



# JCPS 2024-2025 Phase Three: Comprehensive District Improvement Plan

2024-2025 Phase Three: Comprehensive District Improvement Plan

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## 2024-2025 Phase Three: Comprehensive District Improvement Plan Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term targets should be informed by the Needs Assessment for Schools.

**Objective:** Short-term target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. Six Sigma, Shipley, Baldrige, etc.).

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Measure of Success:** Criteria that shows how well the school is accomplishing their action steps. The measures may be quantitative or qualitative but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement in

#### Requirements for Building an Improvement Plan

There are seven (7) required district goals:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate
- Achievement Gap

#### Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan \(CDIP\) template](#).

- **b. Upload your completed template in the attachment area directly below.**

#### **ATTACHMENTS**

##### **Attachment Name**

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 JCPs CDIP SY 2024-2025

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See Attachment

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 JCPS CDIP For SY 2024 - 2025	JCPS CDIP for school year 2425 including CDIP addendum for CSI Schools and special considerations for TSI.	•
 JCPS CDIP SY 2024-2025	JCPS CDIP for school year 2425 including CDIP addendum for CSI Schools and special considerations for TSI.	•

**Vision**

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



CDIP Overview 2024 -2025

**Mission**

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

**Learning: Student Learning, Growth and Development**





**Culture and Climate: Increasing Capacity and Improving Culture**

**Organizational Coherence: Improving Infrastructure and Integrating Systems**

**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**

- Journey to Success 
- Transition readiness continuum 
- Authentic assessment system 
- Personalized and engaging learning environment
- Extended Learning 

**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 
- Leadership Equity-Centered Pipeline

**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 
- Improved school supports 
- Modernized facilities plan 
- School choice plan 
- Community partnerships

## 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 (JCBE) 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 JCBE 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 JCBE 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, leading to new final adoption of the [Goals and Guardrails](#) in April 2024.

These 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, the JCPS Future State, and the new JCBE Goals and Guardrails.

## 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 grade levels and schools is a concern. While we had a slight increase in Math proficiency, our Reading proficiency rates are similar to 2022 rates. When reviewing the school-level disaggregation, we have a large range of performance among our schools. Additionally, a leverage area is the achievement gaps that exist between our student groups. The gaps range from 27 to 30 points between African American and White students scoring proficient or higher. While elementary saw a slight decrease in gap compared to 2023, the distance remains with 22% of African American students scoring proficient or higher in Reading and 15% in math, compared to 52% and 45% of White students respectively. At the middle school level, 18% of African American students score proficient or higher in Reading and 10% in math, compared to 45% and 38% of White students respectively. At the high school level, 20% of African American students score proficient or higher in Reading and 12% in math, compared to 50% and 40% 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 well as transforming our instructional core.

**Racial Equity: Behavior:** Of all suspensions in the 2023-2024 school year, 66% are represented by African American students. Though the total number of suspensions increased exceeding pre-pandemic levels, our middle and high school had a slight decrease in suspension. Building meaningful relationships by implementing practices that improve engagement, belonging, and empowerment for students, staff, and families is a priority and will be included in the 24-25 CDIP below.

**CSI School Identification:** Overall, the number of CSI schools continues to decline from 34 schools in 2022 to 25 in 2023 to 19 in 2024. We had 6 schools exit CSI status this year. 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 24-25 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 2024 KSA results show a slight increase in Math from the prior year our reading proficiency rates dipped slightly to 2022 levels. There are still gaps among student groups and little growth at all levels. What the academic data tells us is that core instruction of grade-level content standards must be a priority. JCPS will build coherence in student's instructional experience with the selection and implementation of common, district-wide high quality instructional resources.
2. **KCWP 3: Design and Deliver Assessment Literacy: Developing Authentic Performance Assessment System:** JCPS is focused on setting high academic expectations and achieving goals for all students through a balanced assessment system. The district uses MAP assessments for grades K-8 (with MAP Fluency for K-3) and CERT for high school students to track growth in reading and math three times a year. Data is disaggregated by student group and trends are monitored over time. In 2024, the JCPS Board of Education adopted academic readiness goals. The Academic Readiness Measure represents a composite score for student readiness to transition to the next level (i.e., middle, high, or postsecondary). The composite score is based on student Defenses of Learning and academic based assessments. The district also supports teachers with the [Journey to Success Playbook](#) and offers data literacy training for leaders.

This year, JCPS launched Journey to Success, which builds on the previous Backpack of Success Skills. This system emphasizes the development of five success skills—prepared and resilient learners, emerging innovators, effective communicators, productive collaborators, and globally and culturally competent citizens—across all content areas. Students will demonstrate their learning through artifacts, reflections, and milestones, and defenses of 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 six schools exit CSI (comprehensive support and improvement) status this year, and 28 schools exit in the last three years. JCPS also had 11 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 high quality instructional resources in literacy and math, such that instruction, intervention, and supports are aligned to meet the identified needs of all learners.

2024-2025 JCPS Comprehensive District Improvement Plan Goals and Objectives

**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	50.5	43.8	45.0	-1.6	-0.4	-1.6
State Assessment Results in science, social studies, and writing	49.6	38.9	37.7	-1.7	-0.8	-3.2
English Learner Progress	61.8	25.5	29.9	-4.0	4.7	2.8
Quality of School Climate and Safety	72.8	62.0	63.1	-0.6	0.4	2.7
Postsecondary Readiness (high schools and districts only)			82.3			3.6
Graduation Rate (high schools and districts only)			88.2			1.2

The 24-25 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.

2024-2025 JCPS Comprehensive District Improvement Plan Goals and Objectives

Type	Goal	Objective	Methodology
<p>1: State Assessment Results in reading and mathematics</p>	<p>Goal 1 (State your reading and math goal.): By the end of the 2027-2028 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in Reading and Math on the Kentucky Summative Assessment to the following:</p> <p>Reading (baseline 2023-2024): Elementary: 37% to 63% Middle: 32% to 66% High: 35% to 57%</p> <p>Math (baseline 2023-2024): Elementary: 31% to 59% Middle: 25% to 56% High: 26% to 53%</p>	<p>1.1 Reading and Math: By the end of the 2024-2025 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in Reading and Math on the Kentucky Summative Assessment to the following:</p> <p>Reading (baseline 2023-2024): Elementary: 37% to 55% Middle: 32% to 59% High: 35% to 49%</p> <p>Math (baseline 2023-2024): Elementary: 31% to 51% Middle: 25% to 47% High: 26% to 43%</p>	<p>KDE Measurements of Interim Progress</p>

2024-2025 JCPS Comprehensive District Improvement Plan Goals and Objectives

Type	Goal	Objective	Methodology
<p>2: State Assessment Results in science, social studies and writing</p>	<p>Goal 2 (State your science, social studies, and writing goal.):                      By the end of the 2027-2028 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in Science, Social Studies, and Writing on the Kentucky Summative Assessment to the following:</p> <p>Science (baseline 2023-2024):                      Elementary: 24% to 49%                      Middle: 13% to 47%                      High: 5% to 48%</p> <p>Social Studies (baseline 2023-2024):                      Elementary: 28% to 61%                      Middle: 25% to 65%                      High: 28% to 48%</p> <p>Writing (baseline 2023-2024):                      Elementary: 30% to 58%                      Middle: 27% to 46%                      High: 28% to 56%</p>	<p>2.1 Science, Social Studies, and Writing: By the end of the 2024-2025 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in Science, Social Studies, and Writing on the Kentucky Summative Assessment to the following:</p> <p>Science (baseline 2023-2024):                      Elementary: 24% to 39%                      Middle: 13% to 37%                      High: 5% to 38%</p> <p>Social Studies (baseline 2023-2024):                      Elementary: 28% to 53%                      Middle: 25% to 58%                      High: 28% to 40%</p> <p>Writing (baseline 2023-2024):                      Elementary: 30% to 48%                      Middle: 27% to 36%                      High: 28% to 48%</p>	<p>KDE Measurements of Interim Progress</p>

2024-2025 JCPS Comprehensive District Improvement Plan Goals and Objectives

Type	Goal	Objective	Methodology
<p><b>3:</b> <b>Achievement</b> <b>Gap</b></p>	<p>Goal 3: Achievement Gap By the end of the 2027-2028 school year, JCPS will reach their goals for increasing the Overall Score on the Kentucky Summative Assessment for the all the groups of students we serve:</p> <p>(Baseline 2023 – 2024)</p> <p>ES African American 36.2% to 52.7% ES Asian 72.2% to 79.7% ES Hispanic 42% to 57% ES White 64.2% to 73.2% ES Economically Disadvantaged 41% to 56.5% ES Disability-with IEP (Total) 29.2% to 47.7% ES English Learners plus Monitored 41.9% to 56.9%</p> <p>MS African American 27.3% to 46.3% MS Asian 69.1% to 77.1% MS Hispanic 33.1% to 50.6% MS White 54.5% to 66.5% MS Economically Disadvantaged 32.5% to 50% MS Disability-with IEP (Total) 20.1% to 41.1% MS English Learners plus Monitored 25.3% to 44.8%</p> <p>HS African American 42.7% to 57.7% HS Asian 74.4% to 80.9% HS Hispanic 45.4% to 59.9% HS White 65.4% to 74.4% HS Economically Disadvantaged 45.4% to 59.9% HS Disability-with IEP (Total) 29.8% to 44.8% HS English Learners plus Monitored 32% to 50%</p>	<p>3.1 Achievement Gap: By the end of the 2024-2025 school year, JCPS will reach their goals for increasing the Overall Score on the Kentucky Summative Assessment for the all the groups of students we serve:</p> <p>(Baseline 2023 – 2024)</p> <p>ES African American 36.2% to 39.5% ES Asian 72.2% to 73.7% ES Hispanic 42% to 45% ES White 64.2% to 66% ES Economically Disadvantaged 41% to 44.1% ES Disability-with IEP (Total) 29.2% to 32.9% ES English Learners plus Monitored 41.9% to 44.9%</p> <p>MS African American 27.3% to 31.1% MS Asian 69.1% to 70.7% MS Hispanic 33.1% to 36.6% MS White 54.5% to 56.9% MS Economically Disadvantaged 32.5% to 36% MS Disability-with IEP (Total) 20.1% to 24.3% MS English Learners plus Monitored 25.3% to 29.2%</p> <p>HS African American 42.7% to 45.7% HS Asian 74.4% to 75.7% HS Hispanic 45.4% to 48.3% HS White 65.4% to 67.2% HS Economically Disadvantaged 45.4% to 48.3% HS Disability-with IEP (Total) 29.8% to 32.8% HS English Learners plus Monitored 32% to 35.6%</p>	<p>KDE Measurements of Interim Progress</p>

2024-2025 JCPS Comprehensive District Improvement Plan Goals and Objectives

Type	Goal	Objective	Methodology
<p><b>4: English Learner Progress</b></p>	<p>Goal 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:</p> <p>(Baseline in 2023-2024)                      Elementary: 58% to 65%                      Middle: 30% to 57%                      High: 33% to 57%</p>	<p>4.1 English Learner Progress: By the end of the 2024-2025 school year, our district will increase the percentage of making progress on Access for ELLs to the following:</p> <p>(Baseline in 2023-2024)                      Elementary: 58% to 62%                      Middle: 30% to 35%                      High: 33% to 37%</p>	<p>KDE Measurements of Interim Progress</p>
<p><b>5: Quality of School Climate and Safety</b></p>	<p>Goal 5: (State your climate and safety goal.):                      By the end of the 2027- 2028 school year, JCPS will increase the quality of school climate and safety index as measured by the state accountability system:</p> <p>(baseline in 2023-2024)                      Elem 72.2 to 77                      Middle 62.4 to 68                      High 65.8 to 68</p>	<p>5.1 Climate and Safety: By end of the 2024-2025 school year, JCPS will increase the quality of school climate and safety index as measured by the state accountability system:</p> <p>(baseline in 2023-2024)                      Elem 72.2 to 74                      Middle 62.4 to 64                      High 65.8 to 67</p>	<p>KDE Measure increase one indicator rating level</p>
<p><b>6: Postsecondary Readiness</b></p>	<p>Goal 6: Postsecondary Readiness                      By the end of the 2027- 2028 school year, JCPS will increase the percentage of students that are postsecondary ready as measured by the state accountability system to 95%.</p> <p>Baseline in 2023-2024: 82.1%</p>	<p>6.1 Postsecondary Readiness: By the end of the 2024-2025 school year, JCPS will increase the percentage of students that are postsecondary ready as measured by the state accountability system to 88%.</p> <p>Baseline in 2023-2024: 82.1%</p>	<p>KDE Measure increase one indicator rating level</p>
<p><b>7: Graduation Rate</b></p>	<p>Goal 7: Graduation Rate                      By the end of the 2027-2028 school year, JCPS will increase the averaged (4-year and 5-year) graduation rate as measured by the state accountability system to 95%.</p> <p>Baseline in 2023-2024: 88.2%</p>	<p>7.1 Graduation Rate: By the end of 2024-2025 school year JCPS will increase the averaged (4-year and 5-year) graduation rate as measured by the state accountability system to 92%.</p> <p>Baseline in 2023-2024: 88.2%</p>	<p>KDE Measure increase one indicator rating level</p>

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, and refine assessments 1.1.5 Improve student literacy, 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 milestones: student-led conferences, exhibitions of learning, mini-defenses.	JCPS Academics Division will provide the following:  % of educators trained in assessment literacy reported annually	Student Assessment: NWEA MAP; CERT (High Schools); CAPTI; Centerpoint (Cognia) (General Fund) \$2,419,027*  Pearson/NNAT3 (General Fund) \$259,200  Pre-ACT Testing for Sophomores (General Fund) \$106,500 *  Gifted & Talented (Grant) \$952,586	08/08/2024	12/31/2025	Moore, Greenwell, Dossett
			Increased quality of work in student digital portfolios.	% students participating in milestones				
			Student Outcome Focused Governance (SOFG) Goals and Guardrails:	% of Walkthroughs Look-Fors is Evident reported bi-monthly				
			Increase the % of 5 <sup>th</sup> grade students who score "Ready" on JCPS Academic Readiness measures	ARSI Division will provide the following:  % student engagement on CSS reported annually				
			Increase the % of 8 <sup>th</sup> grade students who score "Ready" on JCPS Academic Readiness measures	% of students meeting benchmark in Reading and Math measured by MAP and CERT 3 times per year (disaggregated by grade and student group on JCPS Vital Signs Report)				
			Increase the % of 12 <sup>th</sup> grade students who score "Ready" on JCPS Academic Readiness measures	% Predicted PD on KSA Reading and Math measured by MAP 3 times per year (disaggregated by grade and student group on JCPS Vital Signs Report)				
			Increase the % of 3 <sup>rd</sup> Grade Students who meet expected growth and/or achievement benchmarks on MAP Reading	Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)				
			Increase the % of 8 <sup>th</sup> Grade Students who meet expected growth and/or achievement benchmarks on MAP Math	SOFG Goals and Interim Goals and Guardrails Progress				

2023-2024 JCPS Comprehensive District Improvement Plan Strategies and Activities

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
				Monitoring Reports (monthly reports on yearly cycle).				



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	<p>1.1.1. Adopt a broader definition of deeper learning,</p> <p>1.1.2 Personalize learning,</p> <p>1.1.3 Provide equitable access,</p> <p>1.1.5 Improve student literacy,</p> <p>3.3.2 Harness innovation,</p> <p>3.3.3 Optimize technology usage (KCWP 2, 5, 6)</p> <p>Every teacher designs learning experiences <i>in all content areas</i> resulting in high quality evidence of success skills each year for every student</p>	<p><u>Journey to Success</u>: The districtwide process transforming student learning experience, focusing on four key components: (1) Developing Success Skills (2) Collecting Artifacts (3) Yearly Milestones (4) Defenses of Learning (DoL)</p> <p>Students collect artifacts in the JCPS Digital Backpack to demonstrate their learning and application of science, social studies, practical living, and the arts, in addition to literacy and numeracy (source: Journey to Success, pg. 8)</p>	<p>AIS Benchmark Assessments in Writing, Science, Social Studies</p> <p>Student Outcome Focused Governance (SOFG) Goals and Guardrails:</p> <p>Increase the % of 5<sup>th</sup> grade students who score "Ready" on JCPS Academic Readiness measures</p> <p>Increase the % of 8<sup>th</sup> grade students who score "Ready" on JCPS Academic Readiness measures</p> <p>Increase the % of 12<sup>th</sup> grade students who score "Ready" on JCPS Academic Readiness measures</p> <p>Increase the % of 3<sup>rd</sup> Grade Students who meet expected growth and/or achievement benchmarks on MAP Reading</p> <p>Increase the % of 8<sup>th</sup> Grade Students who meet expected growth and/or achievement benchmarks on MAP Math</p> <p>Increase the % of students completing Journey to Success Milestones</p> <p>Defense of Learning Rubric ratings</p>	<p>JCPS Academics Division will provide the following:</p> <p>% of Walkthroughs Look-Fors is Evident reported bi-monthly</p> <p>JCPS Accountability, Research &amp; Systems Improvement (ARSI) Division will provide the following:</p> <p>SOFG Goals and Interim Goals and Guardrails Progress Monitoring Reports (monthly reports on yearly cycle)</p> <p>% of students meeting benchmark in Reading and Math measured by MAP and CERT 3 times per year (disaggregated by grade and student group on JCPS Vital Signs Report)</p> <p>% Predicted PD on KSA Reading and Math measured by MAP 3 times per year (disaggregated by grade and student group on JCPS Vital Signs Report)</p> <p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p> <p>% of students completing Journey to Success milestones (disaggregated by student group on JCPS Vital Signs Report)</p>	<p>District-License Software - Backpack, Google, MS License, Digital Tools, &amp; security (General Fund) \$7,262,907</p> <p>Student Assessment: NWEA MAP; CERT (High Schools); CAPTI; Centerpoint (Cognia) (General Fund) \$2,419,027*</p> <p>Summer Backpack League and GT (General Fund). \$6,400,000*</p> <p>Evolve502 (General Fund) \$3,750,000*</p> <p>Elev8 After School Learning Centers (General Fund) \$3,500,000*</p> <p>Curriculum materials (General Fund) \$18,000,000</p> <p>Pathfinder (General Fund) \$13,877,929*</p> <p>Louisville Urban League (General Fund) \$6,315,000*</p> <p>Literacy &amp; Program (General Fund)</p>	08/08/2024	12/31/2025	Moore, Greenwell, Meyer, Ellison, Hartstern, Rosenthal, Marks- Johns, Benfield

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
				<p>% of 5<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grade students meeting the DoL rubric benchmarks. (annually)</p> <p>% of students experiencing learning experiences aligned to deeper learning principles as measured by CSS (annually)</p>	\$320,000*			
Reading and Math, Science, Social Studies, and Writing	<p>2.1.1. Personalize deeper learning,</p> <p>2.2.2 Build capacity of PLCs (KCWP 5, 6)</p> <p>Each school should have a system in place for making sure that planning for the kind of authentic, deeper learning experiences leading to potential Journey to Success artifacts (in all content areas) are a regular part of the PLC process.</p>	<p>Transformed Instructional Core: Implement an aligned instructional core through the use of district-wide HQIRs (i.e., standards, curriculum, instruction, and assessment frameworks, and grading practices) and professional development system to create deeper learning experiences for all students.</p> <p>Students upload artifacts enable student to create complex work, demonstrate craftsmanship, and create authentic work that reflects knowledge and application of science, social studies, practical living, and the arts, in addition to literacy and numeracy (source: Journey to Success, pg 8)</p>	<p>Improved literacy and numeracy skills and growth</p> <p>Increased transition readiness</p> <p>Increased quality of artifacts in student digital portfolios across all content areas</p> <p>Student Outcome Focused Governance (SOFG) Goals and Guardrails:</p> <p>Increase the % of 5<sup>th</sup> grade students who score “Ready” on JCPS Academic Readiness measures</p> <p>Increase the % of 8<sup>th</sup> grade students who score “Ready” on JCPS Academic Readiness measures</p> <p>Increase the % of 12<sup>th</sup> grade students who score “Ready” on JCPS Academic Readiness measures</p>	<p>JCPS Academics Division will provide the following:</p> <p>% of educators trained in deeper learning strategies reported annually</p> <p>% of educators trained in recommended curriculum reported annually</p> <p>JCPS Schools Division will monitor the following:</p> <p>% of students proficient on AIS Benchmark Assessments in Writing, Science, Social Studies twice a year</p> <p>ARSI Division will provide the following:</p> <p>% of students meeting literacy and numeracy benchmarks as measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p>	<p>Academic Instructional Coaches (General Fund) \$13,252,387</p> <p>ECE Implementation Coaches (General Fund) \$13,726,420*</p> <p>Edmentum (General Fund) \$392,700</p> <p>ThinkCERCA (Title 1) \$1,218,845*</p>	08/08/2024	12/31/2025	Moore, 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
			<p>Increase the % of 3<sup>rd</sup> Grade Students who meet expected growth and/or achievement benchmarks on MAP Reading</p> <p>Increase the % of 8<sup>th</sup> Grade Students who meet expected growth and/or achievement benchmarks on MAP Math</p> <p>Increase the % of students completing Journey to Success Milestones</p> <p>Increase the % of students who participate in a Defense of Learning</p> <p>Increase the % of students participating in district-required assessments</p>	<p>% of students completing a Journey to Success milestone (disaggregated by student group on JCPS Vital Signs Report)</p> <p>SOFG Goals and Interim Goals and Guardrails Progress Monitoring Reports (monthly reports on yearly cycle)</p>				
Achievement Gap	3.2.1 Engage with Families, 3.2.2 improve and standardize external systems (KCWP 5)	<b>Family Engagement:</b> Improve outreach so families can have more access points to engage in their students' educational experiences.	<p>Increased student attendance</p> <p>Reduced chronic absenteeism</p> <p>Student Outcome Focused Governance (SOFG) Goals and Guardrails:</p> <p>Increase the average open rate percentage for Constant Contact Messaging</p>	<p>CDLI Division will provide the following: % parental login to digital portfolio platform and parent portal reported annually</p> <p>School CNXT data metrics reported annually</p> <p>ARSI Division will provide the following: % parent satisfaction from the CSS reported annually</p> <p>Vital sign report on key</p>	FRYSC Support (General Fund) \$2,816,086	08/08/2024	12/31/2025	Marshall, Deferrari, Anderson, Callahan

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
				<p>performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group) – chronic absenteeism</p> <p>SOFG Goals and Interim Goals and Guardrails Progress Monitoring Reports (monthly reports on yearly cycle) – chronic absenteeism</p>				
Achievement Gap	<p>1.1.7 Eliminate achievement, learning, and opportunity gaps, 3.1.3 Improve human resources infrastructure (KCWP 5, 6)</p> <p>The <a href="#">JCPS Racial Equity Policy (9.131)</a> calls for a plan with specific action steps and metrics that address the following five key areas:</p> <ol style="list-style-type: none"> <li>1. Diversity in Curriculum, Instruction, and Assessment</li> <li>2. School culture and climate</li> <li>3. Programmatic access</li> <li>4. Staffing and classroom</li> </ol>	<p><b>Racial Equity Policy:</b> Implement JCPS Racial Equity Policy and monitor plans districtwide.</p> <p>The JCPS Racial Equity Policy (9.131) calls for a plan with <u>specific activities and metrics</u> that address the five key areas</p>	<p>Reduced disproportionality in behavior referrals, suspensions, and ECE placements</p> <p>Reduced achievement gaps through increased proficiency and growth in literacy and numeracy among students of color</p> <p>Progress on Racial Equity Plan Metrics &amp; Strategies</p> <p>Student Outcome Focused Governance (SOFG) Goals and Guardrails:</p> <p>Increase the % of 5<sup>th</sup> grade students who score “Ready” on JCPS Academic Readiness measures</p>	<p>Diversity, Equity, and Poverty (DEP) Division will provide the following:</p> <p><a href="#">School Racial Equity Plan</a> (REP) monitoring metrics of school’s SMART Goals and action steps (3x a year)</p> <p><a href="#">District Racial Equity Plan</a> (REP) monitoring metrics (twice a year); progress notes on implementation of each activity (bimonthly)</p> <p>ARSI Division will provide the following:</p> <p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p> <p>SOFG Goals and Interim Goals and Guardrails Progress Monitoring Reports (monthly reports on yearly cycle)</p>	<p>Equity Programs &amp; Initiatives – Cultural Competence Training (General Fund) \$200,000</p> <p>Gifted &amp; Talented (Grant) \$952,586 *</p> <p>ESL Program and Supports (SEEK, General Fund) \$48,937,882*</p> <p>ECE (General Fund) \$40,404,666*</p> <p>Wallace Equity Pipeline (3-year grant) \$1.6 million*</p>	08/08/2024	12/31/2025	Marshall, Moore, Muns, Fulk, Dossett, Grohmann, 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
	diversity 5. Evaluating Board Policy and Administrative Procedures		Increase the % of 8 <sup>th</sup> grade students who score "Ready" on JCPS Academic Readiness measures  Increase the % of 12 <sup>th</sup> grade students who score "Ready" on JCPS Academic Readiness measures  Increase the % of 3 <sup>rd</sup> Grade Students who meet expected growth and/or achievement benchmarks on MAP Reading  Increase the % of 8 <sup>th</sup> Grade Students who meet expected growth and/or achievement benchmarks on MAP Math  Increase the % of new principal hires scoring accomplished or higher in 3 of 4 disposition on equity screener  Increase the % of board action items and board policies filtered through REAP  Increase the % of Louisville Teacher Residency Program participants who remain employed after 3 years					

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)	<b>Meaningful Relationships:</b> Advocate practices that improve engagement, belonging, and empowerment for students, staff, and families.	Improved teacher and staff retention  Decreased disproportionality in suspensions  Student Outcome Focused Governance (SOFG) Goals and Guardrails:  Increase the average open rate percentage for Constant Contact Messaging  Increase % of tip line calls/online reports resolved within 5 days  Increase % of staff giving positive ratings on safety scale on Upbeat Survey  Increase % of staff giving positive ratings on voice and leadership on Upbeat Survey  Increase the % of collaborative teams that have identified problem of practice	ARSI Division will provide the following: % sense of belonging, engagement, and voice across stakeholder groups from the CSS and QSCS reported annually  % positive ratings on teacher and school leadership items from the IMPACT survey reported bi-annually  Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)  SOFG Goals and Interim Goals and Guardrails Progress Monitoring Reports (monthly reports on yearly cycle)	Mental Health Supports (General Fund) \$11.7 million*  School Culture & Climate Department/ Restorative Practices (General Fund) \$7,154,373*	08/08/2024	12/31/2025	Deferrari, Grohmann, Averette, Anderson

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	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, 5)	<b>Coherent Systems and Processes:</b> 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	Improved district ratings on state accountability  Reduced number of CSI/TSI schools	ARSI Division will provide the following:  Regular cycle of review of strategies/targets and gap to goal analysis at Cabinet meeting, school leadership team meeting, and Board meeting as demonstrated by agenda/minutes  % central office satisfaction ratings on the CSS reported annually  Comprehensive Systems Reviews (CSR) of Six Essential Systems as measured by CSR reports  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) \$19,364,385*	08/08/2024	12/31/2025	Dossett, Moore, Greenwell
English Learner Proficiency	<a href="#">Lau Plan</a>	<u>Lau Plan Activity</u> Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs and Activities  Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs	Improved literacy and numeracy skills and growth Improved district ratings on state accountability Increased tailored PD sessions to align with school-based needs  Student Outcome Focused Governance (SOFG) Goals and Guardrails:	ARSI Division will provide the following:  Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)  Academics Division (OML) will provide the following: % of educators with professional learning experiences  SOFG Goals and Interim Goals	ESL Program and Supports (SEEK, General Fund) \$48,937,882*	08/08/2024	12/31/2025	Greenwell, Handley, 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
			<p>Increase the % of 5<sup>th</sup> grade students who score “Ready” on JCPS Academic Readiness measures</p> <p>Increase the % of 8<sup>th</sup> grade students who score “Ready” on JCPS Academic Readiness measures</p> <p>Increase the % of 12<sup>th</sup> grade students who score “Ready” on JCPS Academic Readiness measures</p> <p>Increase the % of 3<sup>rd</sup> Grade Students who meet expected growth and/or achievement benchmarks on MAP Reading</p> <p>Increase the % of 8<sup>th</sup> Grade Students who meet expected growth and/or achievement benchmarks on MAP Math</p> <p>Increase the % of Multilingual Learners showing growth on ACCESS for ELLs</p>	<p>and Guardrails Progress Monitoring Reports (monthly reports on yearly cycle)</p>				
<p>Post-secondary Readiness</p>	<p>1.1.2 Personalize learning, 1.1.6 Strengthen early childhood 1.1.7 Eliminate achievement, learning, and opportunity gaps (KCWP 1, 2, 5)</p>	<p><b>Transition Readiness Continuum:</b> Define and monitor transition readiness of critical skills needed at key points in student development; provide various supports for students not transition</p>	<p>Increased graduation rate</p> <p>Increased postsecondary readiness rates</p> <p>Increased college-going rate</p>	<p>JCPS School Division will provide the following on the LAG and LEAD Scoreboard:</p> <p>% of HS Students achieving Reading benchmark using CERT</p> <p>% of HS Students achieving</p>	<p>Elev8 After School Learning Centers (General Fund) \$3,500,000*</p> <p>Student Assessment: NWEA MAP; CERT (High Schools);</p>	<p>08/08/2024</p>	<p>12/31/2025</p>	<p>Moore, Meyer, Hartstern, Rosenthal, Marks- Johns, Benfield, Ellison, Chevalier</p>



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
		ready, including extended learning time.  <a href="#">Journey to Success</a> : The districtwide process transforming student learning experience, focusing on four key components: (1) Developing Success Skills (2) Collecting Artifacts (3) Yearly Milestones (4) Defenses of Learning (DoL)	Student Outcome Focused Governance (SOFG) Goals and Guardrails: Increase the % of 12th grade students who score "Ready" on JCPS Academic Readiness measures	Math benchmark using CERT  Average Growth and average score using CERT  % HS Students completing subject scrimmage in a single day using CERT (updated every 6 weeks)  # of HS Students who are Postsecondary Ready (updated every 6 weeks)  SOFG Goals and Interim Goals and Guardrails Progress Monitoring Reports (monthly reports on yearly cycle)	CAPTI; Centerpoint (Cognia) (General Fund) \$2,419,027*			
Post-secondary Readiness, Graduation, Transition	1.1.2 Personalize Learning, 1.1.3 Provide equitable access (KWCP 5)	<b>Community Partnerships:</b> Leverage community partners to provide equitable personalized learning experiences and targeted support for students	Decreased dropout and retention  Increased postsecondary readiness rates  Increased graduation rate	JCPS School Division will provide the following:  # of Academies of Louisville business partnerships reported annually  % of students participating in work-based experiences reported annually  ARSI Division will provide the following:  % of students enrolled in advanced courses (dual credit, Advanced Placement, IB, and Cambridge) 3 times per year for the Racial Equity Plan monitoring metrics	Academies of Louisville. (General Fund) \$11,142,848*  Evolve502 (General Fund) \$3,750,000*  Student Assessment: NWEA MAP; CERT (High Schools); CAPTI; Centerpoint (Cognia) (General Fund) \$2,419,027*	08/08/2024	12/31/2025	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
				<p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p> <p>% of students on time to graduate in the Adjusted 4-year Cohort using the JCPS Graduation Rate Cohort Analysis tool (updated daily and disaggregated by student group)</p> <p>% of students on time to graduate in the Adjusted 4 year and 5-year Cohorts using the JCPS Monthly Graduation Rate report.</p> <p># of students meeting graduation requirements using the JCPS Grad Wizard tool (updated daily and disaggregated by student group)</p> <p>% of students transition ready using the JCPS Postsecondary Readiness intervention tool (updated daily and disaggregated by student group)</p>				

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
Post-secondary 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)	<b>Evolve 502:</b> Engage in a community-wide development of a system infrastructure to support each student in post-secondary success	Improved graduation rates  Increased postsecondary readiness	<p>ARSI Division will provide the following:</p> <p>% of students with scholarships upon graduation reported annually</p> <p>% of students on time to graduate in the Adjusted 4-year Cohort using the JCPS Graduation Rate Cohort Analysis tool (updated daily and disaggregated by student group)</p> <p>% of students on time to graduate in the Adjusted 4 year and 5-year Cohorts using the JCPS Monthly Graduation Rate report.</p> <p># of students meeting graduation requirements using the JCPS Grad Wizard tool (updated daily and disaggregated by student group)</p> <p>% of students transition ready using the JCPS Postsecondary Readiness intervention tool (updated daily and disaggregated by student group)</p> <p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year</p>	<p>Evolve502 (General Fund) \$3,750,000*</p> <p>Student Assessment: NWEA MAP; CERT (High Schools); CAPTI; Centerpoint (Cognia) (General Fund) \$2,419,027*</p>	08/08/2024	12/31/2025	DeFerrari, Moore, Dossett

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)	<p><u>Journey to Success</u>: The districtwide process transforming student learning experience, focusing on four key components: (1) Developing Success Skills (2) Collecting Artifacts (3) Yearly Milestones (4) Defenses of Learning (DoL)</p> <p>Students collect artifacts in the JCPS Digital Backpack to demonstrate their learning and application of science, social studies, practical living, and the arts, in addition to literacy and numeracy (source: Journey to Success, pg 8)</p>	Improved literacy and numeracy skills	JCPS Accountability, Research & Systems Improvement (ARSI) Division will provide the following:	District-License Software - Backpack, Google, MS License, Digital Tools, & security (General Fund) \$7,262,907*	08/08/2024	12/31/2025	Moore, Greenwell Meyer, Ellison, Hartstern, Rosenthal, Marks-Johns, Benfield,
			Journey to Success Artifacts across all content areas	% of students experiencing learning experiences aligned to deeper learning principles as measured by CSS (annually)	Student Assessment: NWEA MAP; CERT (High Schools); CAPTI; Centerpoint (Cognia) (General Fund) \$2,419,027*			
			Student Outcome Focused Governance (SOFG) Goals and Guardrails:	% of students completing a Journey to Success milestone disaggregated by student group on JCPS Vital Signs and G&G interim reports)	Summer Backpack League and GT (General Fund) \$6,400,000*			
			Increase the % of 5 <sup>th</sup> grade students who score "Ready" on JCPS Academic Readiness measures	% of 5 <sup>th</sup> , 8 <sup>th</sup> , and 12 <sup>th</sup> grade students meeting the DoL rubric benchmarks. (disaggregated by student group on JCPS Vital Signs)	Elev8 After School Learning Centers \$3,500,000*			
			Increase the % of 8 <sup>th</sup> grade students who score "Ready" on JCPS Academic Readiness measures	% of students meeting benchmark in Reading and Math measured by MAP and CERT 3 times per year (disaggregated by grade and student group on JCPS Vital Signs and G&G interim reports)	Curriculum materials (General Fund) \$18,000,000			
			Increase the % of 12 <sup>th</sup> grade students who score "Ready" on JCPS Academic Readiness measures	% Predicted PD on KSA Reading and Math measured by MAP 3 times per year (disaggregated by grade and student group on JCPS Vital Signs Report)	Pathfinder (General Fund) \$13,877,929*			
			Increase the % of 3 <sup>rd</sup> Grade Students who meet expected growth and/or achievement benchmarks on MAP Reading	Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)	Louisville Urban League (General Fund) \$6,315,000			
			Increase the % of 8 <sup>th</sup> Grade Students who meet expected growth and/or achievement benchmarks on MAP Math	SOFG Goals and Interim Goals and Guardrails Progress Monitoring Reports (monthly reports on yearly	Literacy & Program (General Fund)			

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
			Increase the % of students who participate in a Defense of Learning	cycle)	\$320,000*			
Future State Learning	1.1.2 Personalize learning, 1.1.5 Improve student literacy (KCWP 1)	<p><b>Personalized and Engaging Learning Environments:</b> 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.</p> <p><u>Journey to Success:</u> The districtwide process transforming student learning experience, focusing on four key components: (1) Developing Success Skills (2) Collecting Artifacts (3) Yearly Milestones (4) Defenses of Learning (DoL)</p>	<p>Increased postsecondary readiness rates</p> <p>Increased graduation rate</p> <p>Decreased suspension and behavioral referrals</p> <p>Student Outcome Focused Governance (SOFG) Goals and Guardrails:</p> <p>Increase the % of 5th grade students who score “Ready” on JCPS Academic Readiness measures</p> <p>Increase the % of 8th grade students who score “Ready” on JCPS Academic Readiness measures</p> <p>Increase the % of 12th grade students who score “Ready” on JCPS Academic Readiness measures</p> <p>Increase the % of students completing Journey to Success Milestones</p> <p>Increase the % of students who participate in a Defense of Learning</p>	<p>ARSI Division will provide the following:</p> <p>% student sense of belonging and engagement on CSS and QSCS reported annually</p> <p># of suspensions and behavior referrals during the monthly behavior review</p> <p>% student attendance provided 6 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>% of students on-track for promotion provided 6 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p> <p>% of students on time to graduate in the Adjusted 4-year Cohort using the JCPS Graduation Rate Cohort Analysis tool (updated daily and disaggregated by student group)</p> <p>% of students on time to graduate in the Adjusted 4 year and 5-year Cohorts using the JCPS Monthly</p>	<p>Academies of Louisville (General Fund) \$11,142,848*</p> <p>Arts (General Fund) \$725,000</p> <p>Explore Program (General Fund) \$4,736,300</p>	08/08/2024	12/31/2025	Moore, Ellison, Benfield

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
				Graduation Rate report.  # of students meeting graduation requirements using the JCPS Grad Wizard tool (updated daily and disaggregated by student group)  % of students transition ready using the JCPS Postsecondary Readiness intervention tool (updated daily and disaggregated by student group)  SOFG Goals and Interim Goals and Guardrails Progress Monitoring Reports (monthly reports on yearly cycle)				
Future State Workforce	2.1.1. Personalize deeper learning, 2.2.2 Build capacity of PLCs (KCWP 5, 6)	<b>Professional Deeper Learning:</b> 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 School Collaborative Leadership Team meetings & defined problems of practice  Increased Staff Perceptions of Teacher Voice & Leadership  Increased quality exhibitions and defenses across schools  Student Outcome Focused Governance (SOFG) Goals and Guardrails: Increase the % of 5 <sup>th</sup> grade students who score	JCPS Academics Division will provide the following: % of educators with professional learning experiences in deeper learning reported annually  ARSI division will provide the following: % of students completing Journey to Success milestones (disaggregated by student group on JCPS Vital Signs and G&G interim reports)  % of 5 <sup>th</sup> , 8 <sup>th</sup> , and 12 <sup>th</sup> grade students meeting the DoL rubric benchmarks. (disaggregated by student group on JCPS Vital Signs)  % of students meeting benchmark in Reading and Math measured by MAP and CERT 3 times per year (disaggregated by grade and student group on JCPS Vital Signs)	AIS/Choice Zone 5 PD Days (General Fund) \$19,364,383*  Title II—Teacher Quality (Grant) \$5,279,953	08/08/2024	12/31/2025	Greenwell, Moore

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
			<p>“Ready” on JCPS Academic Readiness measures</p> <p>Increase the % of 8<sup>th</sup> grade students who score “Ready” on JCPS Academic Readiness measures</p> <p>Increase the % of 12<sup>th</sup> grade students who score “Ready” on JCPS Academic Readiness measures</p> <p>Increase the % of students completing Journey to Success Milestones</p> <p>Increase the % of students who participate in a Defense of Learning</p>	<p>and G&amp;G interim reports )</p> <p>% Predicted PD on KSA Reading and Math measured by MAP 3 times per year (disaggregated by grade and student group on JCPS Vital Signs Report)</p> <p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p> <p>SOFG Goals and Interim Goals and Guardrails Progress Monitoring Reports (monthly reports on yearly cycle) – CDLT and Teach UpBeat Metrics</p>				
Future State Workforce	2.1.3 Improve culture and climate, 2.2.1 Define high-performing teams (KCWP 6),	<p><b>High Performing Teams:</b> Provide learning opportunities for educators to learn together, plan, and reflect upon and improve professional practice.</p> <p>Implement Year 4 Workplan for Equity-Centered Pipeline Initiative, including the strategies focused on the following areas: leader</p>	<p>Increased teacher retention</p> <p>Increased minority educator staffing</p> <p>Student Outcome Focused Governance (SOFG) Goals and Guardrails: Increase the % of new principal hires scoring accomplished or higher in 3 of 4 disposition on equity screener</p> <p>Increase % of staff giving positive ratings on voice and leadership on Upbeat Survey</p>	<p>ARSI Division will provide the following: % positive ratings on teacher survey and IMPACT survey reported bi-annually</p> <p>% educator sense of belonging and satisfaction from the CSS reported annually</p> <p>SOFG Goals and Interim Goals and Guardrails Progress Monitoring Reports (monthly reports on yearly cycle)</p>	<p>Staffing Stability weighted formulas (General Fund) \$44,355,411</p> <p>Title II—Teacher Quality (Grant) \$5,279,953</p> <p>The Louisville Teacher Residency Program (General Fund) \$2,027,515</p> <p>Teacher Retention-Upbeat (Grant) \$684,000*</p> <p>Wallace Equity</p>	08/08/2024	12/31/2025	Grohmann, Marshall, Moore

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
		standards, high-quality preservice principal preparation, selective hiring and placement, evaluation and support, principal supervisors, leader tracking systems, systems and sustainability, and research.	Increase the % of collaborative teams that have identified problem of practice		Pipeline (3-year grant) \$1.6 million*			
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)	<b>School Redesign and Innovation:</b> Support turnaround efforts to implement evidence-based and innovative systems of support	<p>Improved school ratings on state accountability</p> <p>Reduced CSI/TSI schools</p> <p>Student Outcome Focused Governance (SOFG) Goals and Guardrails:</p> <p>Increase the % of 5<sup>th</sup> grade students who score “Ready” on JCPS Academic Readiness measures</p> <p>Increase the % of 8<sup>th</sup> grade students who score “Ready” on JCPS Academic Readiness measures</p> <p>Increase the % of 12<sup>th</sup> grade students who score “Ready” on JCPS Academic Readiness measures</p> <p>Increase the % of 3<sup>rd</sup> Grade Students who meet expected growth and/or achievement benchmarks on MAP Reading</p>	<p>ARSI Division will provide the following: % funding for CSI/TSI schools</p> <p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p> <p>% of students completing Journey to Success milestones (disaggregated by student group on JCPS Vital Signs and G&amp;G interim reports)</p> <p>% of 5<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grade students meeting the DoL rubric benchmarks. (disaggregated by student group on JCPS Vital Signs)</p> <p>% of students meeting benchmark in Reading and Math measured by MAP and CERT 3 times per year (disaggregated by grade and student group on JCPS Vital Signs and G&amp;G interim reports)</p>	<p>AIS/Choice Zone (General Fund) \$19,364,383*</p> <p>Funding for high-poverty schools (Title I) \$51,074,354*</p>	08/08/2024	12/31/2025	Moore, Meyer, Hartstern, Rosenthal, Marks-Johns, Benfield, Ellison



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
			Increase the % of 8 <sup>th</sup> Grade Students who meet expected growth and/or achievement benchmarks on MAP Math	% Predicted PD on KSA Reading and Math measured by MAP 3 times per year (disaggregated by grade and student group on JCPS Vital Signs Report)  SOFG Goals and Interim Goals Progress Monitoring Reports (monthly reports on yearly cycle)				
Future State Resourcing High Poverty Schools, Future State Technology	3.1.4 Ensure responsible stewardship of resources, 3.2.2 Improve and standardize external systems, 3.2.3 Improve and standardize internal systems, 3.2.4 Listen and respond to stakeholders, 3.3.1 Create a technology roadmap (KCWP 4, 5)	<b>Improved School Supports:</b> Equitably align resource allocation with strategic priorities for physical, instructional, and human resource infrastructure in ways that meet student learning needs.	Improved teacher and staff retention (working conditions)  Improved literacy and numeracy skills  Student Outcome Focused Governance (SOFG) Goals and Guardrails: Increase % of Operations and IT services completed on time  Increase % of staff giving positive ratings on voice and leadership on Upbeat Survey  Increase the average open rate percentage for Constant Contact Messaging  Increase the % of collaborative teams that have identified problem of practice  Increase the use of	ARSI Division will provide the following: % instructional and non-instructional school staffing reported annually  % NBCT in the classroom reported annually  % of students meeting benchmark in Reading and Math measured by MAP and CERT 3 times per year (disaggregated by grade and student group on JCPS Vital Signs and G&G interim reports)  % Predicted PD on KSA Reading and Math measured by MAP 3 times per year (disaggregated by grade and student group on JCPS Vital Signs Report)  Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)  SOFG Goals and Interim Goals Progress Monitoring Reports (monthly reports on yearly cycle)	ECE Implementation Coaches (General Fund) \$13,726,420*  Mental Health Supports (General Fund) \$11,740,140*  Annual Facilities Improvement (Grant) \$22,809,462*  Annual Facilities renovation and maintenance (General Fund) \$30,879,111*  AIS/Choice Zone (General Fund) \$19,364,385*  Curriculum materials (General Fund) \$18,000,000*	08/08/2024	12/31/2025	Fulk, Grohmann, Greenwell, Muns, Chevalier, Callahan, Satterly, 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
			technology assistance programs		Curriculum Software and Professional services (General Fund) \$5,546,171*  ESL Program and Supports (General Fund) \$48,937,882*  Funding for high-poverty schools (Title I) \$51,074,354*  Teacher Retention-Upbeat (Title II) \$684,000*			
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)	<b>Modernized Facilities Plan:</b> Develop a facilities planning process to address the most critical three-year consumer and renovation needs.	Improved facility conditions index for quintile 4 schools  Increased early childhood centers Increased new buildings  Student Outcome Focused Governance (SOFG) Goals and Guardrails: Increase % of Operations and IT services completed on time	Finance and Operations Division will provide the following: % spending on critical maintenance needs reported annually  SOFG Goals and Interim Goals Progress Monitoring Reports (monthly reports on yearly cycle)	Annual Facilities Improvement (Grant) \$22,809,462*  Annual Facilities renovation and maintenance (General Fund) \$30,879,111*	08/08/2024	12/31/2025	Fulk
Future State School Choice	3.3.2 Harness innovation, 3.4.1 Improve communications, 3.4.2 Improve	<b>School Choice Plan:</b> Clarify, restructure, and expand choice programs to better meet student and	Improved JCPS market share  Improved quality of	ARSI Division will provide the following: % satisfaction with schools as measured on the CSS, reported annually	School Choice (General Fund) \$316,000  School Choice	08/08/2024	12/31/2025	Moore, Dossett, Callahan

2023-2024 JCPS Comprehensive District Improvement Plan Strategies and Activities

Other	Strategy (Vision 2020)	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 23-24 investments)	Start Date	End Date	Persons Responsible
	processes, 3.4.3 Provide customer- service training, 3.4.4. Empower families, 3.4.5 Reduce student mobility (KCWP 5)	family needs.	magnets  Student Outcome Focused Governance (SOFG) Goals and Guardrails: Increase % of staff giving positive ratings on voice and leadership on Upbeat Survey  Increase the average open rate percentage for Constant Contact Messaging  Increase the % of collaborative teams that have identified problem of practice	Enrollment in magnets for students of color as reported in the JCPS data books annually  SOFG Goals and Interim Goals Progress Monitoring Reports (monthly reports on yearly cycle)	Outreach (General Fund) \$50,000			

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

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

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

### Monitoring and Support

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

### Response:

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

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

### Progress Monitoring

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

- **Formative Systems Reviews (FSRs)** 2 times per year: The Formative Systems Review (FSR) is a system-focused, formative look at the implementation of improvement strategies and activities. This progress-monitoring review provides feedback and next-step coaching and is used to calibrate needs and support. District administrators review progress, analyze implementation data provided by school administrators, identify strengths, and give clear, specific feedback designed for further improvement.
- **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. The Vital Signs were updated in fall 2024 to include metrics that align with the newly adopted Board Goals and Guardrails.
- **Comprehensive Systems Reviews (CSRs)**: Schools are reviewed on a 4- 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**

In 2018, the Jefferson County Board of Education (JCBE) unanimously passed a policy that commissioned the district to redress systemic inequities that have historically marginalized students of color. The entire district is commissioned to adjust, discontinue, and strengthen processes to protect and improve outcomes for students by working toward having a district that is culturally responsive in all aspects of its work. Shortly after, the Jefferson County Board of Education unanimously approved the District's first Racial Equity plan. Both the [Racial Equity Policy](#) and [Racial Equity Plan](#) were updated in September 2024. The updated 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 evaluating board policy and administrative procedures– and identifies top JCPS administrators to be held accountable for outcomes in each of those areas. In addition, the plan has become more streamlined with fewer and more focused goals which outlines a clear vision for racial equity and student impact.

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 FY 2023-24, JCPS enacted a student-weighted formula for funding elementary, middle, and high schools. JCPS uses a “racial equity index” involving the percentage of students of color, free/reduced lunch, ECE, ESL and a student mobility metric that considers students transitioning from schools during the school year. From this student demographic data, elementary schools receive an additional allocation of flexible funding to be used to address racial equity. Based on a weighted formula using student demographics, schools receive differentiated levels of funding to support the school's Racial Equity Plan to reduce disproportionality. New in FY 2024-2025 a formula for multilingual funds, was enacted to support schools with our fast-growing multilingual learner population.

With the adoption of Student Outcome-Focused Governance, Goals and Guardrails, the Board of Education and the Superintendent engage in regular [goal-monitoring discussions](#). These conversations provide an opportunity for the Board to assess the alignment between the community's vision for student outcomes

(goals) and current student performance and growth (reality). Monitoring is about understanding the degree to which actual performance aligns with the Board’s adopted goals and interim objectives. It is not a forum for offering advice or recommendations; rather, the focus is on gaining insight into where we stand, how we arrived at this point, and identifying what is working or not. The expectation is that this understanding will inform and guide future decisions.

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 2022-2023 and 2023-2024 state accountability system to identify schools that have not met their target to reduce the gap in student achievement. Using the KSA Summary files from both the 2022-2023 and 2023-2024 test, JCPS identified schools with a list of demographic student groups having a significant gap for two consecutive years.

It is notable that JCPS reduced the number of schools identified as TSI in 2021-2022 from 59 to 44 in 2022-2023 to 38 in 2023 - 2024. Overall, the variability in academic achievement between student groups is a concern. 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.

Elementary	Middle	High
Blake Elementary	Carrithers Middle	Doss High
Goldsmith Elementary	Crosby Middle	Eastern High
Greenwood Elementary	Farnsley Middle	Fairdale High
Indian Trail Elementary	Kammerer Middle	Marion C. Moore School
Jeffersontown Elementary	Lassiter Middle	Valley High
Price Elementary	Meyzeek Middle	Western High
Rutherford Elementary	Newburg Middle	
Watterson Elementary	Ramsey Middle	
Wellington Elementary	Westport Middle	
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 FY 2023-24, JCPS enacted a student-weighted formula for funding elementary, middle, and high schools. JCPS uses a “racial equity index” involving the percentage of students of color, free/reduced lunch, ECE, ESL and a student mobility metric that considers students transitioning from schools during the school year. From this student demographic data, elementary schools receive an additional allocation of flexible funding to be used to address racial equity. School Racial Equity Funds. Based on a weighted formula using student demographics, schools receive differentiated levels of funding to support the school’s Racial Equity Plan to reduce disproportionality. New in FY 2024-2025 a formula for multilingual funds, was enacted to support schools with our fast-growing multilingual learner population.

Most recently, JCPS is implementing a tier system of support for our TSI, CSI and MRI schools. Schools that are identified as potential CSI schools would receive additional structured support that includes but isn’t limited to: weekly visits from zone level leaders to monitor literacy plans, math plans, and school systems; zone and school level leader training in improvement science, fidelity of evidence of learning checks and/or required assessments and evidence of data analysis for systems improvement, three formative system reviews, mini-KDE audits (if available) and enhanced support week of professional learning.

## 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 Landscape 2024-25](#)
- Leading Change from Kotter Associates
- High Expectations Walkthroughs

### 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
<p><b>Building Academic Coherence –</b></p> <p>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.</p> <p>The AIS monitors through a new process called “The School Learning Visit” with a strong emphasis on classroom visits and instructional discussion among AIS leadership and building level leaders. Additionally, there a formal review of how the school is working through establishing the Seven (7) Habits of School Turnaround throughout the school community and explore the supports needed to ensure continuity and sustainability.</p> <p>The AIS office also monitors through a new process called “School Progress Meetings” focused on AIS office personnel and school leaders reviewing the Six (6) systems progressions, quarterly data review from instructional practices, PLC work, curriculum look-fors, literacy plans, and principal growth plans.</p> <p>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.</p> <p>The AIS office ensures academic coherence as well through an assessment process that includes monitoring of both school and district benchmarks. New assessments have been designed and implemented via a new learning platform called OTUS.</p>	<p>\$0 – no new costs</p>	<ul style="list-style-type: none"> <li>● Jcps Comprehensive School Survey Data</li> <li>● Formative Systems Review (FSR)</li> <li>● School Report Card (teacher retention)</li> <li>● AIS Vital Signs</li> <li>● School Walkthrough data</li> <li>● MAP Assessment</li> <li>● Mastery View Assessments</li> <li>● Curriculum Checks</li> <li>● KDE Monitoring/Quarterly Reports</li> <li>● KSA Data including reduction of # of CSI schools</li> </ul>

**CDIP Addendum: District/School Improvement Activities for CSI Schools**

CSI Activity Name and Description (Include EBP)	Funding	Monitoring/ Measurement
<p><b>Driving School Improvement Through Data Literacy</b></p> <p>The AIS will implement co-designed training to all AIS assistant principals on using data to drive improvement. This experience will be designed and delivered through a collaborative process between KDE personnel and AIS leadership. The year-long experience includes on-site coaching of the assistant principals as well as a culminating experience of sharing learning with each other regarding how they have lead teacher groups in using data to make instructional decisions.</p> <p>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, and AIS principal meetings.</p> <p>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.</p> <p>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.</p> <p>All principals will be trained on using the newly designed AIS High Expectations Walkthrough Process (see below Investing in Turnaround Leadership). Each school will choose one area of focus for improvement and design specific improvement work around this focus. School leaders will enact a change idea around the chosen area, use improvement science tools and operate a PDSA to drive change. The goal of this change is to improve schools in establishing high expectations of teaching and learning in their schools.</p>	<p>\$10,-000 – SIF Project Code 320 KC</p>	<ul style="list-style-type: none"> <li>● AIS Progress Meetings and School Learning Visits</li> <li>● KDE Monitoring/Quarterly Reporting</li> <li>● MAP Data</li> <li>● KSA Data including reduction of # of CSI schools Week</li> <li>● REAP Artifacts</li> <li>● Racial Equity Data</li> <li>● PDSA’s (AIS office and School Level)</li> <li>● Stakeholder Plus Deltas</li> <li>● Principal Improvement Artifacts</li> <li>● High Expectations Walkthrough Dashboard</li> </ul>
<p><b>Investing in Turnaround Leadership</b></p> <p>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.</p> <p>The AIS Office will design a new school walkthrough tool focused on high expectations of teaching and learning. AIS leadership will train all principals on the use of the new tool and ask each school to pick a focus area for improvement at their</p>	<p>\$0 – no new cost</p>	<ul style="list-style-type: none"> <li>● PPLC Implementation</li> <li>● AIS Summer Institute</li> <li>● PDSA’s</li> <li>● JCPS Comprehensive School Survey</li> <li>● Teach Upbeat Data</li> <li>● Various Plus Deltas on coaching and consultation</li> </ul>

**CDIP Addendum: District/School Improvement Activities for CSI Schools**

CSI Activity Name and Description (Include EBP)	Funding	Monitoring/ Measurement
<p>school.</p> <p>AIS Elementary Schools will co-design a new Principal Professional Learning Community process where principals conduct school to school peer classroom visits. The process will focus on providing the school with “outside eyes” feedback for improvement consideration.</p> <p>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.</p> <p>Principals participate in data focused Principal Professional Learning Community teams on a bi-monthly basis.</p> <p>All school principals, assistant principals, and AIS will be trained in the Foundations of Leading Change via Kotter Associates from Harvard University.</p> <p>AIS Office leadership will be participate in the Leading Change Certification Process via Kotter Associates from Harvard University.</p>		<ul style="list-style-type: none"> <li>Evidence of implementation of system development within the AIS Office.</li> </ul>

**CDIP Addendum: District/School Improvement Activities for CSI Schools**

District Activity Name and Description	Funding	Monitoring/ Measurement
<p><b>Instructional Support</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>The AIS office also has a Data Technician to support academic coherence.</li> <li>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.</li> <li>In addition, AIS is prioritized for training and resource teacher support by the Teaching and Learning district office.</li> </ul>	<p>\$3,622,979 for “AIS week” (extra days) (GF)</p>	<ul style="list-style-type: none"> <li>MAP Data</li> <li>KSA Data including reduction of # of CSI schools</li> </ul>
<p><b>Personnel Support</b></p> <ul style="list-style-type: none"> <li>AIS is <a href="#">supported by the human resource department</a> by not having to accept</li> </ul>	<p>\$19,235,859 for Incentive Stipends (GF)</p>	<ul style="list-style-type: none"> <li>KY IMPACT Data</li> <li>JCPS Upbeat Teacher Survey Data</li> <li>KSA Data including reduction of # of CSI</li> </ul>

## CDIP Addendum: District/School Improvement Activities for CSI Schools

District Activity Name and Description	Funding	• Monitoring/ Measurement
<p>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.</p> <ul style="list-style-type: none"> <li>• The Human Resources department has a staff member that focuses solely on teacher retention and efforts are primarily focused on AIS schools. In the <a href="#">October edition of Envision Equity</a>, these efforts are highlighted.</li> <li>• Teachers who serve at an AIS school and obtain <a href="#">National Board Certification</a> and teach at an enhanced support school for three (3) full school years thereafter will be reimbursed for fees paid obtaining National Board Certification.</li> <li>• AIS locations were also added to the critical needs list for <a href="#">the substitute teacher incentive</a>. Substitutes who work 20 consecutive days in any critical need location will receive \$1,000 after the 20<sup>th</sup> day. This will help AIS schools recruit substitutes.</li> <li>• All teachers who are either in an AIS School or a Choice Zone School will receive an <a href="#">\$8000 stipend</a> on top of their salary in the 2024-25 school year. This will grow through the years and employees will be able to receive up to \$14,000.</li> </ul>		<p>schools</p>
<p><b>Financial Support</b></p> <ul style="list-style-type: none"> <li>• The Elementary Equity Funding formula standardizes additional supports to elementary schools based on the JCPS Needs Index as well as AIS and Choice Zone status (<a href="#">page 8</a>).</li> <li>• AIS/Choice Zone Stipend and extra professional development days.</li> </ul>	<p>\$18.5 million for student weighted equity formula (GF)</p> <p>\$19.2 Million (GF)</p>	<ul style="list-style-type: none"> <li>• KY IMPACT Data</li> <li>• JCPS Upbeat Teacher Survey Data</li> <li>• KSA Data including reduction of # of CSI schools</li> </ul>
<p><b>Student Wellbeing Support</b></p> <ul style="list-style-type: none"> <li>• <a href="#">School Nurses</a> 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.</li> <li>• JCPS also created a position called <a href="#">ECE (Special Education) Implementation Coach</a>. These Coaches focus on Special Education needs in the building and are the ARC Chairs for the school. This has allowed <a href="#">School Counselors</a> to do more of the work that is vital to students.</li> <li>• JCPS created <a href="#">Mental Health Practitioner</a> 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.</li> </ul>	<p>\$20.5 million for positions (GF)</p>	<ul style="list-style-type: none"> <li>• JCPS Comprehensive School Survey Data</li> </ul>

## CDIP Addendum: District/School Improvement Activities for CSI Schools

District Activity Name and Description	Funding	• Monitoring/ Measurement
<ul style="list-style-type: none"> <li>The district passed a new <a href="#">School Safety Plan</a> 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.</li> </ul>		
<p><b>Technological Support for AIS Schools –</b></p> <p>Chromebooks acquisition and use for improved student learning has been a focus in all AIS schools over the past year. Each school is now one-to-one with technology. There is still a need to have additional Chromebooks on hand to serve as replacements. Each AIS school will be allotted one classroom set of Chromebooks to serve as replacements.</p>	<p>\$10,721,307 for infrastructure, software, wireless access, student devices, audio enhancement, security (GF)</p> <p>\$32 million in last 5 yrs</p>	<ul style="list-style-type: none"> <li>MAP Data</li> <li>KSA Data including reduction of # of CSI schools</li> <li>JCPS Comprehensive School Survey Data</li> </ul>
<p><b>Facilities Support</b></p> <ul style="list-style-type: none"> <li>AIS is prioritized in district operations for <a href="#">district facility work</a>. The Local Planning Committee will be working on amendments to the District Facility Plan. Two recent developments include:               <ul style="list-style-type: none"> <li>Perry Elementary school opened in Aug 2023 located in West Louisville at 18th and Broadway.</li> <li>The ground breaking of a new West End Middle School to be built as part of the <a href="#">School Choice Plan</a>.</li> </ul> </li> <li>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 <a href="#">\$42 million renovation at the Academy @ Shawnee</a>.</li> </ul>	<p>\$28.6 million for building new West Louisville Elementary School, \$43 million for construction of new West Louisville Middle School, and \$42 million for renovations at Shawnee (GF)</p>	<ul style="list-style-type: none"> <li>Plus Delta</li> <li>KY IMPACT Data</li> <li>JCPS Comprehensive School Survey Data</li> </ul>

Most recently, JCPS is implementing a tier system of support for our TSI, CSI and MRI schools. MRI schools will receive intensive supports that include but not limited to: additional oversight, guidance and monitoring from the JCPS Academics Division; Assigned Academic Lead and/or Specialist in literacy and math; academic instructional support coaching; monthly content academies; literacy and math plan feedback, guidance and oversight from Academics; Math and literacy learning walks; collaborative formative system reviews; and strategic professional development based on need.

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

<p>System 3: Collaboration, Planning, Instructional Practices for Deeper Learning - PLC Training</p>	<p># of teachers and leaders attending PLC training</p> <p># of admin attending/coaching PLCs in their school</p> <p># of CFAs given monthly</p> <p># of students in intervention</p>	<p>Increase teacher competency in PLC implementation</p> <p>Increase common lesson plans</p> <p>Increase CFAs and quality Journey to Success artifacts</p> <p>Increase student numeracy and literacy skills</p>	<p>Increase teacher retention in CSI schools due to support and collaboration</p> <p>Increase the number of teachers reporting positive results on the CSS, IMPACT, and UPBEAT surveys</p> <p>Decrease the number of students needing Tier 3 intervention in Reading and Math</p> <p>Decrease the number of student scoring novice on KSA Reading and Math</p> <p>Exit CSI Status</p>	<p>Increase continuity between teachers and schools</p> <p>Increase the number of students requiring only Tier I intervention in reading and math to 80%</p>	<p>Training calendar and attendance sheets created</p> <p>School coaching calendars created</p> <p>CFAs and Journey to Success Artifacts</p> <p>Formative System Reviews</p> <p>Teacher Retention</p> <p>Teacher UPBEAT Survey</p> <p>IMPACT Survey</p> <p>MAP and CERT results</p> <p>KSA Reading and Math Results</p>
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**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 - <a href="#">AIS Assessment Plan</a>	<p>AIS Assessment Calendar</p> <p># of training sessions provided to leaders and teachers on effective use of data</p> <p><a href="#">AIS Data Literacy Training for Leaders (sample)</a></p> <p># of schools implementing planned assessments on a timely basis</p> <p>Use the Racial Equity Analysis Protocol (R.E.A.P.) for each of the improvement initiatives within the CSI portion of the improvement plan</p>	<p>Co-design and deploy a process for frequently monitoring school progress and student performance</p> <p>Increase number of school implementing AIS assessment schedule</p> <p>Provide a more racially equitable and culturally responsive approach to improvement work</p> <p>Increase AIS leaderships knowledge about the processes related to improvement science implementation</p>	<p>Increase the percent of teachers demonstrating effective use of data</p> <p>A data dashboard of key performance indicators (KPI's) to share with schools four times per year</p> <p>Increase the number of schools exiting CSI</p>	<p>Increase the number of students reaching their growth goals.</p> <p>Increase the number of students reaching the minimum proficiency benchmark</p>	<p>AIS Office Monitoring Visits</p> <p>KDE Monitoring/Quarterly Reporting</p> <p>MAP Data</p> <p>KSA Data including reduction of # of CSI schools Week</p> <p>Data Talks</p> <p>R.E.A.P. Artifacts</p> <p>Racial Equity Data</p> <p>PDSA's (AIS office and School Level)</p>



**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 - <a href="#">Feedback &amp; Coaching Lab Scope and Sequence</a>	<ul style="list-style-type: none"> <li># of school leaders (AICs, APs, Principals) trained</li> <li># of coaching sessions</li> <li># of individual school coaching schedules created and implemented</li> <li># of AIS teachers receiving coaching</li> </ul>	<ul style="list-style-type: none"> <li>Increased percentage of AIS school leaders trained in Rutherford coaching model.</li> <li>Increased coaching from leaders to teachers.</li> <li>Increase coaching skills of school leaders</li> <li>Increase the percentage of teachers in AIS schools receiving feedback</li> </ul>	<ul style="list-style-type: none"> <li>Increased positive responses regarding coaching and feedback on teacher perception surveys</li> <li>Increased number of schools implementing systematic coaching efforts.</li> <li>Increase the percentage of teacher receiving Effective teacher evaluations</li> <li>Increased teacher retention in AIS schools</li> </ul>	<ul style="list-style-type: none"> <li>Increased teacher retention due to collaboration and support.</li> <li>Reduction of novice students in AIS schools</li> </ul>	<ul style="list-style-type: none"> <li>Formative System Reviews</li> <li>Teacher Retention</li> <li>Teacher UPBEAT Survey</li> <li>IMPACT Survey</li> </ul>

	# of teachers receiving Effective evaluation ratings  # of positive responses on teacher feedback surveys		Increase the number of schools exiting CSI		
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**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
<p>Investing in Turnaround Leadership</p> <p>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</p>	<p># of district leaders and educational recovery staff trained in turnaround coaching</p> <p># of principals receiving professional development on the I3 Leadership series including the development of the turnaround framework</p> <p># of coaching sessions with principals from AIS leadership and Educational Recovery Leaders</p> <p># of principals participating in data focused Principal Professional Learning</p>	<p>Increased % of AIS district leadership and Educational Recovery staff trained in turnaround coaching</p> <p>Increased % of principals receiving professional development on the I3 Leadership Series</p> <p>Increased coaching session to principal from district leadership and ER staff</p> <p>Increased % of principals</p>	<p>Increased coaching competencies of district staff, ER staff, and principals</p> <p>Increased fidelity in coaching implementation</p> <p>Increased principal retention</p> <p>Increase the number of schools exiting CSI</p>	<p>Increased principal effectiveness due to support and coaching</p> <p>Increased student achievement</p>	<p>Training calendar and attendance sheets for professional development</p> <p>Coaching calendar and data log</p> <p>Minutes from data focused principals PLCs</p> <p>Principal Reflections using AIR Framework</p> <p>Principal retention data</p> <p>KSA student achievement data</p>

	Community teams on a bi-monthly basis	participating in data focused PLCs			
	# of principals reflecting on the evidence of their leadership journey using the AIR Framework for a Turnaround Continuum and Turnaround Competencies				

## School Safety and Resiliency Act Trauma-Informed Approach Plan for 2024-2025

*KRS 158.4416(1) defines a "trauma-informed approach" as, "incorporating principles of trauma awareness and trauma-informed practices in a school in order to foster a safe, stable, and understanding learning environment for all students and staff and ensuring that all students are known well by at least one (1) adult in the school setting."*

*Section (5) requires each local board of education and board of a public charter school to develop a plan for implementing a trauma-informed approach in its schools. The plan shall include but not be limited to strategies for:*

- (a) Enhancing trauma awareness throughout the school community;*
- (b) Conducting an assessment of the school climate, including but not limited to inclusiveness and respect for diversity;*
- (c) Developing trauma-informed discipline policies;*
- (d) Collaborating with the Department of Kentucky State Police, the local sheriff, and the local chief of police to create procedures for notification of trauma-exposed students; and*
- (e) Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student.*

**District Name:** Jefferson County Public Schools

**District Contact:** Leandra Torra or Matt Anderson

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
<b>Section 1:</b> Ensuring that all students are known well by at least one adult in the school setting	Monitor and report to the Kentucky Department of Education the number and placement of school counselors, job duties, and approximate percent of time devoted to each duty over the course of the year, and source of funding for each position.	<a href="#">Use of Time Report 2023</a>	<a href="#">Psych List</a>  <a href="#">Counselors</a>  <a href="#">Social Workers</a>	Annual by November 1	Student Support Services

## School Safety and Resiliency Act Trauma-Informed Approach Plan for 2024-2025

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
	Employment of a Mental Health Professional assigned to each JCPS school to broker mental health services for students, and conduct crisis assessments.	<a href="#">Use of Time Report 2023</a>	<a href="#">Psych List</a>  <a href="#">MHPs</a>  <a href="#">Social Workers</a>	Annual by November 1	Student Support Services
<b>Section 2:</b> Enhancing trauma awareness throughout the school community	Establish school safety and threat assessment teams	Threat Assessment Teams complete CSTAG Level 1 & 2 training. Every school is required to have a safety manual.  <a href="#">CSTAG Overview and Forms</a>	Threat Assessment Teams complete CSTAG Level 1 & 2 training. Every school is required to have a safety manual.  <a href="#">CSTAG Overview and Forms</a>	Before the first instructional day.	School Administrative Teams
	Establish school trauma-informed teams, facilitated by a school counselor or mental health services provider	<a href="#">Trauma Informed Care</a> plans will be created at each school and will be monitored quarterly by the SEL Consultant.	Character Strong, SEL Curriculum  University of Kentucky Center on Trauma and Children  Compassionate Schools Project  Project Prevent	Quarterly updates	Social Emotional Learning Department

## School Safety and Resiliency Act Trauma-Informed Approach Plan for 2024-2025

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
	All instructional staff and leaders will receive training on trauma-informed care practices from the Social Emotional Learning team - (including but not limited to the six trauma-informed care modules and the Racial Trauma module)	The SEL Department will track and monitor the <a href="#">7 TIC modules</a> presented to schools and stakeholders to ensure progress is being made in reaching all stakeholders and will communicate with District Leadership to support further progress.	Character Strong, SEL Curriculum  University of Kentucky Center on Trauma and Children	Quarterly updates	Social Emotional Learning Department
	District leaders and other school support staff (substitutes, bus drivers, Department Leads, etc.) will complete a Trauma Informed Care overview annually led by the Social Emotional Learning team.	The <a href="#">TIC overview</a> will be shared with the Substitute Center and shared with Principals to distribute to staff.	Character Strong, SEL Curriculum  University of Kentucky Center on Trauma and Children	By August 31	Social Emotional Learning Department
	Regular trauma awareness events will be organized and presented to parents and the community.	Parent and Community events will be tracked and monitored through the <a href="#">SEL Consultant log data</a> .	Character Strong, SEL Curriculum  University of Kentucky Center on Trauma and Children  Compassionate Schools Project	Quarterly updates	Social Emotional Learning Department

## School Safety and Resiliency Act Trauma-Informed Approach Plan for 2024-2025

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
<b>Section 3:</b> Conducting an assessment of the school climate (including but not limited to inclusiveness and respect for diversity)	Conduct a climate survey that includes items on inclusiveness, diversity, belonging, respect, safety, and being cared for by adults in the building. Options include the JCPS Comprehensive School Survey, BESS, <a href="#">Panorama Ed</a> , <a href="#">Trauma Informed Classroom Tool</a> , <a href="#">Culture and Climate Walkthrough Tool</a> , etc	BESS- Student Support Services monitors school mental health teams, led by counselors and mental health practitioners, during the administration window. In collaboration with the JCPS data department, Student Support Services track progress toward the goal of 90% of students completing the screener in grades 6-12	BESS Resources or partners used- Pearson BASC-3 BESS Screener	BESS-Timeline- Administration November 6th-22nd  Post-Administration Interventions November 25th-December 13th.	BESS-Student Support Services Department
	Conduct the Comprehensive School Survey (CSS) which is an annual survey that has the objective of collecting school/workplace climate data from multiple stakeholders associated with our school system: students (grades four through twelve), parents, school-based certified staff, school-based classified staff, and non-school-based certified and classified staff.	CSS climate survey data reports will be shared with district and school stakeholders. Areas of strength and opportunities for growth will be identified, discussed, and addressed. Specifically, the <a href="#">3 pillar report</a> highlights items related to culture and climate (i.e. school belonging, safety, caring	ARSI Department JCPS Schools Division	CSS administration window: Jan-Feb 2025; Reports available: May 2025	ARSI Department



## School Safety and Resiliency Act Trauma-Informed Approach Plan for 2024-2025

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
		environment) for each school.			
	Conduct the KDE Quality of School Climate and Safety survey, which is an indicator in Kentucky's accountability system. The indicator uses perception data from annual student surveys (grades 3-12) that measure insight into the school environment.	The QSCS survey data will be shared with district and school stakeholders. Areas of strength and opportunities for growth will be identified, discussed, and addressed.	ARSI Department JCPS Schools Division	QSCS survey administration window: May 2024; Reports available: November 2024	ARSI Department
	Provide vital sign reports with key performance indicators of culture and climate six times per year to each school. Additionally, zone leadership meetings will be held twice a year to discuss school-level concerns and support systems.	Vital sign data on culture and climate include: % students chronically absent, % of students with referrals, % of students with in-school removals and out-of-school suspensions disaggregated by student group	ARSI Department JCPS Schools Division JCPS Culture and Climate Division	Vital sign reports available: Sept 30, 2024 Nov 25, 2024 Jan 13, 2025 March 3, 2025 April 21, 2025 June 2, 2025	ARSI Department
<b>Section 4:</b> Developing trauma-informed discipline policies	Convene a committee of stakeholders to update the Student Support and Behavior Intervention Handbook.	We will reach out to stakeholder groups using the <a href="#">Feedback form</a> . Given board policy, major changes to the handbook	Parents, students, teachers (JCTA), assistant principals, principals, transportation staff,	June 2025	Assistant Superintendent of Culture and Climate

## School Safety and Resiliency Act Trauma-Informed Approach Plan for 2024-2025

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
	<p><a href="#">Review SSBIH</a> policies and explore alternative pathways to responding to behaviors that are trauma-informed (utilizing trauma-informed care resources), i.e. conferencing, restorative practices, and PBIS.</p>	<p>Meeting Agendas</p>	<p>community members, counselors, mental health professionals, Exceptional Child Educators, and District Trauma and Behavior partners.</p>		
	<p>Review disciplinary data to check the alignment of behavior consequences with the code of conduct - analyze the consistency of consequences across and within schools; assess the effectiveness of consequences to prevent repeat violations of the behavior code.</p>	<p>All schools will be required to do a <a href="#">System 5 Plan</a> which includes a root cause analysis (annual) and a suspension reduction plan (quarterly) based on racial and disability disproportionality. This will also include a monthly behavior review with action planning.</p> <p>District staff will perform <a href="#">implementation fidelity checks</a> on the school plans.</p>	<p>ARSI Department</p> <p>Behavior Systems Department</p>	<p>Aug 30, 2024</p> <p>Oct 11, 2024</p> <p>Nov 8, 2024</p> <p>Dec 6, 2024</p> <p>Jan 10, 2025</p> <p>Feb 7, 2025</p> <p>Mar 7, 2025</p> <p>Apr 11, 2025</p> <p>Jun 6, 2025</p>	<p>Behavior Systems Manager/Consultants</p>

## School Safety and Resiliency Act Trauma-Informed Approach Plan for 2024-2025

Required component in KRS 158.4416	Strategies/Practices	Data used to document/monitor implementation	Resources and partners used	Timeline	Role or committee(s) responsible
<p><b>Section 5:</b> Collaborating with the Department of the Kentucky State Police, the local sheriff and the local chief of police to create procedures for notification of trauma-exposed students (Handle with Care/HWC notification)</p>	<p>Update Louisville Metro Police Department Victim’s Advocate with current contact information for the Handle With Care Program.</p> <p><a href="#">Handle-With-Care</a> was implemented in January 2020. <a href="#">Handle-With-Care</a> will contact schools directly. School Administrators received training on the Handle-With-Care program when they attended the Risk Assessment training and during Risk Assessment visits. All Kentucky police departments have been asked to participate in this program and they have a box on their Incident reports that they check for notifications.</p>	<p>Significant Activities Report from LMPD</p> <p>KYOPS Handle With Care Report</p> <p>Training documents for risk assessments</p>	<p>Louisville Metro Police Department</p> <p>Jefferson County Public Schools Police</p>	<p>Quarterly</p>	<p>Security and Investigations Department</p>
<p><b>Section 6:</b> Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school</p>	<p><b>Tier 1:</b></p> <p>Monitor and report to the Kentucky Department of Education the number and placement of school counselors, job duties, approximate percent of time devoted to each duty over the year, and source of funding for each position.</p>	<p><a href="#">Use of Time Report 2023</a></p>	<p><a href="#">Psych List</a></p> <p><a href="#">Counselors</a></p> <p><a href="#">Social Workers</a></p>	<p>Annual by November 1</p>	<p>Student Support Services</p>

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environment for every student.  <i>Please identify the strategies for Tier 1, 2 and 3</i>					
	<b>Tier 1:</b>  Employment of a Mental Health Professional assigned to each JCPS school to broker mental health services for students, and conduct crisis assessments.	<a href="#">Use of Time Report 2023</a>	<a href="#">Psych List</a>  <a href="#">Counselors</a>  <a href="#">Social Workers</a>	Annual by November 1	Student Support Services
	<b>Tier 1:</b>  SEL Curriculum will be implemented for all students while the SEL Department will regularly provide training for educators.	The SEL Department will monitor district-wide SEL usage data and work with schools to identify and implement goals with fidelity.  Training will be coordinated within schools.	Character Strong  Compassionate Schools Project	Monthly	Social Emotional Learning Department
	<b>Tier 1:</b>  Establish school trauma-informed teams, facilitated by a school counselor or mental health services provider	The SEL Department will partner with identified TIC Leads to meet the school's needs as evidenced by <a href="#">agendas created</a> to	Character Strong  University of Kentucky Center on Trauma and Children	Quarterly	Social Emotional Learning Department

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		determine progress and next steps.			
	<b>Tier 1:</b> District-wide implementation of Positive Behavior Interventions and Supports (PBIS).	Each school will complete the <a href="#">PBIS Self-Assessment Survey</a> and create an action plan based on results.	Behavior Systems Department School-based PBIS Teams	Annually	Behavior Systems Department
	<b>Tier 1:</b> Utilize PowerSchool Attendance Intervention Suite (AIS), an empathy-based attendance messaging application that provides two-way communications between schools and families.	PowerSchool AIS monitors and documents attendance-related communication metrics while tracking student attendance data. This data is used to connect students to tiered interventions and supports, ensuring a comprehensive approach to improving attendance and addressing individual needs.	School Based Attendance Teams (Attendance Clerks, FRYSC's, Nurses, School Administrator) Pupil Personnel Attendance Support Teams School Social Workers, Assistant Directors of Pupil Personnel	Daily	Pupil Personnel School Level Attendance Teams
	<b>Tier 2:</b> Social-emotional curriculum and resources for Tier 2 Interventions	SEL Consultants will work with TIC building leads in reviewing student survey	Character Strong	Quarterly	Social Emotional Learning Department

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	will be offered to schools to utilize with students and staff members.	<p>data, analyzing results, and creating plans to provide support for T2 students. Data will be monitored and kept within the school's TIC plan.</p> <p>Training around the Tier 2 Curriculum will be provided to schools based on request.</p>	Behavior Systems Consultants		Building Administrators
	<p><b>Tier 2:</b></p> <p>Train targeted school-based teams in the MTSS process and Tier 2 behavior interventions to support their implementation of Tier 2 interventions.</p>	The Behavior Systems Department will review school behavior data monthly to identify schools needing additional support and create a plan of training and support for those teams.	Behavior Systems Department	Monthly	Behavior Systems Department
	<p><b>Tier 2:</b></p> <p>Identified schools are supported through the Federal Grant called Project Prevent. These schools receive targeted behavior support for students and teachers, case management for students and families to social services, trauma</p>	Five Federal GPRA Performance Measures and 12 Project Performance Measures are reported to the US Department of Education bi-annually	<p>Volunteers of America - Restorative Justice</p> <p>US Department of Education</p>	<p>Bi-Annual Reports to the US Department of Education</p> <p>Weekly collection of</p>	Student Behavior Support Team

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	informed care training for staff, and community events to support students and their families.	Additional data is collected and reported through the Project Prevent Dashboard weekly  <a href="#">Project Prevent Dashboard</a>		district level data	
	<b>Tier 2:</b>  Nonverbal check-in document (a document using pictures/visuals to express possible negative experiences throughout the school). This visual is shared at a particular time of day with the student's trusted adult. If further explanation is needed the trusted adult will take the next steps to follow up.	<a href="#">Non Verbal Check in Document</a>  Our team checks in with the school admin on student progress (usually bi weekly). If more support is needed then we move to Tier 3.	JCSP BP Team  School administration  Student's Family (optional)	Twice daily	Bullying and Prevention Department
	<b>Tier 2:</b>  Non Verbal Gesturing check-in system allows the trusted adult to check in with the student concerning emotional well-being with little to no physical contact or classroom disturbance. When in the presence of the student, the student will gesture using	Our team checks in with the school admin on student progress (usually bi weekly). If more support is needed then we move to Tier 3.	JCPS Bullying and Prevention Team  School administrators	Multiple times daily (as needed)	Bullying and Prevention Department

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	<p>thumbs up or down or smile or frown.</p> <p>For students who do like physical interactions, they can either “fist dump” to signify they are good or reach out and shake the trusted adult's hand to signify that I am reaching out for help. The trusted adult will then follow up with the student.</p>		Olweus, Clemson University		
	<p><b>Tier 2:</b>            The Department of Pupil Personnel utilizes a proactive approach to prevent absences and remove barriers for families to be successful at school. Our MTSS systems of attendance support and truancy diversion programs offer interventions that work with schools, school personnel, and outside agencies to collaborate together in the hope of helping the family re-engage back into the school setting if needed.</p>	PP Attendance Support Teams utilize a Student Attendance Referral System (SARS) to track and monitor truancy interventions and supports.	Pupil Personnel Teams: School Social Workers, Assistant Directors of Pupil Personnel, and Court Liaisons.  Court Designated Workers (CDW)  Family Court Judge	Pupil Personnel Teams- Daily	Director of Pupil Personnel  SSW’s and ADPP’s



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	<p><b>Tier 3:</b></p> <p>Students exiting an alternative program will be assigned an Associate &amp; Reengagement Transition Specialist to ensure students and families are connected and supported in a positive environment.</p>	<p>The exit process for alternative schools will be tracked and monitored at the end of each grading period. AR&amp;Ts will track <a href="#">case management</a> daily.</p>	<p>Kentucky Counseling Association</p> <p>School administrators</p>	<p>At the end of each grading period</p> <p>Daily</p>	<p>Social Emotional Learning Department Associate &amp; Reengagement Transition Specialists</p>
	<p><b>Tier 3:</b></p> <p>Students who consistently struggle with level 3 and 4 behaviors are identified and supported by Board Certified Behavior Analysts. Individualized behavior support plans are implemented using evidenced-based approaches for students so they can be successful.</p>	<p>Requests for district level behavior support are collected and reviewed daily. Behavior intervention data are collected daily and monitored so plans can be adjusted as needed. Additional data is collected and reported weekly through the SBS Team Dashboard.</p> <p><a href="#">SBS Team Dashboard</a></p>	<p>School administrators, teachers, and parents</p>	<p>Weekly collection of district level data</p>	<p>Student Behavior Support Team</p>
	<p><b>Tier 3:</b></p> <p>Weekly student check-ins (3 weeks consecutive) then transition to 3 biweekly visits). During visits, the student shares how they have been using</p>	<p><a href="#">Tracking Codes (See tab for 1 on 1 conferences)</a></p> <p>We keep a spreadsheet of students that our team supports (for various</p>	<p>JCPS BP Team</p>	<p>Weekly</p>	<p>Bullying and Prevention Department</p>

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	strategies to regain a sense of safety and belonging at school.	reasons) and the date we supported their needs.			
	<b>Tier 3:</b> Family Engagement Meetings (FEMs) are a collaborative intervention involving Seven Counties Services and Pupil Personnel Support Teams. These meetings address chronic absenteeism by creating personalized support plans that connect families with mental health services, academic resources, and community-based supports, fostering stronger school-home partnerships.	Student Attendance Referral System  PS AIS intervention data	PowerSchool AIS  SARS  Pupil Personnel Attendance Support Teams  Seven Counties	Prior to Court Involvement for Truancy	Pupil Personnel Attendance Support Teams  Seven Counties

[Link to our previous plan](#)

[Link to KDE TIC website](#) - contains links to the School Safety and Resiliency Act (Senate Bill I) and link to KRS 158.4416