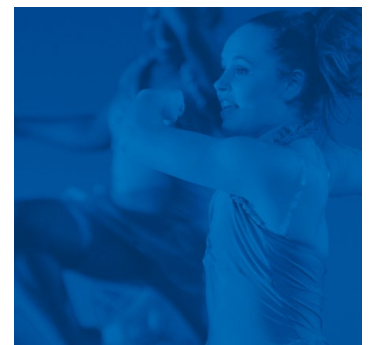
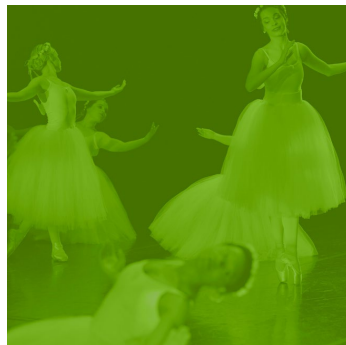


# Jefferson County Public Schools Comprehensive District Improvement Plan for 2025-2026

**Mission:** To challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments

**Vision:** All Jefferson County Public Schools students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world.



# CDIP Overview

2025-2026



## The Three Pillars



### Journey to Success

- Launched in 2018–19 to create meaningful, engaging learning experiences for every student.
- Developed exclusively by JCPS to deepen literacy and math skills.
- Builds communication, collaboration, and problem -solving skills.
- Prepares students for college, career, and life readiness.



### Racial Equity

- Ensures equitable access to high-quality programs and experiences for all students.
- Driven by the Racial Equity Policy to close opportunity gaps.
- Cultivates a workforce that mirrors the diversity of our community.
- Embeds equity as the lens for every JCPS decision.



### Culture & Climate

- Promotes positive, inclusive, and supportive environments for learning.
- Strengthens belonging through collaboration among staff, students, and families.
- Nurtures relationships and shared accountability.
- Fosters a culture of excellence across all schools.



## Strategic Priorities

### Financial Stability

- Focus on responsible fiscal stewardship.
- Conducts comprehensive expenditure reviews to align resources with priorities.
- Ensures every dollar supports learning and community confidence.
- Establishes a transparent, sustainable financial recovery plan.

### Student Achievement

- Keeps academic growth for every student at the center of our mission.
- Advances the Every Student. Every Year. campaign and Academic Acceleration Plan.
- Prioritizes literacy and growth measured by MAP, Lexile, and benchmark data.
- Supports teachers through professional development and rigorous instruction.

### School Safety

- Ensures every student learns in a safe, inclusive, and welcoming environment.
- Conducts districtwide reviews of facilities, staffing, and safety policies.
- Strengthens prevention, preparedness, and mental -health supports.
- Builds partnerships with law enforcement, mental -health providers, and families to ensure safety.



# JCPS 2025-2026 Phase Three: Comprehensive District Improvement Plan

2025-2026 Phase Three: Comprehensive District Improvement Plan

**Jefferson County**  
**Brian Yearwood**  
3332 Newburg Rd  
Louisville, Kentucky, 40218  
United States of America

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**Table of Contents**

2025-2026 Phase Three: Comprehensive District Improvement Plan	3
Attachment Summary	4

## 2025-2026 Phase Three: Comprehensive District Improvement Plan

### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive district improvement plan (CDIP) is a plan developed by the local school district with the input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. 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 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).

### Accountability Indicators

The accountability indicators for districts include the following:

- 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

### The Comprehensive District Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Districts. Districts must download and complete the [Comprehensive District Improvement Plan Goal Building Template](#) to develop both short- and long-term targets and outline the activities the district will implement to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When developing goals, all districts are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

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


### **ATTACHMENTS**

#### **Attachment Name**

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 JCPS CDIP SY2526

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 JCPS CDIP SY2526	Jefferson County Public School CDIP for School Year 2526	• 1

## JCPS Comprehensive District Plan Prologue

As one of Kentucky's largest and most diverse school districts, Jefferson County Public Schools (JCPS) provides transformative learning opportunities to more than 95,000 students across Louisville. district's three pillars of Journey to Success, Racial Equity, and Culture and Climate to challenge and engage each learner to grow through effective teaching and meaningful experiences within a caring, and supportive environment.

On July 1, 2025, Dr. Brian Yearwood became superintendent of JCPS, ushering in a new chapter focused on stability, transparency, and continuous improvement. Under Dr. Yearwood's leadership, the district is prioritizing meaningful stakeholder engagement and clear communication. Districtwide listening sessions, school visits, and community dialogues are underway, culminating in a comprehensive "What I Heard" report that will be shared with the Board and the public. To further strengthen trust and accountability, the district will provide weekly superintendent updates and publish engagement metrics that help the community stay informed and involved. With a clear vision for the future, JCPS is focused on stabilizing and elevating the district through three interconnected strategic priorities:

### **Financial Stability.**

JCPS is committed to responsible fiscal stewardship and ensuring that resources align with classroom, instructional, and safety priorities. A comprehensive line-item expenditure review is underway, with short- and long-term recovery recommendations to be presented to the Board. By summer 2026, the district anticipates having a Board-approved financial recovery plan with clear deficit reduction milestones and transparent community reporting.

### **Student Achievement.**

The mission of JCPS is to ensure meaningful academic growth for every student. The district is conducting an in-depth review of academic programming that will guide Phase One of the Academic Acceleration Plan, with a focus on reading growth measured through MAP, Lexile levels, and benchmark assessments. The "Every Student. Every Year." campaign establishes a clear expectation that each student will demonstrate at least one year of academic growth annually, supported by rigorous instruction, relevant learning experiences, and expanded supports for teachers and students.

### **School Safety.**

JCPS is conducting a comprehensive safety review of facilities, staffing, policies, and emergency preparedness. Strengthened partnerships with law enforcement, mental health providers, and community organizations support a multi-layered approach to school safety. Updated protocols and embedded social-emotional supports are designed to foster secure, equitable, and inclusive environments where students feel safe, valued, and connected.

While JCPS remains committed our established pillars, we are also moving forward with new strategic priorities that reflect current district needs and community expectations. As this transition occurs, it is essential to build a bridge between the existing framework and a future strategic plan to ensure continuity, stability, and clear reporting.

The plan that follows is organized using the KDE CDIP template representing both our past and our future by including our three pillars, goals and guardrails, state requirements, and the district's new strategic priorities. Together, this work positions JCPS to deliver on its promise of academic excellence, operational stability, and safe, supportive learning environments for every student, every day.

## 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.

### **Achievement Gap:**

Overall, most student groups demonstrated improvement in their proficiency rates. In Reading, all groups maintained or improved their performance with the exception of Hispanic students, and in Math all groups either maintained or improved. In Social Studies, all groups showed stable or improving performance except for Hispanic, Asian, and English Learners (EL) students. In Writing, all groups maintained or improved except Asian students and students identifying as two or more races.

A review of school-level disaggregated data shows a wide range of performance across schools. A significant leverage point lies in the persistent achievement gaps between student groups. When examining the African American-White achievement gap, African American students are 24–31 percentage points more likely to score Novice, while White students are 28-30 percentage points more likely to score Proficient or Distinguished. English Learners show consistently high Novice rates across all levels and subjects, with Proficient/Distinguished rates 20-40 points lower than their non-EL peers. Economically disadvantaged students are approximately 23-28 percentage points more likely to score Novice and 29-32 points less likely to reach Proficient or Distinguished levels.

Students with disabilities also face substantial disparities; they are twice as likely to score Novice as students without IEPs and are only one-third to one-half as likely to reach proficiency or higher this is a gap of roughly 22-23 percentage points. Based on this analysis, we will continue to prioritize the implementation of CDIP strategies that advance our racial equity policy and strengthen our instructional core.

**Behavior:** Of all suspensions in the 2024-2025 school year, 64% are represented by African American students. When looking at suspension by grade level, our middle and high school have decreases suspension in the last years, while elementary is trending up. 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 25-26 CDIP below.

**CSI School Identification:** Overall, the number of CSI schools increased from 34 schools in 2022 to 41 in 2025. We had 1 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 25-26 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:** As a district focused on academic innovation, our practices are grounded in three major ideas: student-centered environment, equity minded, and future focused. These three ideas ensure that we meet the social and emotional needs necessary to spark creativity and risk taking in a safe environment, while also providing equitable access to high quality instruction and learning opportunities for all students and grounding our work in scientific research and practitioner experience.

Upon the passage of Senate Bill SB 1 (2022), the authority to determine instructional materials was transferred from school-based decision making (SBDM) councils to the local superintendent. Specifically, per KRS 160.345(2)(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.”

The JCPS model SBDM Policy has been revised to show this as well through the District SBDM Office in the Diversity, Equity, and Poverty Division, which provides support to SBDM councils across the district. The principal selection now requires a consultation with the SBDM and stakeholders.

The District utilized the KDE High Quality Work recommendations to choose curriculum for our schools based on these standards to ensure the instructional materials are:

- Aligned with the Kentucky Academic Standards (KAS);
- Research-based and/or externally validated;
- Comprehensive to include engaging texts (books, multimedia, etc.), tasks and assessments;
- Based on fostering vibrant student learning experiences;
- Culturally relevant, free from bias; and
- Accessible for all students.

The process for selecting any additional High-Quality Instructional Resources or program is also aligned to the KDE process. This ensures high expectations and consistency for all learners across the district.

In sum, 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 committed to establishing and achieving high expectations and goals for all students through the implementation of a balanced assessment system. The district uses a common assessment tool (MAP) to assess student growth in reading and math three times per year in grades K-8. Students in grades K-3 are assessed in MAP

Fluency. At the high school level, students are assessed three times a year with CERT. School and [District-level reports](#) are available that provide disaggregated data by student group and communicate trends over time.

New this school year, JCPS will provide guidance on using Lexiles to measure student growth and personalize instruction. By aligning reading materials with each student's ability, we can ensure the right level of challenge and engagement. Regularly monitoring and discussing progress will help build student confidence and ownership of their learning.

With the adoption of the JCPS Goals and Guardrails by the Jefferson County Board of Education (JCBE) in 2024. The readiness goals set by the JCBE include a localized accountability system of academic measures MAP (K-8), ACT (11-12) and student Success Skills (Defenses of Learning).

Our [Journey to Success Playbook](#) is available to help educators transform the student experience in JCPS by focusing on each student's journey as a learner. All K-12 students are engaged in learning opportunities that promote creativity, innovation, and collaborative problem-solving in all content areas through our [Journey to Success](#). Students have multiple opportunities and voice and choice for how they produce evidence in the five Success Skills: prepared and resilient learner, emerging innovator, effective communicator, productive collaborator, and globally and culturally competent citizen. Journey to Success serves as a roadmap to high-quality student learning at JCPS. We have a consistent Districtwide process for measuring K-12 student success that takes place at both transition years and interim years, and focuses on four key components: Success Skills, Artifacts and Student Reflection, Milestones, and Defenses of Learning at key transition points—fifth, eighth, and twelfth grades.

In sum, the JCPS Academic Readiness Goals represent an internal measure of accountability for JCPS Schools that values both standardized measures of assessment and success skills to form a more accurate picture of student achievement. **JCPS is at the early stages of implementing common expectations of the skills and competencies needed for students to successfully transition to the next level.** This collaborative work with teachers and leaders has led to the development of standardized rubrics, scoring protocols, student and teacher supports, resulting in a uniform way to elicit, interpret, and act on meaningful evidence of student learning. We will continue this collaborative work to refine implementation along the way.

3. **KCWP 5: Design, Align and Deliver Support: Allocating support and resources to promote positive, equitable, and inclusive learning experiences for all students:** While Senate Bill 1 provides equitable access to curriculum for all K-12 students in JCPS, additional resources and support have been provided to Enhanced Support Zone Schools. These schools have access to instructional leads and Specialists identified to implement professional learning opportunities and resources and support to eliminate achievement and opportunity gaps.

A key professional learning objective is to provide professional development to 100% of K-12 teachers implementing our new HQIR and differentiating the curriculum to best meet the needs of multilingual learners, learners with disabilities, and gifted learners. The professional development is available to all staff. The sessions are differentiated by skill level; as well as the staff member's role (substitute teachers, instructional assistants, teacher, or administrator).

All JCPS PD facilitators have been trained on the characteristics of High-Quality Professional Learning. These characteristics include the importance of coaching, expert support, feedback, reflection, and continuous adult learning to improve student outcomes. One such practice that is explicitly trained is how to collaboratively analyze professional learning data to improve quality of learning and thus, student performance. With the

implementation of the K-12 Reading and Math curriculum, schools have continued districtwide learning and provided further collaboration at their sites for educators. Additionally, the District offers monthly academy sessions based on teacher feedback and identified needs, collaboration around the curriculum, and other needs at the Academic Instructional Coach and department chair meetings.

All JCPS schools are expected to complete an Instructional Systems Monitoring Tool (ISMT) that includes their school literacy and math plan, as well as CSIP Phase III each fall. The plan includes the following components: Goal Setting, Strategies and Activities, Measures of Success, Phase III CSIP, and links to other district monitoring plans such as the Attendance Plan and Behavior Data Review. Progress monitoring occurs three times a year by the zone level Assistant Superintendents and the Chief of Schools. This process ensures congruence of our goals, improvement strategies, and planning and is used as part of a larger progress monitoring approach to ensure that all students have access to the same quality programs and academic experiences.

In sum, our MAP disaggregated data tells us we have an over-representation of students in the lowest decile range, especially among students of color. **What this means is that we must focus on supporting our schools as they implement the K-12 HQIR such that instruction, intervention, and supports are aligned to meet the identified needs of all learners.**

## Indicator

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

State Accountability Indicator	Status			Change		
	ES	MS	HS	ES	MS	HS
State Assessment Results in reading and mathematics	50.9	51.2	48.0	+0.4	+7.4	+3.0
State Assessment Results in science, social studies, and writing	48.0	45.7	43.5	-1.6	+6.8	+5.8
English Learner Progress	59.8	32.7	39.7	-2.0	+7.2	+9.8
Quality of School Climate and Safety	73.6	65.0	65.9	+0.8	+3.0	+2.8
Postsecondary Readiness (high schools and districts only)			85.9			+3.6
Graduation Rate (high schools and districts only)			90.2			+2.0

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.

Type	Goal	Objective	Methodology
1: State Assessment Results in reading and mathematics	<p>Goal 1 (State your reading and math goal.):</p> <p>By the end of the 2028-2029 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 2024-2025):</p> <p>Elementary: 36% to 65%</p> <p>Middle: 35% to 68%</p> <p>High: 34% to 60%</p> <p>Math (baseline 2024-2025):</p> <p>Elementary: 31% to 61%</p> <p>Middle: 29% to 59%</p> <p>High: 28% to 56%</p>	<p>1.1 Reading and Math: By the end of the 2025-2026 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in Reading and Math on the Kentucky Summative Assessment to the following:</p> <p>Reading (baseline 2024-2025):</p> <p>Elementary: 36% to 58%</p> <p>Middle: 35% to 61%</p> <p>High: 34% to 52%</p> <p>Math (baseline 2024-2025):</p> <p>Elementary: 31% to 53%</p> <p>Middle: 29% to 50%</p> <p>High: 28% to 46%</p>	KDE Measurements of Interim Progress

Type	Goal	Objective	Methodology
2: Achievement Gap	<p>Goal 2: Achievement Gap</p> <p>By the end of the 2028-2029 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 2024 – 2025)</p> <p>ES African American 38.6% to 55.6%</p> <p>ES Asian 74.4% to 80.9%</p> <p>ES Hispanic 43.4% to 55.4%</p> <p>ES White 66.8% to 75.8%</p> <p>ES Economically Disadvantaged 43.6% to 59.6%</p> <p>ES Disability-with IEP (Total) 29.6% to 49.1%</p> <p>ES English Learners plus Monitored 42.8% to 58.8%</p> <p>MS African American 33.1% to 51.6%</p> <p>MS Asian 73.8% to 81.3%</p> <p>MS Hispanic 35.1% to 53.1%</p> <p>MS White 60.5% to 71.5%</p> <p>MS Economically Disadvantaged 36.9% to 54.4%</p> <p>MS Disability-with IEP (Total) 22.3% to 43.8%</p> <p>MS English Learners plus Monitored 26.4% to 46.9%</p> <p>HS African American 45.8% to 60.8%</p> <p>HS Asian 80.9% to 85.9%</p> <p>HS Hispanic 46.5% to 61.5%</p> <p>HS White 68.3% to 76.8%</p> <p>HS Economically Disadvantaged 48.3% to 62.8%</p> <p>HS Disability-with IEP (Total) 33.4% to 51.9%</p> <p>HS English Learners plus Monitored 34.6% to 53.1%</p>	<p>2.1 Achievement Gap: By the end of the 2025-2026 school year, JCPS will reach their goals for increasing the Overall Score on the Kentucky Summative Assessment for the all the groups of students we serve:</p> <p>(Baseline 2024 – 2025)</p> <p>ES African American 38.6% to 42%</p> <p>ES Asian 74.4% to 75.7%</p> <p>ES Hispanic 43.4% to 45.8%</p> <p>ES White 66.8% to 68.6%</p> <p>ES Economically Disadvantaged 43.6% to 46.8%</p> <p>ES Disability-with IEP (Total) 29.6% to 33.5%</p> <p>ES English Learners plus Monitored 42.8% to 46%</p> <p>MS African American 33.1% to 36.8%</p> <p>MS Asian 73.8% to 75.3%</p> <p>MS Hispanic 35.1% to 38.7%</p> <p>MS White 60.5% to 62.7%</p> <p>MS Economically Disadvantaged 36.9% to 40.4%</p> <p>MS Disability-with IEP (Total) 22.3% to 26.6%</p> <p>MS English Learners plus Monitored 26.4% to 30.5%</p> <p>HS African American 45.8% to 48.8%</p> <p>HS Asian 80.9% to 81.9%</p> <p>HS Hispanic 46.5% to 49.5%</p> <p>HS White 68.3% to 70%</p> <p>HS Economically Disadvantaged 48.3% to 51.2%</p> <p>HS Disability-with IEP (Total) 33.4% to 37.1%</p> <p>HS English Learners plus Monitored 34.6% to 38.3%</p>	KDE Measurements of Interim Progress

Type	Goal	Objective	Methodology				
4: English Learner Progress	<p>Goal 4: English Learner Progress: By the end of the 2028-2029 school year, our district will increase the English Language Proficiency Rate to the following:</p> <p>(Baseline in 2024-2025) Elementary: 43.0% to 45.8% Middle: 18.8% to 40.2% High: 19.3% to 39.4%</p>	<p>4.1 English Learner Progress: By the end of the 2025-2026 school year, our district will increase the English Language Proficiency Rate to the following:</p> <p>(Baseline in 2024-2025) Elementary: 43.0% to 44.0% Middle: 18.8% to 27.4% High: 19.3% to 26.4%</p>	KDE Measurements of Interim Progress				
5: Quality of School Climate and Safety	<p>Goal 5: By the end of the 2028-2029 school year, JCPS will increase the quality of school climate and safety indices as measured by the state accountability system:</p> <table><tr><td>(Baseline in 2024-2025) <u>Climate Index</u> Elem 75.9 to 90.0 Middle 65.9 to 79.8 High 66.1 to 79.3</td><td>(Baseline in 2024-2025) <u>Safety Index</u> Elem 70.4 to 84.5 Middle 61.0 to 73.2 High 62.9 to 75.5</td></tr></table>	(Baseline in 2024-2025) <u>Climate Index</u> Elem 75.9 to 90.0 Middle 65.9 to 79.8 High 66.1 to 79.3	(Baseline in 2024-2025) <u>Safety Index</u> Elem 70.4 to 84.5 Middle 61.0 to 73.2 High 62.9 to 75.5	<p>5.1 Climate and Safety: By end of the 2025-2026 school year, JCPS will increase the quality of school climate and safety indices as measured by the state accountability system:</p> <table><tr><td>(Baseline in 2024-2025) <u>Climate Index</u> Elem 75.9 to 79.7 Middle 65.9 to 69.2 High 66.1 to 69.4</td><td>(Baseline in 2024-2025) <u>Safety Index</u> Elem 70.4 to 73.9 Middle 61.0 to 64.1 High 62.9 to 66.0</td></tr></table>	(Baseline in 2024-2025) <u>Climate Index</u> Elem 75.9 to 79.7 Middle 65.9 to 69.2 High 66.1 to 69.4	(Baseline in 2024-2025) <u>Safety Index</u> Elem 70.4 to 73.9 Middle 61.0 to 64.1 High 62.9 to 66.0	KDE Measure increase one indicator rating level
(Baseline in 2024-2025) <u>Climate Index</u> Elem 75.9 to 90.0 Middle 65.9 to 79.8 High 66.1 to 79.3	(Baseline in 2024-2025) <u>Safety Index</u> Elem 70.4 to 84.5 Middle 61.0 to 73.2 High 62.9 to 75.5						
(Baseline in 2024-2025) <u>Climate Index</u> Elem 75.9 to 79.7 Middle 65.9 to 69.2 High 66.1 to 69.4	(Baseline in 2024-2025) <u>Safety Index</u> Elem 70.4 to 73.9 Middle 61.0 to 64.1 High 62.9 to 66.0						
6: Postsecondary Readiness	<p>Goal 6: Postsecondary Readiness</p> <p>By the end of the 2028- 2029 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 2024-2025: 84%</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 2024-2025: 84%</p>	KDE Measure increase one indicator rating level				

Type	Goal	Objective	Methodology
7: Graduation Rate	<p>Goal 7: Graduation Rate</p> <p>By the end of the 2028-2029 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 2024-2025: 89.2%</p>	<p>7.1 Graduation Rate: By the end of 2025-2026 school year JCPS will increase the averaged (4-year and 5-year) graduation rate as measured by the state accountability system to 92%.</p> <p>Baseline in 2024-2025: 89.2%</p>	<p>KDE Measure</p> <p>increase one indicator rating level</p>

KDE Goal	Strategy (JCPS Pillars & Strategic Priorities)	Activity (Strategic Priority)	Measure of Success	Progress Monitoring	Funding (representing key 25-26 investments)	Start Date	End Date	Persons Responsible
Reading and Math	SP - Student Achievement Pillar - Journey to Success (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.	<p>Increased student milestones: student-led conferences, exhibitions of learning, mini-defenses.</p> <p>Increased quality of work in student digital portfolios.</p> <p>District Reading and Math Goals:</p> <p>The number of 3rd-grade students meeting their growth goals and/or their achievement benchmarks on MAP in Reading will increase by 3% by 2026.</p> <p>The number of 8th-grade students meeting their growth goals and/or their achievement benchmarks on MAP in Math will increase by 3% by 2026.</p>	<p>JCPS Academics Division will provide the following: % of educators trained in assessment literacy reported annually</p> <p>% students participating in milestones</p> <p>% of Walkthroughs Look-Fors is Evident reported bi-monthly</p> <p>ARSI Division will provide the following: % of students meeting growth and achievement benchmarks in Reading and Math measured by MAP and CERT 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>Vital Sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p>	<p>School-based Curriculum Resources \$12,000,000 (General Fund)</p> <p>Racial Equity \$29,815,528 (General Fund)</p> <p>Enhanced Support/Choice Zone Stipends &amp; Addtl PD Days \$11,587,000 - Multi-instructional Level Schools (General Fund)</p> <p>Enhanced Support/Choice Zone stipends \$19,225,859 (General Fund)</p> <p>Additional Elementary Teacher for Class Size Reduction \$2,236,139 - Elementary Schools (General Fund)</p> <p>Teams Scheduling Initiative \$1,745,942 - Middle Schools (General Fund)</p> <p>Middle School Teams \$2,000,000 (General Fund)</p> <p>Academic Instructional Coaches \$13,772,152 (General Fund)</p> <p>English as a Second Language (Office of Multilingual Learners) \$51,505,475 (General Fund)</p>	08/08/2025	12/31/2026	Moore, Hosch, Lewis



KDE Goal	Strategy (JCPS Pillars & Strategic Priorities)	Activity (Strategic Priority)	Measure of Success	Progress Monitoring	Funding (representing key 25-26 investments)	Start Date	End Date	Persons Responsible
Reading and Math, Science, Social Studies, and Writing	SP - Student Achievement Pillar - Journey to Success (KCWP 2, 5, 6)  Every teacher designs learning experiences <i>in all content areas</i> resulting in high quality evidence of success skills each year for every student	<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)  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)	ESZ Benchmark Assessments in Writing, Science, Social Studies  District Reading and Math Goals:  The number of 3rd-grade students meeting their growth goals and/or their achievement benchmarks on MAP in Reading will increase by 3% by 2026.  The number of 8th-grade students meeting their growth goals and/or their achievement benchmarks on MAP in Math will increase by 3% by 2026.  Increase the % of students completing Journey to Success Milestones by 3% by 2026.  Increase the % of students meeting the Defenses of Learning rubric benchmarks by 3% by 2026.	JCPS Academics Division will provide the following:  % of Walkthroughs Look-Fors is Evident reported bi-monthly  ARSI Division will provide the following:  % of students meeting growth and achievement benchmarks in Reading and Math measured by MAP and CERT 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)  % of students completing Journey to Success milestones (disaggregated by student group on JCPS Vital Signs Report)  % of 5 <sup>th</sup> , 8 <sup>th</sup> , and 12 <sup>th</sup> grade students meeting the DoL rubric benchmarks. (annually)  % of students experiencing learning experiences aligned to deeper learning principles	School-based Curriculum Resources \$12,000,000 (General Fund)  Racial Equity \$29,815,528 (General Fund)  Enhanced Support/Choice Zone Stipends & Add'l PD Days \$11,587,000 - Multi-instructional Level Schools (General Fund)  Enhanced Support/Choice Zone stipends \$19,225,859 (General Fund)  Additional Elementary Teacher for Class Size Reduction \$2,236,139 - Elementary Schools (General Fund)  Teams Scheduling Initiative \$1,745,942 - Middle Schools (General Fund)  Middle School Teams \$2,000,000 (General Fund)  Academic Instructional Coaches \$13,772,152 (General Fund)  English as a Second Language (Office of Multilingual Learners) \$51,505,475 (General Fund)	08/08/2025	12/31/2026	Moore, Hosch, Meyer, Ellison, Hartstern, Rosenthal, Marks- Johns, Benfield

KDE Goal	Strategy (JCPS Pillars & Strategic Priorities)	Activity (Strategic Priority)	Measure of Success	Progress Monitoring	Funding (representing key 25-26 investments)	Start Date	End Date	Persons Responsible
				as measured by CSS (annually)				
Reading and Math, Science, Social Studies, and Writing	<p>SP - Student Achievement Pillar - Journey to Success</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 quality of artifacts in student digital portfolios across all content areas</p> <p>District Reading and Math Goals:</p> <p>The number of 3rd-grade students meeting their growth goals and/or their achievement benchmarks on MAP in Reading will increase by 3% by 2026.</p> <p>The number of 8th-grade students meeting their growth goals and/or their achievement benchmarks on MAP in Math will increase by 3% by 2026.</p> <p>Increase the % of students completing Journey to Success Milestones by 3% by 2026.</p> <p>Increase the % of students meeting the Defenses of Learning rubric benchmarks by 3% by 2026.</p>	<p>JCPS Academics Division will provide the following:</p> <p>% of educators trained in recommended curriculum reported annually</p> <p>ARSI Division will provide the following:</p> <p>% of students meeting literacy and numeracy benchmarks as measured by MAP 3 times per year (disaggregated by student group on JCPS Vital Signs Report)</p> <p>% of students completing a Journey to Success milestone (disaggregated by student group on JCPS Vital Signs Report)</p> <p>District Interim Goal Reports (monthly reports on yearly cycle)</p>	<p>School-based Curriculum Resources \$12,000,000 (General Fund)</p> <p>Racial Equity \$29,815,528 (General Fund)</p> <p>Enhanced Support/Choice Zone Stipends &amp; Addtl PD Days \$11,587,000 - Multi-instructional Level Schools (General Fund)</p> <p>Enhanced Support/Choice Zone stipends \$19,225,859 (General Fund)</p> <p>Additional Elementary Teacher for Class Size Reduction \$2,236,139 - Elementary Schools (General Fund)</p> <p>Teams Scheduling Initiative \$1,745,942 - Middle Schools (General Fund)</p> <p>Middle School Teams \$2,000,000 (General Fund)</p> <p>Academic Instructional Coaches \$13,772,152 (General Fund)</p> <p>English as a Second Language (Office of Multilingual Learners) \$51,505,475 (General Fund)</p>	08/08/2025	12/31/2026	Moore, Hosch

KDE Goal	Strategy (JCPS Pillars & Strategic Priorities)	Activity (Strategic Priority)	Measure of Success	Progress Monitoring	Funding (representing key 25-26 investments)	Start Date	End Date	Persons Responsible
Achievement Gap	SP: Student Achievement Pillar: Racial Equity (KCWP 5)	Family Engagement: Improve outreach so families can have more access points to engage in their students' educational experiences.	Increased student attendance  Reduced chronic absenteeism  District Interim Goal: The number of chronically absent students will decrease by 3% by 2026.	Comms Division will provide the following:  Family communication data metrics reported annually  ARSI Division will provide the following:  % parent satisfaction from the CSS reported annually  Vital sign report on key performance indicators (academic and non- academic) provided 6 times per year (disaggregated by student group) – chronic absenteeism  District Interim Goal Reports (monthly reports on yearly cycle)	Division of Diversity, Equity, and Poverty \$6,161,062 (General Fund)  Racial Equity \$29,815,528 (General Fund)  School Racial Equity Funds \$35,025,774 (General Fund)  Early Childhood \$19,019,870 (General Fund)  Special Program Schools (Binet, Waller-Williams, Churchill Park, Mary Ryan, Ahrens) \$23,095,231 (General Fund)  Weighted Student Formula for Staffing Middle & High Schools \$18,205,841 (General Fund)  Weighted Student Formula for Staffing Elementary Schools \$17,125,745 (General Fund)  Exceptional Child Education Implementation Coach \$15,351,600 (General Fund)  Exceptional Child Education \$27,540,760 (IDEA Federal Grant); \$169,020,545 (General Fund)  Exceptional Child Education Services Expansion \$19,159,955 (General Fund)	08/08/2025	12/31/2026	Marshall, Deferrari, Anderson, Callahan

KDE Goal	Strategy (JCPS Pillars & Strategic Priorities)	Activity (Strategic Priority)	Measure of Success	Progress Monitoring	Funding (representing key 25-26 investments)	Start Date	End Date	Persons Responsible
					<p>Family Resource Youth Service Centers \$3,290,436 (General Fund)</p> <p>English as a Second Language (Office of Multilingual Learners) \$51,505,475 (General Fund); English as a Second Language Service Expansion \$14,632,978 (General Fund)</p> <p>Newcomer Academy \$10,355,965 (General Fund)</p> <p>Summer Back Pack League \$6,400,000 (General Fund)</p> <p>Nursing Contract Services \$7,000,000 (General Fund)</p> <p>ELEV8 Learning Centers \$3,565,980 (General Fund)</p> <p>Athletic Fields \$20,000,000 (General Fund)</p> <p>Elementary School Playgrounds \$3,000,000 (General Fund)</p> <p>ECE Services, ML Services, Student Activities, Academic Supports, Mental Health, etc. \$570,468,901 - Multi-instructional Level Schools (General Fund)</p> <p>Enhanced Support/Choice Zone Stipends &amp; Addtl PD</p>			

KDE Goal	Strategy (JCPS Pillars & Strategic Priorities)	Activity (Strategic Priority)	Measure of Success	Progress Monitoring	Funding (representing key 25-26 investments)	Start Date	End Date	Persons Responsible
					Days \$11,587,000 - Multi- instructional Level Schools (General Fund)  Enhanced Support/Choice Zone stipends \$19,225,859 (General Fund)  Additional Elementary Teacher for Class Size Reduction \$2,236,139 - Elementary Schools (General Fund)			
Achievement Gap	SP: Student Achievement Pillar: Racial Equity (KCWP 5, 6)	<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>Increase the % of new principal hires scoring accomplished or higher in 3 of 4 disposition on equity screener</p> <p>Increase the % of board action items and board</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>District Interim Goal Reports</p>	<p>Division of Diversity, Equity, and Poverty \$6,161,062 (General Fund)</p> <p>Racial Equity \$29,815,528 (General Fund)</p> <p>School Racial Equity Funds \$35,025,774 (General Fund)</p> <p>Early Childhood \$19,019,870 (General Fund)</p> <p>Special Program Schools (Binet, Waller-Williams, Churchill Park, Mary Ryan, Ahrens) \$23,095,231 (General Fund)</p> <p>Weighted Student Formula for Staffing Middle &amp; High Schools \$18,205,841 (General Fund)</p> <p>Weighted Student Formula for Staffing Elementary Schools \$17,125,745</p>	08/08/2025	12/31/2026	Marshall, Moore, Muns, Fulk, Lewis, Grohmann, Brown, Chevalier

KDE Goal	Strategy (JCPS Pillars & Strategic Priorities)	Activity (Strategic Priority)	Measure of Success	Progress Monitoring	Funding (representing key 25-26 investments)	Start Date	End Date	Persons Responsible
			<p>policies filtered through REAP</p> <p>Increase the % of Louisville Teacher Residency Program participants who remain employed after 3 years</p>	(monthly reports on yearly cycle)	<p>(General Fund)</p> <p>Exceptional Child Education Implementation Coach \$15,351,600 (General Fund)</p> <p>Exceptional Child Education \$27,540,760 (IDEA Federal Grant); \$169,020,545 (General Fund)</p> <p>Exceptional Child Education Services Expansion \$19,159,955 (General Fund)</p> <p>Family Resource Youth Service Centers \$3,290,436 (General Fund)</p> <p>English as a Second Language (Office of Multilingual Learners) \$51,505,475 (General Fund); English as a Second Language Service Expansion \$14,632,978 (General Fund)</p> <p>Newcomer Academy \$10,355,965 (General Fund)</p> <p>Summer Back Pack League \$6,400,000 (General Fund)</p> <p>Nursing Contract Services \$7,000,000 (General Fund)</p> <p>ELEV8 Learning Centers \$3,565,980 (General Fund)</p> <p>Athletic Fields \$20,000,000 (General Fund)</p>			

KDE Goal	Strategy (JCPS Pillars & Strategic Priorities)	Activity (Strategic Priority)	Measure of Success	Progress Monitoring	Funding (representing key 25-26 investments)	Start Date	End Date	Persons Responsible
					<p>Elementary School Playgrounds \$3,000,000 (General Fund)</p> <p>ECE Services, ML Services, Student Activities, Academic Supports, Mental Health, etc. \$570,468,901 - Multi-instructional Level Schools (General Fund)</p> <p>Enhanced Support/Choice Zone Stipends &amp; Addt'l PD Days \$11,587,000 - Multi-instructional Level Schools (General Fund)</p> <p>Enhanced Support/Choice Zone stipends \$19,225,859 (General Fund)</p> <p>Additional Elementary Teacher for Class Size Reduction \$2,236,139 - Elementary Schools (General Fund)</p>			
Quality of School Climate and Safety	Pillar: Culture & Climate SP: School Safety (KCWP 5, 6)	Meaningful Relationships: Advocate practices that improve engagement, belonging, and empowerment for students, staff, and families.	<p>Improved teacher and staff retention</p> <p>Decreased disproportionality in suspensions</p> <p>Increase the average open rate percentage for Constant Contact Messaging</p>	<p>ARSI Division will provide the following: % sense of belonging, engagement, and voice across stakeholder groups from the CSS and QSCS reported annually</p> <p>% positive ratings on teacher and school leadership items from the IMPACT survey reported bi-</p>	<p>Schools Division \$12,520,299 Culture &amp; Climate \$7,298,764 Health Services \$10,112,134 Support Programs \$1,853,710 (General Fund)</p> <p>ECE Services, ML Services, Student Activities, Academic Supports, Mental Health,</p>	08/08/2025	12/31/2026	Deferrari, Grohmann, Averette, Anderson

KDE Goal	Strategy (JCPS Pillars & Strategic Priorities)	Activity (Strategic Priority)	Measure of Success	Progress Monitoring	Funding (representing key 25-26 investments)	Start Date	End Date	Persons Responsible
			<p>Increase % of tip line calls/online reports resolved within 5 days</p> <p>Increase % of staff giving positive ratings on safety scale on Upbeat Survey</p> <p>Increase % of staff giving positive ratings on voice and leadership on Upbeat Survey</p> <p>District Interim Goals: The number of chronically absent students will decrease by 3% by 2026.</p> <p>The number of referrals will decrease by 5% by 2026.</p> <p>The number of out of school suspensions will decrease by 5% by 2026.</p>	<p>annually</p> <p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p> <p>District Interim Goal Reports (monthly reports on yearly cycle)</p>	<p>etc. \$570,468,901 - Multi-instructional Level Schools (General Fund)</p> <p>Additional Elementary Teacher for Class Size Reduction \$2,236,139 - Elementary Schools (General Fund)</p> <p>Explore Pathways \$6,860,565 - Middle School (General Fund)</p> <p>Middle School Explore Pathways \$5,106,996 (General Fund)</p> <p>Teams Scheduling Initiative \$1,745,942 - Middle Schools (General Fund)</p> <p>Middle School Teams \$2,000,000 (General Fund)</p> <p>Academy Career Pathways \$7,990,553 - High Schools (General Fund)</p> <p>High School CTE Pathways \$8,408,561 (General Fund)</p> <p>JCPS Police Department \$11,636,137 (General Fund)</p> <p>School Safety Administrators and Safety Officers \$7,548,794 (General Fund)</p> <p>Weapons Detection Systems</p>			



KDE Goal	Strategy (JCPS Pillars & Strategic Priorities)	Activity (Strategic Priority)	Measure of Success	Progress Monitoring	Funding (representing key 25-26 investments)	Start Date	End Date	Persons Responsible
					\$4,000,000 (General Fund)  Athletic Fields \$20,000,000 (General Fund)  Elementary School Playgrounds \$3,000,000 (General Fund)			
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  Increase the % of Multilingual Learners showing growth on ACCESS for ELLs	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  District Interim Goal Reports (monthly reports on yearly cycle)	English as a Second Language (Office of Multilingual Learners) \$51,505,475 (General Fund)  English as a Second Language Service Expansion \$14,632,978 (General Fund)  Newcomer Academy \$10,355,965 (General Fund)  ECE Services, ML Services, Student Activities, Academic Supports, Mental Health, etc. \$570,468,901 - Multi- instructional Level Schools (General Fund)	08/08/2025	12/31/2026	Hosch, Handley, Moore
Post- secondary Readiness	Pillar: Journey to Success, Racial Equity SP: Student Achievement (KCWP 1, 2, 5)	Transition Readiness Continuum: Define and monitor transition readiness of critical skills needed at key points in student development; provide various supports for students not transition ready, including extended learning	Increased graduation rate  Increased postsecondary readiness rates  Increased college- going rate  Increase the % of 12th grade students who score "Ready" on JCPS Academic Readiness	JCPS School Division will provide the following:  % of HS Students achieving Reading benchmark using CERT  % of HS Students achieving Math benchmark using CERT	Academy Career Pathways \$7,990,553 - High Schools (General Fund)  High School CTE Pathways \$8,408,561 (General Fund)  Explore Pathways \$6,860,565 - Middle School (General Fund)	08/08/2025	12/31/2026	Moore, Meyer, Hartstern, Rosenthal, Marks- Johns, Benfield, Ellison, Chevalier

KDE Goal	Strategy (JCPS Pillars & Strategic Priorities)	Activity (Strategic Priority)	Measure of Success	Progress Monitoring	Funding (representing key 25-26 investments)	Start Date	End Date	Persons Responsible
		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)	measures	Average Growth and average score using CERT  # of HS Students who are Postsecondary Ready (updated every 6 weeks)  District Interim Goal Reports (monthly reports on yearly cycle)	Middle School Explore Pathways \$5,106,996 (General Fund)  Academics Division \$33,126,760 Schools Division \$12,520,299 ECE Division \$21,094,970 Culture & Climate \$7,298,764 Health Services \$10,112,134 Pupil Personnel \$1,691,856 Support Programs \$1,853,710 (General Fund)  School-based Curriculum Resources \$12,000,000 (General Fund)  Teams Scheduling Initiative \$1,745,942 - Middle Schools (General Fund)  Middle School Teams \$2,000,000 (General Fund)			
Post-secondary Readiness, Graduation, Transition	Pillar: Journey to Success, Racial Equity SP: Student Achievement (KWCP 5)	Community Partnerships: Leverage community partners to provide equitable personalized learning experiences and targeted support for students	Decreased dropout and retention  Increased postsecondary readiness rates  Increased graduation rate	JCPS 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:	Academy Career Pathways \$7,990,553 - High Schools (General Fund)  High School CTE Pathways \$8,408,561 (General Fund)  Explore Pathways \$6,860,565 - Middle School (General Fund)  Middle School Explore Pathways \$5,106,996	08/08/2025	12/31/2026	Moore, Ellison

KDE Goal	Strategy (JCPS Pillars & Strategic Priorities)	Activity (Strategic Priority)	Measure of Success	Progress Monitoring	Funding (representing key 25-26 investments)	Start Date	End Date	Persons Responsible
				<p>% of students enrolled in advanced courses (dual credit, Advanced Placement, IB, and Cambridge) 3 times per year for the Racial Equity Plan monitoring metrics</p> <p>Vital sign report on key performance indicators (academic and non-academic) provided 6 times per year (disaggregated by student group)</p> <p>% of students on time to graduate in the Adjusted 4 year 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>(General Fund)</p> <p>Academics Division \$33,126,760</p> <p>Schools Division \$12,520,299</p> <p>ECE Division \$21,094,970</p> <p>Culture &amp; Climate \$7,298,764</p> <p>Health Services \$10,112,134</p> <p>Pupil Personnel \$1,691,856</p> <p>Support Programs \$1,853,710</p> <p>(General Fund)</p> <p>School-based Curriculum Resources \$12,000,000 (General Fund)</p> <p>Teams Scheduling Initiative \$1,745,942 - Middle Schools (General Fund)</p> <p>Middle School Teams \$2,000,000 (General Fund)</p>			

JCPS Goal (Strategic Priority)	Strategy (3 Pillars & Strategic Priorities)	Activity	Measure of Success	Progress Monitoring	Funding (representing key 25-26 investments)	Start Date	End Date	Persons Responsible
Financial Stability	Pillars: Racial Equity, Culture & Climate, Journey to Success, SP: Financial Stability	<p>Coherent Systems &amp; Processes: Implement common performance management routines to review data, define actions, and review corrective action plans. Ensure board actions align with strategic vision.</p> <p>Modernized Facilities Plan: Develop a facilities planning process to address critical three-year consumer and renovation needs.</p> <p>Improved Supports: Equitably align resource allocation for physical, instructional, and human resource infrastructure.</p>	<p>Annual budgets are balanced and aligned to district priorities</p> <p>Reduction in overall expenditures without compromising instructional quality</p> <p>Improved accuracy and transparency in financial reporting</p> <p>Improved facility conditions index for quartile 4 schools</p> <p>Increased % of Operations/IT services completed on time</p> <p>Implementation of short-term and long-term recovery plans</p> <p>Increased community trust in district financial stewardship</p>	<p>Monitor Financial recovery plan milestones.</p> <p>Track Professional Services Contract progress.</p> <p>Track spending on critical maintenance needs</p> <p>District Interim Goal Monthly Report.</p>	<p>Administration Division \$27,977,611 (General Fund)</p> <p>JCPS Police Department \$11,636,137 (General Fund)</p> <p>Operations Division \$177,012,726 (General Fund)</p> <p>Academics Division \$33,126,760 (General Fund)</p> <p>Schools Division \$12,520,299 (General Fund)</p> <p>ECE Division \$21,094,970 (General Fund)</p> <p>Culture &amp; Climate \$7,298,764 (General Fund)</p> <p>Health Services \$10,112,134 (General Fund)</p> <p>Pupil Personnel \$1,691,856 (General Fund)</p> <p>Support Programs \$1,853,710 (General Fund)</p> <p>Accountability, Research, and Systems Improvement Division \$4,117,977 (General Fund)</p> <p>Information Technology Division \$31,267,861 (General Fund)</p> <p>Human Resources Division</p>	08/07/2025	12/31/2026	Muns, Deferrari, Hosch, Moore, Fulk, Chevalier, Brown, Marshall, Satterly, Callahan, Lewis, Grohmann, Reynolds

JCPS Goal (Strategic Priority)	Strategy (3 Pillars & Strategic Priorities)	Activity	Measure of Success	Progress Monitoring	Funding (representing key 25-26 investments)	Start Date	End Date	Persons Responsible
					\$11,880,196 (General Fund)  Financial Services Division \$8,182,916 (General Fund)  Division of Diversity, Equity, and Poverty \$6,161,062 (General Fund)			
Student Achievement	Pillars: Journey to Success, Racial Equity, Culture & Climate, SP: Student Achievement	Transformed Instructional Core: Implement aligned standards, curriculum, assessment, and grading with Deeper Learning PD.  Racial Equity Policy: Implement policy and Equity-Centered Pipeline Workplan focused on: leader standards, high- quality preservice principal preparation, selective hiring and placement, evaluation and support, principal supervisors, leader tracking systems, systems and sustainability, and research.  Journey to Success: Transform learning via Success Skills, Artifacts, Milestones, and Defenses of Learning (DoL).	MAP Growth: Increase 3rd-grade Reading and 8th-grade Math growth/achievement by 3% by 2026.  Readiness: Increase % of 5th, 8th, and 12th graders scoring "Ready" on Academic Readiness measures.  Increased graduation and postsecondary readiness rates.  Equity: Increased minority educator staffing and principal equity screener scores.  Engagement: Increased magnet enrollment for students of color; improved teacher retention.	Track % meeting benchmarks (MAP, CERT) 3x/year.  Monitor Vital Sign report (academic/ non-academic) 6x/year.  Track Journey to Success milestones and DoL completion.  Monitor graduation & readiness (Grad Wizard, Postsecondary tools).	Racial Equity Funds \$29,815,528 (General Fund)  \$19,225,859 ESZ/Choice Zone stipends (General Fund)  School-based Curriculum Resources \$12,000,000 (General Fund)  Enhanced Support/Choice Zone Stipends & Addtl PD Days \$11,587,000 - Multi- instructional Level Schools (General Fund)  Enhanced Support/Choice Zone stipends \$19,225,859 (General Fund)  Additional Elementary Teacher for Class Size Reduction \$2,236,139 - Elementary Schools (General Fund)  Explore Pathways \$6,860,565 - Middle School (General Fund)	08/07/2025	12/31/2026	Moore, Hosch, Meyer, Ellison, Hartstern, Rosenthal, Marks-Johns, Benfield, Speaks, Cosby, Foster, Marshall, Deferrari, Anderson, Callahan

JCPS Goal (Strategic Priority)	Strategy (3 Pillars & Strategic Priorities)	Activity	Measure of Success	Progress Monitoring	Funding (representing key 25-26 investments)	Start Date	End Date	Persons Responsible
		<p>Personalized Learning: Expand Academies of Louisville, Explore Pathways, and student- centered environments.</p> <p>Transition Readiness: Monitor critical skills at key developmental points.</p> <p>Community Partnerships: Leverage partners (e.g., Louisville Promise, Evolve 502) for equitable learning experiences.</p>			<p>Middle School Explore Pathways \$5,106,996 (General Fund)</p> <p>Teams Scheduling Initiative \$1,745,942 - Middle Schools (General Fund)</p> <p>Middle School Teams \$2,000,000 (General Fund)</p> <p>Academy Career Pathways \$7,990,553 - High Schools (General Fund)</p> <p>High School CTE Pathways \$8,408,561 (General Fund)</p> <p>Academic Instructional Coaches \$13,772,152 (General Fund)</p> <p>English as a Second Language (Office of Multilingual Learners) \$51,505,475 (General Fund)</p> <p>Newcomer Academy \$10,355,965 (General Fund)</p>			
Safety	Pillar: Culture & Climate, SP: School Safety	<p>Meaningful Relationships: Advocate practices improving engagement, belonging, and empowerment.</p> <p>Family Engagement: Improve outreach and access points for families.</p>	<p>Referrals: Decrease student referrals by 5% by 2026.</p> <p>Suspensions: Decrease out-of-school suspensions by 5% by 2026.</p>	<p>Monitor student sense of belonging (CSS/QSCS) annually.</p> <p>Track attendance, suspensions, and referrals monthly.</p>	<p>Audio Enhancement \$30,000,000 (General Fund)</p> <p>Weapons Detection Systems \$4,000,000 (General Fund)</p> <p>JCPS Police Department \$11,636,137 (General Fund)</p> <p>School Safety Administrators</p>	08/07/2025	12/31/2026	Deferrari, Fulk, Kessinger, Satterly, Reynolds, Brown, Lewis

JCPS Goal (Strategic Priority)	Strategy (3 Pillars & Strategic Priorities)	Activity	Measure of Success	Progress Monitoring	Funding (representing key 25-26 investments)	Start Date	End Date	Persons Responsible
		<p>Safety Infrastructure: Equitably align resources for safety systems (e.g., weapons detection, audio enhancement).</p> <p>Coherent Systems: Implement performance management for healthy learning environments and corrective action plans.</p>	<p>Attendance: Decrease chronic absenteeism by 3% by 2026.</p> <p>Improved sense of belonging (students/staff).</p>		and Safety Officers \$7,548,794 (General Fund)			

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
<p><b>Consider:</b> 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.</p> <p><b>Response:</b></p> <p>In addition to our school board monitoring all TSI Gap Goals for each school, the following teams of district stakeholders are involved in monitoring district- and school-level data regularly and prioritizing district work relative to TSI subgroups. Our Cabinet Members, Academic and Schools Division Leaders, and Jefferson County Board of Education are involved in monitoring district- and school-level data regularly and prioritizing district work relative to those data. Cabinet meets weekly, while the Academic and Schools Division meets as a team monthly and meets bi-weekly in individual zones/level leadership meetings. The Diversity, Equity, and Poverty leadership meets bi-monthly with Cabinet members and their division leadership team to review progress on the District’s Racial Equity Plan. Additional data reviews are occurring in the 2025-2026 school year on key metrics. Meetings are documented through meeting agendas and meeting minutes.</p> <p>Our principals meet monthly within their respective zones and levels throughout the year. During these meetings, the Superintendent and Chief of Schools share major initiatives and updates, while principals provide feedback and input. Zone- and level-specific meetings also allow for more targeted training and differentiated support in smaller groups. Additionally, Assistant Superintendents have regular meetings with their direct reports regularly to address needs and processes.</p> <p>Beginning this school year (2025–2026), our MRI schools will lead data reviews with Cabinet leadership to share outcomes, reflect on effective strategies, and identify support needed. Additionally, schools will begin presenting data at Board meetings.</p> <p>Lastly, district leadership provides a summary of the progress of district goals during regular board meetings of the Jefferson County Board of Education. Those reports outline progress toward the goal, followed by identified effective strategies, opportunities for growth, and next steps. The progress monitoring reports are available <a href="#">here</a>.</p> <p>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 <a href="#">Comprehensive School Improvement Plans (CSIPs)</a> which outline schools’ efforts at incorporating new goals and initiatives, which include goals and strategies addressing the District’s <a href="#">Racial Equity Policy</a>, the <a href="#">Journey to Success</a>, 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.</p> <p>As part of keeping learner’s needs and interests at the center, the district has created a <a href="#">Comprehensive Improvement Model</a>. This model aligns the</p>



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 continuous improvement processes have been implemented to monitor and track implementation of district and school implementation of the strategic plan strategies and activities:

- **Formative Systems Reviews (FSRs)**: The Formative Systems Review (FSR) is a system-focused, formative look at the implementation of improvement strategies and activities conducted twice per year. 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**: Monitors progress every 6 weeks 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.
- **Comprehensive Systems Reviews (CSRs)**: Schools are reviewed on a 3-year cycle by an independent review team utilizing a research-based approach. The goals of the CSRs are to 1) provide an independent and research-based review of a school's instructional systems and to examine the impact on student experiences, perceptions, and outcomes and 2) provide valuable information to school leaders in guiding improvement planning, as well as provide beneficial information to the JCPS community-at-large in sharing insights and innovations across the district.
- **Academic School Division Meetings**: Zone/Level Asst Sup. teams review district actions for schools, provide feedback, and discuss emerging common needs across schools.
- **Principal Professional Learning Communities (PPLCs)**: Assistant Superintendents for each school zone 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) tool is utilized by PLCs within schools.
- **District Improvement Goals**: New this year, school leadership will receive monthly reports to monitor progress toward the district goals in improving the number of students reaching reading and math benchmarks by 3%, reducing the number of chronic absent students by 3%, and reducing the number of referrals and suspensions by 5%. This includes behavior and attendance monitoring guidance and support strategies.

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.

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:** [1][2]

JCPS examined gap data from the 2023-2024 and 2024-2025 state accountability system to identify schools that have not met their target to reduce the gap in student achievement. Targeted Support and Improvement (TSI) identification is now required annually. Fall 2025 identification is based on three consecutive years of data (2022-2023, 2023-2024, and 2024-2025). We had no schools identified as TSI in both 2023-2024 and 2024-2025 that are still TSI schools based on the state accountability system. While Seneca High is identified as TSI, it should be noted that they exited ATSI status for students with disabilities. The table below lists the JCPS TSI schools based on Fall 2024 state assessment results.

#### JCPS TSI Schools

Elementary	High
Chancey Elementary	Jeffersontown High
Cochrane Elementary	Seneca High
Lincoln Elementary	Waggener High
Minors Lane Elementary	
Okolona Elementary	
Wilkerson Elementary	

ATSI schools were identified for the first time in 3 years. Fall 2025 identification is based on subgroups performing as poorly as the bottom 5% for the All Student group for the past three years. When examining individual schools, JCPS identified the following schools as failing to reduce the gap in achievement within the same student group for three or more years

#### JCPS ATSI Schools

Elementary	Middle	High
Fern Creek Elementary	Carrithers Middle	Eastern High
Jeffersontown Elementary	Crosby Middle	Fern Creek High
Price Elementary	Farnsley Middle	Southern High
Watterson Elementary	Highland Middle	Western High
	Kammerer Middle	
	Lassiter Middle	

	Meyzeek Middle	
	Newburg Middle	
	Ramsey Middle	
	Westport Middle	

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.

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.

Most recently, JCPS is implementing a tier system of support for our TSI, ATSI, CSI and MRI schools. JCPS changed zone structures to include CSI schools in their demographic zone, leaving MRI and Choice Zone schools in our Enhanced Support Zone. These schools would receive additional structured support that includes but is not 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, and enhanced support week of professional learning. Additionally, many schools that were identified TSI or ATSI received a comprehensive school review.

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

After studying multiple models across the nation, the Enhanced Support Zone (ESZ) was created as an adaptation from the previous Accelerated Improvement Office (ESZ) to lead schools struggling to increase academic achievement. Our model was inspired by the model used in Miami, Florida. The ESZ office currently supports 24 Comprehensive Support and Improvement (CSI) elementary, middle, and high schools. ESZ provides a research-based framework to principals and their leadership team on school turnaround and continuous improvement strategies. In addition, ESZ works within the [district strategic priorities](#) and [Comprehensive District Improvement Plan](#) (CDIP) to ensure quality instruction, curriculum, assessment, intervention, and student wellness occur with support from district leadership. Each ESZ school develops a turnaround plan on improvement priorities that are monitored and supported with a partnership between the ESZ office and the Kentucky Department of Education. Collectively the ESZ office focuses on their vision to ensure each school is an exceptional place of student learning.

The JCPS ESZ 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 ESZ. This team ensures a cohesive approach in our schools. ESZ uses evidence-based strategies to develop the framework to support school improvement. ESZ 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 Instructional Systems Monitoring Tool focused on 5 strategies of effective systems. The five strategies include expectations on 1) Effective Organizational Leadership, 2) High Quality Instruction, 3) Collaborative Teams and Professional Learning, 4) Consistent Progress Monitoring and Data Analysis, and 5) Intentional Family and Community Engagement. The ESZ office provides training and support for these key areas as it relates to the five strategies:

- [PLC Training](#)
- [Curriculum Implementation](#)
- Leading Change from Kotter Associates
- High Expectations Walkthroughs
- Improvement Science
- Unit and Lesson Internalization of HQIRs
- ESZ Leadership Blueprint
- Role Group Specific Data Driven Leadership (Principals, Asst. Principals, AICs)

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

ESZ 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. ESZ 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. ESZ requires assurance of grade-level access *AND* tiered support for students not performing at grade-level. This has been completed by curriculum adoption, [implementation of district evidence of learning checks along with a focus on demonstration of strategies with the instructional systems monitoring tool](#), 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. ESZ 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 ESZ are formally trained in Carnegie’s Improvement Science practices. The ESZ 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 ESZ 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 ESZ 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](#). The ESZ Office has created a leadership blueprint for principal training and monitoring along with an academic overview design process to support school leaders in designing effective systems for instructional 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 ESZ monitors through a new process called “The School Learning Visit” with a strong emphasis on classroom visits and instructional discussion among ESZ leadership and building level leaders. Additionally, there is a formal review of how the school is working through establishing the Seven (7) Habits of School Turnaround throughout the school community and exploring the supports needed to ensure continuity and sustainability.</p> <p>The ESZ office also monitors through a new process called “School Progress Meetings” focused on ESZ office personnel and school leaders reviewing the 5 strategies of the instructional systems monitoring tool, progressions, quarterly data review from instructional practices, PLC work, curriculum look-fors, literacy plans, and principal growth plans.</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>● ESZ Vital Signs</li> <li>● School Walkthrough data</li> <li>● MAP Assessment</li> <li>● Evidence of Learning 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>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 ESZ 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><b>Driving School Improvement Through Data Literacy</b></p> <p>The ESZ will implement co-designed training to all ESZ assistant principals on using data to drive improvement. This experience will be designed and delivered through a collaborative process between KDE personnel and ESZ 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 ESZ 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 ESZ Leadership Summit, Principal Professional Learning Communities, and ESZ principal meetings.</p> <p>The ESZ 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 ESZ Leadership team along with 5 ESZ 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>\$10,-000 – SIF Project Code 320 KC</p>	<ul style="list-style-type: none"> <li>● ESZ 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 (ESZ office and School Level)</li> <li>● Stakeholder Plus Deltas</li> <li>● Principal Improvement Artifacts</li> <li>● High Expectations Walkthrough Dashboard</li> </ul>

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

CSI Activity Name and Description (Include EBP)	Funding	Monitoring/ Measurement
<p>All principals will be trained on using the newly designed ESZ 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><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 ESZ Office will design a new school walkthrough tool focused on high expectations of teaching and learning. ESZ 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 school.</p> <p>ESZ 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 ESZ Office will design a reflection experience for ESZ 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 ESZ will be trained in the Foundations of Leading Change via Kotter Associates from Harvard University.</p> <p>ESZ Office leadership will participate in the Leading Change Certification Process via Kotter Associates from Harvard University.</p>	<p>\$0 – no new cost</p>	<ul style="list-style-type: none"> <li>● PPLC Implementation</li> <li>● ESZ 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> <li>● Evidence of implementation of system development within the ESZ Office.</li> </ul>



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

District Activity Name and Description	Funding	• Monitoring/ Measurement
<b>Instructional Support</b> <ul style="list-style-type: none"> <li>The Enhanced Support Zone office receives increased support to improve equity to the district CSI schools. Academically, a math and literacy lead has been appointed to the ESZ office to exclusively work in our schools to provide curriculum, instruction, and assessment support.</li> <li>The ESZ office also has a Data Technician to support academic coherence.</li> <li>ESZ 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, ESZ is prioritized for training and resource teacher support by the JCPS academic district office.</li> </ul>	\$3,622,979 for "ESZ week" (extra days) (GF)	<ul style="list-style-type: none"> <li>MAP Data</li> <li>KSA Data including reduction of # of CSI schools</li> </ul>
<b>Personnel Support</b> <ul style="list-style-type: none"> <li>ESZ is <a href="#">supported by the human resource department</a> by not having to accept certified overstaffed positions; receiving early access to new teacher candidates, and being allowed to remove a teacher each year that is not fulfilling their obligation to accelerate learning outcomes.</li> <li>The Human Resources department has a staff member that focuses solely on teacher retention and efforts are primarily focused on ESZ schools. In the <a href="#">October edition of Envision Equity</a>, these efforts are highlighted.</li> <li>Teachers who serve at an ESZ 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>ESZ 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 ESZ schools recruit substitutes.</li> <li>All teachers who are either in an ESZ 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>	\$19,235,859 for Incentive Stipends (GF)	<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>
<b>Financial Support</b> <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 ESZ and Choice Zone status (<a href="#">page 8</a>).</li> </ul>	\$18.5 million for student weighted equity formula (GF)  \$19.2 Million (GF)	<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>

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

District Activity Name and Description	Funding	• Monitoring/ Measurement
<ul style="list-style-type: none"> <li>ESZ/Choice Zone Stipend and extra professional development days.</li> </ul>		
<b>Student Wellbeing Support</b> <ul style="list-style-type: none"> <li><a href="#">School Nurses</a> have been provided to every school--but the ESZ schools are covered first and if there is an opening, the district nurses cover the ESZ 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> <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 ESZ schools were prioritized in their assignments.</li> </ul>	\$20.5 million for positions (GF)	<ul style="list-style-type: none"> <li>JCPS Comprehensive School Survey Data</li> </ul>
<b>Technological Support for ESZ Schools –</b> Chromebooks acquisition and use for improved student learning has been a focus in all ESZ 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 ESZ school will be allotted one classroom set of Chromebooks to serve as replacements.	\$10,721,307 for infrastructure, software, wireless access, student devices, audio enhancement, security (GF) \$32 million in last 5 yrs	<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>
<b>Facilities Support</b> <ul style="list-style-type: none"> <li>ESZ is prioritized in district operations for <a href="#">district facility</a> work. 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>Kerrick Elementary building construction is underway and schedule to open in the 2026-27 school year.</li> <li>The ground breaking of Hudson Middle School, located in the west</li> </ul> </li> </ul>	\$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)	<ul style="list-style-type: none"> <li>Plus Delta</li> <li>KY IMPACT Data</li> <li>JCPS Comprehensive School Survey Data</li> <li>Teach Upbeat Survey</li> </ul>

CDIP Addendum: District/School Improvement Activities for CSI Schools		
District Activity Name and Description	Funding	• Monitoring/ Measurement
<p>end of Louisville, to be built as part of the <a href="#">School Choice Plan</a>.</p> <ul style="list-style-type: none"> <li>Continuous efforts for updates and renovation at the Academy @ Shawnee.</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 ESZ team has been a key to our work with ESZ schools. The partnership between the Kentucky Department of Education and our ESZ 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>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</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)</p>

		numeracy skills			provided 6 times per year (disaggregated by student group)
Collaboration, Planning, Instructional Practices for Deeper Learning - PLC Training	# of teachers and leaders attending PLC training  # of admin attending/coaching PLCs in their school  # of CFAs given monthly  # of students in intervention	Increase teacher competency in PLC implementation  Increase common lesson plans  Increase CFAs and quality Journey to Success artifacts  Increase student numeracy and literacy skills	Increase teacher retention in CSI schools due to support and collaboration  Increase the number of teachers reporting positive results on the CSS, IMPACT, and UPBEAT surveys  Decrease the number of students needing Tier 3 intervention in Reading and Math  Decrease the number of student scoring novice on KSA Reading and Math  Exit CSI Status	Increase continuity between teachers and schools  Increase the number of students requiring only Tier I intervention in reading and math to 80%	Training calendar and attendance sheets created  School coaching calendars created  CFAs and Journey to Success Artifacts  Formative System Reviews  Teacher Retention  Teacher UPBEAT Survey  IMPACT Survey  MAP and CERT results  KSA Reading and Math Results

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

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

**Estimated Evidence Level:** Theoretical Framework - Level 4

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

Intervention	Outputs	Short-Term Outcomes (0 - 1 year)	Mid-Term Outcomes (2 - 3 years)	Long-Term Outcomes (4+ years)	Monitoring Data
MRI Data Reviews	<p>ESZ Assessment Calendar</p> <p># of training sessions provided to leaders and teachers on effective use of data <a href="#">ESZ 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 ESZ assessment schedule</p> <p>Provide a more racially equitable and culturally responsive approach to improvement work</p> <p>Increase ESZ leaderships knowledge about the processes related to</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>ESZ 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>

		improvement science implementation			PDSA's (ESZ office and School Level)
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**Challenge:** Teachers in ESZ 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
Instructional Feedback and Professional Learning - <a href="#">Feedback &amp; Coaching Lab Scope and Sequence</a>	# of school leaders (AICs, APs, Principals) trained  # of coaching sessions  # of individual school coaching schedules created and implemented	Increased percentage of ESZ school leaders trained in Rutherford coaching model.  Increased coaching from leaders to teachers. Increase coaching skills of school leaders	Increased positive responses regarding coaching and feedback on teacher perception surveys  Increased number of schools implementing systematic coaching efforts.	Increased teacher retention due to collaboration and support.  Reduction of novice students in ESZ schools	Formative System Reviews  Teacher Retention  Teacher UPBEAT Survey

	<p># of ESZ teachers receiving coaching</p> <p># of teachers receiving Effective evaluation ratings</p> <p># of positive responses on teacher feedback surveys</p>	<p>Increase the percentage of teachers in ESZ schools receiving feedback</p>	<p>Increase the percentage of teacher receiving Effective teacher evaluations</p> <p>Increased teacher retention in ESZ schools</p> <p>Increase the number of schools exiting CSI</p>		<p>IMPACT Survey</p>
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**Challenge:** Urban school leaders in ESZ 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 ESZ 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
Investing in Turnaround Leadership  Excellent school-based leadership is needed for improved academic achievement. The ESZ 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 ESZ has also invested in providing four improvement science workshops led by the Carnegie Foundation to focus on progress	# of district leaders and educational recovery staff trained in turnaround coaching  # of principals receiving professional development on the I3 Leadership series including the development of the turnaround framework  # of coaching sessions with principals from ESZ leadership and Educational Recovery Leaders	Increased % of ESZ district leadership and Educational Recovery staff trained in turnaround coaching  Increased % of principals receiving professional development on the I3 Leadership Series  Increased coaching session to principal from district leadership and ER staff	Increased coaching competencies of district staff, ER staff, and principals  Increased fidelity in coaching implementation  Increased principal retention  Increase the number of schools exiting CSI	Increased principal effectiveness due to support and coaching  Increased student achievement	Training calendar and attendance sheets for professional development  Coaching calendar and data log  Minutes from data focused principals PLCs  Principal Reflections using AIR Framework

monitoring, program evaluation, and to set a path for improvement	<p># of principals participating in data focused Principal Professional Learning Community teams on a bi-monthly basis</p> <p># of principals reflecting on the evidence of their leadership journey using the AIR Framework for a Turnaround Continuum and Turnaround Competencies</p>	Increased % of principals participating in data focused PLCs			Principal retention data KSA student achievement data
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