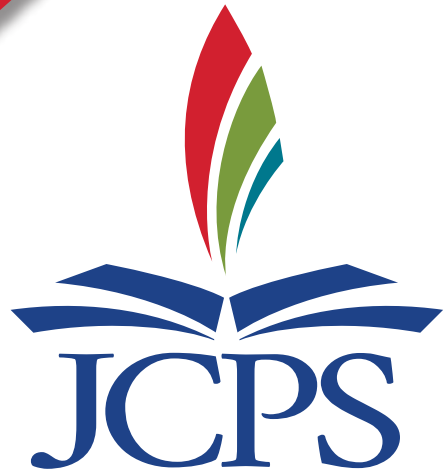JEFFERSON COUNTY PUBLIC SCHOOLS

VISION 2020

EXCELLENCE
With EQUITY

JCPS

Learning, Growth, and Development
Increasing Capacity and Improving Culture
Improving Infrastructure and Integrating Systems

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.

Mission

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

Core Values

- **Caring**—All JCPS children are nurtured as if they are our own.

- **Equity**—All students receive an education that gives them what they need to thrive through differentiated supports focused on removing social factors as a predictor of success.

- **Excellence**—Empowering people to lead, create, and innovate is essential to creating a culture of excellence.

- **Respect**—All students, staff, and families are treated with dignity and respect as members of a safe and welcoming learning community.

- **Individuality**—Children learn differently and require personalized approaches to learning.

- **Diversity**—Our diversity is a strength—differences of each are assets of the whole.

- **Opportunity**—Effective teaching is the most powerful tool for engaging and motivating students to reach their full potential.

- **Creativity**—The abilities to create, innovate, and solve challenging problems are critical skills for educators and children to develop and employ in teaching and learning.

- **Collaboration**—Relationships, cooperation, and partnerships among students, staff, families, and community are fundamental to the success of our students.

- **Stewardship**—Adults model integrity, respect, and responsibility through mindful stewardship of talents, resources, and time.

Overview:
Focus Areas and Goals

Learning, Growth, and Development

- Deeper Learning

Increasing Capacity and Improving Culture

- Professional Capacity in Teachers and Leaders
- High-Performing Teams

Improving Infrastructure and Integrating Systems

- Infrastructure Improvements
- Communications, Engagement, and Access to Information
- Technology for Learning and Operations
- Access to Public School Choice

Focus Area:
Learning, Growth, and Development

Goal: Deeper Learning

Each student will progress toward mastery of both academic standards and the development of capacities and dispositions necessary for success in college, career, community, and life.

Strategies

Strategy 1.1.1

Adopt a broader definition of learning: Align teaching strategies, assessments, and rigorous learning opportunities that promote student mastery of academic knowledge and the development of the capacities (e.g., creativity, critical thinking, self-regulation) and dispositions (e.g., persistence, empathy, responsibility) necessary for success in life.

Strategy 1.1.2

Personalize learning: Design personalized and engaging learning environments and experiences in all content areas for each student to facilitate mastery of academic standards and the development of learner capacities and dispositions.

Strategy 1.1.3

Provide equitable access: Develop and improve systems and practices to recognize student strengths and to provide equitable access to engaging learning opportunities, supports, and resources.

Strategy 1.1.4

Reduce, revise, and refine assessments: Develop a balanced district- and school-level assessment system, in collaboration with teachers, that is grounded in the broader definition of student learning that: mandates fewer and broader assessments; builds teacher capacity in assessment literacy, including the development and use of formative, authentic, and project- and performance-based assessments; and reduces reliance on standardized, multiple-choice tests.

Strategy 1.1.5

Improve student literacy: Develop and implement a comprehensive strategy focused on early intervention that has as its goal that **all Primary Program students are reading on grade level by the end of the third grade** and that students struggling with literacy beyond the third grade in elementary school, middle school, and high school make progress toward reading and writing proficiency, to include: improved reading and writing instruction using research- or evidence-based strategies and best practices, extended learning, and strategies to increase educational stability and continuity of supports for highly mobile students.

Strategy 1.1.6

Strengthen early childhood education: To significantly increase kindergarten readiness, create a comprehensive early childhood education plan that addresses the improvement and expansion of JCPS programs; recruitment, retention, and professional development of educators; expansion of summer kindergarten readiness camps; community partnerships; and communications, support, and outreach to parents and caregivers.

Strategy 1.1.7

Eliminate achievement, learning, and opportunity gaps: Establish the elimination of gaps in educational outcomes for students as a fundamental objective of the district. This objective is to be pursued through the development and implementation of research- or evidence-based strategies and best practices at the district, school, and classroom levels, including differentiated resources and targeted strategies to increase student success, such as the Males of Color Initiative and the Closing Minority Gaps Through AP Enrollment and Support Program.

▶Targets

1. **High school graduation:** Increase the Four-Year Adjusted Cohort Graduation Rate from 79.0 percent in 2015 to 93.0 percent in 2020.

2. **Graduates ready for college and career:** Increase the percentage of students who are college- and career-ready from 63.0 percent in 2015 to 90.0 percent in 2020.

3. **Capacities and dispositions:** Increase the percentage of students demonstrating the capacities and dispositions necessary for success in life (Definitions and measures to be developed in 2015-16. Baseline 2016-17*).

▶Leading Indicators

1. **Academic proficiency:** Meet the Kentucky Department of Education (KDE) annual delivery targets for increasing the percentage of students scoring Proficient or Distinguished in all content areas.

2. **Novice reduction:** Meet the KDE annual delivery targets for decreasing the percentage of Gap students scoring Novice in reading and math.

3. **Closing the Gap:** Meet the KDE annual delivery targets for increasing the percentage of Gap students scoring Proficient or Distinguished while significantly closing the distance in performance between non-Gap and Gap students.

4. **Kindergarten readiness:** Increase the percentage of students identified as kindergarten-ready from 47.9 percent in fall 2015 to 77 percent in 2020.

5. **Primary grade reading:** Increase the percentage of students reading on grade level in all Primary grades, kindergarten through grade three.

6. **Third-grade reading proficiency:** Increase the percentage of students scoring Proficient or higher in reading from 47.0 percent in 2015 to 74.0 percent in 2020.

7. **Equitable access:** Increase the percentage of students in underrepresented demographic groups participating in Advanced Learning Opportunities (e.g., Advance Program, Advanced Placement [AP], International Baccalaureate, Cambridge International, Dual Credit) and in programs designed to increase learning through enrichment, mentoring, and leadership activities.

8. **Equitable outcomes:** Increase the percentage of students in underrepresented demographic groups who receive a score of 3 or better on AP tests.

9. **Priority Schools:** Reduce the number of schools that are identified as Priority Schools by the KDE.

Focus Area:
Increasing Capacity and Improving Culture

Goal: Professional Capacity in Teachers and Leaders

Increase the capacity of our professional school staff to create engaging, rigorous learning opportunities for students to progress in academic achievement and the development of the learner capacities and dispositions necessary for success in life.

Strategies

Strategy 2.1.1

Personalize deeper learning: Implement the Educator Growth System (EGS) with integrity across the district to increase educator capacity to provide personalized instruction and to engage students in deeper learning aligned with the curriculum.

Strategy 2.1.2

Cultivate growth mindset: Use research- or evidence-based strategies and best practices to increase the capacity of teachers, staff, and school leaders to create a growth mindset in each student and recognize student strengths.

Strategy 2.1.3

Improve culture and climate: Use research- or evidence-based strategies and best practices to improve district, school, and classroom culture and climate to ensure that all students and staff work and learn in a safe, respectful, and equitable environment.

▶Targets

1. **Effective Educators:** Increase the percentage of students who have access to effective educators (Definitions and measures to be developed in 2015-16. Baseline 2016-17).

2. **Capacities/Dispositions:** Increase the percentage of educators exhibiting the professional capacity to implement the integration of teaching, assessment, and learning opportunities in Learning Strategy 1.1.1 (Definitions and measures to be developed in 2015-16. Baseline 2016-17*).

▶Leading Indicators

1. **Professional responsibilities:** Increase the average rating on the Professional Responsibilities and Classroom Environment scales on Professional Growth Effectiveness System (PGES) classroom observations.

2. **Personalized learning:** Increase the percentage of students with positive responses to the personalization questions on the Comprehensive School Survey (CSS).

3. **Culture and climate:** Definitions and measures for this indicator to be developed in 2015-16. Baseline 2016-17.

4. **Behavior and discipline:** Definitions and measures for this indicator to be developed in 2015-16. Baseline 2016-17.

5. **Family involvement:** Increase family involvement with students who have multiple behavioral referrals.

Goal: High-Performing Teams and Professional Learning Communities

Develop a culture of high-performing teams throughout the district that fosters collaboration, innovation, creativity, and continuous improvement. Such teams include Professional Learning Communities (PLCs) as well as teams across all sectors of the district and school operations.

Strategies

Strategy 2.2.1

Define high-performing teams: Define a districtwide way of working in high-performing teams, developed in collaboration with certified and classified staff and school and district leaders, that creates a common aspiration for the collegial, mutually accountable accomplishment of goals.

Strategy 2.2.2

Build capacity of PLCs: Improve professional practice and design deeper learning opportunities through PLCs that lead to shared ownership of student success.

Strategy 2.2.3

Increase and deepen professional learning: Provide time and professional learning opportunities for certified staff and classified staff to learn together, plan, and reflect upon and improve professional practice so that employees are equipped and empowered to function as high-performing teams.

Strategy 2.2.4

Develop leaders: Provide research- or evidence-based strategies and best practice leadership-development opportunities and meaningful, actionable feedback to school and district staff to create a large cadre of effective leaders and peer coaches.

▶Targets

1. **Effective teams:** Increase the number of teams within and across divisions that exhibit characteristics of organizational effectiveness (Definitions and measures to be developed in 2015-16. Baseline 2016-17).

2. **Effective PLCs:** Increase the average effectiveness rating of PLCs.

3. **Effective leaders:** Increase the number of school and district staff who can lead teams in improving performance (Definitions and measures to be developed in 2015-16. Baseline 2016-17).

▶Leading Indicators

1. **Time and professional development:** Increase the average ratings on Teaching, Empowering, Leading and Learning (TELL) survey time and professional-development (PD) measures.

2. **High-performing teams:** Increase the percentage of JCPS staff who report that they belong to a high-performing team (Baseline 2016-17).

3. **Team goals and roles:** Increase the percentage of staff who can clearly articulate team goals as well as their role in contributing to team goals (Baseline 2016-17).

Focus Area:
Improving Infrastructure and Integrating Systems

Goal: Infrastructure Improvements

Improve and sustain infrastructures—physical, instructional, and human resources—essential to providing safe, resourced, supported, and equipped schools.

Strategies

Strategy 3.1.1

Improve physical infrastructure: Create a comprehensive needs assessment and five-year strategic infrastructure plan that identifies the current state of the district's infrastructure, projects the long-term needs aligned with strategic priorities, and prioritizes investment and implementation, taking into account safety, equity, impact on student learning, impact on system performance, and available funding.

Strategy 3.1.2

Improve instructional infrastructure: Develop and implement a transparent and accessible districtwide plan to address school needs for instructional resources and district supports that differentiates for individual school needs, identifies the funding required, and prioritizes implementation based on equity, adequacy, and needs, including the needs of students making transitions from one school setting to another.

Strategy 3.1.3

Improve human resources infrastructure: Develop and implement a responsive, time-sensitive educator recruitment and placement process in order to: identify, hire, and assign teachers and administrators with the capacities, skills, and dispositions necessary for effective teaching and learning; target recruitment to fill high-need positions; identify and hire a diverse workforce; and place and retain teachers in schools, taking into account teacher experience and student needs.

Strategy 3.1.4

Ensure responsible stewardship of resources: Based on comprehensive needs assessments, determine the necessary funding to improve adequate and equitable infrastructures using a systematic review of current expenditures for performance optimization, opportunities for cost containment, and maximizing impact on student learning.

▶Targets

1. **Physical infrastructure:** Increase the percentage of physical resources that meet industry standards (Definitions and measures to be developed in 2015-16. Baseline 2016-17).

2. **Instructional infrastructure:** Increase percentage of the allocation of instructional resources and district supports that are distributed based on identified student need (Definitions and measures to be developed in 2015-16. Baseline 2016-17).

3. **Human resources:** Increase the percentage of highly qualified and effective school and district educators who meet the diverse needs of students (Definitions and measures to be developed in 2015-16. Baseline 2016-17).

4. **Human resources:** Maintain a pool of qualified teacher applicants who are racial and/or ethnic minorities at or above 200 by 2020.

5. **Teacher hiring:** Increase the percentage of educators hired by the district who are racial and/or ethnic minorities from 15.9 percent in 2015 to 25.0 percent in 2020.

▶Leading Indicators

1. **Strategic infrastructure plan:** Develop and present to the Board the comprehensive needs assessment and five-year strategic infrastructure plan.

2. **Instructional infrastructure plan:** Develop and present to the Board the districtwide plan to address school needs for instructional resources and district supports.

3. **Early hires:** Increase the number of early hires, particularly for high-need or difficult-to-fill positions, based on trend data for vacancies and attrition.

Goal: Communications, Engagement, and Access to Information

Improve communication systems and expand access to JCPS information and responsive services by using technology and world-class best practices to build and strengthen relationships with families, stakeholders, and the community.

Strategies

Strategy 3.2.1

Engage with families: Invite parents and caregivers to participate in the life of their child's school and the educational growth of their child through a process of meaningful and mutual communication and engagement focused on improving the learning environment and experiences at school and at home.

Strategy 3.2.2

Improve and standardize external systems: Develop and implement clear, transparent processes and communications protocols to increase reach to and improve access by all stakeholders, including:

- Creating a 311 system as a single point of entry to handle all inquiries;

- Developing customer-service training and protocols for frontline employees; and

- Creating a new JCPS website and information applications for mobile devices.

Strategy 3.2.3

Improve and standardize internal systems: Create a standardized process for requesting services from Central Office departments, leading to increased efficiency.

Strategy 3.2.4

Listen and respond to stakeholders: Develop and implement regular, systemic processes and structures to identify, understand, and respond to stakeholder needs.

▶Targets

1. **Customer satisfaction**—Increase internal and external customer satisfaction as measured through feedback surveys (Definitions and measures to be developed in 2015-16. Baseline 2016-17).

2. **Access to information**—Increase the number of stakeholders accessing information across all communication modalities (Definitions and measures to be developed in 2015-16. Baseline 2016-17).

▶Leading Indicators

1. **Parent/Caregiver satisfaction:** Increase parent/caregiver satisfaction as measured through feedback surveys.

2. **Employee training:** Increase the percentage of staff who interact with parents, families, and the public who receive customer service training.

3. **Issue resolution:** Increase the percentage of service issues that are satisfactorily resolved.

4. **Response time:** Reduce average response time for the satisfactory resolution of service issues.

Goal: Technology for Learning and Operations

Continue to maintain, standardize, and deploy modern technology across JCPS to educate all students with twenty-first-century skills and to support student success and efficient operations.

Strategies

Strategy 3.3.1

Create a technology road map: Create a three-year strategic technology road map that defines and clearly communicates the technology foundation and the vision, leadership, and support needed in order for JCPS to achieve its academic and operational goals.

Strategy 3.3.2

Harness innovation: Develop and implement an innovation mechanism that creates and leverages public-private innovation partnerships by which new technologies will be tested, evaluated, and shared by an Innovation Team made up of a core group of school technology coordinators (STCs), administrators, classroom teachers, and students.

Strategy 3.3.3

Optimize technology usage: Enhance technology infrastructure to facilitate the adoption of new and emerging technologies to educate our students with twenty-first-century skills, provide a foundation for personalized learning, remove barriers to learning, and ensure equitable access to technology-enhanced learning opportunities.

▶Targets

1. **Technology usage for teaching and learning:** Increase access to and use of up-to-date technology by teachers and students (Definitions and measures to be developed in 2015-16. Baseline 2016-17).

2. **Student learning:** Increase the percentage of students who demonstrate mastery on key twenty-first-century skills (Definitions and measures to be developed in 2015-16. Baseline 2016-17).

▶Leading Indicators

1. **Teacher training:** Increase the percentage of teachers who are trained in the effective use of technology to improve teaching and learning.

2. **Return on investment:** Increase the efficiency of systems and related cost-savings through the improved use of technology.

Goal: Access to Public School Choice

Pursue values of parent choice and diversity by expanding access to our public choice system and increasing participation using technology and world-class best practices.

Strategies

Strategy 3.4.1

Improve communications: Develop, implement, and refine clear, transparent processes and communications protocols using consumer intelligence and market analysis, including a school choice predictability tool, so that families understand their options and choices.

Strategy 3.4.2

Improve processes: Develop and implement an easily understood school application and selection process.

Strategy 3.4.3

Provide customer-service training: Develop and implement customer-service training and protocols for employees based on identified customer needs.

Strategy 3.4.4

Empower families: Develop and implement a customer-friendly communications and outreach plan designed to empower all families and caregivers to actively participate in the JCPS school choice system.

Strategy 3.4.5

Reduce student mobility: Provide greater stability and educational continuity by creating a logistics and communications plan to enable more students whose families move during the school year to remain at their current school.

▶Targets

1. Increase the percentage of families who understand and access the JCPS choice system as measured by parent/caregiver feedback (Definitions and measures to be developed in 2015-16. Baseline 2016-17).

2. Increase the percentage of families whose students are in the Non-Duplicated Gap Group (African American, Hispanic, Native American, With Disability, Free and Reduced-Price Meals, Limited English Proficiency) who understand and access the JCPS choice system (Definitions and measures to be developed in 2015-16. Baseline 2016-17).

3. Increase the percentage of kindergarten applications submitted during the initial application period from 57 percent for the 2015-16 school year to 65 percent for the 2017-18 school year.

▶Leading Indicators

1. **Employee training:** Increase the percentage of staff who interact with parents, families, and the public who receive customer service training.

2. **Parent/Caregiver satisfaction:** Increase parent/caregiver satisfaction as measured through feedback surveys (2016-17 baseline).

3. **Student mobility:** Reduce the number of students whose families experience high residential mobility who are enrolled in a new school when their families move during the school year.

*A Note Regarding Deeper Learning and Professional Capacities

JCPS is embarking on a truly significant reframing of what we expect students to know and do. Developing the concept of "deeper learning" into actionable components will be the work of many months and will require intensive, collaborative effort by JCPS leadership, Academic Services, Data Management, teachers, principals, and others. This work also needs to be informed by an in-depth analysis of national research and best practice and done in consultation with recognized experts.

The initial work around deeper learning and the development of definitions and measures for the "capacities and dispositions necessary for success in life" will form the basis for building a plan to adjust curricula, teaching practice, PD, assessments, and other aspects of the way teaching and learning occurs in our schools.

JCPS is committed to moving swiftly to engage in a deep, focused, collaborative process to place deeper learning for students, including progress toward mastery of academic standards and the development of the capacities and dispositions necessary for success in life, at the center of our work.