

JEFFERSON COUNTY PUBLIC SCHOOLS 2011-12 COMPREHENSIVE DISTRICT IMPROVEMENT PLAN

PREFACE

Each year, the leadership staff of the Jefferson County Public Schools (JCPS) develops a cohesive plan to both guide and reflect the major work of employees throughout the school year. This strategic action plan, commonly referred to as the Comprehensive District Improvement Plan or CDIP, builds upon the goals set forth by the Board of Education and focuses on ways to address the identified needs of students. In past years, the staff met during June and July to review the progress and challenges from the year that was ending and to establish broad objectives and outline the major strategies to be implemented in the year ahead. However, specific targets were not determined until results were received from the previous spring's state assessment (e.g., CATS, then KPREP). These results typically arrived in late September. At that point, the data were analyzed and adjustments were made to the targets and strategies. Staff then committed these objectives and strategies to paper in the form of the CDIP. The final version of the CDIP was presented to the Board for approval in late November or early December, and then forwarded to the Kentucky Department of Education by the close of the calendar year.

The 2011-12 school year has unfolded quite differently from years past, with several new factors coming into play that had implications for the 2011-12 CDIP.

- There was a change in district leadership. The outgoing superintendent, who departed in June, felt it would be inappropriate to set goals beyond his tenure; therefore, the Cabinet retreat/planning session traditionally slated for June was not scheduled.
- An interim superintendent led the district during July; but she, too, believed it would be unwise to establish new targets or direction for the staff.
- The new superintendent, Dr. Donna Hargens, took over the helm in August and immediately established a 90-Day Plan with three key themes:
 - Assess the needs of students and schools and the performance of the district
 - Initiate a long-range planning process to achieve a unified vision
 - Take immediate short-term actions on those things that cannot wait
- The 90-Day Plan—spanning August, September, and October—included five strategic priorities:
 - Student achievement
 - Teamwork
 - Community engagement
 - Retaining, recruiting, and training high-quality employees
 - Fiscal and organizational accountability
- Staff began addressing the action steps subsumed under these priorities, and the new school year opened smoothly and successfully. Dr. Hargens embarked on a mission of visiting as many schools as possible (55 by the end of October) and meeting as many community leaders/citizens as possible in order to gather input on the district's perceived strengths and challenges. Based on her analysis of that

feedback and other emerging information, the superintendent expanded the scope of the 90-Day Plan and also extended it to include 180 days (through January).

- In September, the Kentucky Court of Appeals ruled against the district in a case involving the locus of student enrollment vs. student attendance. In November, the Kentucky Supreme Court agreed to hear the district's appeal of the Court of Appeals' decision and set a hearing date in April 2012. The outcome of that hearing will have ramifications not only for the elementary student assignment plan, but also for staffing, budgeting, magnet school programs, and many other aspects of the district's services to students.
- In July, the Board approved a contract to have the Curriculum Management Audit Center of Phi Delta Kappa conduct an extensive audit of the district's system governance, organizational quality control, and design and delivery of programs and services. This weeklong audit was conducted in October by a 25-member team, with the goal of helping staff members understand how to do a better job of educating students. In mid-January, the district will receive the findings and recommendations from this audit. Staff anticipates that the report will include a number of detailed recommendations that will form the basis of significant work and change for the next several years.
- In September, the Board amended the contract for the Curriculum Management Audit to include an extensive organizational audit. This weeklong audit occurred in early November. The findings and recommendations were received by the district in mid-December, and the report is expected to generate a number of changes in reporting relationships, job descriptions, and the functions of the district-level leaders. Because the auditors believed there would be a need for significant change in this area, they released one recommendation almost immediately. As a result, several new positions are being created that will report directly to the superintendent. Following job postings, interviews, and Board approval of a revised organizational chart, the positions will likely be filled early in 2012.
- The Kentucky Department of Education is in the midst of developing and implementing a radically different accountability system, linked to the new Kentucky Core Academic Standards. The accountability system is taking effect with the 2011-12 assessment cycle. Many details of this Unbridled Learning/Next Generation model are yet to be released and will require a substantial amount of staff development in order to apply it successfully at the school and classroom levels.
- In late October, the Board and superintendent participated in a two-day strategic planning session. The purpose of this meeting was to develop statements expressing the Board's mission, vision, values, focus areas, proposed goals, and Board operating principles. Slated to be finalized and approved in December-January, these statements will be critical elements in guiding the future work of district staff.

Given the interplay of all of these factors, coupled with the progress demonstrated on the 2011 Kentucky Core Content Test by most of the Cohort 1 and 2 persistently low-achieving (PLA) schools, the district deemed it advisable to continue with the implementation of many of the strategies included in the 2010-11 CDIP. The following plan for 2011-12 picks up where last year's left off. In addition, it incorporates the key needs, goals, and strategies contained in other documents that are directing the staff's work this year. Those documents include:

- ✓ [The 90-Day Plan and Beyond](#)
- ✓ [The 2011-12 Comprehensive District Corrective Action Plan \(CAP\)](#), which the Board approved on December 12, 2011
- ✓ The draft response to the District Leadership Assessment of April 2010
- ✓ Smart Goals for elementary, middle, and high schools; Department of Accountability, Research, and Planning; and Human Resource Department all developed as part of the JCPS Stat Review process
- ✓ Next Generation Learners models for elementary, middle, and high schools
- ✓ The School Improvement Grant plans for the PLA schools

The strategies included in this 2011-12 CDIP have been in implementation phase for the past several months and will remain in effect for the balance of the school year. The final draft was submitted to the Board on January 6 and is on the consent calendar for the January 9 meeting.

As district staff members receive, discuss, and internalize the Board's new vision and related documents, the recommendations from the Curriculum Management and Organizational Audits, the reports from the 2011-12 Leadership Assessments of PLA Cohorts 1 and 3, and the report from the 2012 District Leadership Assessment, work will begin on the 2012-13 CDIP. The goal is to have the 2012-13 CDIP submitted to the Board for approval by late May, in order that it may be a document that staff refers to and works from as the next school year unfolds.

Strategic Goal 1: Enhance Effective Teaching

We will enhance teaching by engaging teachers in reflective practice that in turn engages students in challenging, rewarding, and authentic academic work. Effective teaching and high expectations will enable each student to attain high levels of performance and will facilitate the closing of achievement gaps. Effective teaching is personalized and inquiry-based, fosters student understanding, and requires students to extend their conceptual thinking individually and with other students.

SMART Goals:

- By 2012, the “Targeted 20” elementary schools will decrease the gap between the state’s average score and their average score by 15% as measured by the Next Generation Learners Accountability Model.
- By 2014, ten elementary schools will score in the top 10% of elementary schools in state based on Next Generation Learners Accountability Model.
- JCPS middle schools will increase their average 2012 Next Generation Learners Accountability Model score (which includes Achievement, Gap, Growth, and College Readiness) by an amount equal to or greater than the state’s middle school average gain, when compared to 2011 KCCT results.
- Based on 2012 Next Generation Learners Accountability Model results, the percent of JCPS middle school students scoring at the Proficient/Distinguished levels in reading, mathematics, science, social studies, and writing on demand will increase by 5 percent, when compared to 2011 KCCT results.
- The 2012 JCPS middle school district composite ACT Explore score will increase by .2, compared to the 2011 score.
- By June 2012, the percent of high school students scoring Proficient/Distinguished will increase by 5% across content areas.
- By June 2012, the average ACT composite score will increase from 18.6 to 18.8.
- By September 2012, the remaining 34 schools will be trained in balanced assessment as measured by PD attendance

Strategy 1: Strengthen Literacy Development Pre-K Through Grade 12

We will continue to improve our students’ performance in reading and writing by advancing our literacy instruction through a Comprehensive Literacy Model (CLM). This model includes a workshop approach for the core program, layered interventions for students who need additional instruction, and a balance of assessments to monitor student progress and inform teaching and learning. We will tailor instruction to meet the diverse needs of all students requiring a myriad of literacy experiences from whole groups, small groups, and peer groups to one-on-one conferences and independent work. We will provide ongoing professional development to all relevant district staff to support the implementation of this model. We will monitor program effectiveness by means of district evaluations that incorporate walk-through data, surveys, the district’s quality indicators, and the Guskey Model of Professional Development Evaluation. Professional development and district support services will be refined and revised regularly to ensure effective implementation of programs and services.

Sponsor: Peabody

Performance Metrics: Reading Proficiency Assessments; Professional Development Participation and Evaluation; Learning Walks

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Provide upgrade for Read 180 and classroom support for implementing READ 180 Next Generation in 25 middle schools. READ 180 is included in the RtI framework and utilizes technology and a teaching model to address individual students' reading and writing needs. The program also addresses students' interest and attitudes about reading. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Teachers will implement the program with fidelity using specified strategies to strengthen reading skills. READ 180 will utilize segment reports and quiz results from the School Administration Manager (SAM) to monitor progress toward RtI goals.	L. Peabody D. Carrell	8-11	6-12	
2	Provide upgrade for SuccessMaker and classroom support for implementing the new SuccessMaker program in 130 school sites. SuccessMaker is included in the RtI framework and utilizes technology to address individual students' reading needs. Students can access the new program from home. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	If program is implemented with fidelity, Tier 3 students will move to Tier I status.	L. Peabody L. Pinkerton D. Carrell J. Aberli R. Doyel B. Hamilton	8-11	6-12	
3	Support the implementation of Project Proficiency—a high school plan to have all 10th grade students demonstrate competency in key standards by the end of each grading period by using diagnostic assessments, formative work, learning teams, and proficiency assessments. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Increase the % of students that demonstrate competency in key standards by the end of each grading period. Evaluation: comparison of student diagnostic and proficiency assessment results, teacher formative work logs, student reflections, Exit Slips	L. Peabody J. Aberli	8-11	6-12	
4	Use data from the Reading Diagnostic Assessments and Reading Proficiency Assessments to monitor reading progress and to inform support and services to schools. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Increase the % of students scoring proficient & distinguished. Evaluation: District Reading Proficiency Assessment results, Exit Slips	L. Peabody L. Pinkerton D. Carrell J. Aberli	8-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
5	Train school cohorts in balanced assessment concepts and methods. The Assessment for Learning program trains teachers to use assessment data to inform instruction, provides students with clear learning targets and specific feedback, and encourages students to take ownership of their learning, with the belief that increased student motivation leads to increased student learning. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Reading Proficiency Assessments; Professional Development Participation and Evaluation; Learning Walks. Outside evaluation work being conducted by Vanderbilt University.	L. Wheat Pearson-ATI trainers	8-11	6-12	
6	Provide instructional support and professional development in literacy through ECE and ESL staff to assist all NCLB targeted student populations to attain proficiency or higher in reading by June 2012. ECE teachers need support in effectively implementing the curriculum. Since many don't have English degrees or course work to support reading and writing instruction, they have difficulty in knowing exactly how to implement the curriculum. They need support with reading strategies, writing strategies, classroom procedures, formative and summative assessments, interventions, and holding high expectations for all students. RTs support teachers with planning, co-teaching, and modeling and provide embedded professional development focused on literacy strategies to support content learning and differentiating instruction. The student needs addressed are reading, writing and speaking and listening. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Increase the % of student groups scoring proficient & distinguished. Evaluation: District Reading Proficiency Assessment results, Exit Slips	L. Peabody L. Pinkerton D. Carrell J. Aberli	8-11	6-12	
7	Support Literacy Resource Teachers through weekly professional development to deepen their content knowledge, thereby enabling them to provide quality, school-based, embedded professional development that targets specific pedagogical needs of teachers and supports the development of a professional learning community. Literacy RTs are in various schools and classrooms on a daily basis. By working with the teachers in classrooms, they are able to determine the needs of teachers. In addition, they attend after-school meetings with teams of teachers who are discussing student work and progression. Through these meetings, they are again able to assess the various needs of teachers. In addition, they conduct	Increase the % of students scoring proficient & distinguished in schools they are assigned. Evaluation: District Reading Proficiency Assessment results, Exit Slips, School Surveys	L. Peabody L. Pinkerton D. Carrell J. Aberli	8-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
	the Ramp Up walk-throughs to determine program implementation. Through the collection of this data, we are able to determine at the individual, school and district levels the needs of teachers. <i>(strategy embedded in JCPS Corrective Action Plan)</i>					
8	Provide targeted professional development for Content Leaders, Reading Recovery Teachers, and school-based Resource Teachers to support building capacity in literacy leadership in schools. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Increase reading expertise among district support staff. Evaluation: District Reading Proficiency Assessment results, Exit Slips, School Surveys	L. Peabody L. Pinkerton D. Carrell J. Aberli	8-11	6-12	
9	Develop consistent curricula district wide around the Kentucky Core Academic Standards, using a common language and identified learning targets for all levels in English/Language Arts, while embedding social and emotional learning strategies. Collaborate with the Department of Accountability, Research and Planning to align on-going assessment. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Matrix of programs implemented by school; Teacher/principal PD participation by district initiative	L. Wheat R. Rodosky L. Peabody D. Armour P. Lanata T. Wilson Gheens Specialists Resource Teachers	8-11	6-12	
10	Enhance the curriculum maps by adding key standards and interventions. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	The curriculum maps will be updated and posted to the district website so that all stakeholders understand what standards are taught during each six weeks at each grade level; the progression of the standards across the school year; and when standards are introduced, the length of time they are taught, and when they are expected to be mastered.	L. Wheat L. Peabody	11-11	6-12	
11	Collaborate across content departments to research depth of implementation provided through focused professional development targeted to show results in student work/learning. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Matrix of programs implemented by school; Teacher/principal PD participation by district initiative	L. Wheat L. Peabody D. Armour P. Lanata T. Wilson M. Muñoz D. Armour	8-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
12	Design and implement an evaluation of the action steps to determine fidelity of implementation and next steps for improvement. <i>(strategy embedded in JCPS Corrective Action Plan)</i> <i>(addresses deficiency # 5 in District Leadership Assessment Report 2010)</i>	Program evaluations will be conducted on district literacy programs (i.e., Read180, Successmaker, Reading Recovery) to determine their effectiveness. The reports will include KPREP results.	R. Rodosky	8-11	6-12	
13	Contract for a curriculum management audit by an external agency to determine the alignment between the current literacy programs and the new common core standards in Literacy. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Findings from the audit will be used to make informed decisions about the possibility of reducing the number of initiatives. This process will help us maximize our fidelity of implementation of those programs that are most aligned with the new standards.	D. Hargens L. Wheat L. Peabody	8-11	6-12	

Strategy 2: Improve Math and Science Instruction

We will strengthen mathematics and science instruction by ensuring teachers, Resource Teachers, and principals have professional development opportunities that deepen their understanding of math and science content, inquiry-based teaching, balanced assessment, and effective interventions. We will focus on high-level questioning and effective facilitation skills that will engage students in the full cycle of inquiry learning. We will collaborate with teachers to identify and use effective strategies of formative assessment to ensure all students are progressing to proficiency. We will monitor the effectiveness of professional development by means of intentional follow-up classroom visits and next-step collaboration with school staff. We will use the district’s quality indicators—along with district evaluations and feedback from Resource Teachers, specialists and school staffs—to continuously evaluate and adjust the support and professional development being offered to Resource Teachers and specialists to ensure school staffs are receiving the assistance necessary to engage students in the high-level, challenging, mathematics and science curriculum.

Sponsor: Goff

Performance Metrics: Quality Indicators— Student Math Performance – KPREP; Student Science Performance – KPREP; Teacher Professional Development Participation

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Collaborate with the following national consultants and curriculum developers to provide PD to classroom teachers, district resource teachers, and school resource teachers. <ul style="list-style-type: none"> • Math Solutions - pedagogical strategies, discourse and formative assessment • College Preparatory Math - program implementation • GATES – formative assessment and Common Core Standards<i>(strategy embedded in JCPS Corrective Action Plan)</i> 	Increase % of students scoring proficient & distinguished. Evaluation: District Math Diagnostic and Proficiency Assessment results, PD Surveys, Exit Slips, PD Follow-up Visits, student work	K. Goff F. Brown M. Herman A. Herman R. Niemi L. Nickerson	8-11	6-12	
2	Develop and facilitate school-based, embedded PD focused on high-level, challenging math and science; focused on implementing KCAS in math and Science/Literacy. <i>(strategy embedded in JCPS Corrective Action Plan)</i> <i>(addresses deficiency # 2 in District Leadership Assessment Report 2010)</i>	Increase % of students scoring proficient & distinguished. Evaluation: District Math and Science Diagnostic and Proficiency Assessment results, PD Surveys, Exit Slips, PD Follow-up Visits, student work	K. Goff Specialists Resource Tchrs. School-based Staff Developers	8-11	6-12	

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
3	Provide PD to teacher leaders and principals focused on analyzing student work, diagnostic and proficiency assessments, effective teaching practices, and KCAS. <i>(strategy embedded in JCPS Corrective Action Plan)</i> <i>(addresses deficiency # 2 in District Leadership Assessment Report 2010)</i>	Increase % of students scoring proficient & distinguished. Evaluation: District Math and Science Diagnostic and Proficiency Assessment results, PD Surveys, Exit Slips, PD Follow-up Visits, student work	K. Goff Specialists Resource Tchrs. School-based Staff Developers	8-11	6-12	
4	Develop and facilitate embedded PD or regional implementation PD for Math Investigations, CMP2, and CPM focused on deepening teacher content knowledge and raising classroom challenge level while ensuring KCAS aligned. <i>(strategy embedded in JCPS Corrective Action Plan)</i> <i>(addresses deficiency # 1 in District Leadership Assessment Report 2010)</i>	Teachers will implement programs with fidelity using specified strategies to strengthen math skills. It is expected that student proficiency in math will increase and student progress will be monitored using the diagnostic and proficiency assessments. Follow-up visits and observations will be used to gauge effectiveness and determine differentiated next steps.	K. Goff Specialists Resource Tchrs. School-based Staff Developers	8-11	6-12	
5	Provide K-12 vertical alignment PD focused on effective transition of students (5th to 6th, 8th to 9th, 12th to college), learning progressions, and misconceptions. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Teachers will review 4.1 core content and KCAS to ensure understanding of alignment to instruction and programs. Instruction will reflect intentional review and limited redundancy.	K. Goff A. Herman M. Herman L. Nickerson R. Niemi	8-11	6-12	
6	Follow up with all classroom teachers who attend a district-sponsored professional development in math or science to determine effectiveness and additional needs. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	PD Logs will indicate teachers from every school who attended math and science PD had a follow-up visit. All math and science professional development will be reviewed for effectiveness, relevance and alignment to 4.1 core content. Selected participants will be contacted by the Director for feedback.	K. Goff Specialists Resource Tchrs. School-based Staff Developers	8-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
7	Continue the implementation of the GE-funded School-based Staff Developers program in elementary and middle schools. The school-based staff developers (SBSD) program is designed to improve classroom practice, increase content knowledge and pedagogy, and improve student proficiency in math and science. The SBSBs spend four days a week at the schools planning with teachers, modeling, observing, working with small groups of students and providing professional development. The fifth day is spent receiving professional development at the district level. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Increase % of students scoring proficient & distinguished. Evaluation: District Math and Science Diagnostic and Proficiency Assessment results, PD Surveys, Exit Slips, PD Follow-up Visits, student work	K. Goff S. Nasim School Principals	8-11	6-12	
8	Provide PD two or three times a month to district resource teachers, staff developers and school-based math coaches focused on K-12 vertical overview, balanced assessment, data analysis/intervention strategies, inquiry learning, and rigorous content knowledge. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Increase % of students scoring proficient & distinguished. Evaluation: District Math and Science Diagnostic and Proficiency Assessment results, PD Surveys, Exit Slips, PD Follow-up Visits, student work	K. Goff M. Herman L. Nickerson A. Herman R. Niemi School Principals	8-11	6-12	
9	Collaborate with classroom teachers to identify Key Standards aligned to Kentucky Core Content, Program of Studies, and/or Common Core Standards. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Increase % of students scoring proficient & distinguish. Evaluation: District Math and Diagnostic and Proficiency Assessment results, Exit Slips, PD Follow-up Visits, and student work analysis which reflects appropriate and effective use of technology to improve student learning.	K. Goff M. Herman A. Herman R. Niemi	8-11	6-12	
10	Train school cohorts in balanced assessment concepts and methods. The Assessment for Learning program trains teachers to use assessment data to inform instruction, provides students with clear learning targets and specific feedback, and encourages students to take ownership of their learning, with the belief that increased student motivation leads to increased student learning. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Increase % of students scoring proficient & distinguish. Evaluation: District Math and Science Diagnostic and Proficiency Assessment results, PD Surveys, Exit Slips, PD Follow-up Visits, student work analysis. Outside evaluation work being conducted by Vanderbilt University.	L. Wheat Pearson-ATI trainers	8-11	6-12	

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
11	Develop consistent curricula district wide around the Common Core Standards, using a common language and identified learning targets for all levels in literacy and math, while embedding social and emotional learning strategies. Collaborate with the Department of Accountability, Research and Planning to align on-going assessment. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Matrix of programs implemented by school; Teacher/principal PD participation by district initiative	L. Wheat R. Rodosky L. Peabody K. Goff P. Lanata T. Wilson Gheens Specialists and Resource Teachers	8-11	6-12	
12	Enhance the curriculum maps by adding key standards and interventions. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	The curriculum maps will be updated and posted to the district website so that all stakeholders understand what standards are taught during each six weeks at each grade level; the progression of the standards across the school year; and when standards are introduced, the length of time they are taught, and when they are expected to be mastered.	L. Wheat K. Goff	11-11	6-12	
13	Collaborate across content departments to research depth of implementation provided through focused professional development targeted to show results in student work/learning. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Matrix of programs implemented by school; Teacher/principal PD participation by district initiative	L. Wheat L. Peabody K. Goff P. Lanata T. Wilson M. Muñoz D. Armour	8-11	6-12	
14	Contract for a curriculum management audit by an external agency to determine the alignment between the current Math programs and the new common core standards in Math. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Findings from the audit will be used to make informed decisions about the possibility of reducing the number of initiatives. This process will help us maximize our fidelity of implementation of those programs that are most aligned with the new standards.	D. Hargens L. Wheat K. Goff	8-11	6-12	

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
15	Develop Math Cohorts in support of the KCAS implementation. Three teachers from elementary, three from middle and three from high will meet throughout the year and act as guiding group to the development of curriculum maps, pacing, interventions, content PD, etc. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Every school will have a team of expert math teachers to build capacity of all math teachers.	K. Goff M. Herman A. Herman R. Niemi	8-11	6-12	

Strategy 3: Apply a Diagnostic Approach to Teaching and Learning

We will improve instruction by fostering a diagnostic approach to teaching and learning and by providing professional development in the diagnostic use of assessment tools. We will promote daily classroom practice by teachers and students to examine work and to adjust instruction and interventions in order to accomplish intended instructional outcomes. The district’s assessment landscape will reflect a balanced system that provides formative, interim, and summative student performance information to teachers, administrators, and instructional personnel for collegial reflection, collaboration, and the differentiation of instruction.

Sponsor: Rodosky

Performance Metrics: Quality Indicators—Student Reading Performance-KPREP; Student Math Performance – KPREP; Student Science Performance-KPREP; Student Social Studies Performance-KPREP; Student Writing Performance-KPREP

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Analyze student achievement quality indicators, data from under-performing schools, and achievement gaps. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	The new accountability model and simulation data will be shared with principals. Student achievement trend data is included in the 90-day plan.	R. Rodosky D. Dossett	8-11	10-11	
2	Review/determine a course of action for under-performing schools, including a review of the impact of the restaffing model and exploration of other turnaround models. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	A MOA between JCPS and JCTA on a transformation model has been adopted and is expected to be used by some of the cohort III PLA schools. SIG quarterly reports are used to track progress in implementing the re-staffing model and are provided to KDE.	R. Rodosky B. Eckels J. Burks S. Ledford A. Dennes KDE JCTA JCASA	8-11	2-12	
3	Develop proposal with Pearson for training district trainers to provide balanced assessment professional development	Create cadre of up to 25 trainers that would have the capacity to train schools on balanced assessment practices	B. Rodosky L. Wheat	8-11	6-12	
4	Identify dates for school cohort balanced assessment training along with sites, schedule, etc.	Increase number of principals and teachers trained in <i>Classroom Assessment Strategies for Student Learning</i> .	R. Rodosky L. Wheat K. Goff M. Herman L. Peabody	8-11	6-12	

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
5	Train school cohorts in balanced assessment concepts and methods.	Increase and take to scale the number of elementary, middle, and high schools that have teams trained in Classroom Assessment Strategies for Student Learning.	L. Wheat Pearson-ATI trainers	8-11	6-12	
6	Assist school cohorts as they create and implement individual school plans to spread balanced assessment concepts within schools.	Increase and take to scale the number of elementary, middle, and high schools that have teams trained in Classroom Assessment Strategies for Student Learning.	L. Peabody K. Goff D. Armour	8-11	6-12	
7	Revise district assessment landscape.	Number of student reports provided to parents with areas of growth identified	R. Rodosky A. Dennes S. Ledford J. Burks L. Peabody K. Goff D. Armour	8-11	6-12	
8	Re-purpose positions to form Team CASCADE (formative assessment). <i>(strategy embedded in 90-Day Plan & Beyond)</i>	100% of CASCADE design requests will be completed within agreed upon time frame for the 2011-12 school year as measured by request completion log.	B. Rodosky L. Wheat C. Petersen	9-11	11-11	
9	Revise CASCADE system to reflect new landscape and Project Proficiency (includes formative assessment component).	Increase the number of students that have scores in CASCADE <ul style="list-style-type: none"> •New tracking/reporting sections will track formative assessment, distracter item analysis feedback, metacognition, parental communication, and competency per key Academic Standard. 	R. Rodosky K. Underwood J. Genslinger M. Muñoz D. Dossett A. Dennes S. Ledford J. Burks L. Peabody K. Goff D. Armour	8-11	6-12	
10	Identify low-performing elementary schools and create short-term plans for support in 2011-12. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	During the 2011-12 school year, quarterly one-on-one data support will be provided to all potential PLA schools as measured by data reports.	A. Dennes S. Ledford J. Burks	8-11	10-11	

Strategy 4: Advance Instruction Through Technology

We will strengthen and expand our technology infrastructure and support services to students, parents, staff, and the community by improving instructional tools through research on best practices, by providing technology resources that increase efficiency and effectiveness, and by enhancing communication capabilities through the provision of timely information for decision making. We will improve principals’ instructional leadership through a professional-development program focused on using digital resources to engage students and increase achievement. We will demonstrate the use of technology to accommodate learner differences through Universal Design for Learning (UDL). We will continue to support the elementary technology magnet school as a model for technology resources and instructional practices. We will increase teachers’ ability to integrate technology with inquiry-based instruction through a Lesson Study professional-development program that targets middle and high school teachers.

Sponsor: Petersen

Performance Metrics: PD Central Records; ETT Calendars; Classroom Observations; Teacher/Student Surveys; KPREP Data; Technology Assessment Scores

	Strategy/Activity	Impact Measurement/ Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Improve technology infrastructure	Evaluation of Current Inventory; and Network Measurements	C. Petersen	8-11	6-12	
2	Evaluate current and new software to determine the strengths and weaknesses of software by developing rubric that aligns with the Theory of Action. Investigate new and emerging software and advise the appropriate curriculum departments.	Anecdotal Information and Longitudinal Data.	C. Petersen	8-11	4-12	
3	Provide daily job-embedded professional development for teachers, particularly in those schools not meeting all of their goals.	Professional Development Attendance	S. Shrout	8-11	6-12	
4	Continue to develop a model to evaluate the instructional efficacy of new hardware, and seek ways to sustain funding for these tools.	Written Surveys; Anecdotal Information; Longitudinal Data; and Observations made by Students and teachers using the technology.	S. Shrout	8-11	6-12	

	Strategy/Activity	Impact Measurement/ Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
5	Continue to assist in developing the Elementary Technology Magnet School by testing and refining the use of new technology to improve teaching and learning	Written Surveys; Anecdotal Information; Longitudinal Data; and Observations.	C. Petersen S. Shrout	8-11	6-12	
6	Continue to pilot The DELI (Digitally Enhanced Literacy Instruction) Project to improve students' writing skills by using one-to-one computing, Microsoft Word and other software programs as classroom tools.	Longitudinal Data; Anecdotal Information; Observations; and Written Surveys	C. Petersen S. Shrout	8-11	6-12	
7	Develop and implement "user-friendly" systems that can be used by students, parents, and staff to improve student work. Systems will include JCPS Online, Career Cruising, and Infinite Campus.	Anecdotal Information; Observations; and Written Surveys made by students and teachers.	R. Seshadri S. Shrout	8-11	6-12	
8	Continue to improve the district's web site by establishing portal access for parents and students and by improving Wiki, blogging, and podcasting capabilities.	Written Surveys of parents and students; Anecdotal Information; Access Data; and Observations.	S. Shrout	8-11	6-12	
9	Continue to expand virtual learning using internal and external sources, and establish pilot projects with schools.	Observations, and purchasing information.	S. Shrout	8-11	6-12	
10	Review possible use of technology for implementing the Universal Design for Learning (UDL) to accommodate learner differences through).	Written Surveys; Anecdotal Information; Longitudinal Data; and Observations.	S. Shrout	8-11	6-12	
11	Continue with the Lesson Study professional development model focused on integrating technology with inquiry based instruction. The target group will be middle and high school teachers .	Professional Development Attendance; Observations and Anecdotal Information.	S. Shrout	8-11	6-12	
12	Continue the review of alternatives of our Learning Management System, Blackboard (ANGEL) to finalize options with them this year.	Written reviews; Committee Surveys; Anecdotal Information; and Observations.	S. Shrout	8-11	6-12	

Strategy 5: Strengthen the Early Childhood Program

In order to promote a high-quality learning experience that addresses the whole child, we will strengthen and enhance the Early Childhood Program by focusing the professional practice of all stakeholders on deep understanding and coherent work in support of the district’s vision.

We will support student learning in all content areas, especially our developmental literacy and inquiry-based math programs, through strong teaching and intervention systems that prepare each child for successful transition to our district’s kindergarten classrooms. We will enhance services to our stakeholders by clearly defining roles and responsibilities.

Sponsor: Dennes

Performance Metrics: Early Childhood Environmental Rating Scale (ECERS); Work Sampling Assessment Reports (CASCADE); PD Central Surveys/Evaluations; Formative Assessment Data Results; Community Assessment Report; Self Assessment Report; Parent Surveys

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Continue implementing CARE for Kids and collaborate with the University of Louisville and the Regional Training Center (RTC) to engage staff in professional development in the early childhood social-emotional development programs (Adventures in Peacemaking, Songs of Resilience, and Social Emotional Foundations for School Success).	Both formal observations (ECERS/CLASS) and informal observations (by Early Childhood staff and principals) will indicate that teachers/instructors are demonstrating an increased awareness and knowledge of strategies to address the social and emotional development of young learners.	P. Hall; P. Fox G. Hess (RTC) Dr. A. Frey and U of L Collaborative Staff ECH Resource Teachers	8-11	6-12	
2	Engage staff in professional development to facilitate effective implementation of the inquiry-based <i>Creative Curriculum</i> and <i>Everyday Mathematics</i> programs.	Instructional staff will use <i>Creative Curriculum</i> and <i>Everyday Mathematics</i> daily as evidenced by classroom observations. They also will design inquiry-based activities aligned with Kentucky Core Content for Preschool through Grade 3.	O. Patterson ECH Resource Teachers Instructional Staff	8-11	6-12	
3	Provide professional development to support staff’s diagnostic use of the CASCADE system—as well as formative assessment data from the student Work Sampling System, screening tools, anecdotal notes, and classroom observations—to individualize and inform instruction.	Instructional Staff will determine students’ learning needs through analysis of data recorded on the CASCADE system. They will also use the Work Sampling System and other observational notes to plan next steps for instruction.	O. Patterson J. Wathen ECH Resource Teachers	8-11	6-12	
4	Tighten the alignment of early childhood and primary curricula to promote school readiness.	The School Readiness committee will evaluate the content, themes, activities, and strategies used in Early Childhood classrooms to ensure alignment with kindergarten skills and expectations.	O. Patterson J. Wathen ECH School Readiness Committee	8-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
5	Offer parent workshops on topics such as grandparents raising children, maintaining childhood health and wellness, available community resources, findings from brain research, child development milestones, and father engagement focusing on child development.	Increase the number of parents volunteering in classrooms and participating in parent engagement activities..	J. Wathen O. Patterson K. Stovall Family Service Workers	8-11	6-12	
6	Implement professional learning teams to enhance the fidelity of instruction and assessment through the utilization of the <i>Creative Curriculum</i> coaching model and embedded professional development.	Improve implementation of embedded PD as evidenced by higher scores on the CLASS screening tool and Work Sampling assessment tool.. Weekly observations by Resource Teachers will reflect improvements in implementation of more effective instructional strategies.	O. Patterson J. Wathen P. Hall P. Fox Resource/ Mentor Teachers and Instructional Staff (RTC)	8-11	6-12	
7	Implement the pilot study of the use of the “Waterford” reading intervention program (preschool version of “Successmaker”) in four classrooms to determine effectiveness in increasing success in literacy skills. Professional development will be provided by the Education Manager of the Pearson Company.	A baseline and results comparison on the Work Sampling assessment tool in the areas of literacy for the four pilot classrooms and a control group of preschool classrooms not utilizing the “Waterford” program.	O. Patterson J. Wathen Resource teachers	1-12	6-12	

Strategic Goal 2: Enhance Effective Leadership

We will provide a leadership development system that recruits, selects, prepares, supports, and retains highly effective principals and leaders. We will equip these leaders with the knowledge and skills to be designers of high-performance schools, characterized by a positive, collaborative culture where quality teaching maximizes student learning, growth, and development.

SMART Goals:

- By May 2012, elementary principals will be trained to implement professional learning communities and report an average level of understanding of 2.5 on a 4-point scale as measured by the self-assessment tool.
- By the start of the 2012-13 school year, fill 100% of teaching vacancies with high-qualified (NCLB) teachers.
- By August 2012, increase the total number of minority teachers and administrators by 1%.
- By August 2012, 100% of Priority Schools will be in compliance with either the Transformation or Re-staffing Model.
- By August 2012, pilot the new teacher evaluation procedures (currently being developed) in 10 schools.
- By October 2012, all schools and the district will receive accreditation from AdvancED as measured by accreditation report.

Strategy 1: Nurture a Professional Culture

We will foster a culture of professional growth by supporting collaborative, professional learning communities for principals, assistant principals, and counselors at all three levels. Cohorts will establish shared performance goals and periodically meet to collectively reflect on each other’s progress, jointly learn from one another, analyze continuing challenges, and commit to adjusting strategies. Administrators and teacher-leaders will engage in classroom learning walks in one another’s schools, debrief their follow-up reflections and conversations about instructional implications in light of the district’s standard classroom instructional framework (CIF), and exchange ideas of how to raise the “challenge level” of student tasks in every classroom. Through these communities of practice, leaders will foster ownership of student results and develop the quality of the instructional staff. Further, we will support leaders in implementing and strengthening the administrator and teacher evaluation process, and in expanding staff leadership opportunities.

Sponsor: Burks

Performance Metrics: Comprehensive School Improvement Plans; Principal Growth Plans; Observations and Learning Walks; Number of schools with functioning professional learning communities

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Shape all professional development for school leaders using the <i>Leadership Competencies and Core Practices for a Great School</i> and the JCPS Theory of Action.	Leaders will understand how their professional learning relates to the vision/mission of JCPS.	S. Ledford A. Dennes J. Burks	8-11	6-12	
2	Embed the Classroom Instructional Framework (CIF), as well as the raising of the Challenge Level of student	Administrators will be better equipped to provide feedback to teachers after classroom	S. Ledford A. Dennes	8-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
	tasks, into professional development for principals, assistant principals, counselors, and teachers.	observations/walk-throughs.	J. Burks			
3	Establish cohorts of administrators to share performance goals, meet periodically to collaboratively reflect on each others' progress, jointly learn from one another, analyze continuing challenges, and collectively commit to adjusted strategies.	The principals' repertoire of tools, resources, and ideas from colleagues will support teacher reflection and growth.	S. Ledford A. Dennes J. Burks	8-11	6-12	
4	Assign a Priority Manager (PM) as a mentor or other coaching help, collaborate on revision of restructuring plans, and monitor implementation of those plans for schools not meeting all their goals. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Assignment of Priority Manager Monthly reports of Priority Manager	S. Ledford A. Dennes J. Burks	8-11	6-12	
5	Set expectations for use of walk-through and observation tools to be used by Priority School Managers and administrators <i>(addresses deficiency # 2 in District Leadership Assessment Report 2010)</i>	Monthly reports of Priority Manager	S. Ledford A. Dennes J. Burks	8-11	6-12	
6	Guide administrators to review and continue to strengthen the employee evaluation process by fostering more effective growth plans, practicing more quality observations, engaging in more in-depth post-observation conferences, and crafting more meaningful, written recommendations and challenges for continuous growth. This practice will address the lack of accountability for staff in monitoring and evaluating classroom instruction. <i>(strategy embedded in JCPS Corrective Action Plan) (addresses deficiency # 2 in District Leadership Assessment Report 2010)</i>	Examine samples of teacher evaluations of both tenured and non-tenured teachers.	S. Ledford A. Dennes J. Burks	8-11	6-12	
7	Share and discuss TELL survey data with principals. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	Improved working conditions	S. Ledford A. Dennes J. Burks	11-11	6-12	
8	Identify one or two areas from the TELL data as focus for system improvement. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	Improved working conditions	Cabinet	11-11	6-12	
9	Establish the Board and superintendent as a cohesive leadership team by developing operating principles;	Operating Principles approved	D. Hargens Board'	8-11	4-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
	by reviewing, revising, and/or affirming mission, vision, focus areas, and goals; and by developing communication protocols that ensure Board members have information to make decisions. <i>(strategy embedded in 90-Day Plan & Beyond)</i>		Consultants			
10	Establish the Cabinet and superintendent as a cohesive leadership team by engaging in a New Manager Assimilation exercise, by self-assessing in terms of the five functions of a team, and by creating Cabinet norms. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	Cabinet norms accepted	D. Hargens Cabinet Consultant	8-11	4-12	

Strategy 2: Enrich the Quality of Leadership

We will improve the quality of leadership exhibited by principals and other administrators by means of focused leadership-development strategies based on the district’s Theory of Action and the Leadership Competencies and Core Practices. Principals, other administrators, and aspiring leaders will have access to professional development opportunities that emphasize collaborative strategies to enhance instructional quality and move our district vision forward. These professional development opportunities will center on formative assessment, cultural competency, CARE for Kids, and professional learning communities, as well as strategies from state-mandated turnaround training for current principals and aspiring leaders to work effectively in Tier I, II, and III schools. We will examine the quality of our leadership training in part through PD Central participant evaluations, but we will also go deeper and measure how well collaborative strategies are being applied through implementation of the comprehensive school improvement plans.

Sponsor: Eckels

Performance Metrics: Comprehensive School Improvement Plans; Principal Growth Plans; Observations and Learning Walks; New Teacher Evaluation Procedures

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Use <i>Leadership Competencies and Core Practices for a Great School</i> (LCCPGS) and <i>Aspiring Leadership Competencies Continuum</i> in all leadership professional development programs.	Increase the percentage of Aspiring Leader respondents rating their progress as Emerging to Accomplished Number of sessions approved for EILA credit	T. Gerstner A. Dennes S. Ledford J. Burks F. Brown C. Montgomery	8-11	6-12	
2	Work with partnering universities as they incorporate LCCPGS into their principal preparation programs.	All course content will reflect LCCPGS. Percentage of partnering universities with principal preparation programs approved by the Education Professional Standards Board	T. Gerstner	8-11	6-12	
3	Align district administrator selection process with LCCPGS.	Percentage of screening prompts aligned with LCCPG. Number of candidates screened	T. Gerstner	8-11	6-12	
4	Implement new principal induction program to offer monthly professional development grounded in LCCPGS.	Percentage of new principals in attendance for professional development pdCentral professional development evaluations from new principal induction will indicate an increase in the percentage of new principals believing the sessions will extend their knowledge, skills, and performances.	T. Gerstner	8-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
		Increase in the percentage of new principals rating that they will use the sessions to positively impact the achievement of their students				
5	Contract with outside consultants to provide training for developing procedures for successful leadership transition and to advise/facilitate the development of systematic processes at the district level that support high performance schools. Also provide executive leadership development for organizational alignment through application of principles of Continuous Quality Improvement and Baldrige Criteria for Performance Excellence. <i>(strategy embedded in JCPS Corrective Action Plan)</i> <i>(addresses deficiency # 3 in District Leadership Assessment Report 2010)</i>	This process will ensure that the District selects and trains its future leaders using the best research based methodology. It will also assist with successfully implementing recommendations in the Curriculum Management Audit.	L. Wheat T. Gerstner	8-11	6-12	
6	Review current teacher and principal evaluation systems. <i>(embedded in 90-Day Plan & Beyond)</i>	Teacher Effectiveness Rubric (draft) Principal Effectiveness Rubric (draft) Teacher and Principal Evaluation Focus Group-questions and minutes	B. Eckels D. Hargens J. Burks A. Dennes S. Ledford	9-11	6-12	
7	Implement the existing teacher evaluation process as a means of holding staff accountable for classroom instruction. It involves an evaluation of professional responsibilities including but not limited to planning instruction, learning climate, instruction, assessment and communication. The process involves conferencing, observations and developing and implementing professional growth plans. Detailed information about this process, which is approved by the JCBE and KDE, is available on the JCPS website under JCPS policy and procedures. <i>(strategy embedded in JCPS Corrective Action Plan)</i> <i>(addresses deficiency # 2 in District Leadership Assessment Report 2010)</i>	The teacher evaluation process ensures that teachers create a professional growth plan, evaluators monitor classroom instruction through observations, and opportunities are provided for improvement. The JCPS Human Resource Department collects teacher evaluations and can track and monitor employee performance.	Principals	8-11	6-12	
8	Implement the existing teacher performance evaluation when significant deficiencies are noted. This process involves an extensive period of	The teacher evaluation process when significant deficiencies are noted provides an opportunity for teachers to improve their practice by providing	Principals	8-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
	monitoring/observing classroom instruction and corrective actions to improve performance. When significant deficiencies in work performance are observed, a set of instructions are to be followed including but not limited to: consultation, conferencing, written notification, discussion of deficiencies, and identification of professional materials to help correct deficiencies. Evaluations of teachers with significant deficiencies are conducted in a manner to allow reasonable time for deficiencies to be corrected prior to completing the evaluation form. Failure to satisfactorily correct deficiencies may lead to a recommendation for termination or non-renewal of a teacher's contract. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	additional support and resources. Failure to satisfactorily correct deficiencies can lead to a recommendation for termination or non-renewal. The JCPS Human Resource Department can monitor the number of evaluations that have been either satisfactorily corrected or recommended for termination.				
9	Provide training to principals on how to conduct teacher evaluations when significant deficiencies are noted. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	The number of administrators trained on teacher evaluations when significant deficiencies are noted will be tracked. The expectation is that administrators will be better able to monitor teacher practice and successfully complete the teacher evaluation process.	C. Meredith	8-11	6-12	
10	Principals include growth targets in their professional growth plans that focus on improving classroom instruction <i>(addresses deficiency # 2 and 3 in District Leadership Assessment Report 2010)</i>	Track principal growth plans	S. Ledford A. Dennes J. Burks	8-11	6-12	
11	Develop a teacher evaluation model that will meet federal requirements and serve as the basis for a transformation model that could be adopted by new Tier I or Tier II schools by working collaboratively with JCTA and KDE leadership. <i>(strategy embedded in JCPS Corrective Action Plan)</i> <i>(addresses deficiency # 3 in District Leadership Assessment Report 2010)</i>	New Tier schools will have an approved teacher evaluation model available for their use if they adopt a transformation model as their intervention.	B. Eckels R. Rodosky	8-11	6-12	
12	Pilot the new teacher evaluation instrument in the four schools participating in the Gates Foundation grant. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	Provide feedback to KDE regarding the validity/reliability of the evaluation instrument.	L. Wheat B. Eckels	11-11	6-12	

Strategy 3: Enhance the Leadership Capacity of Instructional Leadership Teams

We will support school-level leaders, as they build professional learning communities within a collaborative school culture where all learners succeed, by expanding Assessment for Learning to district principals and Instructional Leadership Teams/PLCs. As one component of the training required for turnaround schools, we will support principals and ILTs in the district’s Tier I, II, and III schools with designing, implementing, and monitoring strategic action plans that have measurable goals and that align school and classroom culture, curriculum, instruction, assessment, resources, and professional development with the district’s Theory of Action and other elements of *Our JCPS Culture*.

Sponsor: Eckels

Performance Metrics: District-developed survey of aspiring leaders, interns, and principal candidates about their participation in leader development programs; Disaggregation of PD Central EILA (Effective Instructional Leadership Act) professional development results by role group

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Review systems in place for professional development offerings and delivery. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	Ensure comprehensive and efficient professional development delivery system that is focused on improving teacher practice and increasing student achievement	L. Wheat	10-11	6-12	
2	Ensure that all planners and providers of professional development for district leaders include the LCCPGS for proposal approval.	Increase the number of sessions including LCCPGS.	T. Gerstner A. Dennes S. Ledford J. Burks	8-11	6-12	
3	Provide elementary, middle and high school principals an opportunity to participate in book studies around adaptive leadership. <i>(addresses deficiency # 2 in District Leadership Assessment Report 2010)</i>	Participants will indicate a growing awareness of using the ILT to advance “deep change.”	T. Gerstner A. Dennes S. Ledford J. Burks	8-11	6-12	
4	Expand offerings of Assessment for Learning professional development for district leaders to four times per year. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Increase % of students scoring proficient & distinguish. Evaluation: District Math and Science Diagnostic and Proficiency Assessment results, PD Surveys, Exit Slips, PD Follow-up Visits, student work analysis. Outside evaluation work being conducted by Vanderbilt University.	L. Wheat K. Goff R. Rodosky	8-11	6-12	
5	Facilitate participation of a school team from each Tier I and II school in state-mandated turnaround training. <i>(addresses deficiency # 2 in District Leadership Assessment Report 2010)</i>	Number of staff participating in state-mandated turnaround training; Feedback from principals and observations by the assistant superintendents, liaisons, and PMs will indicate that Tier schools will apply strategies learned during the turnaround training.	L. Wheat J. Burks S. Ledford A. Dennes	8-11	6-12	

Strategy 4: Improve the Quality of Aspiring Leadership Development

We will prepare aspiring leaders to be designers and implementers of high-performance schools—incorporating turnaround training strategies based on research—by focusing on cultural leadership, instructional leadership, and managerial experiences embedded in the Theory of Action and *Our JCPS Culture*. We will prepare aspiring leaders to engage in collaborative strategies that create diverse, caring, and culturally responsive school communities by including CARE for Kids and Responsive Classroom components in their preparation module. We will strengthen programs that foster a leadership team reflective of diverse cultures by including a cultural responsiveness preparation module that will examine community service-learning opportunities.

Sponsor: Eckels

Performance Metrics: District-developed survey of aspiring leaders, interns, and principal candidates about their participation in leader development programs; Disaggregation of PD Central EILA (Effective Instructional Leadership Act) professional development results by role group

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Use Leadership Competencies and Core Practices for a Great School (LCCPGS) as the framework for developing all school leaders.	Increase the percentage of Aspiring Leader respondents rating their progress as Emerging to Accomplished	T. Gerstner	8-11	6-12	
2	Align Aspiring Leader Program curriculum in developmental sequence with LCCPGS.	Teaching points for all LCCPGS curricula will be identified and analyzed for gaps in the leadership developmental sequence.	T. Gerstner	8-11	6-12	
3	Use strategies for turning around low-performing schools—combined with curriculum and research on cultural, instructional, and managerial leadership strategies—in the Aspiring Leadership Program. <i>(strategy embedded in JCPS Corrective Action Plan)</i> <i>(addresses deficiency # 2 in District Leadership Assessment Report 2010)</i>	District-developed survey of aspiring leaders, interns, and principal candidates about their participation in leader development programs; Disaggregation of PD Central EILA (Effective Instructional Leadership Act) professional development results by role group	T. Gerstner	8-11	6-12	
4	Align recruitment of principal candidates with the LCCPGS.	In- and out-of-district applicants will have instant access to application process, screening procedures, and areas of competencies being assessed as identified in LCCPGS. Increase the number of applications that are submitted to leader development programs.	T. Gerstner	8-11	6-12	

Strategic Goal 3: Strengthen Organizational Culture

We will foster an organizational culture that builds community among families, businesses, organizations, and schools. We will stimulate the creation of caring, respectful, and culturally responsive classroom communities that empower all students and employees to be successful and to have a voice and opportunities to practice leadership and civic engagement.

SMART Goals:

- By 2012, the “Success in 60” elementary schools will decrease the gap between the state’s average score and their average score by 8% as measured by the Next Generation Learners Accountability Model.
- Based on 2012 Next Generation Learners Accountability Model results, the achievement gaps in reading and mathematics will decrease by at least five percentage points for African American, Hispanic, Free/reduced price lunch, LEP, and disabled students, when compared to 2011 KCCT results at the middle school level.
- The average number of out-of-school suspensions for Jcps middle schools for each pupil month will be fewer than the average number of out-of-school suspensions for that month during the previous school year, overall and specifically for African-American and ECE students.

Strategy 1: Strengthen School Culture and Develop Students’ Character and Leadership Skills

We will strengthen school culture, advance character development, and promote the social and emotional growth of students by creating inclusive, caring school communities that nurture respectful, supportive relationships among students, educators, support staff, and parents. We will embed opportunities for character development in the daily life of the school by implementing Adventures in Peacemaking in our prekindergarten classrooms; CARE for Kids in our elementary and middle schools; and freshman academies and *Facing History and Ourselves* in our high schools. We will develop and enhance students’ leadership skills by engaging them in developmentally appropriate and personally relevant activities, such as service learning, peer mediation, conflict resolution, civic participation, student advisory councils, and co-curricular/extracurricular activities. We will monitor program effectiveness through district evaluations that incorporate walk-through data, surveys, the district’s quality indicators, and the Guskey Model of Professional Development Evaluation. Professional development and district support services will be refined and revised regularly to ensure effective implementation of programs and services.

Sponsor: Wheat

Performance Metrics: Quality Indicators—Student Attendance; Suspensions; KPREP Performance; Student Retention, Comprehensive School Survey: Student & Teacher School Climate

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Design and provide ongoing professional development and classroom support for the implementation of Year Four of CARE for Kids by Early Childhood teachers, Specialists and Resource Teachers, 72 elementary schools and 25 middle schools.	Improved suspension rates and attendance rates for high-implementing schools. Increase in the academic index scores for reading and math in high-implementing classrooms.	D. Armour G. Hess D. Bowden	8-11	6-12	
2	Identify remaining 18 elementary schools and new teachers to participate in Year One of CARE for Kids professional development and implementation in 2012-13.	Increase the number of schools and teachers participating in PD	D. Armour A. Dennes	1-12	3-12	
3	Provide middle school CARE 1, 2 and 3 summer participants with three follow-up professional development sessions.	Teachers will implement CARE strategies that include proactive behavior management, appropriate reactive strategies, student engagement, etc. as measured by walkthroughs	D. Armour G. Hess D. Bowden	8-11	5-12	
4	Provide CARE for Kids Initial and ongoing professional development for eight middle school leadership teams to develop next steps in CARE implementation based on best practice and Highly Effective Teaching and Learning.	Walkthrough data and school survey data will indicate a positive impact on school culture and climate.	D. Armour G. Hess D. Bowden	8-11	6-12	
5	Design and provide CARE for Kids initial and ongoing professional development for various district role groups (e.g., content specialists, Resource Teachers, central office and school-based administrative staff, new teachers) to ensure continuous support for effective implementation.	Walkthrough data and school survey data will indicate a positive impact on school culture and climate in both elementary and middle schools.	D. Armour G. Hess D. Bowden	8-11	6-12	
6	Design and implement an evaluation of the action steps to determine fidelity of implementation and next steps for improvement.	Greater academic growth; increased attendance; decreased suspensions; higher ratings of school culture; increase in percent of classrooms scoring exemplary	R. Rodosky	8-11	6-12	
7	Implement at the high school level programs and initiatives (e.g., College Access Resource Teachers, Freshman Academies, <i>Facing History and</i>	Decrease in absences; decrease in students failing courses; decrease in students retained; increase in students on the honor roll.	J. Burks	8-11	6-12	

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
	<i>Ourselves</i> , service learning projects) to assist in helping students grow socially, emotionally, ethically, and intellectually.					
8	Provide district support to schools identified as “persistently low achieving” to ensure a safe school environment.	Increase the percentage of teachers implementing CARE strategies at some level. Student referrals and suspensions due to student misbehavior will decrease significantly	L. Peabody J. Burks S. Ledford A. Dennes J. Jacobs	8-11	6-12	

Strategy 2: Enhance Cultural Competency

We will promote a district culture in which individual differences are respected and valued by offering professional development that supports and enhances the staff’s cultural competency and world view. We will provide Cultural Competence Institute training to teams from Tier I, II and III schools. We will provide opportunities for students to learn in heterogeneous groups and to study about people from backgrounds representing the cultural spectrum, by means of student cultural exchanges, both in person and electronically. We will work to close the engagement gap and the empowerment gap by using multiple strategies, including CARE for Kids/Developmental Design activities, personalized instruction and classroom support for teachers in the use of culturally relevant/responsive pedagogy. We will foster staff diversity across the district. We will monitor the effectiveness of these strategies by applying the district’s quality indicators.

Sponsor: Ledford

Performance Metrics: Quality Indicators—KPREP Results – disaggregated; Suspensions; Staff Diversity; Student Dropout Rate; professional development on Cultural Competence/Diversity Training

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Provide Institute for Cultural Competence and other professional development activities for Tier 1, 2, & 3 schools. <i>(addresses deficiency # 2 in District Leadership Assessment Report 2010)</i>	Increase implementation of strategies learned during the Cultural Competence PD as measured by surveys and walkthroughs	S. Ledford A. Burton Consultants	8-11	6-12	
2	Refine cultural competence/diversity training and consider whether to create targeted training for each stakeholder group. <i>(embedded in 90-Day Plan & Beyond)</i>	Implementation of a systemic PK-12 hierarchy of cultural competence training.	S. Ledford A. Dennes J. Burks L. Wheat A. Burton	11-11	6-12	
3	Analyze and address achievement and disciplinary equity. <ul style="list-style-type: none"> • Collect and analyze quality indicator data. • Implement recommendations. • Conduct Cultural Competence follow-up activities for schools, including classified staff. • Secure experts’ advice on best practices for achievement equity. • Assist schools to conduct equity self-assessments. • Partner with community-based organizations. 	Increase the percentage of schools that meet their achievement gap targets for SB 168 Increase the proficiency rates for African-American students in Reading and Math Reduce the level of disproportionality in suspensions among Minority and ECE students	S. Ledford J. Burks A. Dennes A. Burton F. Brown Accountability Dept.	8-11	6-12	

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
	<ul style="list-style-type: none"> Implement proactive measures to reduce the occurrences of misbehavior that results in suspensions among minority and ECE students 					
4	<p>Provide opportunities for teachers and students to engage in cultural exchanges.</p> <ul style="list-style-type: none"> Implement JCPS sister school exchanges in Tamale, Ghana, and Jiujiang, China, Louisville’s Sister Cities. Conduct online workshops between JCPS teachers and teachers in Tamale. Implement Summer Exchange Program in Tamale with JCPS teachers, students and parents. Implement Exchange Program with our sister city in Jiujiang, China with JCPS teachers, students and parents. 	Increase the number of teachers and students participating in exchange programs and professional development exchanges.	S. Ledford A. Burton	8-11	6-12	

Strategy 3: Strengthen Family Participation and Involvement

We will improve family involvement and parent education by expanding Parent University, implementing the parent component of CARE for Kids, extending outreach into the communities where our families reside, expanding the Parent Portal to all schools, and offering parent involvement activities via Parent Teacher Associations (PTAs), Family Resource and Youth Services Centers (FRYSCs), schools, Title I, and community partners.

Sponsor: Scoskie

Performance Metrics: Quality Indicators—Student Attendance; Student Involvement in After-School Activities

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	<p>Continue various opportunities to connect parents with their children’s schools.</p> <ul style="list-style-type: none"> Student Support Home School Coordinators will continue on-going parent workshops at their local school and provide District-wide workshops in order to connect parents with their children's schools. Student Support Home School Coordinators will continue to maintain strong contact with 900 plus families to strengthen parent and schools connections. AmeriCorps Members will continue to communicate with their 240 families informing them of various parent involvement opportunities. Title I Parent Involvement staff will continue to support and partner with community based organizations that provide training to parents Title I Parent Involvement Specialist will continue to host monthly Parent Advisory Council meetings. <i>(strategy embedded in JCPS Corrective Action Plan)</i> 	<p>We will measure effectiveness by improving our attendance in 11/12 school year.</p> <p>We will measure success by maintaining over 8,000 contacts with our families during the 11/12 school year.</p> <p>Our effectiveness will be evaluated by the number of parent contacts they have with their families and overall improved school attendance on their targeted students.</p> <p>Parents will be informed and better prepared to become actively engaged within the schools. Data will be collected to document number of parents that participate in the training sessions and number of parents who become active within the schools. Parents receive information/training about District/state initiatives that impact the educational process of their children. Parents share this information with their school PTAs enabling them to make informed decisions when they participate in the decision making process within the schools. Measurement for effectiveness will be documented by the increase in the number of school representatives in attendance and the parent involvement activities that schools plan.</p>	<p>C. Bartlett M. Barman S. Whitworth B. Langley J. June L. Peabody T. Smith</p>	8-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
2	Continue parent portal on JCPS website.	Increase the number of parents who log on to parent portal and increase the number of weekly hits from those parents.	C. Petersen C. Garrison K. Hennessy	8-11	6-12	
3	Provide one Parent University opportunity for parents of fourth through eighth graders.	Increase the percentage of parents giving positive ratings about their experience, based on exit evaluations from attendees.	S. Shortt S. Whitworth	8-11	6-12	
4	Increase services to families through FRYSCs, Student Support, and Neighborhood Places. We will continue to provide on-going Neighborhood Place collaboration meetings where these three groups (along with our district's new AmeriCorps Staff) meet in order to strengthen collaboration and increase services for our families. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Measure of success will be shown by increase in the number of families served and referred.	C. Bartlett B. Langley A. Malone	8-11	6-12	
5	Implement Caring School Communities Homeside activities as a component of CARE for Kids at the elementary level.	Homeside activities will increase parental involvement by linking home and school via interactions that stimulate parent-child conversation.	T. Smith S. Whitworth Principals	8-11	6-12	
6	Continue to provide family support through Neighborhood Place, and provide clothing assistance through PTA-CAP.	Providing clothing will keep more students in school and learning, removing a barrier to education for them and their families.	S. Whitworth PTA B. Langley A. Malone C. Bartlett	8-11	6-12	
7	Provide training for principal preparation programs through principals' and SAMS meetings.	Increase the number of participants attending these sessions.	S. Stenton	8-11	6-12	
8	Provide parent engagement training to SBDM Councils and school staff, as requested. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Increase the number of participants attending these sessions.	S. Stenton C. Bartlett S. Whitworth	8-11	6-12	
9	Incorporate parent involvement training into orientation and induction for new teachers. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Newly hired teachers will be prepared to begin school with appropriate knowledge of how to work with parents. NTI effectiveness will be measured by teacher attendance records and teacher/principal satisfaction surveys.	B. Eckels S. Whitworth	8-11	6-12	
10	Increase family involvement in schools through the JCPS Crisis Intervention Center.	The JCPS Crisis Intervention Center will serve as a critical link between homeless families and the schools, providing essential services to families. Increase the number of JCPS outreach opportunities provided to this very needy population.	A. Malone	8-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
11	Partner with the Early Childhood Program to engage families in parent classes and workshops.	Increase the number of homeless parents attending these training events.	A. Malone K. Stovall	8-11	6-12	
12	Provide access to parents and students regarding Parent Portal information through a free app for the iPhone and other devices that run on iOS (Apple's mobile operating system). An app for devices that run on the Android operating system will soon be available. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Parents and students will be able to view the five main areas of Infinite Campus: Daily Planner, Assignments, Attendance, Grades, and Schedule. By providing quick and easy access to this information, parents and students will be better informed and connected to schools. JCPS will track the number of logins into Parent Portal.	C. Petersen	8-11	6-12	
13	Provide parents information about the new state standards: http://www.jefferson.k12.ky.us/Pubs/ParentConnection/Standards.html . This guide provides information on how the standards will affect their student, how parents can help their student meet the new standards, tips for tackling tough math, and the dates of PTA workshops on the standards. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Parents will be better informed and prepared to help their students meet the new standards. JCPS will track the number of parents attending the workshops. The department reprinted and distributed copies of the national PTA's standards brochure to schools for parents in October 2011. Created a Standards Page for the Web site and included articles about the new standards in Parent Connection newsletter.	L. Wheat S. Bateman	8-11	6-12	

Strategy 4: Offer Highly Attractive Schools That Engage the Community

We will enhance the community’s perceptions of our school district as the best choice for all students in Pre-K through grade 12 by informing parents and the community of the district’s new programs. We will promote every school’s academic rigor, personalized learning environment, and culture of care to all stakeholder groups. We will pursue community and business support for the optional programs and magnet programs and schools that are part of the new student assignment plan and for the high school career-theme implementation to ensure that these programs are attractive and effective. We will expand opportunities for individuals, businesses, and organizations to volunteer, tutor, mentor, fund, adopt, and support our schools and district through such initiatives as service-learning sites, the nurses in the schools project, job shadowing, school-business partnerships and the Promise Neighborhood initiative in the 40212 zip code.

Sponsors: Holt, Bateman

Performance Metrics: Comprehensive Survey (staff satisfaction with communications and school climate); Comprehensive Survey (parents); Number of volunteers and businesses/organizations involved with schools; Variety of ways community members are involved

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Continue to support schools in marketing their schools and magnet programs.	Increase the number of Magnet program applications Increase the number of families attending the Showcase of Schools. Purchased \$50,000 of TV, radio, and print ads and a billboard to promote magnet school application and elementary registration. Number of attendees at October Showcase totaled 10,253; elementary s Showcase will be held in January.	S. Bateman J. Roberts T. Pack J. Willis T. Robinson H. Thiel D. Smith S. Moody	8-11	6-12	
2	Post a series of videos for each high school career theme and elementary magnet program on the district’s You Tube channel.	Track the number of views on JCPS YouTube channel; Increase the number of Magnet program applications 4,877 views of elementary magnet and high school career theme videos since 7/1/11	S. Bateman B. Jackey D. Smith H. Thiel	8-11	6-12	
3	Mobilize employees through “I Am JCPS” customer-service program.	Increase the percentage of participants’ evaluations that rated training content very or extremely useful. Out of 79 respondents, 62 rated content extremely useful; 13 said very useful; 2 somewhat useful, 1 not useful, and 1 no response.	S. Bateman J. Roberts B. Jackey	8-11	6-12	
4	Establish a consistent message to share with stakeholders. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	Regular communications with schools and community <i>Beyond the Headlines</i> video messages from superintendent posted on website	S. Bateman D. Hargens	8-11	6-12	

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
		<i>Keeping You in the Loop</i> emails to department heads. Posted 8 weekly episodes since 10/21; written and distributed 4 Keeping You in the Loop emails.				
5	Expand district communications through social media.	Increase the number of Facebook fans and active users; track the number of You Tube views. From 7/1 to 10/31: Facebook fans totaled 5934, up from 3578 in 2010-11; Facebook posts increased 50%; YouTube views quadrupled from 10,360 to 45,501 in first four months; Twitter posts increased from 44 to 77 with 1063 followers.	S. Bateman B. Jackey S. Moody	8-11	6-12	
6	Continue to arrange opportunities for the superintendent to address our customers and tell the district's story. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	Track the number of people attending the Superintendent Summits; track the number of presentations to the community.	D. Holt D. Shumate S. Bateman D. Hargens Board J. Lowe	8-11	6-12	
7	Build partnerships to support various programs throughout the district, with an emphasis on broadening awareness of—and developing individual, organizational, and fiscal support in the community for—the district's newest initiatives.	Created opportunities for business/civic partners to become “vested” in the work of the district with a new perspective on ensuring the success of these new initiatives. As a result, they now join the district in “owning” the task of improving student academic achievement.	D. Holt D. Shumate A. Gold L. Johnson	8-11	6-12	
8	Continue to enhance our strategies for partnerships and volunteers.	Increase the number of business partnerships and volunteers; track the percentage of partnerships that rate the experience as positive	D. Holt D. Shumate A. Gold, L. Witt C. Cameron C. Bartlett S. Stenton	8-11	6-12	
9	Determine other content areas where partnerships need to be developed.	Will develop a cadre of local financiers and advocates for the transformational work underway in 15 JCPS high schools.	D. Holt	8-11	6-12	
10	Expand online tutoring/mentoring programs.	Track the number of mentees in the e-mentoring program who apply to college.	D. Shumate	8-11	6-12	

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
11	Target funding opportunities to support district priorities.	The JCPEF board will consider which JCPS funding priorities to support.	D. Holt B. Crump L. Johnson JCPEF	8-11	6-12	
12	Continue the volunteer tutoring program of Every 1 Reads.	Increase the number of business partnerships and volunteers.	D. Holt C. Cameron A. Gold	8-11	6-12	
13	Continue the volunteer mentoring program at the middle school level through Make the Connection.	Students will gain a deeper knowledge of the connection between their studies and real-world/career applications; track the number of volunteers participating in this program.	S. Ledford S. Shortt A. Gold	8-11	6-12	
14	Continue fundraising for the Every 1 Reads program.	Increase funds collected from local businesses, foundations and individuals.	L. Johnson D. Holt JCPEF A. Gold B. Ciarroccki B. Crump	8-11	6-12	
15	Assess the current student assignment plan, the recommendations of consultant Dr. Gary Orfield, and community input; then present any district-recommended changes to the Board and seek approval so choices can be marketed at the Elementary Showcase of Schools. <i>(strategy embedded in 90-Day Plan & Beyond</i>	Revisions to the student assignment plan will be presented to the board for their approval in January 2012.	D. Hargens Board J. Jacobs D. Dossett S. Bateman	8-11	1-12	

Strategy 5: Address Disparities in Student Outcomes

We will strengthen our implementation of differentiated instructional practices and strategic interventions. We will apply a systemic assessment process that includes balanced assessment, paired with the Response to Intervention (RtI) process, as a framework to reduce academic and social/cultural gaps. We will assist students in understanding their strengths and challenges so they can self-advocate and take charge of their own learning experiences. For students identified via ongoing analysis of data as being at risk, we will intentionally intervene to reduce suspensions and retentions and to increase attendance. We will reinforce these efforts through high expectations paired with individualized and personalized instruction and support. We will determine the effectiveness of our work by using quality indicators as the measures.

Sponsor: Brown

Performance Metrics: Quality Indicators—Student Attendance; Student Absences; Student Suspension; Student Math Performance; Student Reading Performance; Student Retention; Graduation Rate; Student Involvement in After-School Activities

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Provide support and training regarding the non-negotiables for RtI as the framework for a systematic approach to developing a common language across the district, while allowing schools to make adaptations based upon resources and needs of student populations in the areas of reading, math and social development/behavior.	Increase the number of schools implementing the training content.	J. Burks F. Brown A. Dennes R. Doyel K. Goff J. Jacobs S. Ledford L. Peabody	8-11	6-12	
2	Implement a scaled expansion model across content areas (reading, writing, math and social development/behavior) and levels (early childhood, elementary, middle and high) to ensure a systemic implementation of RtI in preparation for full implementation in the 2011-2012 school year. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	All Elementary and Middle Schools will fully implement the Response to Intervention (RTI) process for Reading, Math and Social Development/Behavior by the Fall of 2012.	J. Burks F. Brown A. Dennes D. Dossett R. Doyel K. Goff J. Jacobs S. Ledford L. Peabody H. Thomas	8-11	6-12	
3	Ensure the effective selection of research-based interventions and the appropriate use of progress-monitoring tools for goal setting.	Goal Sheets will be used as a progress-monitoring tool for schools implementing the interventions.	F. Brown D. Dossett R. Doyel B. Rodosky K. Underwood	8-11	6-12	

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
4	Use the RtI process via CASCADE to analyze implementation rates for Tier 2/Tier 3 interventions across all schools.	Implementation will be tracked using JCPS Online reports of the number of users in the RtI group. Decrease the initial referrals of students for ECE. Improve the district's rate of eligibility for referred students which would indicate that schools are providing research-based interventions, documenting implementation, and tracking student progress.	F. Brown D. Dossett R. Doyel B. Rodosky K. Underwood	8-11	6-12	
5	Analyze the data gathered from the Diagnostic and Proficiency Assessment Plan for Reading and Math to identify schools not meeting achievement gap goals and to identify research-based differentiation/ personalized learning strategies (i.e., Universal Design for Learning) to provide during Core Program instruction for struggling students. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	The percent of students scoring in the novice range will be reduced and the percent of students scoring in the proficient ranges will increase as measured by the Math Proficiency Assessments and Reading Proficiency Assessments administered each 6-weeks.	J. Burks A. Dennes D. Dossett R. Doyel K. Goff, M. Kinny L. Peabody S. Ledford	8-11	6-12	
6	Monitor rates of passing in core classes (reading/language arts/English, math, science and social studies) for students in targeted at-risk groups (ECE, free/reduced-price lunch, ESL, and minority) and provide research-based strategies targeted to improve outcomes/reduce rates of retention for struggling students. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	The number of students in targeted groups who are passing core classes in Reading, Math, Social Studies, and Science will increase.	J. Burks F. Brown A. Dennes K. Goff S. Ledford L. Peabody	8-11	6-12	
7	Continue to provide professional development, technical assistance and monitoring of the implementation of CARE for Kids as the core program for social skills instruction and student engagement in the school community.	Improve suspension rates, attendance rates and proficiency rates for high-implementing schools	D. Bowden A. Dennes G. Hess S. Ledford D. Armour	8-11	6-12	
8	Monitor targeted efforts to decrease suspension rates for identified groups (i.e., ECE, free/reduced-price lunch, minority, and male) of students at all school levels and assist schools in developing a list of comprehensive, research-based, positive supports and a	The rates of suspension will decrease for students in identified groups (ECE, Free/Reduced Lunch, and African American).	J. Burks F. Brown A. Dennes R. Doyel J. Jacobs J. Koehl	8-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
	hierarchy of consequences with specific strategies to provide alternatives to suspension. <i>(strategy embedded in JCPS Corrective Action Plan)</i>		S. Ledford M. Lemon D. Armour J. Sorrells			
9	Provide systematic support and professional development in research-based strategies to schools in addressing students with intensive behavioral/emotional needs who engage in serious Code of Conduct violations resulting in suspension.	Decrease suspensions for African-American and ECE students at all levels.	J. Burks; F. Brown A. Dennes J. Jacobs J. Koehl S. Ledford M. Lemon C. Montgomery D. Armour J. Sorrells	8-11	6-12	
10	Continue to expand opportunities for targeted students to engage in before/after-school extra-curricular activities such as academic/social clubs, sports, and other types of student groups to promote engagement in the culture of the school in order to reduce the risk of dropping out.	Increase the extra-curricular options at the middle school level.	J. Burks A. Dennes S. Ledford J. Wyman	8-11	6-12	
11	Monitor and expand the impact of dropout prevention activities for minority, free/reduced-price lunch, male, and ECE students who are at risk of dropping out. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	The graduation rates will increase and drop-out rates will decrease for students in identified at-risk groups.	F. Brown N. Terry Drop Out Prevention Committee Members	8-11	6-12	
12	Ensure each school implements a systemic plan to improve the attendance rates of students in data-identified risk categories including ECE, free/reduce-price lunch and minority students.	Improve attendance rates of ECE students, free/reduced price lunch, and minority students at all levels.	J. Burks F. Brown A. Dennes S. Ledford C. Montgomery L. Peabody	8-11	6-12	
13	Implement Success in 60 program, which is an after school program for 30 third through fifth graders in 15 schools using computer assisted	Each school will track student performance through multiple data points (CASCADE proficiency assessments and Study Island reports) to determine	A. Dennes	11-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
	<i>(Study Island)</i> and small group instruction to enhance students' understanding of core areas of instruction based on their individual needs. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	the effectiveness of the program and analyze implementation challenges.				
14	Re-purpose funds to extend the day at the target schools by adding after-school and Saturday school transportation for students who need extra time and support. Priority middle schools have after-school buses and all middle schools will offer Extended School Services on Saturday and/or after school beginning January 2012. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	The percent of students scoring in the novice range will be reduced and the percent of students scoring in the proficient ranges will increase as measured by the Math Proficiency Assessments and Reading Proficiency Assessments administered each 6-weeks.	S. Ledford	1-12	6-12	
15	All PLA schools have RtI staff to assist faculty in tracking student data and providing Tier 2 and Tier 3 interventions <i>(addresses deficiency # 2 in District Leadership Assessment Report 2010)</i>	The percent of students scoring in the novice range will be reduced and the percent of students scoring in the proficient ranges will increase as measured by the Math Proficiency Assessments and Reading Proficiency Assessments	S. Ledford J. Burks	8-11	6-12	
16	Establish a system for program evaluations that includes cost/benefit analyses. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	Program evaluation reports Ineffective programs eliminated and effective ones maintained/expanded	R. Rodosky D. Hargens C. Hardin	8-11	6-12	
17	Establish <i>We Succeed</i> program, which is an after school program for third through fifth graders in targeted elementary schools using computer assisted <i>(Study Island)</i> and small group instruction to enhance students' understanding of core areas of instruction based on their individual needs. This program will be done in collaboration with the transportation department to keep costs minimal.	Each school will track student performance through multiple data points (CASCADE proficiency assessments and Study Island reports) to determine the effectiveness of the program and analyze implementation challenges. The first seven schools will begin mid-January 2012 and implementation will be assessed. Additional schools will be offered the opportunity to participate around the first of February.	Dennes	1-12	5-12	

Strategic Goal 4: Improve Organizational Effectiveness

We will improve organizational effectiveness by aligning district resources (e.g., human, fiscal, time, physical space) in ways that bring coherence and clarity to our efforts to improve instruction and school culture, particularly for schools not meeting all of their goals.

SMART Goals:

- By June 2012, industry certifications and KOSSA certifications will increase from 315 to 600.
- By June 2012, the percent of students receiving AP/IB or dual credits will increase by 5%.
- By June 2012, 100% of students pursuing an industry certification will have taken the ASVAB.
- By June 2012, 9th grade retention will decrease to 3% from 5.4%.
- By May 2012, 100% of high schools will access an online tracking system to validate college/career readiness, as measured by logins.
- During the 2011-12 school year, quarterly one-on-one data support will be provided to all potential PLA schools, as measured by data reports.
- By August 2012, fill 100% of teaching vacancies with highly qualified (NCLB) teachers.
- By August 2012, increase the total number of minority teachers and administrators by 1%.

Strategy 1: Promote Student Diversity Across the District

We will continue to refine and improve the implementation of the elementary student assignment plan and prepare for the implementation of the middle and high school student assignment plan, as approved by the Jefferson County Board of Education. We will support all schools so that they can meet the diversity guideline, enhance diversity, support student success, improve instructional quality, and provide family choice within a system that supports stability, predictability, and equity, as described in the guiding principles for student assignment.

Sponsor: Jacobs, Bateman

Performance Metrics: Comprehensive Survey (parents); Number of schools moving toward or meeting the Diversity Index

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Produce a series of 24 video presentations to support each high school career theme and elementary magnet program.	Track the number of views on JCPS YouTube channel; increase the number of magnet applications	S. Bateman B. Jackey D. Smith H. Thiel	8-11	6-12	
2	Assist in developing parent communications about the student assignment plan.	Increase the number of families attending Showcase. 10, 253 people attended the Showcase in October 2011. This Showcase was for middle and high school	S. Bateman T. Pack J. Roberts	8-11	6-12	

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
		parents. There will be an additional showcase in January 2012 for elementary students.	S. Moody B. Dempsey			
3	Continue to meet with the elementary principals to improve the implementation of the elementary student assignment plan in the areas of transportation and MIS.	All elementary schools will use one letter to notify parents of placement. All elementary schools will use same process for determining transportation—resulting in a plan that is easier to communicate to parents and may help reduce transportation time on first days of school. Planning for the 2012-13 school year will begin in January 2012.	J. Jacobs K. McGinnis B. Dempsey K. Nix R. Caple C. Garrison	8-11	6-12	
4	Meet with the elementary principals of the selected elementary magnet schools and schools with magnet programs to enhance the program offerings at each school.	Increase the number of magnet applications. In April 2011, student assignment staff met with 31 elementary principals and magnet coordinators. A full review of elementary magnets will begin in the spring of 2012.	J. Jacobs K. McGinnis B. Hamilton B. Dempsey	8-11	6-12	

Strategy 2: Drive Curricular Reform

We will ensure that the district has the capacity to embrace curricular and instructional innovation by providing strong pedagogical support to classroom teachers and principals. This support for the implementation of inquiry-based curricula, formative assessments, and related instructional practices will be provided by content-area Resource Teachers, specialists, and directors from the JCS Gheens Academy. These efforts are designed to build capacity at the school and classroom levels through support for emerging professional learning communities.

Sponsor: Wheat

Performance Metrics: Matrix of programs implemented by school; Teacher/principal PD participation by district initiative

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Provide targeted strategies and support for whole-school change through implementation of district curriculum initiatives in all schools, thereby reflecting a coherent philosophy and approach to teaching and learning	Establish a system to evaluate fidelity of implementation of initiatives.	L. Wheat L. Peabody K. Goff D. Armour P. Lanata T. Wilson M. Eckerle	8-11	6-12	
2	Develop consistent curricula district-wide around the Common Core Standards, using a common language and identified learning targets for all levels in literacy and math, while embedding social and emotional learning strategies. Collaborate with the Department of Accountability, Research and Planning to align on-going assessment. <i>(addresses deficiency # 5 in District Leadership Assessment Report 2010)</i>	Curriculum maps for all content areas will be used by district teachers that are aligned to KCAS and district benchmark assessments to track student progress.	L. Wheat R. Rodosky L. Peabody K. Goff D. Armour P. Lanata T. Wilson M. Eckerle	8-11	6-12	
3	Collaborate across content departments to research effectiveness of curricular design and suggested implementation strategies provided through focused professional development targeted to show results in student work/learning. <i>(addresses deficiency # 5 in District Leadership Assessment Report 2010)</i>	Will hold ten Gheens Leadership Team meetings between November and March. Revision and refinement of curriculum design based on a review of results which show the alignment and congruency between the written, taught and tested curriculum.	L. Wheat L. Peabody K. Goff D. Armour P. Lanata T. Wilson M. Muñoz D. Armour M. Eckerle	8-11	6-12	

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
4	Strengthen the role of the Gheens Academy in developing teachers as effective pedagogical leaders in their buildings and across the district with the development of an “Instructional Exploratorium” based on the principles of inquiry to transform teaching and build teacher leadership capacity using current technology, creation of models guided by research, and a collective knowledge-base.	Will meet monthly November through May. Two cohorts to begin each semester Middle School Principals and selected Staff Developers and Resource Teachers will begin Fall 2011. Elementary Principals will begin modified sessions (four in 2011-12) on High-Leverage Strategies from the Skillful Teacher.	L. Wheat L. Peabody K. Goff D. Armour P. Lanata T. Wilson M. Muñoz S. Shrout M. Eckerle	8-11	6-12	
5	Provide professional development to teachers on Curriculum Maps aligned to Common Core Standards and content knowledge necessary for implementation in all core disciplines.	Track the number of teachers attending PD.	L. Wheat D. Armour M. Eckerle K. Goff L. Peabody T. Wilson	8-11	6-12	

Strategy 3: Reduce Class Size

We will continue developing a long-range plan to give schools an opportunity—at such point as fiscal resources improve—to partner with central office to progressively reduce average class size, initially at the primary and middle school levels. We will bolster class-size reduction by providing professional development in differentiation of instruction to ensure that students receive the individual attention necessary to improve their academic performance, enhance their sense of connection to adults in the school, and personalize their learning environment.

Sponsor: Hardin, Mulheirn

Performance Metrics: Quality Indicator— Student-Teacher Ratio

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Continue to provide funding to eight elementary redesign schools for teacher positions to support class-size reduction.	Track improvements in reading and math proficiency rates in schools with small class size.	C. Hardin	8-11	6-12	
2	Provide professional development to teachers on differentiated instruction.	Track the number of teachers attending PD.	L. Wheat	8-11	6-12	
3	Continue to implement, monitor, evaluate, and adapt as needed a Board-approved plan to redesign elementary schools based on the model of the current three elementary redesign schools.	Staff survey of the Elementary Redesign initiative will show that staff support and perceptions of the initiative are high. Elementary Redesign schools will outperform the comparison schools in growth in attendance and in achievement.	B. Rodosky A. Dennes	8-11	6-12	
4	Determine, based on evaluation results, if the plan needs to be extended to other elementary school sites.	The Elementary Department will analyze the results and the district will consider next steps, keeping space considerations in mind.	A. Dennes B. Rodosky	8-11	6-12	
6	Redesign the district’s school construction plan to support the goal of class-size reduction, particularly to assist in the success of the student assignment plan.	Funding for the plan will be secured. The plan will support class-size reduction, magnet themes, and high school retooling.	M. Mulheirn A. Dennes S. Ledford J. Jacobs	8-11	6-12	
7	Determine the staffing structures that best support class-size reduction.	Discussions with cabinet members and selected principals will inform staffing decisions.	B. Eckels A. Dennes S. Ledford	8-11	6-12	

Strategy 4: Redesign the High School Structure

To build a sense of community and promote higher levels of authentic student engagement, we will develop opportunities in Schools of Study for each student to choose a personal pathway from high school and postsecondary education to professional careers needed in our community. We will continue to develop freshman academies to nurture students’ transition to high school. We will pilot an advisory program in five high schools to connect students who have similar interests with adult mentors who will build trusting relationships and provide ongoing assistance and encouragement as students pursue postsecondary pathways and career goals. We will also continue to support a common class schedule that provides access to required courses as well as high-interest electives, time for in-depth learning, and flexibility for a variety of learning styles. We will monitor the impact of these strategies through the district’s quality indicators for dropout and graduation rates and by the number of graduates with dual college credit, certificates of initial mastery, and industry certifications.

Sponsor: Burks

Performance Metrics: Quality Indicators—Student Attendance; Student Absences; Student Suspensions; Student Retentions; Graduation Rate

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Provide ongoing training and support for schools choosing the trimester, including PD for teaching for 70 minutes, guidance for scheduling sequences of courses, and logistics for managing transitions to subsequent trimesters. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Effectiveness will be measured by: Classroom Instructional Framework designed for 70-minute period, and scheduled sessions for designing the trimester schedule.	J. Burks P. Royster	8-11	6-12	
2	Develop an implementation rubric and regularly support and sustain the freshman academy in 19 of our high schools with a goal of significantly reducing freshman retentions. Use these freshman academies as models to move this design to scale across all high schools. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Effectiveness will be measured by Freshman Academy Implementation rubric.	J. Burks B. Shumate G. Baete	8-11	6-12	
3	Organize a cohort of the schools that are not meeting all of their goals and assist them to align their freshman academy designs, collaborate on best practices, and monitor progress on reducing retentions and increasing attendance. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Effectiveness will be measured by attendance and freshman retention measures.	J. Burks B. Shumate	8-11	6-12	

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
4	Support high school instructional initiatives, redesign structures that guide students from high school to postsecondary education to professional careers, and connect schools to postsecondary and business partners. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Effectiveness will be measured by increased graduation rate, college/career readiness index, and college enrollment.	B. Shumate K. Talley Career Theme Specialists	8-11	6-12	
5	Expand advisory structures that increase personalization and matriculation toward graduation; improve student preparation for college entrance exams; and educate students about the logistics of choosing a college, applying for admission, and seeking financial aid. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Each student is connected with an adult advisor.	P. Royster	8-11	6-12	
6	Implement a new type of advisory program, called College Access Time (CAT), to help students get ready for college. Advisors help students navigate through high school with an individualized plan, based on their interests and talents, that propels them to an on-time, credentialed diploma and purposeful postsecondary study. A College Access Resource Teacher (CART) at each school helps implement the program and supports teachers in their advisory role. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	CAT creates a structure that gives teachers and students time to connect as the students learn about opportunities and how to navigate the systems of preparing for and applying to college. Through CAT, schools prepare students to be independent and capable of handling all aspects of college life. Success of the program will be measured by increased college readiness, graduation rates, and college going rates.	P. Royster	8-11	6-12	
7	Refine Schools of Study and corresponding majors, course sequences, and certifications/credentials to assist students in choosing a personal pathway to postsecondary options and professional careers. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Effectiveness will be measured by each student having a major and a 4-year plan.	B. Shumate K. Talley	8-11	6-12	
8	Use Career Cruising Software to fully implement the Individual Learning Plan (ILP). <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Effectiveness will be measured by 100% ILP completion rate.	P. Royster	8-11	6-12	
9	Secure articulation agreements with area post-secondary institutions that provide an opportunity for high school students to earn college credit or industry certification. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Annual measure of articulation agreements, one MOA per major.	K. Talley P. Royster	8-11	6-12	

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
10	Participate in a grant from UL to help students from disadvantaged backgrounds prepare for and succeed in college. The U of L Talent Search Program targets middle and high school students from six schools who have the potential to succeed in college, and it provides academic, personal, and career counseling. Its main focus is building a college-going culture and steer students toward such resources as academic enrichment courses, tutoring, career guidance, and financial aid. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	The success of this program will be measured by an increase in college readiness and college going rates.	J. Burks	8-11	6-12	
11	Expand the "Close the Deal" initiative, a partnership between Greater Louisville, Inc. (GLI), JCPS, and Louisville Metro Government that began at Valley HS in 2008, to include several JCPS high schools. Students meet with financial aid, admissions, and college-life representatives and visit college campuses. The program is aimed at creating a college-going culture and reaches out to students who would be the first in their family to pursue postsecondary education. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	The program's effectiveness is measured by increases in the college going rates and increases in the amount of scholarship money awarded to students.	J. Burks	8-11	6-12	
12	Offer targeted interventions to students who are struggling to meet state standards at all high schools. Such students are identified as those who have not met benchmark on ACT (administered at the 11th grade statewide) or show indicators of being off-track in grades 8 and 10 due to results from EXPLORE and PLAN. Beginning this year, JCPS students will participate in the state-offered transitional courses in the 12th grade. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Transitional course codes for transitional courses will be tracked in IC. Success will be measured by an increase in the percentage of students who successfully complete the course and pass ACT or COMPASS.	J. Burks	8-11	6-12	
13	Implement "Project Lead the Way" in six high schools. This is a program for students who are interested in exploring career pathways related to STEM subjects. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	The success of the program will be measured by an increase in the number of students who enroll in STEM courses, thus increasing the number of students who are provided acceleration opportunities.	J. Burks K. Talley	8-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
14	Implement an Early College Program in one high school. This program provides greater support for students who have traditionally not been successful in high school, specifically low-income, minority and first generation college going students. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	The success of this program will be measured by an increase in college readiness and college going rates.	J. Burks B. Shumate D. Mike	8-11	6-12	

Strategy 5: Enhance Student and Employee Health and Increase Attendance

We will implement and promote a comprehensive program of school health services and health education by expanding the provision of nursing services within schools, assessing student health risk factors, and appropriately intervening to reduce students’ medical barriers to education. We will develop a plan that gives schools an opportunity—and a financial incentive—to partner with central office to add nurses to their staffs. We will provide staff and students with access to wellness and health education programs to promote better attendance and health. Through district publications, conversations with students and staff, and personal modeling, we will communicate an expectation for daily attendance and will highlight its correlation to success in the classroom and in careers.

Sponsors: Jacobs, Eckels, Hardin

Performance Metrics: Quality Indicators—Student Attendance; Teacher Attendance

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Improve and communicate the Wellness Program for JCPS staff.	Seasonal flu vaccine clinics were held at each JCPS location (both central office and school sites) for students and staff. All principals and department heads were notified and required forms/packets were sent to them according to number of staff. The clinics were held between October 13 th and December 9 th , 2011. There were 20,488 students vaccinated, which helps prevent the spread of the flu to staff, and 2731 staff chose to get the vaccine. Dress in Blue Day scheduled for March 2, 2012. Materials and promotional flyers will be distributed to all school sites and central office locations (same process as in 2010-11 school year) to share preventative measures and tips for preventing colon cancer and early detection screenings.	B. Ciarroccki T. Monks N. Boyd-Westenhofer C. Hammons S. Bramer L. Donahue M. Habich A. Hayes L. Huffman M. Texas H. Walker	8-11	6-12	
2	Collect and disseminate data on teacher absences due to sick days.	Principals will monitor and analyze teacher attendance data. They will use the data to make school-based decisions and create incentives that decrease teacher absences.	D. Decker	8-11	6-12	
3	Implement coordinated school health programs via participating Health Promotion Schools of Excellence.	100% of schools will implement their HPSE program. 9 of the HPSE schools are implementing the Physical Education for Progress (PEP grant) to promote professional development around chronic disease prevention, daily physical activity and health education	J. Jacobs B. Ciarroccki T. Monks C. Hammons S. Bramer N. Boyd-Westenhofer	8-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
4	Provide medication administration training for unlicensed school personnel to meet health needs of students during the school day.	Track the number of staff attending the trainings; 75 trainings conducted and/or scheduled for the 11-12 school year (including in person and on-line. Sessions are for those who have never been trained before (949 staff attended with 886 passing both state required tests, 63 failing and 267 no shows) and separate sessions for staff needing re-certifications. who were previously trained (1038 staff attended with 1011 passing the tests, 27 failing and 125 no shows).	J. Jacobs B. Ciarroccki L. Donahue A. Hayes M. Habich L. Huffman M. Texas H. Walker	8-11	6-12	

Strategy 6: Enhance the Capacity for Innovation and Instructional Improvement

We will continue to build the capacity of the Gheens Institute for Innovation to promote, support, and test new and creative ideas that will strengthen collaborative culture among professionals while increasing students’ degree of engagement, level of challenge, and sense of community. We will encourage a culture of innovation through district awards, mini-grants, and discussion series. We will collaborate in seeking grant opportunities, conducting research and professional-development activities, and promoting innovative practices.

Sponsor: Ferren

Performance Metrics: External Funding; Partnerships; Innovative practices and awards

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Promote innovative learning through support for programs and approaches such as Universal Design for Learning and Digitally-Enhanced Literacy Instruction (DELI).	Increase the number of model classrooms Increase the number of students benefiting from computers in their writing.	F. Brown L. Peabody C. Petersen	8-11	6-12	
2	Promote innovative schools through support for high school restructuring; through our i3 grant, <i>Making Time for What Matters Most</i> ; and through support for elementary magnet schools, such as Maupin, Portland and Cane Run Elementary Schools.	Increase college and career readiness rates; increase magnet applications.	J. Burks A. Dennes R. Rodosky K. Goff J. Jacobs	8-11	6-12	
3	Promote innovative culture through leadership seminars, action research classes, mini-grants, awards, and publication of newsletter and website.	Mini Grants: track the number of students affected by innovative practices supported by these grants. Track Creativity and Entrepreneurship Awards that recognize innovative work. Track number of articles published.	S. Ferren	8-11	6-12	
4	Promote innovative learning, schools, culture and policy by seeking and securing external funding and partnerships.	Increase college and career readiness rates; increase number of partnerships and funds raised.	J. Burks S. Ledford A. Dennes K. Goff F. Brown D. Holt	8-11	6-12	

Strategy 7: Enhance Employee Expertise

We will promote higher levels of professional expertise in all areas of the organization, focusing especially on the needs of schools not meeting all of their goals and other priority areas (Tier I, II, and III schools). We will strengthen the multiplicity of programs that support a diverse workforce throughout the district. We will continue to hire the most effective teachers who have met stringent criteria that address the ability to successfully teach students in urban settings. We will provide a new-teacher induction program that offers professional development in all content areas and in such instructional processes as CARE for Kids, inquiry-based instruction, formative assessment, applying technology in the classroom, and teaching in collaborative school cultures. We will evaluate the impact of professional development for new and experienced teachers through fuller implementation of the Guskey Model of Professional Development Evaluation. We will enhance teacher effectiveness by expanding opportunities for teachers to add additional content areas to their certificates (such as English as a Second Language, technology endorsement, other dual certifications). We will strengthen our efforts to support the district’s National Board Certified teachers and to increase their number. Additionally, we will incorporate major strategies from state-mandated turnaround training into our professional-development program for aspiring and current leaders in order to prepare principals to work effectively in urban settings and in schools not meeting all of their goals.

Sponsors: Eckels, Ledford

Performance Metrics: Teacher Recruitment Data; Mentor Data; Number of National Board Certified Teachers; Number of Teachers Recruited for Leadership Program

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Review recruiting systems to ensure a structure is in place to secure a high-quality and diverse workplace. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	Recruiting system has been submitted to Superintendent’s (via 90-day plan) and is being implemented for the 2011 recruitment season.	B. Eckels D. Decker D. Hargens	8-11	2-12	
2	Recruit teachers from underrepresented populations <ul style="list-style-type: none"> • Males in elementary education • Minorities in K-12 education 	Increase in the number of ACES participants. Increase in new hires from underrepresented populations.	HR Staffing Specialists	8-11	6-12	
3	Expand the JCPS Multicultural Teacher Recruitment Project. <ul style="list-style-type: none"> • Increase student recruitment efforts. • Disseminate and showcase the program at state and national conferences that focus on underrepresented population teacher recruitment. 	Increase the number of non-white certified teacher applicants.	G. Price D. Decker	8-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
	<i>(addresses deficiency # 3 in District Leadership Assessment Report 2010)</i>					
4	Observe every student teacher placed in JCPS schools and collaborate with local teacher preparation program leaders to identify high-performing student teachers about to graduate with teaching certificates. <i>(addresses deficiency # 3 in District Leadership Assessment Report 2010)</i>	Conditional offers of employment extended to top-quality teacher candidates.	D. Decker	8-11	6-12	
5	Screen teacher candidates for experience, supervisor recommendations, alignment with district philosophy, and potential for effect on student growth. From the entire pool of eligible candidates, extend conditional offers of employment to top candidates early in the recruitment season. <i>(addresses deficiency # 3 in District Leadership Assessment Report 2010)</i>	Well-prepared and qualified candidates hired as first-year teachers. Reduced turnover rate in first-year teachers.	D. Decker	8-11	6-12	
6	Offer five-day New Teacher Induction program that aligns content with district goals and includes differentiated instruction, assessment, and creating a classroom environment. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	Newly hired teachers will be prepared to begin school with appropriate knowledge of classroom environment and curriculum/assessment goals. NTI effectiveness will be measured by teacher attendance records and teacher/principal satisfaction surveys.	P. Roberson Content Area Specialists	8-11	6-12	
7	Expand new teacher mentoring program. <ul style="list-style-type: none"> • Increase number of mentors to 50. • Serve teachers with fewer than three years of experience. • Serve at least 90 schools. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	New/beginning teachers will be provided coaching and modeling support from quality retired teachers. Effectiveness will be evaluated by mentor activity logs reflecting the additional hours and mentor and principal/teacher satisfaction surveys.	P. Roberson	8-11	6-12	
8	Provide reimbursement opportunities to teachers for adding additional critical need certification areas to their credentials.	Increase in number of candidates for critical need areas.	D. Decker	8-11	6-12	
9	Support teachers who attend preparation workshops for National Board (NB) Certification.	Increase the number of National Board Certified teachers in JCPS.	D. Decker	8-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
10	Transform Gheens Academy's use of technology, teacher leadership programs, and research of teaching and learning into models for developing teachers as effective pedagogical leaders in their buildings and across the district.	Two cohorts to begin each semester. Middle School Principals and selected Staff Developers and Resource Teachers will begin Fall 2011. Elementary Principals will begin modified sessions (4 in 2011-12) on High-Leverage Strategies from the Skillful Teacher.	L. Wheat T. Wilson P. Lanata M. Muñoz Content Directors S. Shrout	8-11	6-12	
11	Follow the explicit plan for placing proficient teachers in PLA schools. For hiring teachers in the Tier I and II schools as part of the turnaround (re-staffing) model, JCPS utilized 1) the hiring criteria set forth in the federal guidelines for the SIG Turnaround Model and 2) the Kentucky Department of Education New Teacher Standards (which were adopted by the JCPS BOE on 5-10-10). Central Office HR staff developed a customized bank of interview questions that included all KY standards and contained the critical teaching skills necessary for a teacher to succeed in a Turnaround School. The HR staff also included "look- fors" and rubrics for scoring according to the candidate's answers. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	The use of locally adopted competencies in the hiring process at our Tier I and II schools will assist us in hiring proficient and highly competent personnel who will be successful in turnaround environments.	B. Eckels D. Decker	8-11	6-12	
12	Follow the explicit plan for placing proficient teachers in PLA schools. Tier I and II schools are not required to accept transfers or overstaffed teachers from other schools and are given first choice of candidates in the early hire pool. Tier I and II schools are given access to the transfer list one week in advance of other schools in the district. <i>(strategy embedded in JCPS Corrective Action Plan)</i> <i>(addresses deficiency # 3 and 4 in District Leadership Assessment Report 2010)</i>	Release from the transfer rules allows Tier I and II schools to draw from a larger pool of applicants and more flexibility in hiring staff that would best meet the needs of a turnaround school.	Tier I and II principals	8-11	6-12	
13	Review the process used to place teachers in Tier I and II schools based on the data collected from the first and second cohort of schools to	By monitoring and reviewing the hiring and re-staffing process in our Tier I and II schools, we can ensure that we have the strategies in	B. Eckels J. Burks S. Ledford	8-11	6-12	

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
	determine if any changes in the criteria or process is needed for future PLA schools. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	place to attract and retain proficient teachers who will be successful in a turnaround environment.				
14	Develop a required training program for budget managers. <i>(strategy embedded in 90-Day Plan & Beyond)</i> <ul style="list-style-type: none"> • “Budget Basics” for site-based council members (3 hour session) • Mandatory Budget Training for First Year Principals (2 hour session) • One-on-one first year principal session with the Director of Financial Planning (1 hour session) • Training for Principals for Tomorrow, or other candidate groups (session length varies) • SEEK and Budget Strategies for educational administration students at local universities (1 hour session) • Training on the mechanics of budget distribution during the developmental phase and budget transfers 	Ensure departmental managers as well as school staff understand budget allocations along with statues and policies which must be followed.	Hardin	11-11	6-12	

Strategy 8: Enhance Organizational Effectiveness Through Technology

We will enhance organizational effectiveness through improved data management and user-friendly dashboards. We will increase administrative efficiency through interoperability among all administrative systems to reduce redundant data entry. We will continue to improve technology infrastructure in order to increase access to resources and reliability of all systems and to reduce costs. We will continue to enhance communication among staff, students, families, and the community through technology innovations by providing timely information in a variety of formats to assist in data-driven decision making.

Sponsor: Petersen

Performance Metrics: Staff Surveys; Student Attendance Data; Student Achievement Data; Time Required to Access Data; Cost Analysis; Customer Satisfaction Surveys; Work Order Response Time Records

Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)	
1	Continue to provide interoperability between all current and future administrative systems to reduce redundant data entry. Automate provisioning across district systems.	Vendor Communication; Software Testing; Anecdotal Information; and Observations.	R. Seshadri	8-11	6-12	
2	Improve technology infrastructure and expand the electronic tools available to faculty and staff by increasing bandwidth for the JCPS network, expanding virtual learning opportunities, and enhancing video-conferencing capabilities.	Evaluation of Current Inventory; and Network Measurements	C. Petersen	8-11	6-12	
3	Improve the Disaster Recovery capabilities of technology operations and software system.	Equipment Purchases; Testing Results; Systems Inventories; Evaluation of Inventory; and Systems Measurements.	C. Petersen	8-11	6-12	
4	Support the goal of getting MUNIS Payroll and HR operational. Including interoperability between systems.	Systems Testing; Valid Payroll; Vendor Communication; User Training; Anecdotal Information; and Observations.	C. Petersen	8-11	6-12	
5	Provide staff with the professional development and support necessary to use these tools well to improve their effectiveness, particularly in those schools not meeting all of their goals.	Professional Development Attendance; Observations and Anecdotal Information.	S. Shrout	8-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
6	Continue to expand the use of user-friendly dashboard systems that can mine student and financial data from Infinite Campus, data warehouse, and MUNIS, to assist in data-driven decision making.	Requirements Gathering; Vendor Communication; Software Testing; Anecdotal Information; and Observations.	R. Seshadri	8-11	6-12	
7	Continue to refine the life cycle of all technology equipment and develop a process to maintain and improve the technology infrastructure for the district by either leasing or funding purchases in the future. Seek ways to sustain funding for future techno	Financial Analysis; Requirements Gathering; Vendor Communication; and Current Inventory.	C. Petersen	8-11	6-12	
8	Develop a replacement plan for all Telecommunications equipment and infrastructure that will be “end of life” by 2012, or that has become obsolete as a result of industry market conditions	Creation of an RFP, Gathering; Vendor bids, analysis of vendor bids, Financial Analysis; Requirements review; and Current Inventory.	C. Petersen	8-11	6-12	

Strategy 9: Coordinate District Resources and Support

We will collaborate across departments to ensure coordination of district resources and support, thereby assisting schools to positively impact the instructional process and, ultimately, the performance and behavior of students. This coordination will result in more targeted support based on student and school needs and will align interventions to meet the needs of students at all levels (e.g., struggling, special needs, ESL, gifted). We will also share information in a systemic way that enhances school/student outcomes.

Sponsors: Hardin, Brown, Wheat

Performance Metrics: Quality Indicators—Student Attendance; Student Absences; Student Suspensions; Student Math Performance; Student Reading Performance; Graduation Rate; Quarterly Reports for Selected Schools

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
1	Create a Central Office intervention team to review district and community resources, determine their effectiveness in meeting student and school needs, and recommend the most appropriate way to align funds and other resources to address those needs. <i>(addresses deficiency # 5 in District Leadership Assessment Report 2010)</i> <i>(strategy embedded in 90-Day Plan & Beyond)</i>	Will increase the understanding of the roles, functions, and issues of professional development among the many departments. Identify gaps in professional development.	Cabinet	8-11	6-12	
2	Utilize Central Office staff in the areas of behavior and academic instructional supports/interventions to ensure a more coordinated system of services to schools, students, and families across the district. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	The committee’s primary objectives will be to (1) provide a <u>coordinated</u> system of student support services and (2) examine current supports as well as those still needed, both in-school and community-based. The impact of the coordinated system of student support services will be a reduction in suspensions, referrals and dropout rates and an increase in attendance.	F. Brown Cabinet	8-11	6-12	
3	Provide “point persons” from key Central Office departments to meet and have contact with selected school staff as appropriate to address school needs in a systemic manner. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	All designated Priority Schools will have a "point person" assigned from key Central Office departments (e.g., Curriculum, Transportation, Facilities, Finance) to contact for response when issues arise at the school.	F. Brown Cabinet	8-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
	<i>(addresses deficiency # 5 in District Leadership Assessment Report 2010)</i>					
4	Extend the day at target schools by providing after-school and Saturday transportation for students who need extra time and support. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	Each school will track student performance through multiple data points (CASCADE proficiency assessments) to determine the effectiveness of the program and analyze implementation challenges.	A. Dennes S. Ledford J. Burks R. Caple	9-11	5-12	
5	Develop data review of each department and present to entire Cabinet. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	Stats Review report for each department	Cabinet	10-11	2-12	
6	Contract with the International Curriculum Management Audit Center: Phi Delta Kappa International to perform a curriculum management audit of system governance, organizational quality control, and design and delivery of programs and services. <i>(strategy embedded in JCPS Corrective Action Plan)</i>	The curriculum management audit is designed to reveal the extent to which officials and professional staff of a school district have developed and implemented a sound, valid, and operational system of curriculum management. Such a system, set within the framework of adopted board policies, enables the school district to make maximum use of its human and financial resources in the education of its students. The outcome will be the assurance of the governing board and the taxpayers that their fiscal support is optimized under the conditions in which the school district functions.	D. Hargens L. Wheat Board	8-11	6-12	
7	Contract through Phi Delta Kappa for an external organizational review. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	Final report and recommendations from audit team	D. Hargens L. Wheat Board	10-11	6-12	
8	Revise organizational chart and eliminate non-essential Central Office positions that were frozen in September 2011. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	Efficient and accountable organization Reduced allocation for Central Office positions	D. Hargens	1-12	6-12	
9	Build structures for transparent accountability, including quality indicators, district and school dashboards, and quarterly progress reports to the Board. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	Comprehensive data tracking system will be available for all stakeholders that will drive data based decision making at the school and district level.	D. Hargens B. Rodosky	10-11	6-12	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start Date	End Date	I & I Status (Spring 2012)
10	Strengthen fiscal structures to support District mission and ensure appropriate funding of instruction by comparing JCPS fund balance with that of other districts, stopping non-essential funding, creating a spending blueprint in each department, and conducting quarterly financial reviews by department. <i>(strategy embedded in 90-Day Plan & Beyond)</i>	Ensure all funds are used for the benefit of student achievement and ensure the spending meets the requirement of “educational purpose.”	D. Hargens C. Hardin Cabinet	11-11	6-12	