

2017-2018 JCPS Comprehensive District Improvement Plan

Goals and Objectives

Type	Goal	Objective	Methodology
Proficiency	1. Proficiency: By the end of the 2021-2022 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in combined Reading/Math (56% ES, 54% MS, 54% HS).	1.1 Proficiency: By the end of the 2017-2018 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in combined Reading/Math (48% ES, 46% MS, 45% HS)	Cut the distance to 100% proficiency in half by 2030 based on 2016-2017 baseline data
Gap	2. Gap: By the end of the 2021-2022 school year, JCPS will reach their goals for percentage of non-duplicated gap students Proficient/Distinguished in combined Reading/Math (49% ES, 46% MS, 45% HS).	2.1. Gap: By the end of the 2017-2018, JCPS will reach their goals for percentage of non-duplicated gap students Proficient/Distinguished in combined Reading/Math (39% ES, 35% MS, 35% HS).	Cut the distance to 100% proficiency in half by 2030 based on 2016-2017 baseline data
Growth	3. Growth: By the end of the 2019-2020 school year, our district will increase the percentage of students meeting their expected growth by 5% in Reading and Math as measured by MAP. Baseline data is being collected in 2017-2018.	3.1 By the end of the 2017-2018 school year, 85% of students will meet their expected Fall to Spring growth in Reading and Math as measured by MAP.	Local Measure
Transition Readiness	4. Transition Readiness: By the end of the 2021-2022 school year, JCPS will increase the percentage of students that are college and career ready to 74%.	4.1 Transition Readiness: By the end of the 2017-2018 school year, JCPS will increase the percentage of students that are college and career ready to 61%.	Cut the distance to 100% CCR in half by 2030 based on 2016-2017 baseline data
Graduation	5. Graduation: By the end of the 2019-2020 school year, JCPS will increase the graduation rate to meet the KDE delivery target of 90.4%	5.1 Graduation: By the end of 2017-2018, JCPS will increase the graduation rate to meet the KDE delivery target of 87%.	Delivery Target
Culture and Climate	6. Culture and Climate: By the end of the 2019-2020 school year, JCPS will increase the average percent satisfaction with their school/department across all role groups to 90%.	6.1 By end of the 2017-2018 school year, JCPS will increase the average percent satisfaction with their own school/department, across all role groups, to 85%	Local Measure
Organizational Coherence	7. Coherence: By the end of the 2019-2020 school year, JCPS will increase the percent satisfaction with JCPS across all role groups to 90%	7.1. By the end of the 2017-2018 school year, JCPS will increase the percent satisfaction with JCPS across all role groups to 85%.	Local Measure

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Associated Goal(s) and Objective(s)	Strategy (Vision 2020)	#	Activity	Measure of Success	Progress Monitoring	Funding	Start Date	End Date	Persons Responsible
Proficiency, Gap, Growth, Transition Readiness	1.1.1. Adopt a broader definition of deeper learning, 1.1.2 Personalize learning, 2.2.2 Increase and deepen professional learning (KCWP 2)	1	Provide multiple professional learning opportunities in deeper learning strategies and approaches. Schools will develop broadened definitions of student success reflected through the development of transition ready "backpacks" along with processes providing opportunities for students to demonstrate and defend progress at various transition points. In addition, students will collect evidence of learning and progress toward backpack knowledge and skills in a digital portfolio. (P)	<ul style="list-style-type: none"> •Each school will have a graduate profile in the form of a readiness "Backpack" that includes both district and school level competencies. •Each school will hold at least TWO student exhibitions of learning reflective of deeper learning experiences. •TELL and CSS survey data •MAP assessments showing changes in student results and educator practice 	<ul style="list-style-type: none"> •PL/DL attendance and participation Matrix •Embedded PD fostering collaborative inquiry and learning •Survey data from PD experiences •Educator Quality Oversight Committee data indicating changes in practice resulting in student learning 	General Fund, \$400,000; Title II \$440,000	7/1/2017	6/30/2018	Smith, Coleman, Isaacs

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Proficiency, Gap, Growth, Coherence	1.1.1. Adopt a broader definition of deeper learning, 3.3.2 Harness innovation (KCWP 2)	2	Develop and implement Deeper Learning mini-grants so schools can apply and receive funding for innovative projects related to Deeper Learning (round 1).	<ul style="list-style-type: none"> •Student Exhibitions of Learning •MAP assessments showing changes in student results and educator practice 	<ul style="list-style-type: none"> •Educator Quality Committee data indicating changes in practice resulting in student learning •Embedded PD fostering collaborative inquiry and learning •Implementation plans reviewed quarterly by PL/DL team •Formative data from research/evaluation team 	General Fund, \$750,000	12/1/2017	6/30/2018	Smith, Coleman, Isaacs
Proficiency, Gap, Growth, Coherence	1.1.1. Adopt a broader definition of deeper learning, 1.1.5 Improve student literacy (KCWP 1)	3	Design a framework for literacy that describes the support and vertical alignment of the Prek-12th grade literacy curriculum and instruction including literacy programs (e.g., Bellarmine Literacy, LDC) and interventions (Reading Recovery, Summer Boost) (P)	<ul style="list-style-type: none"> •State diagnostic assessments-MAP (K-2) •Brigance Data •Literacy Data (Reading Recovery Data, BLP Data, Summer Boost Data) •Map Data •KPREP •Teacher Anecdotal Records 	<ul style="list-style-type: none"> •Literacy framework is finalized and published •Formative Assessment Data •Instructional Walkthroughs • Student work from PBL experiences 	\$570,000 Title I; \$1,132,000 Title II; General Fund (~ \$1,500,000)	12/1/2017	6/30/2018	Smith, Coleman, Wright
Proficiency, Gap, Growth, Coherence	1.1.1. Adopt a broader definition of deeper learning (KCWP 1)	4	Design a framework for mathematics that describes the support and vertical alignment of the Prek-12th grade math curriculum and instruction including math programs (e.g., MDC) and interventions. (P)	<ul style="list-style-type: none"> •Brigance Data •MAP data •Student demonstrations from PBL work •KPREP 	<ul style="list-style-type: none"> •Math framework is finalized and published •Formative Assessment Data •Instructional Walkthroughs • Student work from PBL experiences 	\$120,000 Title II; General Fund	12/1/2017	6/30/2018	Smith, Coleman, Wright

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Proficiency, Gap, Growth	1.1.2 Personalize learning, 1.1.4 Reduce, revise, and refine assessments, 2.1.2 Cultivate growth mindset (KCWPs 2, 3 and 4)	5	Implement a comprehensive assessment literacy system to help educator leaders understand the use of multiple data sources (including MAP) to help inform and adjust instruction and interventions. (P)	<ul style="list-style-type: none"> •Principal & teacher survey indicate change in practice regarding use of data •MAP data 	<ul style="list-style-type: none"> •Interim draft of MAP support plan as well as other resources needed to ensure understanding of district assessment system. •Support schools in common formative assessment practices and in providing multiple and varied opportunities for students to demonstrate learning •each school is implementing an assessment plan •assessment data are used in PLCs and teacher teams to plan and design instruction and interventions 	General Fund, \$1,000,000	9/1/2017	12/1/2018	Coleman, Smith, Dossett
Gap	1.1.7 Eliminate achievement, learning, and opportunity gaps (KCWP 4, 5)	6	Monitor the implementation progress of the Exceptional Child Education Corrective Action Plan and CCEIS	<ul style="list-style-type: none"> •Increased clarity and communication around protocols/processes related to collection and reporting of data •Meet each recommendation outlined in the CAP 	<ul style="list-style-type: none"> •Specific progress monitoring updates can be found on CAP Smartsheet 	General Fund, IDEA, CCEIS funds (~3.5 million)	9/1/2017	12/1/2018	Averette, Zeitz, Coleman

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Gap	1.1.6 Strengthen early childhood (KCWP 1, 2, 5)	7	Monitor the implementation progress of the Head Start Corrective Action Plan	<ul style="list-style-type: none"> •Classroom Assessment Scoring System (CLASS) data on Positive Climate, Negative Climate and Teacher Sensitivity •Survey data from teacher/staff training on de-escalation, trauma-informed care, positive behavior management strategies •Decrease in the number of incidents dealing with behavior 	<ul style="list-style-type: none"> •Early Childhood Snapshot Observation Data will show significant decrease in number of Tier 3 and 2 classrooms •Tracking behavior supports for students with challenging behaviors will show greater responsiveness to student needs •Tracking tiered coaching and administrative supports for staff will show differentiated responsiveness to staff needs •Training and support for families on adverse childhood experiences (ACE) 	Head Start and State Preschool (~25 million)	9/1/2017	12/1/2018	Smith, Gratz, Coleman
Gap, Growth	1.1.7 Eliminate achievement, learning, and opportunity gaps (KCWP 2, 5)	8	Continue to monitor and support the expansion of support for the ESL department. (P)	<ul style="list-style-type: none"> •ESL Teachers and ESL student ratios (40:1) •Addition of ESL programs at the elementary, middle, and high levels •Increase the number of Content Area Teachers with ESL Endorsements 	<ul style="list-style-type: none"> •Monitor ESL Teacher to ESL student ratios with the ESL Weekly Reporting Tool •Provide PD to new ESL programs •Recruit Content Area Teachers for ESL Endorsement Program at University of Louisville 	General Fund (~4.4 million); \$315,000 Title I; Title III	9/1/2017	12/1/2018	Coleman, Smith, Beardsley

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Graduation, Transition Readiness	1.1.2 Personalize learning (KCWP 2, 5)	9	Monitor the year one implementation of Academies of Louisville and utilize information to continue to refine and improve support to schools. (P)	<ul style="list-style-type: none"> •College/Career readiness rates •Graduation rates 	<ul style="list-style-type: none"> •Freshman Academy Walkthroughs •Implementation Checks •Evidence of AOL Implementation 	General Fund (~3.0 million); Carl Perkins, \$860,000	9/1/2017	12/1/2018	Rogers, Coleman
Graduation, Transition Readiness	1.1.2 Personalize learning (KCWP 4)	10	Monitor the implementation of the Career and Technical Education Corrective Action Plan	<ul style="list-style-type: none"> •Increase accuracy of data reporting related to CTE •Ensure accurate documentation of all career pathways •School and District Teams will receive TEDS training •District and school level monitoring will determine our ability to track student data with fidelity for each school 	<ul style="list-style-type: none"> •District Monitoring Reports and audit checks of TEDS data (full progress monitoring tracked in Smartsheet) 	General Fund (~3.0 million); Carl Perkins, \$860,000	9/1/2017	12/1/2018	Rogers, Coleman
Gap, Growth	1.1.7 Eliminate achievement, learning, and opportunity gaps (KCWP 5)	11	Increase the opportunities for underrepresented student groups to access advanced programming, such as Gifted & Talented and Advanced Program. (P)	<ul style="list-style-type: none"> •Increase numbers of GT endorsed teachers in JCPS through collaborative U of L cohort which emphasizes best practice strategies for identification and services of all gifted populations •Use Project Reaching Academic Potential as a model for other Title One Schools to increase identification and services to underrepresented populations 	<ul style="list-style-type: none"> •More schools will utilize non-traditional identification measures to identify a larger pool of primary students with potential giftedness 	General Fund; \$101,000 Title II	9/1/2017	12/1/2018	Frazier, Marshall, Smith, and Coleman

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Culture/Climate, Proficiency	2.1.3 Improve culture and climate (KCWP 6)	12	Monitor the year one implementation of Restorative Practices for continuous improvement. (P)	<ul style="list-style-type: none"> •Implementation walkthrough data •School climate and culture data •Behavior and attendance data 	<ul style="list-style-type: none"> •Monthly implementation meetings •interim walkthroughs •staff surveys (see full evaluation plan for more information) 	General Fund; CCEIS (~1.3 million)	9/1/2017	12/1/2018	Zeitz, Coleman
Culture/Climate, Proficiency, Gap	2.1.3 Improve culture and climate, 1.1.2 Personalize learning, 1.1.7 Eliminate achievement, learning, and opportunity gaps (KCWP 6)	13	Revise the multi-tiered systems of support for behavior and instructional support in order to ensure a continuation of Tier 1 to Tier 3 support programs and practices for all students. (P)	<ul style="list-style-type: none"> •Reduced Behavior Events •Attendance data •MAP •Student ratings of culture and climate (e.g., sense of belonging, engagement) 	•Implementation of MTSS support systems (see CCEIS Increased Engagement Proposal)	General Fund (~\$500,000), CCEIS (~1.5 million)	12/1/2017	12/1/2018	Zeitz, Smith, Coleman
Culture/Climate, Proficiency	2.2.2 Increase deepen professional learning (KCWP 5, 6)	14	Provide training on culturally responsive pedagogy and engagement strategies for educators in areas to include but not limited to students in poverty; males of color, English language learners and LGBTQ students. (P)	<ul style="list-style-type: none"> •Improved teacher practices (as measured via observations) •Improved outcome data (academic, behavior, culture/climate) for different groups of students 	<ul style="list-style-type: none"> •Tracking number of participants, role/level of participants, frequency of attendees •Retrospective survey, PD evaluations, feedback forms, •self-report cards focused on behaviors, activities, strategies. •Refine and provide prescribed PD based on school needs •Race and Equity Policy Subcommittee reports 	General Fund, \$400,000	9/1/2017	12/1/2018	Marshall

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Culture/ Climate, Proficiency	2.1.3 Improve culture and climate, 1.1.2 Personalize learning, 1.1.7 Eliminate achievement, learning, and opportunity gaps (KCWP 5, 6)	15	Provide trauma-informed care training and social and emotional learning (SEL) training to schools (PreK-12th) and monitor implementation of educator practices. (P)	<p>K-12:</p> <ul style="list-style-type: none"> •Survey results on training satisfaction, strategies utilized, and support provided. •Improved teacher and student attendance data. •Improved sense of belonging (CSS) •Reduced suspension and behavioral referrals <p>Early childhood: •Classroom Assessment Scoring System (CLASS) data will show improvement in positive climate and teacher sensitivity to student needs</p> <ul style="list-style-type: none"> •Early Childhood Snapshot Walkthrough Data 	<p>K-12:</p> <ul style="list-style-type: none"> •Attendance to 6 trauma informed module training sessions for TIC schools. Attendance to 2 days of training of the SEL curriculum and fidelity checks for SEL schools. Modeling and support around utilization of strategies taught. Feedback on follow up training. •SEL walkthroughs <ul style="list-style-type: none"> •Early childhood - all staff will be provided pd by May, 2018; PD pre-post surveys will assess an increase in knowledge in the topic area; •Walkthrough will assess the implementation of this learning in EC classrooms 	General Fund (\$24,000); Head Start and Prek (~25 million)	9/1/2017	12/1/2018	Averette, Coleman, Gratz, Smith
Culture/ Climate	2.1.3 Improve culture and climate (KCWP 6)	16	Support administrators in improving school working conditions through the analysis of TELL and CSS survey results. (P)	<ul style="list-style-type: none"> •Improvement/Growth on Comprehensive School Survey Results; TELL Survey Results 	<ul style="list-style-type: none"> •Review of CSIPs for climate/culture strategies Principal meetings on analysis of CSS and TELL results 	No additional funds	9/1/2017	12/1/2018	Dossett, Coleman

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Culture/Climate	2.1.3 Improve culture and climate (KCWP 5, 6)	17	Monitor Corrective Action Plan of Seclusion and Restraint.	<ul style="list-style-type: none"> •Seclusion and Restraint data monitoring for accuracy and appropriateness of use •Eliminate unnecessary/inappropriate use of Seclusion and Restraint 	•Implementation monitoring of Corrective Action Plan as tracked on Smartsheet	No additional funds	9/1/2017	12/1/2018	Zeitz, Coleman
Culture/Climate	2.2.4 Develop leaders (KCWP 6)	18	Expand leadership training opportunities for aspiring principal and educator leaders (e.g., Principal Pipeline Cohort 2018). (P)	<ul style="list-style-type: none"> • Increasing number of exceptional applicants for vacancies • Outcome data of schools with leaders who participate in the leaders training • Increased diversity in school leadership teams. (Recruitment of minority candidates will be a key focus area for all leadership development programs.) 	<ul style="list-style-type: none"> •Monitoring and support of leadership programs: 1) preparing leaders to successfully enter into principal roles, 2) preparing leaders for assistant principal roles, and 3) preparing aspiring leaders for a variety of roles (teacher leadership, instructional coaching, other). •Monitoring will include successful completion of program, data collection on participants such as demographics, interviews, and self-reflections of program participation 	General fund; NISL grant, \$450,000; \$7500 Title II	9/1/2017	12/1/2018	Coleman, Armour, Eckerle
Organizational Coherence	3.1.4 Ensure responsible stewardship of resources (KCWP 4)	19	Continue planning for the 2018-2019 budget priorities and adjust district plan for specific approved budget priorities. (P)	<ul style="list-style-type: none"> • Increased alignment of budget proposals with focus areas • Measurable goals for budget proposals 	<ul style="list-style-type: none"> • Development of workplans for district strategies • Connection of needs assessment to strategies and budget proposals (updates to CDIP with 18-19 budget approval) 	Pending budget requests	9/1/2017	12/1/2018	Hardin, Dossett

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Organizational Coherence	3.3.2 Improve and standardize internal systems (KCWP 5, 6)	20	Develop the workplan to delineate and communicate school choices around charters, magnets and student assignment. (P)	<ul style="list-style-type: none"> •Development of JCPS charter school policies and procedures; •Implementation of magnet steering committee recommendations (# of year 1 milestones achieved); •findings from community input process of student assignment review; •Survey data from professional learning regarding support & training , theme integration, magnet curriculum development to provide support for the numerous magnet programs offered for parent choice 	<ul style="list-style-type: none"> •Quarterly board reports on student assignment review committee progress; •Board approval of charter school policies; •Interim implementation checks on magnet steering committee recommendations 	Pending budget requests	12/1/2017	12/1/2018	Lowe, Dossett, Smith, Coleman, Martin
Organizational Coherence	3.1.4 Ensure responsible stewardship of resources (KCWP 4)	21	Continue to refine cycle-based budgeting processes to promote resource allocation to maximum impact activities and programs. (P)	<ul style="list-style-type: none"> •Increased alignment of budget proposals with focus areas; • Measurable goals for budget proposals 	<ul style="list-style-type: none"> •Review of end-of-cycle programs for continuation by considering multiple factors including impact, alignment to Vision 2020, and return on investment 	No additional funds	9/1/2017	12/1/2018	Hardin, Dossett

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Organizational Coherence	1.1.2 Personalize learning, 1.1.7 Eliminate achievement, learning, and opportunity gaps, 2.1.2 Cultivate growth mindset, 3.2.1 Engage with families, , 3.4.4 Empower families (KCWP 6)	22	In collaboration with community partners in the Louisville Promise initiative, utilize data analytics to develop more targeted support for students demonstrating early warning signals. (P)	<ul style="list-style-type: none"> Findings from pathway and fiscal analytics 	<ul style="list-style-type: none"> Regular review of initial and ongoing pathway and fiscal analytics findings before interpretations and recommendations 	No additional funds	9/1/2017	12/1/2018	Dossett, Hardin, Lowe
Organizational Coherence	3.2.1 Engage with families, , 3.4.4 Empower families (KCWP 5, 6)	23	Increase communication and access to information for families (e.g., satellite office). (P)	<ul style="list-style-type: none"> # of parents/families use of satellite central office Parent CSS survey items on communication 	<ul style="list-style-type: none"> Review of parent data from the satellite office Gathering stakeholder feedback through multiple means (e.g., Parent Advisory, Student Advisory, PTA) 	General Fund, \$110,000	12/1/2017	12/1/2018	Martin, Raisor, Marshall, Dossett
Organizational Coherence	3.3.3 Optimize technology usage (KCWP 2)	24	Implement a comprehensive system to ensure students graduate with digital literacy skills as recommended by ISTE. This includes a plan for ensuring each student has regular and consistent access to devices. (P)	<ul style="list-style-type: none"> TELL/CSS-teachers report increased access and use of technology for improved instruction student demonstrations show effective evidence of the use of technology 	<ul style="list-style-type: none"> Increase the number of devices for students in schools implementing innovative practices and DL Increase in the number of leaders and teachers google certified and participating in technology pd 	General Fund, KETS ~\$1.5 million	9/1/2017	12/1/2018	Coleman, Smith, Raisor, Lattimore

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Organizational Coherence	3.1.3 Improve human resources infrastructure (KCWP 5, 6)	25	Refine and implement the plan for minority recruitment and hiring (e.g. ACES, CARDS). (P)	<ul style="list-style-type: none"> •% of minority teachers and administrators hired 	<ul style="list-style-type: none"> •Tracking of recruitment, minority applicants •Tracking school-level hiring of minority teachers and administrators 	\$215,000 Title II	12/1/2017	12/1/2018	Green, Armour, Marshall
Organizational Coherence	1.1.3 Provide equitable access, 1.1.7 Eliminate achievement, learning, and opportunity gaps (KCWP 5)	26	Implement differentiated support and monitor systems support for priority schools. (P)	<ul style="list-style-type: none"> •Number of priority schools that exit •Priority schools CSS survey data, academic achievement/learning data, behavior/attendance data for priority schools 	<ul style="list-style-type: none"> •Quarterly reports •Plan Do Study Act Cycles •HR differentiated support for priority schools •DL Resource teachers support deeper learning as strategy to increase student engagement 	General Fund, SIG (~4.2 million)	9/1/2017	12/1/2018	Munoz

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Organizational Coherence	3.1.1 Improve physical infrastructure, 3.1.2 Improve instructional infrastructure (KCWP 2, 5, 6)	27	Develop a comprehensive analysis of physical and instructional infrastructure needs in order to prioritize investments and align implementation of short- and long-term projects that take into account safety, equity, student learning, alternative learning pathways, and student assignment. (P)	<ul style="list-style-type: none"> •Increased alignment of infrastructure needs with facilities decisions •Both long and short term decisions around facilities have input from multiple stakeholders •Establish literacy and math frameworks •Collaborate with partners to create MOA in partnership with national Success Pathways Initiative 	<ul style="list-style-type: none"> •Review of infrastructure studies and consideration of programmatic needs when making facility decisions •Progress reports to board from facilities committee •Instructional walkthroughs, student work from PBL, and formative assessments •Pursue a Success Pathways MOA impacting arrests and diversions for JCPS students that become engaged in law violations. 	Pending budget requests	12/1/2017	12/1/2018	Raisor, Coleman, Dossett, Hardin

Note: (P) refers to activities that impact priority schools