.2%<br>ES Economically Disadvantaged 47.8% to 50.4%<br>ES Students with Disabilities (IEP) 34.4% to 37.6%<br>ES English Learner including Monitored 50.9% to 53.4%<br><br>MS African American 28.5% to 32.1%<br>MS Asian 71.6% to 73.1%<br>MS Hispanic or Latino 35.4% to 38.6%<br>MS White (non-Hispanic) 52.7% to 55.1%<br>MS Economically Disadvantaged 31.6% to 35.1%<br>MS Students with Disabilities (IEP) 20.3% to 24.3%<br>MS English Learner including Monitored 23.8% to 27.6%<br><br>HS African American 42.6% to 45.5%<br>HS Asian 79% to 80.1%<br>HS Hispanic or Latino 48.8% to 51.4%<br>HS White (non-Hispanic) 63.9% to 65.7%<br>HS Economically Disadvantaged 46.5% to 49.1%<br>HS Students with Disabilities (IEP) 30.8% to 33.5%<br>HS English Learner including Monitored 30% to 33.5% | KDE Measurements of Interim Progress |

| Type | Goal | Objective | Methodology |
|---|---|---|---|
| 4: English Learner Progress | 4. English Learner Progress: By the end of the 2026-2027 school year, our district will increase the percentage of making progress on Access for ELLs to the following:<br><br>(Baseline in 2022-2023)<br>Elementary: 50% to 58%<br>Middle: 25% to 53%<br>High: 24% to 52% | 4.1 English Learner Progress: By the end of the 2023-2024 school year, our district will increase the percentage of making progress on Access for ELLs to the following:<br><br>(Baseline in 2022-2023)<br>Elementary: 50% to 54%<br>Middle: 25% to 29%<br>High: 24% to 28% | KDE Measurements of Interim Progress |
| 5: Quality of School Climate and Safety | Goal 5 (State your climate and safety goal.):<br>By the end of the 2026- 2027 school year, JCPS will increase the quality of school climate and safety index as measured by the state accountability system:<br><br>(baseline in 2022-2023)<br>Elem 73.4 to 77<br>Middle 61.6 to 68<br>High 60.4 to 68 | 5.1 Climate and Safety: By end of the 2023-2024 school year, JCPS will increase the quality of school climate and safety index as measured by the state accountability system:<br><br>(baseline in 2022-2023)<br>Elem 73.4 to 74<br>Middle 61.6 to 64<br>High 60.4 to 64 | KDE Measure increase one indicator rating level |
| 6: Postsecondary Readiness | 6: Postsecondary Readiness<br>By the end of the 2026- 2027 school year, JCPS will increase the percentage of students that are postsecondary ready as measured by the state accountability system to 95%. | 6.1 Postsecondary Readiness: By the end of the 2023-2024 school year, JCPS will increase the percentage of students that are postsecondary ready as measured by the state accountability system to 88%. | KDE Measure increase one indicator rating level |
| 7: Graduation Rate | 7: Graduation Rate<br>By the end of the 2026-2027 school year, JCPS will increase the averaged (4-year and 5-year) graduation rate as measured by the state accountability system to 95% | 7.1 Graduation Rate: By the end of 2023-2024 school year JCPS will increase the averaged (4-year and 5-year) graduation rate as measured by the state accountability system to 92%. | 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 23-24 investments) | Start Date | End Date | Persons Responsible |
|---|---|---|---|---|---|---|---|---|
| Reading and Math | 1.1.4 Reduce, revise, 1.1.5 Improve student literacy, 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.<br><br>Increased quality of work in student digital portfolios Increased transition ready<br><br>Improved literacy and numeracy skills | JCPS Curriculum Design and Learning Innovation (CDLI) Division will provide the following:<br>% of educators trained in assessment literacy reported annually<br><br>% of schools implementing multiple demonstrations of learning reported annually<br><br># of Walkthroughs reported bi-monthly<br><br>% of Walkthroughs Look-Fors is Evident reported bi-monthly<br><br>ARSI Division will provide the following:<br>% student engagement on CSS reported annually<br><br>% 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)<br><br>% 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)<br><br>% Predicted PD on KSA Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report) | NWEA MAP Assessment (General Fund) $ $2,209,030*<br><br>Pearson/NNAT3 (General Fund) $101,125<br><br>Pre-ACT Testing for Sophomores (General Fund) $106,500 *<br><br>Gifted & Talented (grant, General Fund) $981,600 *<br><br>CERT – High Schools (General Fund) $435,962* | 08/09/2023 | 12/31/2024 | Greenwell, Moore |

| KDE Goal | Strategy (Vision 2020) | Vision 2020 In Action Activity | Measure of Success | Progress Monitoring | Funding (representing key 23-24 investments) | Start Date | End Date | Persons Responsible |
|----------|------------------------|-------------------------------|--------------------|--------------------|----------------------------------------------|------------|----------|---------------------|
|          |                        |                               |                    | Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group) |                                              |            |          |                     |

| KDE Goal | Strategy (Vision 2020) | Vision 2020 In Action Activity | Measure of Success | Progress Monitoring | Funding (representing key 23-24 investments) | Start Date | End Date | Persons Responsible |
|---|---|---|---|---|---|---|---|---|
| Reading and Math, Science, Social Studies, and Writing | 1.1.1. Adopt a broader definition of deeper learning, 1.1.2 Personalize learning, 1.1.3, Provide equitable access, 1.1.5 Improve student literacy, 3.3.2 Harness innovation, 3.3.3 Optimize technology usage (KCWP 2, 5, 6)<br><br>Every teacher designs learning experiences *in all content areas* 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?**<br><br>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<br><br>Improved NAEP<br><br>Increased access to devices and wifi<br><br>Backpack Artifacts across all content areas<br><br>AIS Benchmark Assessments in Writing, Science, Social Studies | JCPS Curriculum Design and Learning Innovation (CDLI) Division will provide the following:<br># of Walkthroughs reported bi-monthly<br><br>% of Walkthroughs Look-Fors is Evident reported bi-monthly<br><br>JCPS Accountability, Research & Systems Improvement (ARSI) Division will provide the following:<br>% of students with evidence of success skills in their digital portfolio (6 times per year)<br><br>% of students experiencing learning experiences aligned to deeper learning principles as measured by CSS (annually)<br><br>% of students meeting literacy and numeracy benchmarks as measured by MAP 3 times per year<br><br>% 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)<br><br>% 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)<br><br>% Predicted PD on KSA Reading and Math measured by MAP 3 | District-License Software - Backpack, Google, MS License, Digital Tools, & security (General Fund) $13.3 million*<br><br>NWEA MAP (General Fund) Assessment: $ $2,209,030*<br><br>Summer Backpack League and GT (General Fund). $2.6 million *<br><br>Summer Backpack League (ESSER) $5,147,00 *<br><br>Evolve502 (General Fund) $3,750,000*<br><br>Elev8 After School Learning Centers (ESSER) $1.1 million *<br><br>Curriculum materials (ESSER) $10.3 million<br><br>Pathfinder (General Fund) $4,385,000 *<br><br>FEV Tutor/Focus Care (General Fund). $3,400,000 *<br><br>Mastery Connect/Instructure (ESSER) $516.00 *<br><br>Online tutoring contract services (ESSER) $4.6 | 08/09/2023 | 12/31/2024 | Moore, Greenwell, Meyer, Ellison, Hartstern, Rosenthal, Marks-Johns, Lattimore |

| KDE Goal | Strategy (Vision 2020) | Vision 2020 In Action Activity | Measure of Success | Progress Monitoring | Funding (representing key 23-24 investments) | Start Date | End Date | Persons Responsible |
|---|---|---|---|---|---|---|---|---|
| | | | | times per year (disaggregated by student group on JCPS Vital Signs Report)<br><br>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)<br><br>Academic Schools and Academic Services Division will monitor the following:<br><br># of backpack artifacts for each content area annually | million*<br><br>LUL Girls and Boys Street Academy (General Fund) $407,070 *<br><br>Literacy & Program (General Fund) $70,000 *<br><br>Amplify Science Curriculum (ESSER) $ $1,095,000 | | | |
| Reading and Math, Science, Social Studies, and Writing | 2.1.1. Personalize deeper learning, 2.2.2 Build capacity of PLCs (KCWP 5, 6)<br><br>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). | Transformed Instructional Core: Implement an aligned instructional core (i.e., standards, curriculum, instruction, and assessment frameworks, and grading practices) and professional development system to create deeper learning experiences for all students.<br><br>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) | Improved literacy and numeracy skills and growth<br><br>Increased transition readiness<br><br>Increased quality of work in student digital portfolios Backpack Artifacts across all content areas<br><br>Increase the number of schools with curricula that is aligned with standards and support effective instruction | CDLI Division will provide the following:<br>% of educators trained in deeper learning strategies reported annually<br><br>% educators implementing deeper learning experiences measured by surveys Passing rates in gateway courses (e.g., English I, Algebra I) measured through grades reported annually<br><br>% of educators trained in recommended curriculum reported annually<br><br>Academic Schools and Academic Services Division will monitor the following:<br><br>% of students proficient on AIS Benchmark Assessments in | Academic Instructional Coaches (General Fund) $13,257,000<br><br>ECE Implementation Coaches (General Fund) $13,637,263*<br><br>Edmentum (General Fund) $725,000<br><br>Edmentum (ESSER). $1,361,000 *<br><br>ThinkCERCA (ESSER) $1,218,845 * | 08/09/2023 | 12/31/2024 | Greenwell |

| KDE Goal | Strategy (Vision 2020) | Vision 2020 In Action Activity | Measure of Success | Progress Monitoring | Funding (representing key 23-24 investments) | Start Date | End Date | Persons Responsible |
|---|---|---|---|---|---|---|---|---|
| | | 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 curricula are aligned with standards and support effective instruction to improve student learning. | | Writing, Science, Social Studies twice a year

# of backpack artifacts for each content area annually

ARSI Division will provide the following:

% of students meeting literacy and numeracy benchmarks as measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report) | | | | |
| 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 | FRYSC Support (General Fund) $4.1 million | 08/09/2023 | 12/31/2024 | Marshall, Anderson, Deferrari |

| KDE Goal | Strategy (Vision 2020) | Vision 2020 In Action Activity | Measure of Success | Progress Monitoring | Funding (representing key 23-24 investments) | Start Date | End Date | Persons Responsible |
|---|---|---|---|---|---|---|---|---|
| | | | | performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group) | | | | |
| Achievement Gap | 1.1.7 Eliminate achievement, learning, and opportunity gaps, 3.1.3 Improve human resources infrastructure (KCWP 5, 6)<br><br>The JCPS Racial Equity Policy (9.131) calls for a plan with specific action steps and metrics that address the following five key areas:<br>1. Curriculum, instruction, and assessment<br>2. School culture and climate<br>3. Programmatic access<br>4. Staffing and classroom diversity<br>5. Central office commitment | **Racial Equity Policy:** Implement JCPS Racial Equity Policy and monitor plans districtwide.<br><br>The JCPS Racial Equity Policy (9.131) calls for a plan with specific activities and metrics that address the five key areas. (Source: JCPS Racial Educational Equity Plan 2021-2024) | Reduced disproportionality in behavior referrals, suspensions, and ECE placements<br><br>Reduced achievement gaps through increased proficiency and growth in literacy and numeracy among students of color Progress on Racial Equity Plan Metrics & Strategies | Diversity, Equity, and Poverty (DEP) Division will provide the following:<br><br>Racial Equity Plan (REP) monitoring metrics (twice a year); progress notes on implementation of each activity (bimonthly)<br><br>ARSI Division will provide the following:<br><br>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group) | Equity Programs & Initiatives (General Fund) $599,914.00<br><br>Gifted & Talented (grant, General Fund) $981,600 *<br><br>ESL Program and Supports (SEEK, General Fund) $32.3 million *<br><br>ECE (grant, General Fund) $40.4 million*<br><br>Wallace Equity Pipeline (grant). $1.6 million * | 08/09/2023 | 12/31/2024 | Marshall, Moore, Muns, Fulk, Dossett, Green-Webb, Brown, Chevalier |

| KDE Goal | Strategy (Vision 2020) | Vision 2020 In Action Activity | Measure of Success | Progress Monitoring | Funding (representing key 23-24 investments) | Start Date | End Date | Persons Responsible |
|---|---|---|---|---|---|---|---|---|
| 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<br><br>Decreased disproportionality in suspensions | ARSI Division will provide the following:<br>% sense of belonging, engagement, and voice across stakeholder groups from the CSS and QSCS reported annually<br><br>% positive ratings on teacher and school leadership items from the IMPACT survey reported bi-annually<br><br>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) $11.4 million *<br><br>School Culture & Climate Department/ Restorative Practices (General Fund) $6.9 million* | 08/09/2023 | 12/31/2024 | Deferrari, Green-Webb, Averette, Anderson |
| 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 standardize internal systems (KCWP 1, 2, 2.1.4 5) | **Coherent Systems and Processes**: Implement common performance management practices, processes, and routines focused on (1) reviewing current data related to strategic goals, (2) defining actions that will improve data to meet goals, (3) conducting systematic reviews of district corrective action plans, and (4) supporting schools in their development of systems to support a healthy learning environment (Future State teams) | Improved district ratings on state accountability<br><br>Reduced number of CSI/TSI schools | ARSI Division will provide the following:<br><br>Regular cycle of review of strategies/targets and gap to goal analysis at Cabinet meeting, school leadership team meeting, and Board meeting as demonstrated by agenda/minutes<br><br>% central office satisfaction ratings on the CSS reported annually<br><br>Comprehensive Systems Reviews (CSR) of Six Essential Systems as measured by CSR reports<br><br>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group) | AIS/Choice Zone (General Fund) $24.5 million *<br><br>CSI and ATSI School support (SIF Fund) $613,000 * | 08/09/2023 | 12/31/2024 | Dossett |

| KDE Goal | Strategy (Vision 2020) | Vision 2020 In Action Activity | Measure of Success | Progress Monitoring | Funding (representing key 23-24 investments) | Start Date | End Date | Persons Responsible |
|---|---|---|---|---|---|---|---|---|
| English Learner Proficiency | Lau Plan | Lau Plan Activity Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs and Activities<br><br>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<br><br>Increased Tailored PD sessions to align with school-based needs Improved staff recruitment and retention | ARSI Division will provide the following:<br><br>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)<br><br>ESL Division will provide the following:<br>% of educators with professional learning experiences | ESL Program and Supports (SEEK, General Fund) $32.3 million * | 08/09/2023 | 12/31/2024 | Deferrari, Averette |
| Postsecondary Readiness | 1.1.2 Personalize learning, 1.1.6 Strengthen early childhood, 1.1.7 Eliminate achievement, learning, and opportunity gaps (KCWP 1, 2, 5) | **Transition Readiness Continuum:** Define and monitor transition readiness of critical skills needed at key points in student development; provide various supports for students not transition ready, including extended learning time. | Decreased 9th grade dropout rates<br><br>Increased graduation rate<br><br>Increased postsecondary readiness rates<br><br>Increased college-going rate<br><br>Increased transition readiness | JCPS Academic School Division will provide the following on the LAG and LEAD Scoreboard:<br><br>% of Juniors achieve Reading benchmark using CERT<br><br>% of Juniors achieve Math benchmark using CERT<br><br>Average Growth using CERT<br><br>% Juniors who Complete at least 1 module using CERT (updated every 6 weeks)<br><br>% Students completing subject scrimmage in a single day (updated every 6 weeks)<br><br># of Seniors who are not Postsecondary Ready with a personalized pathway (updated every 6 weeks) | Elev8 After School Learning Centers (ESSER) $1.1 million *<br><br>CERT – High Schools (General Fund) $435,962* | 08/09/2023 | 12/31/2024 | Moore, Meyer, Hartstern, Rosenthal, Marks- Johns, Lattimore, Ellison, Chevalier |

| KDE Goal | Strategy (Vision 2020) | Vision 2020 In Action Activity | Measure of Success | Progress Monitoring | Funding (representing key 23-24 investments) | Start Date | End Date | Persons Responsible |
|---|---|---|---|---|---|---|---|---|
| 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<br><br>Increased postsecondary readiness rates<br><br>Increased graduation rate | JCPS Academic School Division - High will provide the following: # of Academies of Louisville business partnerships reported annually<br><br>% of students participating in work-based experiences reported annually<br><br>ARSI Division will provide the following:<br><br>% of students enrolled in advanced courses (dual credit, Advanced Placement, IB, and Cambridge) 3 times per year for the Racial Equity Plan monitoring metrics<br><br>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)<br><br>% 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)<br><br>% of students on time to graduate in the Adjusted 4 year and 5-year Cohorts using the JCPS Monthly Graduation Rate report.<br><br># of students meeting graduation requirements using the JCPS Grad | Academies of Louisville. (General Fund) $6.7 million *<br><br>Evolve502 (General Fund) $3,750,000*<br><br>CERT – High Schools (General Fund) $435,962* | 08/09/2023 | 12/31/2024 | Moore, Ellison |

| KDE Goal | Strategy (Vision 2020) | Vision 2020 In Action Activity | Measure of Success | Progress Monitoring | Funding (representing key 23-24 investments) | Start Date | End Date | Persons Responsible |
|---|---|---|---|---|---|---|---|---|
| | | | | Wizard tool (updated daily and disaggregated by student group)<br><br>% of students transition ready using the JCPS Postsecondary Readiness intervention tool (updated daily and disaggregated by student group) | | | | |

| KDE Goal | Strategy (Vision 2020) | Vision 2020 In Action Activity | Measure of Success | Progress Monitoring | Funding (representing key 23-24 investments) | Start Date | End Date | Persons Responsible |
|---|---|---|---|---|---|---|---|---|
| Postsecondary Readiness, Graduation | 1.1.2 Personalize learning, 1.1.7 Eliminate achievement, learning, and opportunity gaps, 2.1.2 Cultivate growth mindset, 3.2.1 Engage with families, 3.4.4 Empower families, (KCWP 5, 6) | **Evolve 502:** Engage in a community-wide development of a system infrastructure to support each student in post- secondary success | Improved graduation rates<br><br>Increased postsecondary readiness | ARSI Division will provide the following:<br>% of students with Unite Us referrals reported annually<br><br>% of students with scholarships upon graduation reported annually<br><br>% 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)<br><br>% of students on time to graduate in the Adjusted 4 year and 5-year Cohorts using the JCPS Monthly Graduation Rate report.<br><br># of students meeting graduation requirements using the JCPS Grad Wizard tool (updated daily and disaggregated by student group)<br><br>% of students transition ready using the JCPS Postsecondary Readiness intervention tool (updated daily and disaggregated by student group)<br><br>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year | Evolve502 (General Fund) $3,750,000*<br><br>CERT – High Schools (General Fund) $435,962* | 08/09/2023 | 12/31/2024 | Dossett, Lowe |

*\* 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 23-24 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)<br><br>Every teacher designs learning experiences *in all content areas* 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?**<br><br>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<br><br>Improved NAEP<br><br>Increased access to devices and wifi<br><br>Backpack Artifacts across all content areas<br><br>AIS Benchmark Assessments in Writing, Science, Social Studies | 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)<br><br>% of students experiencing learning experiences aligned to deeper learning principles as measured by CSS (annually)<br><br>% of students meeting literacy and numeracy benchmarks as measured by MAP 3 times per year<br><br>ac% 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)<br><br>% 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)<br><br>% Predicted PD on KSA Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)<br><br>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)<br><br>Academic Schools and Academic | District-License Software - Backpack, Google, MS License, Digital Tools, & security (General Fund) $13.3 million*<br><br>NWEA MAP (General Fund) Assessment: $ $2,209,030*<br><br>Summer Backpack League and GT (General Fund). $2.6 million *<br><br>Summer Backpack League (ESSER) $5,147,00 *<br><br>Elev8 After School Learning Centers (ESSER) $1.1 million *<br><br>Curriculum materials (ESSER) $10.3 million<br><br>Pathfinder (General Fund) $4,385,000 *<br><br>FEV Tutor/Focus Care (General Fund). $3,400,000 *<br><br>Mastery Connect/Instructure (ESSER) $516,00 * | 08/09/2023 | 12/31/2024 | Moore, Meyer, Ellison, Hartstern, Rosenthal, Marks-Johns, Lattimore |

| Other | Strategy (Vision 2020) | Vision 2020 In Action Activity | Measure of Success | Progress Monitoring | Funding (representing key 23-24 investments) | Start Date | End Date | Persons Responsible |
|---|---|---|---|---|---|---|---|---|
| | | | | Services Division will monitor the following:<br># of backpack artifacts for each content area annually | Online tutoring contract services (ESSER) $4.6 million*<br><br>LUL Girls' and Boys' Street Academy (General Fund) $407,070 *<br><br>Literacy & Program (General Fund) $70,000 * | | | |
| 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<br><br>Increased postsecondary readiness rates<br><br>Increased graduation rate<br><br>Decreased suspension and behavioral referrals | ARSI Division will provide the following:<br>% student sense of belonging and engagement on CSS and QSCS reported annually<br><br># of suspensions and behavior referrals during the monthly behavior review<br><br>% student attendance provided 6 times per year (disaggregated by student group on JCPS Vital Signs Report)<br><br>% of students on-track for promotion provided 6 times per year (disaggregated by student group on JCPS Vital Signs Report)<br><br>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group) | Academies of Louisville (General Fund) $6.7 million *<br><br>Arts (General Fund) $725,00<br><br>Explore Program (General Fund) $5.9 million<br><br>FEV Tutor/Focus Care (General Fund). $3,400,000 * | 08/09/2023 | 12/31/2024 | Ellison, Deferrari, Fulk |

| Other | Strategy (Vision 2020) | Vision 2020 In Action Activity | Measure of Success | Progress Monitoring | Funding (representing key 23-24 investments) | Start Date | End Date | Persons Responsible |
|---|---|---|---|---|---|---|---|---|
| | | | | % 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)<br><br>% of students on time to graduate in the Adjusted 4 year and 5-year Cohorts using the JCPS Monthly Graduation Rate report.<br><br># of students meeting graduation requirements using the JCPS Grad Wizard tool (updated daily and disaggregated by student group)<br><br>% of students transition ready using the JCPS Postsecondary Readiness intervention tool (updated daily and disaggregated by student group) | | | | |
| 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<br><br>Increased number of teachers with professional learning experiences in remote instruction tools | CDLI Division will provide the following:<br>% of educators with professional learning experiences in deeper learning reported annually<br><br>% 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)<br><br>% 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)<br><br>% of students meeting or exceeding projected growth in Reading and Math measured by MAP 3 times | AIS/Choice Zone 5 PD Days (General Fund) $3.6 million<br><br>PD GALE for Educators/ CENGAGE (ESSER) $594,000 | 08/09/2023 | 12/31/2024 | Greenwell |

| Other | Strategy (Vision 2020) | Vision 2020 In Action Activity | Measure of Success | Progress Monitoring | Funding (representing key 23-24 investments) | Start Date | End Date | Persons Responsible |
|---|---|---|---|---|---|---|---|---|
| | | | | per year (disaggregated by student group on JCPS Vital Signs Report)<br><br>% Predicted PD on KSA Reading and Math measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)<br><br>Vital sign report on key performance indicators (academic 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), | **High Performing Teams**: Provide learning opportunities for educators to learn together, plan, and reflect upon and improve professional practice.<br><br>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, | Increased teacher retention<br><br>Increased minority educator staffing | ARSI Division will provide the following:<br>% positive ratings on teacher survey and IMPACT survey reported bi-annually<br><br>% educator sense of belonging and satisfaction from the CSS reported annually | Staffing Stability weighted formulas (General Fund) $23.9 million<br><br>Title II—Teacher Quality (grant) $4,698,798<br><br>The Louisville Teacher Residency Program (General Fund) $2.2 million<br><br>Teacher Retention-Upbeat (ESSER) $694,918 *<br><br>Wallace Equity Pipeline (grant). $1.6 million * | 08/09/2023 | 12/31/2024 | Green-Webb, Marshall |

| Other | Strategy (Vision 2020) | Vision 2020 In Action Activity | Measure of Success | Progress Monitoring | Funding (representing key 23-24 investments) | Start Date | End Date | Persons Responsible |
|---|---|---|---|---|---|---|---|---|
| | | evaluation and support, principal supervisors, leader tracking systems, systems and sustainability, and research. | | | | | | |
| Future State Resourcing High Poverty Schools | 1.1.3 Provide equitable access,, 1.1.7 Eliminate achievement, learning, and opportunity gaps, 3.3.2 Harness innovation (KCWP 1, 2, 5) | **School Redesign and Innovation:** Support turnaround efforts to implement evidence-based and innovative systems of support | Improved school ratings on state accountability  Reduced CSI/TSI schools | ARSI Division will provide the following: % funding for CSI/TSI schools  Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)  % 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) | AIS/Choice Zone (General Fund) $24.5 million *  Funding for high-poverty schools (Title I) $48.5 million *  CSI and ATSI School support (SIF Fund) $613,000 * | 08/09/2023 | 12/31/2024 | Moore, Meyer, Hartstern, Rosenthal, Marks-Johns, Lattimore, Ellison |
| Future State Resourcing High Poverty Schools, Future State | 3.1.4 Ensure responsible stewardship of resources, 3.2.2 | **Improved School Supports:** Equitably align resource allocation with strategic priorities | Improved teacher and staff retention (working conditions)  Improved literacy and | ARSI Division will provide the following: % instructional and non-instructional school staffing reported annually | ECE Implementation Coaches (General Fund) $13,637,263* | 08/09/2023 | 12/31/2024 | Fulk, Green-Webb, Greenwell, Muns, |

| Other | Strategy (Vision 2020) | Vision 2020 In Action Activity | Measure of Success | Progress Monitoring | Funding (representing key 23-24 investments) | Start Date | End Date | Persons Responsible |
|---|---|---|---|---|---|---|---|---|
| Technology | 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 roadmap (KCWP 4, 5) | for physical, instructional, and human resource infrastructure in ways that meet student learning needs. | numeracy skills | % NBCT in the classroom reported annually

% of schools in High Growth category in literacy and numeracy measured by MAP 3 times per year (disaggregated by student group)

% of schools in High Achievement category in literacy and numeracy measured by MAP 3 times per year (disaggregated by student group)

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) $11.4 million *

Annual Facilities Improvement (General Fund) $7.9 million*

Annual Facilities renovation and maintenance (Grant) $27 million*

AIS/Choice Zone (General Fund) $24.5 million *

Curriculum materials (ESSER) $10.3 million*

Curriculum Software and Professional services (ESSER) $11.7 Million

ESL Program and Supports (SEEK, General Fund) $32.3 million *

Funding for high-poverty schools (Title I) $48.5 million *

Teacher Retention-Upbeat (ESSER) | | | Chevalier, Deferrari, Averette, Moore, Meyer |

| Other | Strategy (Vision 2020) | Vision 2020 In Action Activity | Measure of Success | Progress Monitoring | Funding (representing key 23-24 investments) | Start Date | End Date | Persons Responsible |
|---|---|---|---|---|---|---|---|---|
| | | | | | $694,918 * | | | |
| 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. | Improved facility conditions index for quintile 4 schools<br><br>Increased early childhood centers Increased new buildings | Finance and Operations Division will provide the following: % spending on critical maintenance needs reported annually | Annual Facilities Improvement (General Fund) $7.9 million*<br><br>Annual Facilities renovation and maintenance (Grant) $27 million* | 08/09/2023 | 12/31/2024 | Fulk |
| 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<br><br>Improved quality of magnets | ARSI Division will provide the following: % satisfaction with schools as measured on the CSS, reported annually<br><br>Enrollment in magnets for students of color as reported in the JCPS data books annually | School Choice (General Fund) $330,500<br><br>School Choice community outreach (General Fund) $7,000<br><br>School Choice Outreach (General Fund) $50,000 | 08/09/2023 | 12/31/2024 | 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. <br><br> **Response:** <br> 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. <br><br> 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. <br><br> **Progress Monitoring** <br> 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: <br> ● **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. <br> ● **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. <br> ● **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.
- **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.

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)).  Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

| Additional/More Rigorous Actions |
|---|

**Consider:** List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

**Response:**
 JCPS examined gap data from the 2021-2022 and 2022-2023 state accountability system to identify schools that have not met their target to reduce the gap in student achievement. Using the CSI_TSI_ATSI files from both the 2021-2022 and 2022-2023 test, JCPS identified schools with a list of demographic student groups having a significant gap for two consecutive years. Including Seneca HS identified as ATSI for the past 3 accountability years, was identified as CSI after failing to reduce their performance of students with disabilities in the 22-23 accountability system.

It is notable that JCPS reduced the number of schools identified as TSI in 2021-2022 from 59 to 44 in 2022-2023. Overall, JCPS Elementary schools improved proficiency rates in all content areas among all subgroups. However, when examining individual schools, JCPS identified the following schools as failing to reduce the gap in achievement within the same student group for the last two years.  There were no ATSI schools identified this fall.

| Elementary | Middle | High |
|---|---|---|
| Atkinson Academy | Carrithers Middle | Doss High |
| Blake Elementary | Crosby Middle | Eastern High |
| Cochran Elementary | Farnsley Middle | Fairdale High |
| Dunn Elementary | Highland Middle | Fern Creek High |

| | | |
|---|---|---|
| Fern Creek Elementary | Johnson Traditional Middle | Marion C. Moore School |
| Frayser Elementary | Kammerer Middle | Pleasure Ridge Park High |
| Goldsmith Elementary | Knight Middle | Seneca High |
| Greenwood Elementary | Lassiter Middle | Southern High |
| Hartstern Elementary | Meyzeek Middle | Valley High |
| Indian Trail Elementary | Newburg Middle | Waggener High |
| Jeffersontown Elementary | Noe Middle | Western High |
| Portland Elementary | Ramsey Middle | |
| Price Elementary | Western Middle School For The Arts | |
| Rutherford Elementary | Westport Middle | |
| Shacklette Elementary | | |
| Trunnell Elementary | | |
| Watterson Elementary | | |
| Wellington Elementary | | |
| Young Elementary | | |
| Zachary Taylor Elementary | | |

The JCPS District Racial Equity Policy requires schools to develop a Racial Equity Plan that identifies gaps at their schools. Schools describe their strategies and actions to address their gaps in their CSIP and are monitored through the district's Equity Monitoring Protocol Tool (EMPT). The district will also engage in the progress monitoring routines outlined above for TSI schools, including but not limited to Formative System Reviews, Vital Signs, and Comprehensive System reviews. Additionally,

In terms of district support, Zone/Level Asst Sup. teams review district actions for TSI schools, provide feedback, and discuss emerging common needs across schools. Numerous strategies have been developed and implemented to support TSI schools in improving outcomes for student groups scoring in the bottom 5%. 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, such as our summer extended learning programs.

In terms of District financial support for schools based on student needs, the Board of Education approved a new allocation model for middle and high schools and a new elementary allocation model that 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.

# 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. ***Building Academic Coherence***

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
- AIS Assessment Plan 23-24
- 23-24 Feedback & Coaching Lab Scope and Sequence

2. ***Driving Data Through Improvement Processes***

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. AIS examines student academic data, non-cognitive data, and teacher data to drive improvement. For example, 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.

Driving data through an improvement process 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.

Principals and leadership teams in AIS are formally trained in Carnegie's Improvement Science practices. The AIS office, with support of KDE, have built capacity to

provide training to our schools in improvement work. All schools are well-versed in identifying the root of problems in their schools and developing a Plan, Do, Study, Act to bring positive change in their school.

3. *Investing in Turnaround 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.

| CDIP Addendum: District/School Improvement Activities for CSI Schools | | |
|---|---|---|
| **CSI Activity Name and Description** (Include EBP) | **Funding** | **Monitoring/ Measurement** |
| **Building Academic Coherence** – <br><br>A strategic lever to lead the JCPS CSI schools is to fully align curriculum, instruction, and assessments in grades k-12. The district provides a platform to train school leadership and teachers in ensuring grade-level access and student supports are guaranteed in each CSI school. <br><br>The AIS monitors through documented site visits that capture data from instructional practices, PLC work, curriculum look-fors, literacy plans, MTSS plans, and assessments. <br><br>The district builds academic coherence with its CSI schools by offering specialized professional learning experiences. Some of the following are Rutherford Feedback and Coaching Labs, PLC training, Math Academy training, ELA/Reading monthly meetings, Adolescent Literacy Model training for all CSI secondary schools, and academic coaches professional learning experiences. <br><br>The AIS leadership team will attend the EL Education Conference in Denver, Colorado to learn how to better support school leaders and teachers with the implementation and impact of EL curriculum in language arts classrooms. <br><br>The AIS office ensures academic coherence as well through an assessment process that includes monitoring of both school and district benchmarks. | $545,000 - 3 yr SIF grant | • JCPS Comprehensive School Survey Data <br>• Formative Systems Review (FSR) <br>• School Report Card (teacher retention) <br>• AIS Vital Signs <br>• School Walkthrough data <br>• MAP Assessment <br>• Mastery View Assessments <br>• Curriculum Checks <br>• KDE Monitoring/Quarterly Reports <br>• 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** |
| **Driving School Improvement Through Data Literacy**<br><br>The AIS will co-design and deploy a process for frequently monitoring school progress and student performance.  A data dashboard of key performance indicators (KPI's) will be created to share with schools four times per year.  Additionally, there will be a data review and response protocol developed for schools to use on a quarterly basis to drive the creation of short-term cycle improvement plans.<br><br>The AIS office will provide regular professional learning experiences to school level leadership and staff related to improvement science processes.  This training will be provided as a collaborative effort between the district office and KDE.  The Kentucky Model Improvement Framework will be deployed via the annual AIS Leadership Summit, Principal Professional Learning Communities, i3 Leadership Learning Sessions, and AIS principal meetings.<br><br>The AIS Office will use the Racial Equity Analysis Protocol (R.E.A.P.) for each of the improvement initiatives within the CSI portion of the improvement plan to address any identified unintended consequences of improvement actions.  The outcomes of the protocol will be used to make adjustments to the activities in order to provide a more racially equitable and culturally responsive approach to improvement work.<br><br>The AIS Leadership team along with 5 AIS principal representatives will attend Carneige's Improvement Science Summit in San Diego, CA to learn more about the processes related to improvement science implementation. | $0 – no new cost | ● AIS Office Monitoring Visits<br>● KDE Monitoring/Quarterly Reporting<br>● MAP Data<br>● KSA Data including reduction of # of CSI schools Week<br>● Data Talks<br>● R.E.A.P.  Artifacts<br>● Racial Equity Data<br>● PDSA's (AIS office and School Level) |
| **Investing in Turnaround Leadership**<br>CSI schools in JCPS will participate in evidenced based training and resources to improve both the leadership capacity of the staff and the administrative team in each school.<br>CSI principals are offered exposure to the I3 Leadership series that is co-led between JCPS and KDE.  This experience will include the development of the AIS Turnaround Leader Framework to explicitly identify the specific leadership dispositions and competencies to be a culturally responsive leader within JCPS CSI schools.  i3 Leaders will be the avenue CSI principals will be trained and supported for capacity building. | | ● i3 Leaders Learning Collaboratives<br>● PPLC Implementation<br>● AIS Summer Institute<br>● PDSA's<br>● JCPS Comprehensive School Survey<br>● IMPACT KY Data<br>● Various Plus Deltas on coaching and consultation<br>● Evidence of implementation of system development within the AIS Office. |

| CDIP Addendum: District/School Improvement Activities for CSI Schools | | |
|---|---|---|
| **CSI Activity Name and Description** (Include EBP) | **Funding** | **Monitoring/ Measurement** |
| The AIS office will design, build, and deploy a system of turnaround leadership coaching.  Each AIS principal will have access to coaching services based upon the turnaround leadership framework. Coaches will be trained on the content of the framework along with effective executive coaching techniques.  The target audience of coaches will be AIS district administration along with educational recovery staff.<br><br>The AIS Office will design a reflection experience for AIS school principals to capture evidence of their leadership journey by using the American Institute for Research framework for a Turnaround Continuum and Turnaround Competencies.<br><br>Principals participate in data focused Principal Professional Learning Community teams on a bi-monthly basis. | | |
| **AIS Personnel** – The AIS office will seek to employee 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 | ● Weekly AIS Leadership Meeting Agendas and Minutes (Grant/Plan Implementation Levels)<br><br>• 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**<br>• 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.<br>• The AIS office also has a Data Technician to support academic coherence.<br>• 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.<br>• In addition, AIS is prioritized for training and resource teacher support by the Teaching and Learning district office. | $3,622,979 for "AIS week" (extra days) (GF) | • MAP Data<br>• KSA Data including reduction of # of CSI schools |
| **Personnel Support**<br>• 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.<br>• 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.<br>• 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.<br>• 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.<br>• 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 S14,000. | $19,235,859 for Incentive Stipends (GF) | • KY IMPACT Data<br>• JCPS Upbeat Teacher Survey Data<br>• KSA Data including reduction of # of CSI schools |
| **Financial Support**<br>• The Board of Education approved a new allocation model for middle and high schools where the funding is based on individual student needs.<br>• The new elementary allocation model approved by the Board, is groundbreaking and aligned to the needs of students.  AIS, Choice Zone, or | $23.9 million for student weighted equity formula (GF) | • KY IMPACT Data<br>• JCPS Upbeat Teacher Survey Data<br>• 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** |
| other schools that have a JCPS Needs Index > 54 are also recommended to receive:<br><br>• 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.<br>• 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. | | |
| **Student Wellbeing Support**<br>• 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.<br>• 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.<br>• 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.<br>• 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. | $20.5 million for positions (GF) | • JCPS Comprehensive School Survey Data |
| **Technological Support for AIS Schools** –<br>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. | $10,721,307 for infrastructure, software, wireless access, student devices, audio enhancement, security (GF)<br>$32 million in last 5 yrs | • MAP Data<br>• KSA Data including reduction of # of CSI schools<br>• JCPS Comprehensive School Survey Data |

| CDIP Addendum: District/School Improvement Activities for CSI Schools | | |
|---|---|---|
| **District Activity Name and Description** | **Funding** | • **Monitoring/ Measurement** |
| **Facilities Support**<br>• AIS is prioritized in district operations for district facility work.<br>• Perry Elementary school opened in Aug 2023 located in West Louisville  at 18th and Broadway.<br>• Additionally, a new West End Middle School will be built as part of the School Choice Plan.<br>• The Local Planning Committee will be working on amendments to the District Facility Plan.<br>• 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. | $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) | • Plus Delta<br>• KY IMPACT Data<br>• JCPS Comprehensive School Survey Data |

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 nine 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.

# Evidence-Based Practices Documentation
# Jefferson County Public Schools

Challenge: District and school leaders need systems to increase school effectiveness and student achievement in the complex and fluid environment of our district.

Evidence Citation: Newmann, F. M., Smith, B., Allensworth, E., & Bryk, A. S. (2001). Instructional Program Coherence: What It Is and Why It Should Guide School Improvement Policy. *Educational Evaluation and Policy Analysis*, *23*(4), 297–321. Article

Estimated Evidence Level: Theoretical Framework - Level 4

Study Discussion: The authors present the concept of instructional program coherence and evidence from Chicago elementary schools that indicate schools with stronger instructional programs make higher gains in student achievement. This supports the JCPS Systems Improvement Model as a strategic lever to lead JCPS CSI schools to fully align curriculum, instruction, and assessment in grades K - 12. Following findings from the district needs assessment, internal system reviews, and diagnostic audits, district leadership and the Board of Education determined that implementation of the following models and strategies over the next year will best support the needs of our school leaders, teachers, students, and families.

| Intervention | Outputs | Short-Term Outcomes (0 - 1 year) | Mid-Term Outcomes (2 - 3 years) | Long-Term Outcomes (4+ years) | Monitoring Data |
|---|---|---|---|---|---|
| System 1: Standards and Curriculum Implementation - Common Curriculum Implementation with EL and IM<br><br>The District will implement a common language arts (EL) and math (Illustrative Math) curriculum grade K - 12. | # staff attending training sessions<br><br>Curriculum Resources identified<br><br>Common expectations for lesson plans and CFAs<br><br># of Walkthroughs reported bi-annually | Increased Teacher Collaboration<br><br>Increased Use of CFAs<br><br>Increase teacher knowledge of effective numeracy and literacy practices<br><br>Increased student-led conferences presenting goals, work, and assessment outcomes.<br><br>Increased quality of work in student digital portfolios Increased transition ready<br><br>Improved literacy and numeracy skills | Increase proficiency for students moving schools<br><br>Decrease the number of students requiring Tier 3 intervention in math and reading<br><br>Decrease the number of students scoring novice on KSA Reading, Math, and Writing<br><br>Exit CSI Status | Increase the number of students requiring only Tier 1 reading and math instruction to 80% | Training Calendar and Attendance Sheets<br><br>Mastery View Assessments<br><br>Curriculum Checks<br><br>School Walkthrough Data<br><br>Formative System Reviews<br><br>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group |

| System 3: Collaboration, Planning, Instructional Practices for Deeper Learning - PLC Training | # of teachers and leaders attending PLC training<br><br># of admin attending/coaching PLCs in their school<br><br># of CFAs given monthly<br><br># of students in intervention | Increase teacher competency in PLC implementation<br><br>Increase common lesson plans<br><br>Increase CFAs and quality backpack artifacts<br><br>Increase student numeracy and literacy skills | Increase teacher retention in CSI schools due to support and collaboration<br><br>Increase the number of teachers reporting positive results on the CSS, IMPACT, and UPBEAT surveys<br><br>Decrease the number of students needing Tier 3 intervention in Reading and Math<br><br>Decrease the number of student scoring novice on KSA Reading and Math<br><br>Exit CSI Status | Increase continuity between teachers and schools<br><br>Increase the number of students requiring only Tier I intervention in reading and math to 80% | Training calendar and attendance sheets created<br><br>School coaching calendars created<br><br>CFAs and Backpack Artifacts<br><br>Formative System Reviews<br><br>Teacher Retention<br><br>Teacher UPBEAT Survey<br><br>IMPACT Survey<br><br>MAP and CERT results<br><br>KSA Reading and Math Results |
| --- | --- | --- | --- | --- | --- |

Challenge: District and school leaders need systems to increase effective use of data to assess student learning and provide feedback throughout the year so teachers can adjust instruction and interventions to meet student needs.

Evidence Citation: Zakaria, Z., Wahid, N. T. A., & Abdul, A. (2023). Data Literacy Competencies for Informed Classroom Assessment Practice: Challenges and Measures. *International Journal of Academic Research in Progressive Education and Development* Article

Estimated Evidence Level: Theoretical Framework - Level 4

Study Discussion: A literature review published in the International Journal of Academic Research in Progressive Education and Development discusses the perspective of data literacy as essential to school improvement and emphasizes the importance of using data to inform instruction. The authors point out that educational reforms look to obtaining 21st century skills from our students which impact curriculum designs that put demands on teacher practices. They alert us to studies that show data use in the classroom is not fully embraced. Teachers under utilize data or they are inconsistent when using data to drive instruction in their classrooms. While the lack of skills is a contributor to poor use of data, psychological barriers exist such as teachers feeling overwhelmed and the consensus among their peers to not engage with utilizing data or just relying upon one data source. However, this article includes a culmination of research to present these key strategies for promoting data literacy in the classroom: (1) Professional Development Initiatives in Building Data Use Capacity, (2) Support in Data Use; and (3) Reliable Access to Relevant Data and Database Systems. The researchers recommend that district leadership invest in well-designed and sustainable training that focuses on data literacy. Following findings from the district needs assessment, internal system reviews, and diagnostic audits, district leadership and the Board of Education determined training in data literacy and effective use of data would benefit our CSI schools.

| Intervention | Outputs | Short-Term Outcomes (0 - 1 year) | Mid-Term Outcomes (2 - 3 years) | Long-Term Outcomes (4+ years) | Monitoring Data |
|---|---|---|---|---|---|
| System 2: Effective Use of Data - AIS Assessment Plan | AIS Assessment Calendar<br><br># of training sessions provided to leaders and teachers on effective use of data<br><br># of schools implementing planned assessments on a timely basis<br><br>Use the Racial Equity Analysis Protocol (R.E.A.P.) for each of the improvement initiatives within the CSI portion of the improvement plan | Co-design and deploy a process for frequently monitoring school progress and student performance<br><br>Increase number of school implementing AIS assessment schedule<br><br>Provide a more racially equitable and culturally responsive approach to improvement work Increase AIS leaderships knowledge about the processes related to improvement science implementation | Increase the percent of teachers demonstrating effective use of data<br><br>A data dashboard of key performance indicators (KPI's) to share with schools four times per year<br><br>Increase the number of schools exiting CSI | Increase the number of students reaching their growth goals.<br><br>Increase the number of students reaching the minimum proficiency benchmark | AIS Office Monitoring Visits<br><br>KDE Monitoring/Quarterly Reporting<br><br>MAP Data<br><br>KSA Data including reduction of # of CSI schools Week<br><br>Data Talks R.E.A.P. Artifacts<br><br>Racial Equity Data<br><br>PDSA's (AIS office and School Level) |

Challenge: Teachers in AIS schools need feedback and support from administrators and AICs on their instructional practices to increase teacher effectiveness and student achievement.

Evidence Citation: 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*. 2018; 88 (4):547-588.

Estimated Evidence Level: 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 conducted 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.

Study Discussion: 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).  Following findings from the district needs assessment, internal system reviews, and diagnostic audits, district leadership and the Board of Education determined that implementation of the Rutherford Coaching Model would benefit our CSI schools.

| Intervention | Outputs | Short-Term Outcomes (0 - 1 year) | Mid-Term Outcomes (2 - 3 years) | Long-Term Outcomes (4+ years) | Monitoring Data |
|---|---|---|---|---|---|
| System 6: Instructional Feedback and Professional Learning - Feedback & Coaching Lab Scope and Sequence | # of school leaders (AICs, APs, Principals) trained<br><br># of coaching sessions<br><br># of individual school coaching schedules created and implemented<br><br># of AIS teachers receiving coaching | Increased percentage of AIS school leaders trained in Rutherford coaching model.<br><br>Increased coaching from leaders to teachers. Increase coaching skills of school leaders<br><br>Increase the percentage of teachers in AIS schools receiving feedback | Increased positive responses regarding coaching and feedback on teacher perception surveys<br><br>Increased number of schools implementing systematic coaching efforts.<br><br>Increase the percentage of teacher receiving Effective teacher evaluations | Increased teacher retention due to collaboration and support.<br><br>Reduction of novice students in AIS schools | Formative System Reviews<br><br>Teacher Retention<br><br>Teacher UPBEAT Survey<br><br>IMPACT Survey |

| | | | | | |
|---|---|---|---|---|---|
| | # of teachers receiving Effective evaluation ratings<br><br># of positive responses on teacher feedback surveys | | Increased teacher retention in AIS schools<br><br>Increase the number of schools exiting CSI | | |

Challenge: Urban school leaders in AIS schools need specific skills to lead turnaround efforts to increase teacher effectiveness and retention, and student achievement.

Evidence Citation: Sebastian, James & Allensworth, Elaine. (2012). The Influence of Principal Leadership on Classroom Instruction and Student Learning A Study of Mediated Pathways to Learning. *Educational Administration Quarterly,* 48, 626-663. Article

Estimated Evidence Level: Level 3 - The statistically positive relationship (p<.001) of principal leadership and instruction through the school learning climate carries through to explain differences in student achievement across schools.

Study Discussion: The study examined the influence of principal leadership in high schools on classroom instruction and student achievement through key organizational factors, including professional capacity, parent-community ties, and the school's learning climate. The authors used multilevel structural equation modeling to examine the relationships among principal leadership, school organizational structures, classroom instruction, and student grades and test gains on the ACT. Results indicated that within schools, variation in classroom instruction is associated with principal leadership through multiple pathways, the strongest being the quality of professional development and coherence of programs. Results with the study support our work on academic coherence and the need for support for district training to support the coaching for AIS principal leadership. Following findings from the district needs assessment, internal system reviews, and diagnostic audits, district leadership and the Board of Education determined that training for principals include the Implementation Continuum for the Systemic Improvement Framework and Turnaround Competencies led by the American Institute of Research (AIR).

| Intervention | Outputs | Short-Term Outcomes (0 - 1 year) | Mid-Term Outcomes (2 - 3 years) | Long-Term Outcomes (4+ years) | Monitoring Data |
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| Investing in Turnaround Leadership<br><br>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 | # of district leaders and educational recovery staff trained in turnaround coaching<br><br># of principals receiving professional development on the I3 Leadership series including the development of the turnaround framework<br><br># of coaching sessions with principals from AIS leadership and Educational Recovery Leaders<br><br># of principals participating in data focused Principal Professional Learning | Increased % of AIS district leadership and Educational Recovery staff trained in turnaround coaching<br><br>Increased % of principals receiving professional development on the I3 Leadership Series<br><br>Increased coaching session to principal from district leadership and ER staff<br><br>Increased % of principals | Increased coaching competencies of district staff, ER staff, and principals<br><br>Increased fidelity in coaching implementation<br><br>Increased principal retention<br><br>Increase the number of schools exiting CSI | Increased principal effectiveness due to support and coaching<br><br>Increased student achievement | Training calendar and attendance sheets for professional development<br><br>Coaching calendar and data log<br><br>Minutes from data focused principals PLCs<br><br>Principal Reflections using AIR Framework<br><br>Principal retention data<br>KSA student achievement data |

| | Community teams on a bi-monthly basis

# of principals reflecting on the evidence of their leadership journey using the AIR Framework for a Turnaround Continuum and Turnaround Competencies | participating in data focused PLCs | | | |
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