

.Jefferson County Public Schools  
**STRATEGIC PLAN: VISION 2015**  
**2012-2013 Comprehensive District Improvement Plan**

**FOCUS AREA: INCREASED LEARNING**

**GOAL: Increased Learning - Every student progresses in his or her learning and meets or exceeds proficiency in all subjects.**

**OBJECTIVE:** Collaborate to increase our achievement total score to 65.1 (ES), 61.0 (MS), and 61.2 (HS); the growth total score to 65.5 (ES), 62.6 (MS), and 65.2 (HS); and the gap total score to 40.3 (ES), 36.3 (MS), and 37.4 (HS) by 06/05/2013 as measured by the state accountability system.

**Each school (including Priority Schools) will meet their AMO and their proficiency targets.**

**Priority Schools will do the following:** 1. Use Curriculum Maps as their guide to design instruction that is informed by student needs. 2. Participate in Professional Learning Communities. 3. Do 4 Benchmark Assessments and 2 additional school-made formative assessments and use results to inform the design of instruction. 4. Use Walkthroughs to collect data on instructional practices and document use of that data to adjust or inform practice. 5. Use a Student Response Team to intervene in regard to inappropriate behavior or support. 6. Provide extended learning and a system of targeted interventions and support. 7. Participate in the KY Professional Evaluator Growth System.

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
1.1	Design and implement a system to align the written, taught, and tested curriculum that allows teachers to be creative and to differentiate the taught curriculum to engage and to meet the needs of the whole child.	Hensley Branham					
1.1.1	Curriculum Specialists will review and revise 2011-12 Curriculum Maps to ensure maps are congruent with KCAS. CMA A.4.5*, KDE R.1.**			7/12	6/13		Completed for 2012-13 and in progress for the 2013-14 school year. <u>Revised maps</u> are available on Gheens website.
1.1.2	Revised Curriculum Maps will be updated and posted on Gheens website prior to the opening of the 2012-13 school year. CMA A.4.5, KDE R.1			7/12	6/13		Completed for 2012-13 and in progress for the 2013-14 school year. <u>Revised maps</u> are available on Gheens website.
1.1.3	District Curriculum Committee will be established to provide ongoing feedback for update and revisions to the Curriculum Maps. CMA A.4.5, KDE R.1			7/12	6/13		Each curriculum specialist has involved teachers in the review and update of curriculum maps as part of creating district assessments for 2013-14.
1.1.4P	Priority schools will use JCPS curriculum maps to make clear to teachers, students, and parents "WHAT" students are expected to know and as the foundation to design instruction. The district will provide direct connections to Quality Core, ACT Preparation, and KCAS in the curriculum maps and assessments. Schools will be expected to follow the map and the four benchmarks with	Principal, Goal Clarity Coach, Teachers		8/13	6/14		Superintendent, Chief Academic Officer and cabinet members held a meeting in April with all Priority School Principals and Assistant Superintendents and they communicated the expectation for all Priority Schools to follow

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	fidelity to increase the correlation between CASCADE and KCAS/QC/ACT.						and implement district curriculum maps with fidelity.
1.2	Determine through collaboration and research—and then institutionalize instructional best practices for—the effective delivery of the district-written curriculum and educational program in support of improved learning and the development of the whole child.	Hensley Branham Wright	PTA JCASA JCTA				
1.2.1	Clear Learning Targets will be posted in classrooms daily. Learning Targets will be congruent to KCAS. CMA A.4.5, KDE R.1.b.			7/12	6/13		Most schools use learning targets as a daily part of classroom instruction as evidenced by classroom walk-throughs.
1.2.2	Teachers will reference the learning target throughout the lesson to make sure students understand the target and make connections to what they are learning. CMA A.4.6, KDE R.1.b.			7/12	6/13		Most schools use learning targets as a daily part of classroom instruction as evidenced by classroom walk-throughs.
1.2.3	PLC Teams will design classroom instruction, student tasks, and classroom assessments that are congruent to the learning target and KCAS. CMA A 6.3, A 8.9, KDE R.1.b.			7/12	6/13		Most PLC teams use standards/learning targets to design instruction as evidenced by principal feedback, assistant superintendent feedback and PLC Rounds. PLC teams are in various stages of creating classroom assessments s evidenced by resource teacher feedback, principal feedback, assistant superintendent feedback and PLC Rounds.
1.2.4	Walk-through instruments will be designed to monitor the following: <ul style="list-style-type: none"> <li>• Daily Learning Target is posted and referenced during the lesson</li> <li>• Classroom instruction matches the learning target and KCAS</li> <li>• Student work matches the learning target and KCAS</li> <li>• Assessment matches learning target and KCAS</li> </ul> CMA A 6.2, A 7.6, KDE R.1.			7/12	6/13		Learning Target walk-through instrument has been designed and piloted. Walk-through instrument is posted on <a href="#">e-walk</a> for all schools to access and use.

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1.2.4P	Priority schools will use a consistent Walkthrough instrument to collect data on instructional practices and use that data to improve practice. If the school leadership team has a system that is moving the needle in the right direction, that school will be permitted to discuss it with district leadership for two purposes—to utilize their own system and to inform the district leadership of a potential system to share with other priority schools or other transformation zone schools in the district.	Administrators, Teachers, ERLs		8/13	6/14		Superintendent, Chief Academic Officer and Cabinet members held a meeting with all Priority School Principals and Assistant Superintendents and an initial conversation was held with regarding the expectation and use of walk-throughs in all priority schools.
1.3	Design and implement a coordinated system of professional development that is aligned to annual strategic priorities and targeted to the needs of schools.	Hensley Branham Wright	PTA JCASA JCTA				
1.3.1	Key areas of focus for 2012-13 PD will be identified and aligned with District Strategic Plan as well as the results of the Curriculum Management Audit. CMA A 8.5			7/12	6/13		Some examples of PD in 2012-2013 included implementation of KCAS standards, Professional Learning Communities, and creating formative assessments using CIITS.
1.3.2	Three key areas of focus will include 1) PLC Process, 2) Standards Based instruction, and 3) Equipping teachers with tools for formative assessments. CMA A 8.5, A 8.9			7/12	6/13		Some examples of PD in 2012-2013 included implementation of KCAS standards, Professional Learning Communities, effective data utilization, and creating formative assessments using CIITS.
1.3.3	Develop a systematic PD plan and schedule to meet the needs of principals, Resource Teachers/Staff Developers, teachers, and other staff centered around the three key areas of focus. CMA A 8.5			7/12	6/13		Some PD has been delivered for the 2012-13 school year that centered around the key three areas of focus. Additional PD is needed for the three key focus areas and will be delivered for the 2013-14 school year.
1.3.4	Assess principals and school needs for PD and implement a “fan out” process across the district for immediate response to short term PD needs (a type of PD lalapalooza). CMA A 8.5			7/12	6/13		PD Needs Assessment was conducted for all schools for the 2013-14 school year. PD has been developed for the 2013-14 school year based on school needs.

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1.4	Establish a formal process to support and monitor the use of instructional best practices.	Hensley Branham Wright	PTA JCASA JCTA				
1.4.1	Plan and deliver a Teacher Quality Institute to gather district-wide input on key characteristics for quality classroom instruction. CMA A 6.2			7/12	6/13		Teacher Quality Institute was delivered in August 2012.
1.4.2	Analyze results of teacher quality institute with JCTA and other participants to identify 4-6 key characteristics that define quality instruction. CMA A 6.2			7/12	6/13		Follow up sessions occurred after the Teacher Quality Institute with JCTA and other participants. The group reached consensus on key characteristics that define quality instruction.
1.4.3	Infuse these 4-6 key characteristics across the district, targeted professional development sessions, imbedded in walk-through instruments, supported in schools, implemented in classrooms to improve classroom instruction. CMA A 6.2, KDE R.1.			7/12	6/13		Professional development is being designed and a walk-through instrument will be developed that focuses on the key characteristics as mentioned in the 4-6 key characteristics in strategy 1.4.3.
1.5	Develop and implement a comprehensive, balanced plan (that includes both formative and summative measures) for student assessment that includes K Readiness and K–2 measures and the use of authentic assessments where data are utilized to inform practice.	Hensley Branham Wright	PTA JCASA				
1.5.1	Curriculum Specialists will review and revise 2011-12 district diagnostic and proficiency assessments to ensure assessments are congruent with KCAS. CMA A 5.2, A 5.3, KDE R.1.a.			7/12	6/13		Completed for 2012-13 (as evidenced by assessments in CASCADE) and ongoing for 2013-14.
1.5.2	Revised diagnostic and proficiency assessments will be updated and posted on CASCADE for the 2012-13 school year. CMA A 5.2, KDE R.1.a.			7/12	6/13		Completed for 2012-13 (as evidenced by assessments in CASCADE) and ongoing for 2013-14.
1.5.3	Develop a plan to equip teachers with formative assessment tools such as CIITS - Express Test Feature. CMA A 5.2 KDE R.1.a. For formative assessments the Priority Schools will be permitted to use the CIITS Express Test as one of the tools they use to formulate formative assessments. On summative assessments there will be full fidelity to district wide assessments.			10/12	6/13		Completed for 2012-13 and ongoing for 2013-14 Data available that documents CIITS implementation.

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1.5.4	Identify and train a cohort of RT and Teacher teams in all six regions that will learn and implement the Express Test Feature. CMA A 5.5			12/12	6/13		CIITS training was provided to approximately 327 teachers, 358 staff and 96 admin who returned to their schools and trained others. Ongoing CIITS training will occur in 2013-14.
1.5.5	RT and Teacher teams will train ELA and Math Teachers in grades 3-8 using the Express Test Feature. CMA A 5.5			7/12	6/13		RT and teacher teams trained other teacher to utilize the CIITS Express Test as evidenced by 38% of all JCPS teachers had logged into CIITS in April 2012 and 6867 Express Tests were created across the district in April 2013.
1.5.6P	Priority schools will administer 4 CASCADE Benchmark Assessments and 2 additional school-designed formative assessments using the Express Test Feature of CIITS. Schools will demonstrate the use of that data to inform instruction and interventions. The district will provide direct connections to Quality Core, ACT Preparation, and KCAS in the curriculum maps and assessments. Schools will be expected to follow the map and the four benchmarks with fidelity to increase the correlation between CASCADE and KCAS/QC/ACT. The district will explore ways to help schools differentiate the curriculum maps to the needs of the school. For formative assessments the Priority Schools will be permitted to use the CIITS Express Test as one of the tools they use to formulate formative assessments. On summative assessments there will be full fidelity to district wide assessments.	Goal Clarity Coach, Teachers		8/13	9/14		2013-2014 benchmark assessments are currently being developed.
1.6	Develop and implement reading interventions for current third-grade students (Class of 2021), current fourth-grade students (Class of 2020), and current fifth-grade students (Class of 2019) who are not performing at the Proficient level.	Hensley Branham Wright					

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1.6.1	Use the Response to Intervention (RtI) process to identify, match, and monitor student progress in reading. CMA A 9.5 KDE R.1.a.			7/12	6/13		At the request of individual schools, district RtI support has been provided to establish a system process for RtI. More information is available on the <a href="#">JCPS RtI website</a> .
1.6.2	Support teachers with reading intervention program materials, resources and recommended strategies which are located on the JCPS RTI website and curriculum unit documents. CMA A 9.5. KDE R.1.a.			7/12	6/13		Reading Recovery teachers are utilized in some schools at primary grades. Various RTI materials are being utilized at schools based on student needs.
1.6.3	Implement reading intervention programs e.g., Study Island (Tier II) and SuccessMaker (Tier III) for students performing below proficiency. CMA A 9.5. KDE R.1.a.			7/12	6/13		Master Schedules in schools have been created to imbed Reading Interventions. Elementary After School Programs capitalize on intervention programs such as Study Island and SuccessMaker.
1.6.4	Support PLC teams with school-based Resource Teachers and protected PLC time for analysis of student work and assessment data for targeted interventions. CMA A 8.9, KDE R.1.a.			7/12	6/13		School-Based Resource Teachers were provided to every school to support the PLC process. Additionally, intentional support was provided to 13 schools through the DuFour PLC Pilot Program.
1.7	Develop and implement early interventions for students who are entering kindergarten and who are identified as academically underprepared by a Kindergarten Readiness Assessment. Develop and implement early interventions for K–2 students who are identified by K–2 assessments.	Hensley Branham Wright					
1.7.1	Prepare for and administer the BRIGANCE Kindergarten Readiness Screen for all JCPS Kindergarten students CMA A 9.5			6/12	11/12		Over 99% of JCPS kindergarten students participated in the BRIGANCE Kindergarten Readiness Screen.
1.7.2	Work with Data Management to gather BRIGANCE data for all Elementary Schools on % Ready with Supports, % Ready, and Percent Ready with Enrichments. CMA A 9.5			11/12	11/12		Completed. Data report available in Data Management department.

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1.7.3	Provide an overview of BRIGANCE Data to Assistant Superintendents of all 6 Achievement Areas. CMA A 9.5			11/12	11/12		Report of Brigance data to all 6 Achievement Area Assistant Superintendents completed. Data report available in Data Management department.
1.7.4	Develop a plan for intervention for all Kindergarten students identified as Ready with Supports based on BRIGANCE Kindergarten Readiness Screen. CMA A 9.5			11/12	6/13		BRIGANCE data was provided to all building principals and Kindergarten Teachers to inform instruction and provide intervention for students identified as Ready with Supports. Ongoing work is needed for 2013-14.
1.8	Use program evaluations to measure, monitor, and manage program adoption, improvement, implementation, expansion, or termination.	Rodosky Dossett Munoz	JCASA JCTA				
1.8.1	Working with the cabinet and the superintendent, develop and implement a program evaluation work plan that is aligned with the district's strategic plan and prioritizes which program/activities are evaluated. CMA A 5.2			7/12	6/13		<a href="#">12-13 evaluation work plan</a> was created and reviewed with all cabinet members. Program evaluations are currently being implemented with some preliminary reports available on the <a href="#">JCPS Program Evaluation website</a> .
1.8.2	Provide training to program evaluation staff on conducting cost-benefit analysis. CMA A.5.6			7/12	6/13		Currently, program evaluation reports include cost information. Contacted expert for CBA training and received training agenda; currently conducting book study on CBA; will schedule training for late summer.
1.8.3	Continue to collaborate with Financial Planning and Management on using program evaluation results. CMA A 5.2			7/12	6/13		All program evaluation reports are shared with Financial Planning as requested. Additional evaluations have been conducted at the request of the Financial Planning Dept. (i.e. LEEP, Science Modules, Home School Coordinators, Family Literacy Program).

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1.8.4	Include in the Comprehensive Financial Planning Calendar when evaluations need to be completed and used in relation to outcome data availability. CMA A 5.2			7/12	6/13		Revised board policies now include alignment between district plan, program data and budget priorities. Policy 4.3121 Board Allocated Funds approved April 2012; 2 <sup>nd</sup> reading of Policy 1.111 District Planning on May 28, 2013.
1.8.5	Develop and adopt a district policy on program evaluation and assessment. CMA G.5.1, A 5.1			7/12	6/13		<a href="#">Program evaluation policy</a> (8.5) adopted by BOE in Feb 2013; revised student assessment policy - reviewed by Board Policy committee in April 2013.
1.9	Create a coordinated system of student support that will result in increasing attendance, reducing dropout and suspensions, and ultimately increasing time spent on learning.	Hensley Montgomery					
1.9.1	Create, train, coordinate, and monitor functioning departments of School-Based Student Response Team (SRT) Work, Area-Based SRT Work, and Data-Based SRT Work with Assistant Superintendents, School Leaders, District Coordinators and Key Staff, Activating Clerks and Responders. CMA A 9.5, A 9.7, KDE A.3			7/12	6/13		Trainings (including webinars) for Case Managers, Area Responders, Activating Clerks completed in Fall 2012. Weekly SRT updates from the District, Area, and School Based Team Leaders. Trainings are expected to increase in 2013-14. Documentation being kept as to meeting and agendas relating to organization, meetings, and trainings.
1.9.2	Plan and schedule regular Work Team Meetings to envision and positively promote and implement all areas of SRT Work with District and School – Based Stakeholders. CMA A 9.5, A 9.7, KDE A.3			7/12	6/13		District, Area-Based, School-Based, and Data SRT teams convened regularly (weekly district meetings and monthly subcommittee meetings) to monitor and improve implementation.
1.9.3	Design and review (ongoing) needed documents; training and data system(s), to include effective and efficient use of Infinite Campus and CASCADE to support SRT Work; SRT Policies; SRT Procedures; plus, current and future needs of SRT to better support students, families, and school staff. CMA A 9.5, A 9.7, KDE A.3			7/12	6/13		Documents, brochures, posters, reference cards, website, resources and forms were created to further the SRT work, Policies, and Procedures. Data reports from Infinite Campus and CASCADE



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							reported weekly. <a href="#">SRT Website</a> developed to provide resources and data to better support schools in meeting student and family needs. SRT website shared with Principals and Assistant principals.
1.9.4	Assess and analyze results of data on important SRT Statistics (i.e., LOST INSTRUCTIONAL TIME: suspensions, attendance, STOP usage, ISAP usage, discipline referrals, dropouts, etc.) with and for Superintendent, CAO, Assistant Superintendents and School –Based SRT Teams to make improvements and positive adjustments as needed with SRT Teams, Staff, Procedures, Programs, and other areas of critically important work. CMA A 9.5, A 9.7, KDE A.3			7/12	6/13		Data on lost instructional time regularly reported at SRT meeting as well as on <a href="#">SRT data website</a> and behavior dashboard. Results were also shared at every Assistant Superintendent meeting throughout the year and monitored by our CAO and Assistant Superintendent for Academic Support Programs. The data were also shared (via CAO) with Superintendent and Cabinet to make on-going improvements related to lost instructional time.
1.9.5P	Priority Schools will utilize a Student Response Team at the school level, the achievement area level, and the district level to respond promptly to student behavioral and support issues.	Montgomery Area Superintendents SRTs at each level		9/13	6/14		While this work was started in 2012-13, much more work needs to be done in 2013-14 as the needs are many for behavioral and support issues. 10 out of 18 Priority Schools utilized SRT supports this past year. Additional support by SRT School-Based District Leader and team will be provided to priority schools in 2013-2014. ECE Consulting Teachers, one for each priority school, will be based in the school and will assist with Behavior, Reading and Math goals.

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1.10	Provide for continuous improvement of systems designed to support student achievement and to eliminate the achievement gap.	Hensley Assistant Superintendents K-12					
1.10.1	Align the comprehensive school plans with the comprehensive district plan, utilizing the district's strategic plan as the common language in developing strategies to support student achievement and eliminate the achievement gap. CMA A 3.9, A 3.11			7/12	6/13		Assistant Superintendents conducted regional CSIP support work sessions. Training materials available on <a href="#">JCPS Planning Tools website</a> . All school plans are also available on <a href="#">JCPS School Planning website</a> .
1.10.2	Train schools to assess current data to plan for improvement. CMA A 5.5, KDE A.1.			7/12	6/13		Dashboard and CASCADE training are on-going.
1.10.3	Utilize ASSIST for documenting school improvement plans and pilot the component of ASSIST (CIITS) related to formative assessments. CMA A 5.7			7/12	6/13		ASSIST was utilized to document the school improvement plans. District support was provided to the schools.
1.10.4	Develop and coordinate data dashboards that can be used to track student and school progress and provide disaggregated data. CMA A 5.7, KDE A.1.			7/12	6/13		Data dashboards now available include College and Career Readiness data, CASCADE data, and behavior data. All include disaggregated data.
1.10.5	Facilitate school and district self-assessment for AdvancED accreditation process, including establishing a quality assurance review.			7/12	6/13		Self-studies completed and JCPS received recommendation for AdvancED accreditation. JCPS Self Assessment available on <a href="#">District Planning website</a> .

**FOCUS AREA: GRADUATION AND BEYOND**

**GOAL: Graduation and Beyond - Every student graduates prepared for his or her postsecondary choice - for college or career, and life.**

**OBJECTIVE:** Collaborate to increase the percentage of students who are college and career ready to 52% and increase the graduation rate to 71% by 06/05/2013 as measured by the state accountability system.

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2.1	Utilize predictive data (e.g., EXPLORE, PLAN, ACT) to inform interventions.	Rodosky Dossett Munoz	PTA JCASA JCTA Postsecondary CBO Business				
2.1.1	Program evaluations provide interim reports to monitor implementation and provide feedback to inform intervention systems. CMA A 5.2, KDE A.1.			7/12	6/13		Program evaluations have been completed on Successmaker and Study Island.
2.1.2	Provide disaggregated data reports to district and school personnel in order to drive both system-level and student-level interventions. CMA A.5.7, KDE A.1.			7/12	6/13		School and district level reports on SRT provided on regular basis and available to employee groups on web ( <a href="#">behavior data link</a> ) . Collaborated with Diversity & Equity Dept on minority dashboard.
2.1.3	Develop a data dashboard to help schools identify students for interventions. CMA A.5.7, KDE A.1.			7/12	6/13		Dashboards to identify students for interventions include: CCR, CASCADE, SmartED
2.1.4	Provide training in the use of data and the use of data dashboards to guide support systems for students. CMA A 5.5, 5.7, KDE A.1.			7/12	6/13		Training on CCR to counselors; training on SRT dashboards to APs.
2.2	Assess the effectiveness of interventions at all levels using appropriate measures (e.g., COMPASS, achievement of industry certifications, KOSSA, ASVAB, decrease in the number of students needing remediation in reading and math).	Rodosky Dossett Munoz	JCTA Postsecondary CBO				
2.2.1	Conduct a descriptive study of the current intervention programs by school.			12/12	6/13		Initial analysis conducted on list of JCPS programs to categorize by content and focus area.
2.2.2	Develop a landscape of the current assessment measures that determine success.			12/12	6/13		Published <a href="#">12-13 System-wide Assessment Calendar</a>

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2.2.3	Track the number of students becoming successful using a data dashboard. CMA A 5.7. KDE A.1.			7/12	6/13		CCR Dashboard tracks the number of students who are college/career ready.
2.2.4	Conduct program evaluations that will provide summative reports to assess the effectiveness of interventions/programs. CMA A.5.2			7/12	6/13		Program evaluations have been completed on Successmaker and Study Island.
2.2.5	Continue to work with 55K Data Committee on tracking student progress and success.			7/12	6/13		Progress Report on 55K provided to BOE in May 2013.
2.3	Utilize advisory structures to increase the number of students pursuing and enrolling in extension and postsecondary experiences.	Hensley Assistant Superintendents K-12					
2.3.1	Ensure each school will schedule a regular meeting time to connect each student with an adult for organized lessons focused on resiliency, learning skills and transition knowledge, academic navigation and planning, career planning, and positive relationships. CMA A 9.5, KDE R.2.			7/12	6/13		Intentional academic student led conferences and goal setting meetings are taking place in schools.
2.3.2	Ensure each school intentionally creates additional opportunities for specific "at-risk" students to connect with positive adult role models. CMA A 9.5			7/12	6/13		Mentoring programs have been established in schools to address the various needs of "at-risk" students.
2.3.3	School-based design teams ensure College Access Time (CAT) is responsive to student needs and collaboration opportunities between teachers and college access resource teachers (CART)/administrators are available. CMA A 9.5, KDE R.2.			7/12	6/13		High Schools are utilizing College Access Time to address student needs regarding College and Career Readiness Skills.
2.4	Work collaboratively with community partners, postsecondary education institutions, and the Kentucky Department of Education (KDE) to achieve the goals of 55,000 Degrees and the KDE and our Commonwealth Commitment to create a context where all students have a disposition for postsecondary education and are college- and career-ready.	Hensley Assistant Superintendents K-12					

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2.4.1	Collaborate with institutions of higher education to increase dual and articulated credit opportunities. (Example: JCTC/Western's Early College). CMA A 9.5., KDE R.2.			7/12	6/13		An example includes Fairdale High Schools offering a program called Middle College (a partnership with JCTC) which provides students opportunities for college credit.
2.4.2	Continue partnerships with university education experts on providing professional development support and assistance to JCPS schools (Example: U of L's Signature Partnerships) KDE R.2.			7/12	6/13		Financial Aid workshops were provided by staff of University of Louisville and Bellarmine University to assist build capacity at the school level and enhance their level of service for students seeking to further their educational attainment
2.4.3	Continue collaborations with local leaders, community partners, such as GLI and Metro Government, and KDE, on providing enrichment experiences for students that aim to increase their college and career readiness, such as Close the Deal and LEEP. CMA A 9.5, KDE R.2.			7/12	6/13		A partnership with Advance KY has been implemented in three additional schools to increase Advance Placement numbers. Professional development training has been offered to AP teacher for the purpose of building teacher efficacy. Initial discussion regarding a partnership with K'LEA (Purpose: Increase educational attainment for the Latino population).
2.5	Utilize our regional approach to strengthen the transitions between levels (elementary, middle, and high) as well as transitions between grades.	Hensley Montgomery Branham					
2.5.1	Work proactively, constantly, consistently, and collaboratively with district and regional school staff (All Levels and Departments), Community Partners and Families to understand the full and expanding definition of transition and the many types of transitions (and resulting needs) to effectively plan for (e.g., Womb to Birth, Birth to Pre-School, Pre-School to Kindergarten, Kindergarten to First Grade (P2), Primary to Intermediate, Intermediate Grade 5 to Middle School Grade 6, 8 <sup>th</sup> Grade to 9 <sup>th</sup> Grade, 9 <sup>th</sup> Grade (Freshman Academy) to 10 <sup>th</sup> Grade, 12 <sup>th</sup> Grade to			7/12	6/13		This collaborative work did take place during 2012-13. Meetings were held and forms and procedures improved upon to assist students and school procedures. Work will be on-going, seeking further improvements for 2013-14.

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	College and Career, School to School (within District), School to School (receiving or sending from/to other District, School to Hospital Type Setting, Regular School to Special School (Alternative or Other), Special Family Situation, Emotional/Mental situation(s), etc. CMA A 9.5						
2.5.2	Create, administer, and analyze a "Transitions Need Survey" with various key role groups and plan next steps to meet needs with Transitions. CMA A 9.5			7/12	6/13		The Transitions Need Survey was drafted and the Committee changed plans to administer in fall of 2013 instead of spring of 2013. Next steps will be discussed and beginning implementation of them 2013-14.
2.5.3	Create, train and implement "District and School-Based Combined Transition Committee" to regularly meet and continue as "Transition Advocates" to analyze data of transition needs and models of successful programs and procedures that work to constantly improve transitions for all. CMA A 9.5			7/12	6/13		This Committee was formed and went through basic training and meetings; however, more is needed in this area next year, 2013-14. Data will need to be a priority to refine in this area for 2013-14. ETC work has started and still continuing.
2.5.4	Develop and implement Training Materials and Resources needed for proactive, nurturing, effective and efficient transitions. CMA A 9.5			7/12	6/13		The Evaluation and Transition Coordinators have provided some documentation and best practice materials to schools. They are in the process of researching and vetting other materials as well as creating materials and tools based on school identified needs. Several Counselors, Psychologists, FRCYSC, Health Professionals met three times this year for 4 hours each time, to work on this piece in networking groups in their achievement areas. Improvement was noted but, again, in 2013-14, work will be continuing and improvements will continue to be noted and made.

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
2.5.5	Preview and pilot the use of Transitional Materials with all students, staff and families in all schools as needed and where recommended by "Transitions Need Survey" and District and School-Based Combined Transition Committee. CMA A 9.5			7/12	6/13		While the initial stages have begun to survey the principals about what data they need to guide effective transitions and student acclimation, the actual tool needs to be created and administered for this to be truly started. Committee thought too soon to pilot any materials in ALL schools, as discussions were still on-going as to transitions, prioritizing and appropriate tools/resources to recommend and use. This is anticipated to begin 2013-14.
2.6	Develop capabilities of students to be effective and happy citizens, learners, workers, and leaders for the 21st century.	Hensley Wright	PTA JCASA JCTA Postsecondary				
2.6.1	Continue to collaborate with community partners (such as community colleges, universities, Metro Government) to increase post-secondary enrollment and success. These partnerships focus on enhancing student opportunities regarding 21 <sup>st</sup> Century skills. CMA A 9.5, KDE R.2.			7/12	6/13		On-going initiatives such as: Close the Deal, College Application Month, Cash for College Month, Early College Opportunities, and expansion of on campus dual enrollment opportunities have been afforded to our students.
2.6.2	Provide opportunities for students to conduct activities that are service based, which addresses the life and career skills of the 21 <sup>st</sup> Century. (Example: A partnership with The YUM Center has been established to focus on World Hunger Leadership Challenge.) KDE R.2.			7/12	6/13		Some schools who participated in the WHL Challenge have submitted implementation/project plans. Students across the district participated in the Mayor's Give A Day project which focuses primarily on service based activities.
2.6.3	District and school resolutions will be shared to further promote the 21 <sup>st</sup> Century skills of: Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills, Productivity and Accountability, Leadership and Responsibility CMA A 9.5, KDE R.2.			7/12	6/13		District and school resolutions were provided to all schools which focus on the Core Values of our Strategic Plan.

**FOCUS AREA: STAKEHOLDER INVOLVEMENT/ENGAGEMENT**

**GOAL:** Stakeholder Involvement and Engagement - Parents, community, and partners enrich students' educational experiences and support their success.

**OBJECTIVE:** Collaborate to increase the extended learning time to 5 days per student and increase the opportunities that support learning through community and parental involvement to 15 hours per student by 06/05/2013 as measured by number of days engaged in out-of-school instructional time and number of hours of enrichment opportunities.

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
3.1	Design aligned, data-driven, and sustainable planning processes to provide a coherent focus in order to achieve the vision of the Board of Education. Align the Comprehensive District Improvement Plan (CDIP) and Comprehensive School Improvement Plan (CSIP) with the Strategic Plan and ensure deep implementation of these strategies so that they impact the work on each student's desk.	Rodosky Dossett	PTA JCASA JCTA Postsecondary Business				
3.1.1	Develop a data dashboard on the leading indicators and success measures from the district's Strategic Plan. CMA A 5.7, KDE A.1.			7/12	6/13		Strategic Plan dashboard under development; graphics on success measures available; working on leading indicators
3.1.2	Utilize the strategies from the district's Strategic Plan as the components of the Comprehensive District Improvement Plan (CDIP). CMA A 3.11, KDE A.1.			7/12	6/13		Each of the strategies from the district's strategic plan was developed into 3-5 action steps and included in the CDIP; CDIP was approved by BOE in December 2012 and revised version approved April 2013.
3.1.3	Train schools on the new CSIP process, which is aligned with the state accountability system and the success measures in the strategic plan. CMA A 3.5			7/12	6/13		Schools have participated in three training sessions on the new CSIP tool in ASSIST; training materials and planning tools available on <a href="#">web</a> .
3.1.4	Assess the implementation of the Deep Implementation Planning Process (DIPP) at the school level.			12/12	6/13		Training sessions on the DIPP provided to schools by CAO. Example of schools' DIPPs available from Asst. Sups.



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
3.1.5	Set a schedule for communicating progress on the leading indicators and the implementation of the CMA recommendations. CMA A 3.6			7/12	6/13		Quarterly reports (October, January, April) have been provided to the BOE on progress in implementing CMA recommendations.
3.2	Increase the number of out-of-school hours spent by students scoring at the Novice and Apprentice levels in reading, math, science, social studies, writing, ACT, and end-of-course subjects (Biology, Algebra II, English II, and U.S. History), including using such technological tools as SuccessMaker and Study Island.	Hensley Assistant Superintendents K-12	PTA JCASA JCTA Postsecondary CBO Business				
3.2.1	Enhance partnerships with Learning Places partners to support and maintain after-school accessibility to meaningful extended day opportunities for all students K-12 (i.e. SuccessMaker, Study Island, etc.) promoting the district's Every1 Learns initiative. CMA A 9.10, KDE R.2.			7/12	6/13		This is an ongoing process of refinement. We have cultivated partnerships with a variety of organizations and programs. We have visited some locations and provided professional growth opportunities and we are hoping to widen that scope. <a href="http://apps.jefferson.kyschools.us/Demographics/LearningPlaceFinder.aspx">http://apps.jefferson.kyschools.us/Demographics/LearningPlaceFinder.aspx</a>
3.2.2	Engage in continuous communication (i.e. website updates, forums, school newsletters, email, etc.) with families regarding after-school opportunities throughout the year KDE R.4.			7/12	6/13		Communications efforts include revisions to the websites, community forums, newsletters, and partnerships with organizations that support the concept of "concerted cultivation."
3.2.3	Reinforce the effective use of scheduled breaks by supporting schools with Summer Boost experiences, enrichment camps, and intervention opportunities through community and business involvement. KDE R.2.			7/12	6/13		Summer enrichment activities shared with parents in <a href="#">Parent Connection</a> . Examples of activities during breaks include the Louisville Science Center providing an after school enrichment program for students at five of our elementary schools and the Louisville Nature Center hosting a summer writing program which incorporates literacy and science.

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
3.2.4	Expand Community-based Organization sites that offer Study Island and SuccessMaker to underperforming students in elementary and middle schools. CMA A 9.10, KDE R.2.			7/12	6/13		This is an ongoing process of refinement. We have cultivated partnerships with a variety of organizations and programs. We have visited some locations and provided professional growth opportunities and we are hoping to widen that scope.
3.3	Increase the number of community-based opportunities/experiences to support student learning, including service learning, the arts, and enrichment experiences. Increase the use of Parent Portal.	Lanier-Robinson Shumate	CBO				
3.3.1	Implement and expand Every1Learns so that students have increased access to community-based experiences for learning outside of school. CMA A 9.10, KDE R.2.			7/12	6/13		Established a system that will track student participation in enrichment opportunities over the summer through data collected via parental surveys and OST providers.
3.3.2	Increase the number of Learning Places to support student learning outside of school. CMA A 9.10, KDE R.2.			7/12	6/13		Added 11 Learning Places during the 2012-13 school year.
3.3.3	Revitalize Every1Reads by increasing the number of trained volunteers. CMA A 9.10			7/12	6/13		Relaunch of Every 1 Reads that includes new website will be introduced in the 2013-14 school year. Includes commitment of business leaders who have agreed to chair effort.
3.3.4	Service learning through programs such as Junior Achievement and Give-A-day (partnership with the Mayor's Office) will continue to be implemented and supported. KDE R.2.			7/12	6/13		Had 100% participation from schools in Mayor's Give A Day Initiative. JCPS led the community in participation in this program with more than 55,000 "acts" of giving .
3.3.5	Increase the use of Parent Portal with increased flyers and by incorporating the use of parent portal with other systems such as EZpay and the student assignment registration system. KDE R.4. A 2.			7/12	6/13		The average number of weekly logins to parent portal has increased from 2011-12 to 2012-13 (see leading indicator data).

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
3.4	Think big! Plan with parents, teachers, administrators, and community stakeholders, and seek support and funding for major initiatives that will impact student learning. Design community engagement—"a movement" around increased learning time—that includes tracking family activities that support learning. (Audit action 9.9)	Lanier-Robinson Shumate	PTA JCASA JCTA Postsecondary CBO Business				
3.4.1	Continue and expand partnerships with community organizations on enrichment opportunities for students (e.g., Study Island and SuccessMaker). CMA A 9.10, KDE R.2.			7/12	6/13		Added 11 Learning Places during the 2012-13 school year. In partnership with various business leaders and the JCPEF, established an excellence in teaching award. Program recognizes teachers, administrators and teams of PLCs. Will be expanded to recognize parent involvement in coming years.
3.4.2	Continue to seek and support funding for grants that will impact student learning.			7/12	6/13		Foundation sponsored 5 \$50,000 grants to develop strategies to increase ACT scores in 5 Priority schools.
3.4.3	Continue to Improve tracking of family activities that support learning by providing multiple methods for families and community partners to record participation in enrichment activities. CMA A 5.7, KDE R.4., A 2.			7/12	6/13		Developed a process for surveying our parents on the enrichment opportunities their child participates in during the summer and school year.
3.5	Collaborate with PTA, JCTA, JCASA, community organizations, and institutions of higher education to increase the "concerted cultivation mindset" among parents in the community so that they become our partners in the "educational cultivation" of our children.	Hensley Assistant Superintendents K-12	PTA JCASA JCTA Postsecondary CBO Business				
3.5.1	Work with 15 <sup>th</sup> District PTA, JCTA, JCASA, community organizations, and IHEs to train, support, and communicate to parents on strategies that promote academic work during out-of-school time. KDE R.3., R.4., A 2.			7/12	6/13		We have met with various organizations (YMCA, Neighborhood House, etc.) to support "concerted cultivation strategies" for our parents. Next steps include—creating a curriculum, developing a "delivery plan" and internal train the trainer sessions to codify the process.

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
3.5.2	Revamp Parent University to have a more targeted focus on how parent/guardians can provide academic support to their children. KDE R.3., R. 4. A 2.			7/12	6/13		The Academic Department has afforded opportunities for content specialists and to address participants of Parent University.
3.5.3	Provide at-home access to relevant technology driven intervention/enrichment opportunities. CMA A 5.7			7/12	6/13		School Communications and district communication system has guided students to Study Island and Successmaker websites from home.
3.5.4	Communicate to parents in multiple ways (media, website, flyers home) on the new common core standards, along with providing information on strategies to help their children academically at home. KDE R.3., R. 4. A 2.			7/12	6/13		Successfully developed and implemented a multi-prong communications plan regarding the K-PREP results. Campaign included mailing to parents, community partners, business leaders; earned media, etc.
3.5.4P	Develop and support parent engagement and communication strategies at each Priority School.	Robinson Principals		7/13	9/14		In the process of developing a communications plan for 2013-14 that will promote parental engagement and share progress within Priority Schools.
3.5.5P	Priority Schools will have a system of extended learning and enrichment/support opportunities for the 13-14 school year that is "designed" based on the needs of the students as demonstrated by the data at a particular school. The District and community partnerships will be engaged to support this intervention (more time and more support) system,	Hensley, Principals, Powers		7/13	6/14		All 18 Priority Schools are in the process of creating their Extended Day plans. The district is providing transportation, meals, and any other resources. Our goal is to move into next year with a targeted, data driven, extended day system that pairs the best teachers with the neediest students in an environment that EXTENDS, ACCELERATES and ENHANCES learning for ALL students.
3.6	Increase the quality of teacher training and learning interventions by increasing the number of partnerships between our higher-education partners and specific schools.	Hensley Branham	Postsecondary				

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
3.6.1	Continue Signature Partnership with the University of Louisville to support teacher growth and development (e.g., cognitive coaching).			7/12	6/13		The SP with UofL is still present at Atkinson, Portland, Shawnee, and Westport. The Professional Development School concept ins extending into Cochran Elementary.
3.6.2	Continue partnership with Western Kentucky University (WKU) on GSKY Teach Grant supporting the development of high school mathematics and science teachers in a year-long classroom internship associated with their graduate course work.			7/12	6/13		The WKU GSKY grant continues and is entering its final year for 2013-14.
3.6.3	Seek to establish partnerships with other local universities to support teacher growth and development.			7/12	6/13		Guest speakers have been invited to summer sessions at Spalding University to focus on teacher efficacy.
3.6.4	Submit a proposal for a Kentucky Department of Education Math and Science Partnership (MSP) grant.			8/12	12/12		A proposal for the MSP Grant was submitted and approved for the 2013-14 school year.
3.7	Build capacity for schools to develop Professional Learning Communities with cohorts of teachers and administrators who share a collective vision for and shared ownership of achievement for each child.	Hensley Branham					
3.7.1	Build capacity for the PLC processes by providing school-based resource teachers. CMA A 8.9, KDE R.1.			7/12	6/13		Resource teachers were provided to all schools to build capacity inside schools and support the PLC process.
3.7.2	Provide professional development for resource teachers to support the implementation of PLCs. CMA A 8.9, KDE R.1.			7/12	6/13		Some PD was provided for RTs during the 2012-13 school year. Additional and ongoing PLC support will be provided for the 2013-14 school year.
3.7.3	Videotape consultants interacting with teachers and facilitating the PLC process in DuFour PLC pilot schools for on-going teacher training. CMA A 8.9, KDE R.1.			7/12	6/13		The Pilot Process is examining end of year progress reports. We are using both the pilot schools and other schools as part of the Gheens Innovation Grants to promote best PLC practices across the district. Some videotaping has been

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Status	Progress Notes
							completed, however more needs to be done to provide models across the district.
3.7.4P	Staff in Priority Schools will work collaboratively in Professional Learning Communities on a regular schedule. Training and support will be provided by the District and by KDE.	Principals, Goal Clarity Coaches, Teachers, District Staff, KDE Staff		7/12	6/14		Goal Clarity Coaches have been added to all the schools to help support, coach and enhance effectiveness in all priority schools with PLC work.
3.8	Celebrate learning—the successes of our students as well as the contributions of teachers, administrators, parents, and community stakeholders	Lanier-Robinson Branham					
3.8.1	Conduct special recognitions at employee group meetings such as the recognition of schools that were at or above the state average in achievement, gap, or growth.			8/12	6/13		Presented 5 recognitions to schools/principals that participated in various initiatives (Tell Survey, Compassion Resolution, etc.)
3.8.2	Celebrate JCPS employees that embody our core values (Golden Oar Award)			8/12	6/13		Central office meetings held monthly with recognition (Golden Oar Award) to individuals or teams that embodied JCPS core values.
3.8.3	Present the Gheens Innovation Awards to community members and JCPS employees to recognize outstanding innovations and achievements in increasing student success.			9/12	10/12		Gheens Awards presented in Fall 2012 (see <a href="#">website</a> ).
3.8.4	Conduct a communication blitz with achievement results from state assessment release in November (raise the bar Louisville.org)			7/12	6/13		See Raise the Bar <a href="#">website</a> .
3.8.5	Continue to recognize successes of students, teachers, staff, and schools at the Board of Education meetings			7/12	6/13		Recognitions were held at bi-weekly Board of Education Meetings. Minutes that describe recognitions are available in the <a href="#">Board minutes</a> .

**FOCUS AREA: SAFE, RESOURCES, SUPPORTED, AND EQUIPPED SCHOOLS**

**GOAL:** Safe, Resourced, Supported, and Equipped Schools - All schools are staffed, resourced, and equipped to support student needs.

**OBJECTIVE:** Collaborate to (1) increase the percentage of the budget directed to schools to 72% and for instruction to 52%, (2) recruit and retain 95% high quality staff, (3) increase the percentage of staff participating in targeted PD to 75%, and (4) increase school safety to 90% by 06/05/2013 as measured by (1) general fund budget, (2) retention rates, (3) participation rates in pdCentral, and (4) survey data.

#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
4.1	Review and revise JCPS Board policies as the basis for quality educational programs and practices.	Hargens Miller					
4.1.1	Work with the Kentucky School Board Association on a comprehensive review of board policies. CMA G 1.1, G 1.2			7/12	6/13		KSBA has provided proposed revisions; Review w/ staff is ongoing.
4.1.2	Review the Curriculum Management Audit (CMA) to ensure board policy revisions align to CMA recommendations, with priority given to those recommendations related to quality educational programs, practices, and student outcomes. . CMA G 1.1, G 1.2			7/12	6/13		Proposed revisions as recommended by CMA sent to Superintendent and Cabinet for review.
4.1.3	Work with internal stakeholders as district policies are reviewed and revised for presentation to the Board Policy Development Committee for approval. CMA G 1.1, G 1.2			7/12	6/13		Review policy revisions with district staff for feedback prior to taking to the board policy committee.
4.1.4	Meet with the Superintendent and the Board Policy Development Committee for approval of revisions and recommendation to the full Board of Education. CMA G 1.1, G 1.2			7/12	6/13		Policy Development Committee has recommended fiscal management policies for approval; Other section for first reading
4.1.5	Develop a communication plan for sharing board policy updates. CMA A 1.9			7/12	6/13		Approved revised fiscal management policies sent to KSBA for placement on web; Will be sent to cost center heads.
4.2	Create Central Office structures and services to support high performance in all schools per Recommendation No. 1 of the Curriculum Management Audit and the Level II Organizational Review. Ensure that Central Office services exist to support and foster student achievement.	Raisor Operations Cabinet	Business				

#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
4.2.1	Develop and implement a "critical-to-mission" process to evaluate the necessity of vacant positions to ensure they are crucial to the vision and mission of JCPS.			7/12	6/13		Hargens & Hardin have developed a process to evaluate necessity of vacant positions. Systems have been created and implemented to ensure all approved vacancies are handled consistently.
4.2.2	Per recommendations of the Curriculum Management Audit, departments were re-organized to maximize efficiency and effectiveness. CMA A 1.3			7/12	6/13		Initial reorganizations were implemented. Regular evaluation will continue.
4.2.3	Collaborate with multiple departments (such as Gheens, Research, and Finance) to reallocate central office funding so that more resources were directed to schools and students. CMA A 10.2			7/12	6/13		This was done through elimination of Central Office positions. Assistant Principals & Goal Clarity Coaches provided to schools.
4.2.4	Convene a committee (with multiple groups represented included JCASA and JCTA) to discuss possible revision of the compensation system at JCPS. CMA A 10.7			7/12	6/13		Committee was convened and met to discuss aforementioned issues. Evaluation is ongoing for research-based decisions.
4.3	Provide equal access to programs, services, and opportunities to advance achievement for all students.	Marshall Diversity, Equity, & Poverty	PTA JCASA JCTA Postsecondary CBO Business				
4.3.1	Collaborate with the Data Management and Program Evaluation unit to develop and conduct program evaluations related to equity of student access to programs, services and opportunities.CMA A 9.3			7/12	6/13		Created a minority dashboard ( <a href="#">behavior data link</a> ). This summer we will check to see how many minorities participate in the summer program.
4.3.2	Work to increase the number of community-based learning centers, in conjunction with the Chief Academic Officer and CAO's staff. CMA A 9.10			7/12	6/13		Community and parent meetings monthly. As well as visits to the site that are OST providers.
4.3.3	Expand Street Academy, a multi-faceted program to address the academic and socio-behavioral needs of African-American male students.			7/12	6/13		Street Academy expanded to another site. Using that as a model to potentially build a program to meet the needs of more at-risk students.



#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
4.4	Develop a comprehensive system of proactive student supports and interventions to ensure that all students are safe, feel secure, and possess a sense of belonging—primary foundations for learning.	Hensley Jacobs					
4.4.1	Continue to assist schools in becoming positive, supportive learning environments by working to stop school violence, preventing student substance abuse, and using the JCPS assessment center (Safe and Drug Free Schools/Student Relations) to determine what assistance families need to remove educational barriers. CMA A 9.5, A 9.7, KDE R.3			7/12	6/13		School suspensions have been reduced. Violent offenses are tracked in Infinite Campus. The assessment center continues to assist families with JCPS and community resources. Substance abuse professional development conducted with schools regularly.
4.4.2	Provide district wide training on Bullying Prevention with all staff, provide bullying prevention materials online (including bullying reporting form and district bullying flow chart), and provide ongoing communications through the 15 <sup>th</sup> District PTSA Newsletter. CMA A 9.5, A 9.7, KDE R.3, A.3			7/12	6/13		District-wide Bullying Prevention materials are now on line through the <a href="#">Safe &amp; Drug-Free School Website</a> . The District Bullying Flow Chart and reporting form is available on line. Comprehensive Bullying procedures are provided to each school.
4.4.3	Provide assistance/information/resources to schools and families regarding alcohol/drug and violence prevention through a Safe and Drug Free website.CMA A 9.5, KDE R.3, A.3			7/12	6/13		Safe & Drug-Free Website available for alcohol/drug and violence prevention <a href="#">resources/links</a> . The SDFS office conducts alcohol/drug and violence workshops at schools regularly.
4.4.4	Continue to help build capacity for research-based prevention programs within schools with support from Safe and Drug Free resource teachers and Student Response Team (SRT) staff. CMA A 9.5, A 9.7, KDE R.3, A.3			7/12	6/13		Safe & Drug-Free resource teachers work with schools to develop Bullying Prevention Plans as well as Alcohol/Drug programs. SRT staff supports schools with Positive Behavior Intervention research-based programs.

#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
4.4.5	Provide behavior management support for staff utilizing SRT, as well as providing support through the Positive Outreach Program and Safe Crisis Management, which teaches staff on de-escalation techniques. CMA A 9.5, A 9.7, KDE R.3, A.3			7/12	6/13		SRT's are utilized to reinforce Positive Behaviors and determine student needs. Disruptions are minimized and learning is increased.
4.5	Develop and implement a three-year budget spending plan and a five-year overall revenue projection that aligns district- and building-level resources to curricular goals, strategic priorities, and financial responsibility for the return on investment.	Hardin Collopy					
4.5.1	Continue to project revenue and expenses for five-year period. The five-year projection is updated three times per year, and it includes all known approved initiatives and directives. CMA A 10.2			7/12	6/13		Five-year projection is complete
4.5.2	Create a spending blueprint in each department. The 2012-2013 school year serves as a pilot year for this process; with the 2013-2014 school year, the office blueprints will be data pulled from MUNIS Next-year budget entry. CMA A 10.2			7/12	6/13		Roll-out is complete. 2014-15 will be small tweaking by eliminating unused codes from blueprint.
4.5.2P	Create a spending blueprint for each Priority School that includes the expenditure of SIG funds and how funds will be repurposed to support mission critical strategies as a part of the Sustainability Plan. Each school will provide a sustainability plan and will be able to request funds from the district to support data-driven and effective strategies for sustainability dollars.	Hardin, Moore, Principals		7/13	6/14		Sustainability plans have been developed for each priority schools (see <a href="#">website</a> for plans). Full-blown roll-out of program supporting sustainability of proven programs was halted in 2013-14 and district reverted back to per-pupil allocation. There is also a small contingency for priority schools.
4.5.3	Utilize District Spending Matrix for determination of top priorities in funding. FY 2012-13 was the first year of the usage of this approach and was used strictly for programs requesting additional funding, including needed rescues due to lost grant funding. In FY 2013-14, this same matrix will be used also for the determination of programs that must be eliminated due to required budget reductions. CMA A 10.2			7/12	6/13		Spending matrix was used to obtain recommendations from evaluations and provide a weighing of vast majority of budget requests.

#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
4.5.4	Stop non-essential funding. New expense guidelines have been completed, approved, disseminated, and upheld. CMA A 10.2			7/12	6/13		New expense guidelines distributed and maintained, including food.
4.5.5	Establish a system for program evaluations that includes cost information. CMA A.5.6			7/12	6/13		ROI approach still being investigated and it is in pilot stage.
4.6	Collaborate with JCTA, JCASA, and KDE to develop and implement a teacher and principal evaluation system to promote effective student instruction and achievement.	Raisor Assistant Superintendents Gerstner	JCASA JCTA				
4.6.1	Collaborate with KDE on the development of the state's Professional Growth and Effectiveness system (PGES).			7/12	6/13		EQOC created to oversee. Board approved the pilot of the KDE PGES for the 13-14 school year. Approximately 25 schools will pilot, and all 18 Priority schools will be trained and participate as well. Full implementation for all schools is scheduled for the 14-15 school year.
4.6.2	Support the cohorts of JCPS pilot schools who are utilizing the KDE PGES system and modules, as well as receiving training in the Danielson model for effective teaching.			7/12	6/13		Pilot schools and teachers identified and structures created to support. Professional Development will be provided in the summer of 2013.
4.6.2P	Priority Schools will participate in or pilot the KY PGES System in 13-14. All schools will fully implement the system in 14-15.	Gerstner ETCs		8/13	9/14		Board approved the pilot of the KDE PGES for the 13-14 school year. Approximately 25 schools will pilot, with 5-9 teachers participating with the principal of these schools. All 18 Priority schools, with the principal and at least two teachers involved will also be trained and participate as well. Full implementation for all schools is scheduled for the 14-15 school year.

#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
4.6.3	The district's Evaluation Growth System Committee will review other districts' professional growth and evaluation systems.			7/12	6/13		The committee meets weekly to provide information and oversight. An EQOC Summit is scheduled for May 29 <sup>th</sup> to bring all district offices together to plan structures and systems to support PGES, and begin to develop a more cohesive Educator Growth System for all employees from recruitment to retirement, in the areas of recruitment, induction, community/university partners, professional development, and employee support systems.
4.7	Provide, monitor, and support Cultural Competence training (that includes pedagogical strategies) for 100 percent of staff. Utilize the expertise of JCPS staff, community partners, and institutions of higher education to develop the training.	Marshall Burton	Postsecondary				
4.7.1	Provide cultural competence training district-wide. CMA A 9.5, KDE R.3.a.			7/12	6/13		Next Phase of Cultural Competence is starting up in August. With more PDs offered and higher expectations for monitoring.
4.7.2	Develop and implement an evaluation of cultural competence, including participant feedback surveys and case studies. CMA A 9.5. KDE R.3.a.			7/12	6/13		Surveys are created as well as a walkthrough for Culturally Responsive teaching.
4.7.3	Collaborate with experts on cultural competence, including community partners and university professors, to provide leadership development, follow-up targeted training, and develop and refine the cultural competence training. CMA A 9.5, KDE R.3.a.			7/12	6/13		Dr. Roger Cleveland will host a summer institute. Dr. Shelley Thomas will lead some professional development. Deeper sessions on particulars of cultural competence.

#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
4.8	Retain and recruit high-quality staff who reflect the diversity of the student population.	Raisor Gerstner Marshall	JCASA JCTA Postsecondary Business				
4.8.1	Develop and implement an OnBoarding Induction program which aims to recruit high-quality staff that embody the values of JCPS. CMA A 4.9, A 4.10			7/12	6/13		The EQOC committee is evaluating to enhance this process, with the start of the 13-14 school year.
4.8.2	Continue to support and improve teacher recruitment programs such as the Multicultural Teacher Recruitment Program (MTRP) and the Alternative Certification Elementary and Secondary Program (ACES). CMA A 9.9			7/12	6/13		Sylena Fishback has created a college caucus and recruits minorities. HBCUs relationship building. This work is on-going and collaboration has been created between HR & DEP.
4.8.3	Continue to support current staff with high quality professional growth and development opportunities. CMA A 8.5			7/12	6/13		In collaboration with Gheens, PD opportunities are being revamped. EQOC also looking at this to mirror evaluated skills.
4.8.4	Target recruiting resources in areas of high need such as Math and Science. CMA A 9.9			7/12	6/13		Title II funds utilized to recruit in high needs areas.
4.8.5	Utilize multiple strategies in recruitment to reach a broad audience, such as recruitment fairs and advertising in multicultural outlets and publications. CMA A 9.9			7/12	6/13		Title II funds utilized to recruit in high needs areas. Numerous recruitment fairs attended, recruitment trips made, and prospective candidates in under-represented areas brought to JCPS for visits.
4.8.6P	Develop strategies to recruit staff to Priority Schools and to retain them. The goal is to establish a system for placing and retaining teachers who have “turnaround teacher competencies in each of our priority school classrooms. Additionally, a specific teacher induction program will be used to provide teachers going into Priority Schools with specific knowledge, tools and skills aimed toward priority school work.	Raisor Marshall		7/13	6/14		District is currently researching and developing recommendations. Priority schools are given preference in hiring, and are relieved of the transfer and overstaff process.

#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
4.9	Create a system of targeted professional development. Assess the impact (footprints) of the professional development to the students' desks. Our formula is: Teacher Talent + Professional Development = Improved Student Achievement.	Hensley Branham Wilson					
4.9.1	Survey resource teachers and principals to identify specific needs for professional development. CMA A 8.4			7/12	6/13		PD Needs Assessment was conducted for all schools for the 2013-14 school year.
4.9.2	Develop a professional development plan to support resource teachers with the implementation of the Kentucky Core Academic Standards. CMA A 8.4			7/12	6/13		Curriculum specialists provided some PD for RTs to support the implementation of KCAS. More PD is needed.
4.9.3	Continue to provide ongoing professional development, as appropriate, for content specific teacher leads. CMA A 8.4			7/12	6/13		Curriculum specialists provided ongoing PD for teacher leads to support the implementation of KCAS.
4.9.4P	Create and provide a system of professional development for Priority Schools. The district will create, in collaboration with the Kentucky Department of Education, professional development built around teacher effectiveness, particularly in "turnaround competencies." Additionally, a collaboration between JCPS, KDE, and UofL will establish a training program for Assistant Principals that will extend into the 13-14 school year.	Hensley Powers Haselton		7/13	6/14		A system training planning session (turnaround competencies) has been scheduled for May 30 <sup>th</sup> . An initial plan regarding AP training has been collaboratively established by JCPS, KDE, and U of L.
4.10	Create a system of support for collaboration in Professional Learning Communities.	Hensley Branham					
4.10.1	Provide ongoing regional level work sessions for assistant principals, resource teachers, and Educational Recovery Specialists to support on-going school-based PLC work. CMA 8.9			7/12	6/13		Some regional work sessions have occurred to support school-based PLC work. Additional work sessions are needed.
4.10.2	Provide protected time during resource teacher professional development for PLC work. CMA 8.9			7/12	6/13		Protected PLC time for RTs was provided during RT professional development.
4.10.3	Establish and support the PLC process for content specific curriculum specialists to support student achievement. . CMA 8.9			7/12	6/13		Curriculum Specialists participated in ongoing PLC meetings to support student achievement across the district.

#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
4.10.4	Establish and support the PLC process for assistant superintendents to support student achievement. CMA 8.9			7/12	6/13		Assistant Superintendents and district leadership participated in ongoing PLC meetings to support student achievement in all achievement areas.
4.11	Create structures for ongoing engagement of stakeholders.	Lanier-Robinson Shumate					
4.11.1	Hold quarterly superintendents summits which include parents, business leaders and students to discuss and receive feedback on district initiatives.			7/12	6/13		Held 4 quarterly summits that included business leaders and focused on the district of innovation grant the district has submitted to KDE.
4.11.2	Regularly hold expanded cabinet meetings, which include representation from various groups such as GLL, JCASA, and JCTA.			7/12	6/13		Held monthly expanded "cabinet meetings" at various schools that included key stakeholders and community leaders.
4.11.3	Conduct regular employees meetings with various groups including principals, central office employees, assistant principals, and counselors.			7/12	6/13		Held monthly principal and central office employee meetings. Also held bi-monthly meetings for all assistant principals and counselors to provide updates on various district-wide initiatives.
4.11.4	Hold quarterly Student Advisory Councils to received feedback from students on how decisions impact students and their classroom experiences.			7/12	6/13		Held 3 quarterly student advisory meetings (one was cancelled due to weather).Discussions focused on district of innovation application and students will present to board at the May 28 <sup>th</sup> board meeting.
4.11.5	Continue to distribute and refine internal and external publications (i.e., Monday memo, Parent connections). KDE R.4, A.2.			7/12	6/13		Established a new all employee communication, <i>The Core</i> . This publication is sent electronically twice a month from the superintendent to all employees.

#	Strategy	Leader(s)	Secondary Groups	Start Date	End Date	Status	Progress Notes
4.12	Create communication strategies to inform and to rally all citizens of Jefferson County.	Lanier-Robinson Jackey					
4.12.1	Develop and implement district-wide external and internal communication plan.			7/12	6/13		Developed a communications plan that encompassed internal and external audiences. Information was presented to the board in August and implemented during the 2012-13 school year.
4.12.2	Develop and continue to improve the Raise the Bar website to communicate the new common core to all citizens of Jefferson County. KDE R.2.			7/12	6/13		Updated <a href="#">site</a> to include tips on how parents can help students prepare for assessments. We will increase awareness about site and new model at the beginning of the 2013-14 school year.
4.12.3	Develop a visual on what it means to be kindergarten ready (to be distributed to parents and childcare providers). KDE R.4. A 2.			12/12	6/13		Visual was developed by academic services and widely distributed.
4.12.4	Continue to utilize multiple media strategies to communicate with stakeholders such as internal publications (i.e., Parent Connections), websites (i.e., Raise the Bar), and television (i.e., Our Kids JCPS). KDE R.4. A 2.			7/12	6/13		See notes above as well as websites including <a href="#">Parent Connections</a> and <a href="#">Raise the Bar</a> .

Last Board Approval: 4/22/13

Last Revised 5/23/13

Notes:

\* Activities address Curriculum Management Audit recommended actions

\*\* Activities address KDE Leadership Assessment recommendations