

**STRATEGIC PLAN: VISION 2015**

**2014-2015 Comprehensive District Improvement Plan – Progress Report**

**FOCUS AREA: INCREASED LEARNING**

**GOAL: Increased Learning - Every student progresses in his or her individual learning.**

**OBJECTIVES:**

1. Elementary (K-8) Reading and Math Performance: Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for elementary and middle school students from 44.6% in 2014 to 56% in 2015.
2. Proficiency Gaps (K-12) in Reading and Math Performance: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group (African-American, Hispanic, Native American, With Disability, Free/Reduced-Price Meals, Limited English Proficiency) from 34.0% in 2014 to 51.2% in 2015.

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

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

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source	Status	Progress Notes
1.1	Differentiate and individualize instruction aligned with the written and assessed curriculum to engage and meet the needs of the whole child.	Hensley Rodosky							
1.1.1	Principals and GCCs will participate in Differentiated Instruction professional development provided by national experts from ASCD. Training will alternate with Site Visits which incorporate classroom walk-throughs to ensure PD is reaching the desk of the students.	Branham	Principals and GCCs	Aug. 2014	May 2015	\$200,000	Title II		Principals and GCCs participated in face-to-face training with ASCD experts on Differentiated Instruction throughout the 2014-15 school year. <a href="#">DI Evidence 1</a> <a href="#">DI Evidence 2</a> <a href="#">DI Evidence 3</a>
1.1.2	GCCs are expected to share Differentiated Instruction PD and strategies with teachers during PLC time, common planning time or school designated PD time.	Branham	Principals, GCCs and Teachers	Aug. 2014	May 2015	\$200,000	Title II		GCCs worked with PLC teams to provide foundational knowledge of differentiated instruction during the 2014-15 school year, however, more work is needed to

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									fully implement and reach the desk of every student. Based on feedback and input from participants, ELA and Math teachers will participate in Phase II of the DI project for the 2015-16 school year.
1.1.3	Elementary ELA and Math Specialists will provide PD for GCCs and teacher leads throughout the school year aligned to the four curriculum cycles. PD will be differentiated to address the needs of all students (specifically ECE and ELL students) by embedding technology and addressing various learning styles, etc.	Smith Long	Curriculum Specialists, GCCs and Teacher Leads	Aug. 2014	May 2015	N/A	N/A		Elementary ELA and Math Curriculum Specialists worked with a broad based team to provide an integrated approach for standards based professional development aligned to all four curriculum cycles. All Cycle PD trainings were face to face. In addition, by the fourth curriculum cycle, Curriculum Specialists added just-in-time PD based on the data from district benchmark assessments. Just in time PD was created and delivered to teachers in a digital format to reach a broader audience and ensure flexibility for teachers.  <a href="#">Integrated PD – Evidence 1</a>
1.1.4	Provide training and support for GCCs and elementary math teachers to differentiate for Advanced Program students.	Frazier Smith	GCCs and Elementary Math Teachers	Aug. 2014	May 2015	N/A	N/A		2014-2015: Elementary Math provided 12 hours of professional development to 4 <sup>th</sup> & 5 <sup>th</sup> grade AP teachers. Differentiated math sessions professional learning sessions were also offered during the 2014 AP Summer Institute.  2015-2016: Elementary Math will provide professional development to 4 <sup>th</sup> & 5 <sup>th</sup> grade AP teachers in summer institute. PD will be provided to primary talent pool teachers (2 <sup>nd</sup> & 3 <sup>rd</sup> grade) during school year.

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1.1.5	Career Pathway Specialists work in collaboration with KDE/OCTE to ensure that curriculum is aligned with industry standards that meet local business needs.	Hensley Talley Specialists	Specialists Principals CTE	Aug. 2014	June 2015	N/A	N/A		School are required by the State to offer valid career pathways with qualifying courses. These pathways ensure that curriculum is aligned with industry standards.  <a href="#">Course Offering Forms 14-15</a>
1.1.6	Career Pathway Specialists establish and support professional development opportunities in collaboration with external consultants and curriculum specialists to deliver project based learning training (PBL) for teachers and leaders. This work will also include an online document repository of instructional best practices for PBL.	Hensley Talley Specialists	Specialists Principals CTE	Aug. 2014	May 2015	N/A	N/A		Contracted with SREB for PBL Professional Development for teacher teams, for school and District leaders, and for follow-up in-school job embedded coaching.  <a href="#">PD Offerings 14-15</a>  <a href="#">Best Practices for PBL</a>
1.2	Provide equitable learning experiences, aligned to the effective teaching practices in the Danielson Framework that will support the success of diverse learners.	Hensley Marshall							Literacy & initiative is underway. Literacy and Chess, Literacy and Confidence. Summer camps were held at different sites in Louisville most disenfranchised neighborhoods and in our shelters. Use of teachers to deliver all PDS and programs.
1.2.1	Professional Development and instructional resources provided by curriculum specialists will include connections to the various components of the Kentucky Framework for Teaching.	Branham Wright	Principals, APs, GCCs, teachers and counselors	Aug. 2014	May 2015	N/A	N/A		Curriculum specialists included references to the various components of the Kentucky Framework for Teaching within their curriculum documents.
1.2.2	Various departmental teams will review and evaluate Edivation (PD360) videos to determine alignment to the Kentucky Framework for Teaching. Evaluations of Edivation (PD360) videos will be made available to principals and teachers via Libguide.	Branham Lanata Wilson	Principals, APs, GCCs, teachers and counselors	Aug. 2014	May 2015	N/A	N/A		Library Media Services and Professional Development worked with a broad based team to critique and align Edivation (PD360) videos with the Kentucky Framework for Teaching. The Edivation database of videos is dynamic (deleted and new videos) which necessitates continuous maintenance of the Libguide created for principals and teachers.

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1.2.3	10 middle schools will participate in the SREB Making Middle Grades Work project. The intentional focus on LDC and MDC work ties directly to the Kentucky Framework for Teaching.	Branham Carrell Truitt	Principals, APs, GCCs, teachers and counselors	Aug. 2014	May 2015	\$120,000	General Funds		Ten middle schools successfully participated in the SREB Making Middle Grades Work project for 2014-15. Principals, APs, Counselors and Teachers were engaged in training focused on Math Design Collaborative and Literacy Design Collaborative models. <a href="#">SREB Evidence 1</a> <a href="#">SREB Evidence 2</a>
1.2.4	5 middle schools will participate in the KDE Instructional Transformation grant. The intentional focus on LDC and MDC work ties directly to the Kentucky Framework for Teaching.	Branham Carrell Truitt	Principals, GCCs and teachers	Aug. 2014	May 2015	N/A	Grant Funds		Five middle schools successfully participated in the KDE Instructional Transformation Grant for 2014-15. Principals and Teachers were engaged in training focused on Math Design Collaborative and Literacy Design Collaborative models. <a href="#">KDE IT – Evidence 1</a> <a href="#">KDE IT Evidence 2</a>
1.2.5	Continue partnership with external consultants to provide professional development opportunities for Career Pathway, ELA and Math Specialists in Project Based Learning implementation.	Hensley Talley Specialists	Specialists Principals CTE	Aug. 2014	May 2015	\$350,000	Carl D. Perkins, General Fund		We contracted with SREB for PBL instruction in the summer, follow-up in-school embedded coaching, and school/district leadership coaching throughout the year. We funded extended service for career pathway specialists to work with teachers for three weeks during the summer. Teacher teams worked with business and industry partners to develop integrated units of study.
1.3	Create a coordinated system of early learning interventions that span pre-K through third grade to ensure all primary students are performing at grade level.	Hensley Rodosky							
1.3.1	Early Childhood staff will ensure all pre-K students are provided standards based instruction aligned to the EC standards with an intentional focus on quality teaching and learning.	Nix	Early Childhood Instructional Staff	Aug. 2014	May 2015	N/A	N/A		Early Childhood resource teachers worked with instructional staff to refine their use of standards based curriculum maps throughout their bi-weekly visits to the classroom. Early Childhood staff

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									received ongoing training throughout the school year on classroom quality rating scales including ECERS-R and the CLASS tool. An intentional focus was placed on the use of small group instruction as an instructional best practice to meet the diverse needs of children.
1.3.2	Early Childhood staff will host at least 4 Kindergarten Readiness Events (i.e. Concerted Cultivation Events) throughout the school year. Events will target zip codes with the greatest need and the lowest BRIGANCE scores.	Branham Nix	Childcare Providers, Parents and Community Representatives	Aug. 2014	May 2015	N/A	N/A		Early Childhood staff collaborated with several community organizations to host 5 school readiness events in the target zip codes. Families and child care providers were provided with free activities designed to promote kindergarten readiness. These events occurred in October, April, and May.
1.3.3	Early Childhood staff will develop a fully functional Interactive Kindergarten Readiness website that will provide parents and community members with activities and resources to promote Kindergarten Readiness.	Nix Wathen Revel	Early Childhood Instructional Staff, Childcare Providers, Parents and Community Representatives	Aug. 2014	May 2015	N/A	N/A		A fully functional interactive kindergarten readiness website known as "READY4K" has been completed and continues to provide families, teachers, child care providers and other community stakeholders a tool for accessing high quality kindergarten readiness activities. The READY4K website may be accessed using this link: <a href="http://ready4k.jefferson.kyschools.us/">http://ready4k.jefferson.kyschools.us/</a>
1.3.4	Elementary Curriculum Specialists will provide ELA and Math newsletters to support parents and staff with instructional resources aligned to the standards. The "Math is Fun" website will also provide additional support to teachers, students and families to promote increased levels of student learning aligned to the standards and curriculum cycles.	Wright Long Smith	Teachers, parents, students, staff and learning place providers	Aug. 2014	May 2015	N/A	N/A		Elementary Math and ELA Curriculum Specialists provided 4 ELA and Math newsletters to support parents and staff with instructional resources aligned to the standards for each curriculum cycle. The "Math is Fun" website provides additional support to teachers, students and families to promote increased levels of student learning aligned to the math standards and curriculum cycles. <a href="#">Elem – Evidence 1</a>

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									<a href="#">Elem – Evidence 2</a>
1.3.5	19 targeted Elementary Schools will participate in the Bellarmine Literacy Project for 2014-15 school year. Principals, GCCs and teachers will participate in literacy based coursework and training provided by Bellarmine Professors. The goal is to build teacher literacy capacity and imbed research based literacy strategies in K-3 classrooms with the ultimate goal of increased student learning to support the Third Grade Reading Pledge.	Branham Munoz Long	Principals, coaches and teachers	Aug. 2014	May 2015	\$540,000	General Funds		Nineteen Title I Elementary Schools, 19 principals and almost 200 teachers participated in the first cohort of the Bellarmine Literacy Project during the 2014-15 school year. K-3 teachers participated in ongoing graduate level coursework at Bellarmine to learn and implement research-based literacy strategies. Principals participated in a Principal Fellowship led by Dr. Robert and Kathleen Cooter designed to build principal capacity to lead and facilitate researched-based literacy programs in each school. <a href="#">Bellarmine Evidence 1</a> <a href="#">Bellarmine Evidence 2</a> <a href="#">Bellarmine Evidence 3</a>

**FOCUS AREA: GRADUATION AND BEYOND**

**GOAL: Graduation and Beyond - Every student graduates prepared with enduring 21<sup>st</sup> century skills and dispositions for his or her postsecondary choices and life.**

**OBJECTIVES:**

1. High School Graduation: Increase the Four-Year Adjusted Cohort Graduation Rate from 79.0 percent in 2014 to 81.3 percent by 2015.
2. Graduates Ready for College and Career: Increase the percentage of students who are college- and career-ready from 60.5 percent in 2014 to 65.5 percent by 2015.

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2.1	Implement guidance and advisement structures that will facilitate the development, refinement and implementation of each student's college/career plan.	Hensley Rodosky							
2.1.1	Ensure each high school will schedule a regular meeting time to connect every student with an adult for organized lessons focused on resiliency, learning skills, transition knowledge, academic navigation supports, graduation coaching, college/career planning via Individual Learning Plans (ILPs), and forming positive relationships.	Area Assistant Sups. Royster	Principals, CARTs, Community Partners	July 2014	June 2015	\$ 1,050,000 \$420,000	General Funds I3		21 of all schools serving high school students (including A1 and alternative sites) have and advisory structure which meets on a regularly scheduled, pre-appointed meeting schedule. DOC: <a href="#">Advisory Schedules Fall 2014</a>
2.1.2	College Access Resource Teachers (CARTs) use data (achievement scores, college going-rates, FAFSA completion rates, summer melt rate, and Comprehensive School Survey results) to create advisory lessons responsive to student needs. CARTs will collaborate in the development of lessons.	Royster	Principals, CARTs, KHEAA	July 2014	June 2015	NA	NA		Each school establishes their own curriculum map for their advisory structure. CARTs also contribute to a lesson repository available on JCPS Online.
2.1.3	Ensure each school intentionally creates additional opportunities for specific, "at-risk" students to connect with positive adult role models, including the use of Unbridled Careers (via the ILP) and other in-person mentoring opportunities to connect students with career coaches and mentors.	Area Assistant Sups. Royster H. Gray Gold	Principals, Counselors, Herlihy Group, Community Partners/Volunteers	July 2014	June 2015	\$30,000	General Fund (Unbridled Careers Services)		Businesses/Coaches were recruited for Unbridled Careers and several schools piloted the module in the spring. Senior exit interviews were scheduled in 7 high schools.
2.1.4	Each middle and high school will create and implement Individual Learning Plan action plans that include assurances that each student will complete the required components of the plan, parents will be informed about their student's	Area Assist. Sups P. Royster	Principals, Counselors, KDE, PTSA, Community Partners	July 2014	June 2015	NA	NA		All schools have an ILP Action including implementing "Operation Preparation" activities for 8 <sup>th</sup> and 10 <sup>th</sup> grade students.

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	college/career plans, and school faculty review progress annually. This includes Operation Preparation Activities supporting College/Career planning.	H. Gray							99% of students completed their ILP by the end of the school year. DOC: <a href="#">2014-15 ILP Completion Totals</a>
2.2	Provide options for academic pathways and programs that will prepare students for their career and college plans.	Hensley Rodosky							
2.2.1	Partner with Advance Kentucky to expand Advanced Placement opportunities and improve pass rates in Math, Science, and English at 7 High Schools (Moore, Valley, Waggener, Fern Creek, Southern, Seneca, and the Academy at Shawnee).	Royster	Schools listed  KSTC	July 2014	June 2015	\$380,000  \$16,000	Advance KY  JCPEF		Moore, Valley, and Waggener will end their three year cohort in May 2015. Three JCPS high schools went through the selection process during 2014-15 for at August 2015 start: Doss, PRP, and Jeffersontown.
2.2.2	Through collaboration with industry and postsecondary partners, ensure course pathways to graduation culminate in external credentialing opportunities aligned with each student's college/career goals including Industry Certification, KOSSA, Advanced Placement, Dual/Articulated Credit, International Baccalaureate, and Cambridge International Exams. This strategy includes the promotion of currently existing advanced learning opportunities.	Wright Royster Talley	CTE/Content Specialists, Ford NGL Implementation Team	July 2014	June 2015	\$100,000	Carl D. Perkins		Every A1 high schools has at least one <a href="#">dual credit agreement</a> with a partner university and offers at least one <a href="#">Advanced Placement Offering</a> . All Schools have CTE pathways that lead to industry certifications.
2.2.3	CTE programs increase engagement in Career and Technical Student Organizations where students learn leadership skills through competition, community engagement and business involvement, further promoting 21st Century skills.	Hensley Talley Specialists	Specialists Principals CTE	Aug. 2014	May 2015	N/A	N/A		All CTE programs are required by State regulation to have active CTSO's. These must have CTE certified sponsors.  <a href="#">CTSO Numbers for 2014-15</a>  <a href="#">CTSO Sponsors for 2014-15</a>
2.3	Prepare and support students during transition between school levels (elementary to middle to high to postsecondary) as well as transitions between grades, schools, and programs.	Hensley Rodosky							
2.3.1	All Middle, High and Special Schools will be supported with Transition Center software from Edgenuity for the 2014-15 school year. This software will ensure a guaranteed and viable curriculum that is aligned to the JCPS curriculum maps that will promote a smooth transition for our most transient students.	S. Lattimore Revel	Middle, High and Special Schools	Aug. 2014	May 2015	\$400,000	General Funds		<ul style="list-style-type: none"> <li>•Initial Edgenuity courses were released Aug 1, 2014.</li> <li>•Nightly Infinite Campus uploads began Sept 1, 2014 to ensure student work automatically transitioned with student.</li> <li>•JCPS curriculum specialists aligned</li> </ul>



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									Edgenuity courses as closely as possible with JCPS curriculum maps. JCPS-aligned courses were released Nov 1, 2014. •Dual sites in Edgenuity were employed in Nov, 2014 to facilitate content support and credit recovery.
2.3.2	All Middle and High Schools will receive staffing and resources to support fully functional Transition Centers.	Hensley	Middle and High Schools	Aug. 2014	May 2015	\$2.6 Million	General Funds		•46 certified teachers were hired to staff Transition Centers. •16 schools received laptops and carts to furnish Transition Centers. •54 schools received access to Edgenuity software, training, and support.
2.3.3	The Transition Center Core Team will provide ongoing professional development for Transition Center Teachers throughout the 2014-15 school year.	Revel Transition Center Core Team	All Transition Center Teachers	Aug. 2014	May 2015	N/A	N/A		•Monthly PD sessions were offered to support Transition Center teachers. •JCPS and Edgenuity staff conducted site visits to support Transition Center implementation. •Multiple sessions were conducted by JCPS and Edgenuity staff for school administrators to increase awareness of Transition Center purpose, and provide Edgenuity access to additional school personnel.
2.3.4	Counselors in 10 middle schools will participate in the SREB Making Middle Grades Work Counseling for Careers training.	Branham	Counselors at SREB schools	Aug. 2014	May 2015	NA	NA		All Middle School Counselors in participating SREB Schools participated in Counseling for Careers training throughout the 2015-16 school year.
2.3.5	Work proactively, constantly, consistently, and collaboratively with district and regional school staff (All Levels and Departments), Community Partners and Families to understand the full and expanding definition of transition and the many types of transitions (and resulting needs) to effectively plan grade level transitions, School to School (within District), School to School (receiving or sending from/to	Hensley Branham Nix ETCs	Elementary, Middle, and High Schools	Aug. 2014	May 2015	N/A	N/A		Have collaborated with District Staff, School-Level Teams and Families to facilitate successful grade level transitions, School to School (within District), School to School (receiving or sending from/to other District, School to Hospital Type Setting, Regular School to

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	other District, School to Hospital Type Setting, Regular School to Special School (Alternative or Other), Special Family Situation, Emotional/Mental situation(s), etc. Schools will use individual student profile sheets to help students with transitions. CMA A 9.5								Special School (Alternative or Other), Special Family Situation, Emotional/Mental situation(s). Collaborated in the development of student profile sheets and trained school staff on their use. On-going encouragement for schools to use profile sheets (Dashboard) to help students and staff with transitions. CMA A 9.5
2.3.6	Counselors serving seniors participate in the FAFSA Completion Initiative to support timely student completion of financial aid forms through training, community supports, and access to individual student data.	Royster Lewis Sircy	Counselors, College Access Providers, KHEAA, 55,000 Degrees, KASFAA	Jan 2015	June 2015	N/A	NA		All Counselors serving seniors were trained on and had access to the FAFSA dashboard detailing individual student FAFSA completion data. In partnership with 55K and KHEAA, 5 schools hosted community-wide FAFSA completion events and 12 schools hosted in-school FAFSA blitz days.  Doc: <a href="#">FAFSA Summary</a>
2.3.7	High School college access providers implement “Summer Melt” strategies to support students with intention to transition to college/postsecondary programs. (see 3.2.1)	Royster	Counselors, LEEP Career Planners, KCAC & UofL ETS counselors, & GO College Coaches	July 2014	June 2015	N/A	NA		Four high impact projects were implemented via the <a href="#">College Transition Action Network (CTAN)</a> convened by 55,000 degrees.  DOC: <a href="#">College Signing Day</a> DOC: <a href="#">Summer Coaching</a> DOC: <a href="#">Summer nudges (texting)</a> DOC: <a href="#">J(U)MP</a>
2.3.8	UPS School-to-Work Programs -Seniors that complete the program will have automatic transition to the Metro College or Earn & Learn Education Programs. Mentors and CTE Resource Teacher provide one on one counseling and parent workshops to help with the transition to a post-secondary school.	Talley Kustes	Community Partners	Aug. 2014	July 2015	\$70,000	General Funds and UPS Grant		JCPS/STW Enrollment Fall Semester Completion: 136; Spring Semester Completion: 114. Two Parent Workshops were held during the school year. Five UPS Mentors and JCPS STW Resource Teacher provided one-on-one postsecondary transition counseling for students. 97% of the JCPS/STW students earned college credits in the

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									Fall Semester and 91% earned college credits in the Spring. 44% of the JCPS/STW graduates transferred to the Metro College night program - potential education benefit per student \$57,394. 17% of the JCPS/STW graduates transferred to the Earn and Learn Program - potential education benefit per student: \$24,000. The 2014-2015 JCPS Work-Based Learning End of Year Reported Earnings \$1,332,551.68

**FOCUS AREA: STAKEHOLDER INVOLVEMENT/ENGAGEMENT**

**GOAL: Stakeholder Involvement and Engagement - Increase partnerships with parents, community, and educational organizations to enrich student learning and experiences.**

**OBJECTIVES:**

1. Parent/Caregiver Satisfaction: Increase parental satisfaction from 89.9% in 2014 to 91% by 2015.
2. Community Partnerships: Increase in service hours provided to JCPS by major community partners (baseline 2015).

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3.1	Develop regular, transparent communication processes and structures that promote district and school information sharing (e.g., district and school priorities, policies, changes, and results) and response (e.g., stakeholder questions and suggestions) in ways that build community relationships and meet needs.	Kramer Marshall							Community meetings are arranged with Office of the Superintendent to meet with community members and discuss status of work, upcoming events, direction, and data. Quarterly meetings with Non-profit organizations to inform them of the work
3.1.1	Develop and promote One Call Now App to better connect parents to school and district news and activities.	Kramer	JCPS Parents & Guardians	Nov. 2014	May 2015	N/A	N/A		App has been purchased; promotional plans tabled for development by new Chief Communications Officer
3.1.2	Develop new and improved JCPS Website aligned with the 21 <sup>st</sup> Century needs of the district's students and stakeholders.	Kramer	JCPS Parents & Guardians, Taxpayers, Non-profit Partners, Business Partners, Volunteers, Governmental Partners	Sept. 2014	Aug. 2015	50,000 - 100,000	General Fund		Work is ongoing; new website is planned to be released 1/1/16; Technology and Performance Board Working Group's identified focus areas will inform this work.
3.1.3	Celebrate learning-the successes of our students as well as the contributions of teachers, administrators, parents, and community stakeholders.	Kramer	JCPS Parents & Guardians, Taxpayers, Non-profit Partners, Business Partners, Volunteers	Aug. 2014	Dec. 2015	N/A	N/A		Work is ongoing through Board recognitions, news articles, and social media posts
3.1.4	Celebrate JCPS employees that embody our core values (Golden Oar Award).	Kramer	JCPS Employees	Aug. 2014	Dec. 2015	N/A	N/A		Through the 14-15 school year, JCPS employees were celebrated by bestowing 68 Golden Oar Awards.

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3.1.5	JCPS Connect -- <a href="http://www.jefferson.kyschools.us/JCPSConnect/Index.html">http://www.jefferson.kyschools.us/JCPSConnect/Index.html</a> - the link to the district's important data points, was initially developed exclusively as a tool for JCPS employees to deliver good news about the district. After a successful and aggressive promotion of JCPS Connect by Dr. Hargens at community meetings, stakeholders are logging on. A paper-pocket edition has also been created as a reference tool for JCPS supporters. The goal is to continue to boost the JCPS Connect brand via increased direct marketing and news media outreach.	Kramer	JCPS Parents & Guardians, Taxpayers, Non-profit Partners, Business Partners, Volunteers	Aug. 2014	Dec. 2015	N/A	N/A		Website and pocket brochure have been created and are updated and reprinted as needed
3.1.6	Develop and promote JCPS-centric brand advertising campaign.	Kramer	JCPS Parents & Guardians, Taxpayers, Non-profit Partners, Business Partners, Volunteers	10/14	Dec. 2015	N/A	N/A		Video /print ad design begun; new JCPS logo concepts created; one meeting held with community advisory committee; choice of new logo and further development of campaign tabled for new Chief Communications Officer
3.1.7	Increase JCPS positive news coverage by 20 percent. Develop and execute strategically timed achievement-focused pitches to news media throughout the year. Proactively follow each major crisis with post-crisis update on lessons learned and preventative measures implemented.	Kramer	JCPS Parents & Guardians, Taxpayers, Non-profit Partners, Business Partners, Volunteers	Aug. 2014	Dec. 2015	N/A	N/A		Work on this strategy will be designed by new Chief Communications Officer
3.1.8	Increase social media "followers" and "likes" by 10 percent per quarter. Continue building "followers" and "likes" with responsive, real time, actionable content. Strategic "retweeting" of posts from diverse constituencies on Twitter. Post current and relevant content on Facebook to generate community conversations.	Kramer	JCPS Parents & Guardians, Taxpayers, Non-profit Partners, Business Partners, Volunteers	Aug. 2014	Dec. 2015	N/A	N/A		There has been more than 10% growth on @JCPSSuper, @JCPSky, and JCPSKY Facebook. Twitter accounts showed a 123% increase from Aug. 2014 through Jun. 2015.
3.1.9	CTE Department manages processes for data collection around career pathways to ensure compliance with Perkins and state Career Readiness accountability.	Talley and Truax	Principals	Aug. 2014	May 2015	\$100,000	Carl D. Perkins		All aspects of CCR and Perkins accountability are in TEDS. To start the process, schools report enrollment data in each CTE pathway in Infinite Campus. This data is then imported in to the State TEDS database system. Industry Certifications and ASVAB

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									scores are entered directly in to the TEDS database system. <a href="#">CTE Career Pathway Enrollment 14-15</a>
3.2	Work collaboratively with partners (e.g., community organizations, postsecondary schools, 55,000 Degrees) to identify and provide college- and career-focused opportunities that meet student needs and interests and prepare them for the workforce and further education.	Hensley Marshall							Males of College Preparedness ACT/SAT workshops are in place. FAFSA days for MALES OF COLOR set in the calendar. Street Academy brought to scale. Lit & initiatives in community centers starting in August.
3.2.4	Leads of College Access providers participate in the 55,000 Degrees College Transition Action Network (C-TAN) focused on reducing "Summer Melt" rates among JCPS graduates. Summer Melt is defined by students demonstrating intent to attend college but fail to matriculate the fall after graduation.	Royster	Counselors, LEEP Career Planners, KCAC & UofL ETS counselors, GO College Coaches. KHEAA, JCTC, 55,000 Degrees	July 2014	June 2015	\$8,000	55,000 Degrees Lumina Communities in Partnership Grant		All entities listed actively participate in the C-TAN focused on reducing summer melt. See 2.3.7 for details on the high impact team initiatives.
3.2.5	Collaborate with business and community partners to implement authentic, adult monitored learning experiences to solidify college/career plans and develop work-based experience. (Ex. Job Shadow, internships, etc.). This strategy has a particular but not exclusive focus on the Ford Next Generation Learning Master Plan and the 5-star schools.	Royster	Ford NGL Implementation Team, CEO Advisory Board, Junior Achievement	July 2014	June 2015	N/A	N/A		Through the development of <a href="#">Unbridled Careers</a> , business and community partners can offer Career Development Activities (CDAs). Mobile Serve, an app to help track volunteer hours, was not ready for production this school year as originally planned.
3.2.6	Continue active partnerships like 55,000 Degrees and the Mayor's Commitment with civic, business, and community partners to enhance college/career readiness programming.	Royster	55,000 Degrees, Metro Gov., GLI, JA, MUW, YMCA	July 2014	June 2015	N/A	N/A		Active participation among college access/success team members in the 55K CTAN (2.3.7).
3.2.7	Collaborate with institutions of higher education to increase dual and articulated credit opportunities. (see 2.2.2)	Royster Talley	KCTCS (JCTC), UofL, Morehead, Bellarmine, UK, Sullivan System, Galen	July 2014	June 2015	N/A	N/A		Every A1 high schools has at least one <a href="#">dual credit agreement</a> with a partner university.
3.2.8	Continue partnerships with university education experts on proving professional development support and assistance to JCPS schools.	Hensley Branham Munoz	UofL Bellarmine Spalding	July 2014	June 2015	N/A	N/A		JCPS continues its Signature Partnership with U of L, the Bellarmine Literacy Project with Bellarmine University, the Early Literacy Project with U of L, Dual Credit Partnerships

#		Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source	Status	Progress Notes
									with various Universities and Institutions, the Harvard Strategic Data Project, the Vanderbilt University Middle School Math Project, the JCTC Early College Partnership, the Go College Partnerships with U of L and KY State University, as well as the U of L Math Science Partnership (MSP) Grant.
3.3	Collaborate with the community and parents to provide innovative and effective enrichment opportunities and interventions for pre-K through 12th grade students to extend learning in core areas as well as the arts, service learning, and personal growth.	Hensley Marshall							Collaborations with churches, Vacation Bible School Alignment, and remodified JCPS program titled A Voice For Our Children begins in August 2015
3.3.1	All priority schools will receive ATTAIn funds to provide extended learning opportunities for students below proficiency in Reading, Math, Science, Social Studies and College and Career Readiness. Schools will provide additional after school support to increase student learning in the four core areas.	Branham Carrico	Targeted students	Aug. 2014	May 2015	\$ 2 million	General Funds (carryover 13-14 ATTAIn funds)		All priority schools received ATTAIn funds and provided extended learning opportunities for students. Information on interventions in the core areas were entered on the intervention tab in Infinite Campus.
3.3.2	Approximately 10 additional schools (identified using KPREP data) will receive ATTAIn funds to provide extended learning opportunities for students below proficiency in Reading and Math. Schools will provide additional after school support to increase student learning in reading and math.	Branham Carrico	Targeted students	Aug. 2014	May 2015	\$ 1 million	General Funds (carryover 13-14 ATTAIn funds)		9 additional schools received ATTAIn funds and provided extended learning opportunities for students. Information on interventions in the core areas were entered on the intervention tab in Infinite Campus. According to ATTAIn, ESS, and all other intervention information, as many as 2,116,822 hours and 35,830 individuals were documented as receiving interventions before, during, and before school.
3.3.3	Monthly Every1Reads Community Engagement meetings provide Learning Places with information to support Reading and Math achievement.	Carrico	Learning Places staff members	Aug. 2014	May 2015	N/A	N/A		JCPS provided the OSTs information to support reading, math and other areas which would help increase achievement for students who participated in the out of school time programs.

#		Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source	Status	Progress Notes
3.3.4	54 Title I Elementary Schools participated in a literacy-based Summer Boost program targeting rising 1 <sup>st</sup> and 2 <sup>nd</sup> grade students. Approximately 500 students participated in the 4-week program.	Handley Carrico	Targeted students	July 2014	July 2014	\$700,000	Title I Funds		The 2014 Summer Boost program was a HUGE success. There was an average of 73% student participation with an increase of skills in the following areas: Alphabet ID, Word Test, Concepts about Print, Writing Vocabulary, Dictation, and Text Level, as indicated by the Observation Survey of Early Literacy Achievement Pre/Posttest.
3.3.5	Approximately 60 Unseld Pre-K students participated in Kindergarten Summer College to provide additional learning and support for Kindergarten Readiness.	Wright	Targeted Pre-K students entering Kindergarten	July 2014	July 2014	\$100,000	Lift a Life Foundation		Kindergarten Summer College provided early intervention for students during the August of 2014 who need additional support to be ready to enter Kindergarten in August. Kindergarten Summer College is part of a larger initiative, our 3rd Grade Pledge toward Proficiency, which focuses on making sure every JCPS student leaves 3rd grade proficient in reading.
3.3.6	JCPS, PNC Bank, the Mayor's office and numerous community organizations will partner to promote Kindergarten Countdown. This is a series of events that provide Kindergarten Readiness experiences for children entering Kindergarten.	Nix Wathen	Parents, Community Organizations,	May 2015	August 2015	N/A	N/A		Made possible by the generous support of the PNC Grow Up Great initiative, JCPS representatives are able to collaborate with the Mayor's office, Metro United Way and numerous other community organizations to promote the Kindergarten Countdown program. All Early Childhood families transitioning to kindergarten received information on how to participate in the program and Early Childhood teachers and staff promoted the program at school events and home visits. Readiness events were held at the Kentucky Science Center, Louisville Zoo, Frazier Museum, Public Library, Slugger Field, Calypso Cove, and the



#		Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source	Status	Progress Notes
									Kentucky Derby Museum during summer 2014.
3.3.7	Approximately 160 children at George Unseld Learning Center and the DuValle Education Center will participate in OASIS and Summer Kindergarten College. These two programs provide summer learning opportunities for pre-K students to improve Kindergarten Readiness.	Nix Clark Wright	Kindergarten Teachers, Parents	June 2015	July 2015	\$100,000 \$50,000	Novak Foundation & General Funds		Results for the 2014 summer camps at OASIS show participating students are beginning kindergarten more prepared to learn, with kindergarten readiness levels that are 10 to 20 percent above the district average. In addition to the children participating in the OASIS and Summer Kindergarten College in July 2014, a grant from the CE&S Foundation has made it possible to expand the program to not only DuValle and Unseld but also McFerran. It is estimated that over 300 transitioning children will participate at the camps in July 2015.
3.3.8	Every school provides extended school services (ESS) for targeted students.	Carrico	Targeted students	Aug. 2014	May 2015	\$2.6 million	ESS Funds		Every school in the district provided some type of extended services for targeted students. Information on interventions in the core areas were entered on the intervention tab in Infinite Campus. According to ATTAin, ESS, and all other intervention information, as many as 2,116,822 hours and 35,830 individuals were documented as receiving interventions before, during, and/or after school.
3.3.9	Reinforce the effective use of out of school hours by supporting schools to increase business partner involvement for students (e.g., CTSO, work based learning, career pathway enrichment camps, internships).	Talley	Principals, Career Pathways Specialists, and Community Partners	Aug. 2014	May 2015	\$130,000	Carl D. Perkins, General Fund		Schools participated in 70 camps / CTSO events at the local, state, regional and national levels. Business partners are hosts for camps and judges/supporters for CTSO events. Funding is provided for teachers to supervise students at these events.

#		Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source	Status	Progress Notes
									The 2014-2015 JCPS work-based learning end-of-year reported earnings were \$1,332,551.68.
3.4	Create relationships with parents/caregivers and family outreach organizations to develop strategies focusing on shared responsibilities that support students' learning in the classroom and at home.	Marshall Kramer							
3.4.1	Bring to scale community engagement initiatives such as WatchDOGS, E1R, and 5Star mentoring, Take What You Can Tote, summer and spring slump.	Marshall	Non-profit Partners, Business Partners, Volunteers	Aug. 2014	May 2015	NA	NA		Take What You can Tote is now a yearly event. PLC rounds have expanded to reach more community foundations/corporations. Looking to put WatchDogs in more schools
3.4.2	Host first annual family and mentor institute, where parent engagement strategies, information, data, and brainstorming will occur	Marshall Kramer	JCPS Parents & Guardians, and Community Partners	Aug. 2014	May 2015	NA	NA		Yearly parent institute where data, strategies, and brainstorming occur. Month dedicated to literacy and parent engagement with LFPL
3.4.3	Begin the development of Parent UniverCity- an incentive and informational initiative that takes deep dives into parent selected interests such as FAFSA, discipline, CCR, ECE, TEST prep, school choice, etc.	Marshall Royster	JCPS Parents & Guardians, and Community Partners	Aug. 2014	May 2015	NA	NA		Voice for Our Children 2.0 launches in August.
3.4.4	Designate and design the next community school. (Replacing Myers which no longer exists).	Marshall Barman	Non-profit Partners, Business Partners, Volunteers	Aug. 2014	May 2015	NA	NA		Interviews underway for the next community school – Lassiter. Working on securing funding. None of the community school coordinators have an operating budget.
3.4.5	Review and possibly revise the SBDM Equity and Diversity sample policy.	Marshall Stenton	Schools	Aug. 2014	May 2015	NA	NA		With General Council collaboration, the SBDM equity and diversity sample policy was reviewed and revised in February 2015.
3.4.6	Bolster the Homeless Shelter tutoring programs that take place over summer break	Marshall Danger-Mercedes	JCPS Parents & Guardians, and Community Partners	Aug. 2014	May 2015	NA	NA		All Lit & initiatives are open to our homeless students. Lit & Chess was held in one of our homeless shelters.

#		Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source	Status	Progress Notes
3.4.7	Extend professional development to community members with a vested in the PD JCPS has to offer. (This is in connection with MUW cross-training curriculum for OST providers).	Marshall	Non-profit Partners, Business Partners, Volunteers	Aug. 2014	May 2015	NA	NA		PD are now available for other community members and organization. BLOCS work being streamlined and lead by Charles Davis
3.4.8	Sustain and fortify the Males of Color Resolution.	Marshall	JCPS Parents & Guardians, and Community Partners, Schools	Aug. 2014	May 2015	NA	NA		Three year plan for Males of Color presented to the Board in August
3.4.9	Continue to present and monitor the status of disproportionality in areas such as AP participation and minority recruitment, via scorecards and dashboards.	Marshall	Schools	Aug. 2014	May 2015	NA	NA		School level cards (Middle and High) are completed. Delivery Plans are completed to be on website when website is developed
3.4.10	Convene a Code of Conduct task force (including) parent and community representatives) to meet quarterly to review the data.	Marshall Wiseman	JCPS Parents & Guardians, and Community Partners, Schools	Aug. 2014	May 2015	NA	NA		Code of Conduct Review starts in September. To be implemented 16-17 school year.

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

**GOAL 1: Safe, Resourced, Supported, and Equipped Schools - Every educator will provide effective instruction and response to student needs.**

**OBJECTIVES:**

1. Effective Teachers: Increase the percentage of effective teachers (baseline 2015)
2. Effective Principals: Increase the percentage of effective principals (baseline 2015)

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source	Status	Progress Notes
4.1.1	Build capacity of Professional Learning Communities in the areas of differentiated instruction and assessment literacy while promoting a collective vision for and shared ownership of student success.	Hensley Rodosky							
4.1.1.1	Phase III of district PLC Support will be provided to all Non-Title I schools choosing to participate. PD provided by Solution Tree will target school principals and GCCs in an effort to build leadership capacity and effective facilitation of the PLC process in each school.	Branham Munoz	Principals and GCCs	Sept. 2014	May 2015	\$175,000	Title II		Non-Title I Principals and GCCs participated in ongoing PD to support the PLC process in schools. Face-to-face training occurred for all participating GCCs. Principals participated in Face-to-face training as well as on-line virtual coaching throughout the school year.  <a href="#">Phase III PLC Evidence 1</a> <a href="#">Phase III PLC Evidence 2</a> <a href="#">Phase III PLC Evidence 3</a>
4.1.1.2	13 PLC schools will participate in the third and final year of the pilot with an intentional focus on math PLCs. All pilot schools will participate in 4 on-site training visits from a Solution Tree Mathematics Consultant.	Branham Truitt Smith Munoz	Principals, GCCs and Teachers	Sept. 2014	May 2015	\$125,000	General Funds		The 13 PLC Pilot schools participated in their third and final year of the PLC Pilot. JCPS Math Specialists Tim Truitt and Lynn Smith worked closely with PLC Consultant Tim Kanold and Team from Solution Tree to provide services and coaching for participating schools. For the third year, services were slightly reduced to build internal capacity to sustain the work in all 13 schools for the 2015-16 school year and beyond.  <a href="#">PLC Pilot – Evidence 1</a> <a href="#">PLC Pilot – Evidence 2</a> <a href="#">PLC Pilot – Evidence 3</a>

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source	Status	Progress Notes
4.1.1.3	At least 800 JCPS administrators, teachers and staff members will attend a National PLC Institute to be held in Louisville in July 2015.	Branham Munoz	Administrators, Teachers and Staff	July 2015	July 2015	\$500,000	Title II, School Funds		Over 900 JCPS administrators, teachers and staff will attend the National PLC Institute on July 14-16 at the Louisville Convention Center. Richard and Becky DuFour and their team will present at the conference to support the PLC Journey in JCPS. <a href="http://www.solution-tree.com/events/plc-at-work/plc-at-work-institute-cff371.html">http://www.solution-tree.com/events/plc-at-work/plc-at-work-institute-cff371.html</a>
4.1.1.4	District Specialists and Central Office Staff will support district-wide PLCs for special area teachers (CTE, music, art, technology, library media, practical living and world languages)	Talley, Lanata, S. Lattimore, Gano, Lewis, Benton, VanHouten	Special Area Teachers and Library Media Specialists	Sept. 2014	May 2015	N/A	N/A		District Specialists and Central Office Staff worked with job-alike plc teams to address Department of Data Management 2013-14 program evaluation recommendations. However, according to the 2015 spring PLC Job- Alike Survey, more work is needed within each special area to build high performing teams.
4.1.1.5	The district established PLC Rounds for community members to visit schools to observe the PLC process in action. School, district and community support helped establish a firm foundation for the PLC process throughout the district.	Marshall	Community Members and Partners	Sept. 2014	May 2015	N/A	N/A		PLC rounds modified and brought to scale Dr. Allene Gold
4.1.1.6	Support ongoing Project Based Learning (PBL) professional development opportunities for teachers and leaders.	Area Assistant Sups.  Talley	Principals and Career Pathways Specialists	Aug. 2014	May 2015	N/A	N/A		CTE Department scheduled all PD for PBL, and career pathway specialists attended with their teacher teams.  <a href="#">PD Offerings 14-15</a>
4.1.2	Develop a system of on-going, responsive professional learning that promotes professional growth and aligns to the educator effectiveness system and equitably supports improved student learning, growth, and development.	Hensley Raisor							
4.1.2.1	Utilize the Professional Growth and Effectiveness System, EDS/CIITS, TeachScope, the Framework for Teaching, the Certified Evaluation Plan, and other facets of the new evaluation system to design and constantly improve the professional development system and walkthrough tools	Branham Armour ETCs	Gheens Leadership, EQOC, Asst Sups, HR, ETCs, JCTA, PTA, JCASA	Aug. 2014	May 2015	\$300,000	RTTT		On-going. PD planned for July 20-21 followed by on-going support for 2015-2016.

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source	Status	Progress Notes
	around a common definition of “an effective teacher”. This alignment will ensure all schools and teachers have a coherent and cohesive system for ensuring best instructional practices in each classroom—i.e. “more effective instruction, in more classrooms, more of the time.”								
4.1.2.2	Continue and enhance the collaboration between the Educator Quality Oversight Committee, the JCPS PGES Implementation Team, KDE, and School-Based PGES Implementation Teams to ensure just-in-time professional development that builds the capacity of the Teacher Leader Experts in each school, and supports all teachers across the district in utilizing TPGES to improve teacher practice, and student learning.	Armour ETCs Asst Sups Principals	Gheens Leadership, EQOC, Asst Sups, HR, ETCs, JCTA, PTA, JCASA	Aug. 2014	May 2015	\$75,000	Title II		Collaboration between EQOC, the JCPS PGES Implementation Team, KDE, and School Based teams occurs regularly. Two ETCs serve on EQOC and meet on a periodic basis. The PGES Implementation Team and key cabinet members attend quarterly EDI meetings with KDE.
4.1.2.3	The Teacher Professional Growth and Effectiveness System and the Principal Professional Growth and Effectiveness System are in full implementation (without accountability) in every school for the 2014-2015 school year. TPGES and PPGES will be used to support and monitor effective teacher and leadership practices aligned to the Danielson Framework, with ongoing feedback and input from all stakeholders to continue to improve student success.	Branham Armour ETCs	Gheens Leadership, EQOC, Asst Sups, HR, ETCs, JCTA, PTA, JCASA	Aug. 2014	May 2015	N/A	N/A		The district provides on-going support to schools implementing TPGES and PPGES by providing professional development and individual support as needed. The board approved Certified Evaluation Plan (CEP) serves as the foundation for this work.
4.1.3	Develop and implement the Educator Growth System (EGS) to promote effective instruction and learning by collaborating with postsecondary schools, JCTA, JCASA, and KDE.	Raisor Hensley							
4.1.3.1	Continue and enhance collaboration with KDE to further develop and implement the teacher and principal professional growth and effectiveness systems, adding the Other Professional Growth and Effectiveness System (OPGES) and TPGES for Early Childhood teachers.	Armour ETCs	Gheens Leadership, EQOC, Asst Sups, HR, ETCs, JCTA, PTA, JCASA, KDE, EDI	Aug. 2014	May 2015	N/A	N/A		On-going. OPGES will implement fully without accountability for the 2015-2016 school year.
4.1.3.2	EQOC and district leadership will continue to meet to review and develop the components of the Educator Growth System that will ensure support in all areas of an employee’s tenure, from recruitment to retirement.	EQOC	Gheens Leadership, EQOC, Asst Sups, HR, ETCs, JCTA, PTA, JCASA	Aug. 2014	June 2016	N/A	N/A		A certified evaluation plan was collaboratively created and approved in May. The new PGES will be fully implemented in the 2015-2016 school year. The work of EQOC will now focus on creating and aligning the other

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source	Status	Progress Notes
									components of a “recruitment to retirement” Educator Growth System.
4.1.3.3	Continue and enhance collaboration with local universities to further develop and improve a growth system that is aligned with current best practice to support student success and ensure quality candidates.	Armour ETCs	Gheens Leadership, EQOC, Asst Sups, HR, ETCs, JCTA, PTA, JCASA	Aug. 2014	May 2015	N/A	N/A		ETCs have presented TPGES information to classes at Spalding and Bellarmine.
4.1.3.4	Support all schools as they implement TPGES and PPGES, and support the cohorts of OPGES and Early Childhood teachers who are piloting OPGES and TPGES for Early Childhood with continued just-in-time professional development, and enhancement of the CEP.	Armour ETCs	Gheens Leadership, EQOC, Asst Sups, HR, ETCs, JCTA, PTA, JCASA	Aug. 2014	May 2015	N/A	N/A		Support was provided to schools and Principal SBAT groups for implementation of TPGES and PPGES.  Trained Early Childhood staff.

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

**GOAL 2: Safe, Resourced, Supported, and Equipped Schools - The district provides safe, well-staffed and well-resourced schools to support needs of every student.**

**OBJECTIVES:**

1. Instructional Funding: Increase total proportion of general funds directed to instruction and achievement from 54% in 2013 to 55% by 2015.
2. Interventions: Increase the percentage of Novice students receiving interventions and supports (baseline 2015)

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source	Status	Progress Notes
4.2.1	Create Central Office services, structures, and budgeting methods, aligned with district priorities and best practices that meet school needs and promote student success.	Hardin Raisor							
4.2.1.1	No org charts for central offices will be submitted to the Board that increases the costs of those departments, that adds salary increases to existing staffing models, or that provides upgrades in salaries for positions within departments. This strategy will remain in place indefinitely and will not be circumvented or waived, regardless of proposed fund sources.	Hardin Raisor Tanner	Central Office Depts.	July 2014	Aug. 2015	NA	N/A		Strategy has not yet been initiated. However, every vacant central office continues to be evaluated prior to posting.
4.2.1.2	As existing positions become vacant that exist on org charts, a review will be completed to find opportunities to make recommendations to move positions from central office to school-based. CMA A.10.7	Raisor Rosen	Cabinet, Central Office Depts.	July 2014	ongoing	NA	N/A		In April, the board approved a central office reorganization that netted over \$2 Million in central office salary savings. Every vacant central office continues to be evaluated prior to posting. A compensation analysis study is also being completed this fall that will further inform this work.
4.2.1.3	Special school allocations will be brought into conformity on flexible spending, and will be analyzed for possible staffing models that have reasonable student to teacher ratios.	Hardin Collopy	Special Schools	July 2014	Aug. 2015	NA	N/A		Standardization of flexible spending has been completed.
4.2.1.4	Special school allocations will be amended based on history of unused non-flex budget.	Hardin Collopy	Special Schools	July 2014	Aug. 2015	NA	N/A		Budgets adjusted for non-use and resources redirected to other initiatives approved by Board.
4.2.1.5	Programs that are peripheral to strategic plan will be submitted for elimination, and only research-based programs that demonstrate meeting student needs and include	Hardin Collopy	Cabinet, Financial Planning, Data	July 2014	Aug. 2015	NA	N/A		JCPS Improvement Model is still under development, but will be presented to Superintendent and to cabinet in



#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source	Status	Progress Notes
	proposed progress monitoring systems will be considered as part of the budget request process.		Management, Schools						advance of FY 2016-17 budget cycle. The model includes the new budget proposal process that was implemented this year which links proposals to the strategic plan and requires a research based component and progress monitoring plan.
4.2.1.6	Track progress and provide quarterly updates on implementing actions to address state audit recommendations	Hardin	Finance Dept.	Aug 2014	Dec. 2015	NA	NA		Full report provided to state auditor and GLI. Adam Edelen gave JCPS a "grade A" on response to audit.
4.2.1.7	CTE Department equitably allocates Federal, State, and District funds to sustain and improve career pathway programs based upon District and Department priorities. This includes monitoring program enrollment and Perkins indicators.	Talley and Truax	Schools	Aug. 2014	May 2015	\$1.7 million	Carl D. Perkins, General Fund		Perkins allocation formula for schools: (Prior Year TEDS Enrollment x \$35) + (Prior Year TEDS Enrollment for Disadvantage x \$25) + (Prior Year TEDS Enrollment for Special Populations x \$25) <a href="#">Perkins Budget Allocations</a> <a href="#">Perkins Budget Expenditures by School</a>
4.2.2	Provide programs, services, and resources (e.g., funding; materials; high-quality teachers prepared to support diverse students) in ways that promote access, equity, and a sense of safety and security to all students in every school.	Marshall Hardin Raisor							
4.2.2.1	Section 7 allocation to schools will be analyzed for possible repurposing using disaggregated data to determine best usage of funds for the support of Gap students, with a formal proposal to be presented to the Board for approval and subsequently provided to schools no later than May 30 <sup>th</sup> of the prior fiscal year.	Marshall Hardin	Schools, Financial Planning and Diversity and Equity Depts.	Dec 2014	May 2015	\$4,000,000 (Refocused)	General Fund		Section 7 distribution has moved to DEP in order to promote an intentional use of funds towards the support of gap students.
4.2.2.2	Bolster the CARDS program and secure monies from TII to sustain the program	Marshall	Human Resources and Diversity and Equity	Aug. 2014	May 2015	\$180,000	Gheens Foundation		Not funded again

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source	Status	Progress Notes
			Depts., Schools						
4.2.2.3	Continue to host Equity Institutes that address (in)equities	Marshall	Gheens and Diversity and Equity Depts., Schools	Aug. 2014	May 2015	NA	NA		Equity Institute OCT 5; U of L Equity Project is in the planning and design phase. The project involves a collaboration between JCPS DEP and University of Louisville faculty and doctoral students to conduct research on equity issues.
4.2.2.4	Bolster restorative practices and continue to offer trainings for school staff	Marshall	Gheens and Diversity and Equity Depts., Schools	Aug. 2014	May 2015	NA	NA		In partnership with UofL. Restorative PDs are set through the year.
4.2.2.5	Utilize the Equity Council to render recommendations to JCBOE, including the use of district and school level equity scorecards	Marshall	Community Partners, Schools	Aug. 2014	May 2015	NA	NA		Presents to the Board in September
4.2.2.6	Bring the ACES teaching program to scale by using Title II funds to support an increase in participants. Also, raise the rigor of the program by having a diverse and demanding roster of course offerings.	Marshall Raisor	Teachers and Schools	Aug. 2014	May 2015	\$200,000	Title II		Cohort increased by two candidates
4.2.2.7	Minority Teacher Recruitment: Purposely recruit teachers (through traditional and non-tradition forms of recruiting) from other parts of the nation that understand the needs of JCPS and possess the disposition to teach in an urban setting.	Marshall Raisor	Teachers and Schools	Aug. 2014	May 2015	NA	NA		KyLOU day brought in 17 candidates with promise to be conditionally hired on the spot; however not all candidates were hired. Continue to explore effective recruitment strategies. Beginning random process review for hiring of principals.

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source	Status	Progress Notes
4.2.3	Implement a coordinated system of academic and behavioral supports and interventions for students that is flexible and timely to meet the needs of each student for optimal success.	Hensley Marshall							
4.2.3.1	Train, coordinate and monitor functioning departments of School-Based Student Response Team (SRT) Work, Area-Based SRT Work and Data-Based SRT Work with Assistant Superintendents, School Leaders, District Coordinators and Key Staff, Activating Clerks and Responders. CMA A 9.5, A 9.7, KDE A.3	Hensley Averette Whitlow	Principals, Assistant Principals, Counselors, SRT Coaches	July 2014	June 2015	\$207,378 (2 Resource Teacher, 1 Social Worker)	General Fund		The SRT work continues to be revised to meet the needs of the district and individual schools.  Training was provided to all SRT responders, SRT Coaches, SRT Case Managers, and Mental Health Counselors on procedures for obtaining data, data analysis, and sharing data with stakeholders within their schools. Data from the Dashboard was printed and distributed on a weekly basis to all Assistant Superintendents.
4.2.3.2	Pilot one classroom as the District SRT Positive Action Center (PAC).	Hensley Averette Whitlow	Elementary Schools	July 2014	June 2015	\$100,000 1 teacher, 2 assistants	General Fund		The function of the DPAC was to meet the therapeutic and academic needs of K-1 students and to successfully transition them back to their sending school.  Data indicates that students who were not referred to ECE while at the DPAC, had successful transitions back to their schools. Data also indicates that approximately half of all students referred to DPAC were referred to ECE while in the DPAC. Some of these children required a two-to-one adult to student ratio.
4.2.3.3	Design and review (ongoing) needed documents; training and data system(s), to include effective and efficient use of Infinite Campus and CASCADE to support SRT Work; SRT Policies; SRT Procedures; plus, current and future needs of SRT to better support students, families, and school staff. CMA A 9.5,	Hensley Averette Whitlow Posey Data Management	Principals, Assistant Principals, Counselors, SRT Coaches	July 2014	June 2015	NA	NA		This continues to be a work in progress as SRT documents are continually revised and refined to meet the needs of schools. All current SRT documents are on the District website. In addition,

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source	Status	Progress Notes
	<p>A 9.7, KDE A.3 All SRT documents will be updated (ongoing) and placed on SRT/PBIS website.</p> <p>The following training will be revised/produced and placed on the SRT/PBIS website</p> <ul style="list-style-type: none"> <li>• Restraint and Seclusion</li> <li>• School-Based SRT Overview</li> <li>• Area SRT Overview</li> <li>• Positive Action Center</li> <li>• Behavior Incident Logs</li> </ul>								<p>SRT Coaches can upload and share documents they have created.</p> <p>Documentation for Restraint and Seclusion has been successfully utilized on the JCPS website.</p> <p>JCPS is currently transitioning from BILS to teacher entered referrals on Infinite Campus to assist with greater accuracy of data.</p>
4.2.3.4	<p>Assess and analyze results of data on important SRT Statistics (i.e., LOST INSTRUCTIONAL TIME: suspensions, attendance, ISAP usage, discipline referrals, dropouts, etc.) with and for Superintendent, CAO, Assistant Superintendents and School –Based SRT Teams to make improvements and positive adjustments as needed with SRT Teams, Staff, Procedures, Programs, and other areas of critically important work. Training on analyzing data will be provided for all stakeholders. CMA A 9.5, A 9.7, KDE A.3</p>	<p>Hensley Averette Area Superintendents SRTs at the District Level Data Management</p>	<p>Principals, Assistant Principals, Counselors, SRT Coaches</p>	<p>July 2014</p>	<p>June 2015</p>	<p>NA</p>	<p>NA</p>		<p>Training on accessing, analyzing, and sharing data was provided to all SRT Coaches, SRT Case Managers, Mental Health Counselors, PBIS Coaches, PBIS Building Leads, PBIS Cohorts, and APs. In addition, Data Management provided training on data to all Principals and Assistant Superintendents.</p>
4.2.3.5	<p>Priority Schools will utilize a Student Response Team at the school level, the achievement area level and the district level to respond promptly to student behavioral and support issues. District-level SRT staff will visit all priority schools to assist and support the school with implementing an SRT Team and PAC with fidelity.</p>	<p>Averette Whitlow Posey Area Superintendents SRTs at each level</p>	<p>Priority School Principals, Assistant Principals, Counselors, SRT Coaches</p>	<p>Sept. 2014</p>	<p>June 2015</p>	<p>NA</p>	<p>NA</p>		<p>SRT Walkthroughs were conducted in priority schools. Additional supports were provided based on feedback from the walkthroughs.</p> <p>SRT Coaches placed at the priority schools were fully trained on all aspects of SRT and PAC.</p>
4.2.3.6	<p>Continue to build capacity in schools to become positive, supportive learning environments by working to stop school violence, preventing student substance abuse and using the JCPS assessment center (PBIS, Safe and Drug Free Schools/Student Relations) to determine what assistance families need to remove educational barriers.</p> <ul style="list-style-type: none"> <li>• PBIS training will be on-going</li> <li>• SRT Coach training</li> </ul>	<p>Averette Whitlow Brahim Posey Area Superintendents SRTs at each level</p>	<p>Elementary, Middle, High Schools</p>	<p>July 2014</p>	<p>June 2015</p>	<p>\$749,000</p>	<p>School Transfor- mation Grant</p>		<p>PBIS training is on-going. Two new Cohorts will be added this summer, including an early childhood cohort. In addition, the State trainer from KDE will be training the Restorative Academies.</p> <p>All SRT Coaches and SRT Case Managers have been trained on SRT</p>

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source	Status	Progress Notes
	<ul style="list-style-type: none"> <li>Regular SRT Case Manager training CMA A 9.5 A 9.7, KDE 4.3, A.3</li> <li>Continue to add PBIS Cohorts</li> <li>Monitor existing PBIS Cohorts for implementation with fidelity</li> <li>Train District Coaches support schools with implementing PBIS with fidelity CMA A 9.5, A 9.7, KDE R.3</li> <li>Encourage use of Safe and Drug Free website to provide information and resources to families.</li> </ul>								<p>procedures and protocols, acquiring, analyzing, and sharing data, de-escalation, and PAC procedures and protocols.</p> <p>Five District PBIS Leads have been fully trained in PBIS. The Leads have been assigned to PBIS schools. PBIS Schools' progress is monitored on a regular basis and additional supports provided as needed.</p>
4.2.3.7	Provide district-wide training on Bullying Prevention with all staff, provide bullying prevention materials online (including bullying reporting form and district bullying flow chart) and provide ongoing communications through the 15 <sup>th</sup> District PTSA Newsletter. CMA A 9.5, A 9.7, KDE R.3, A.3	Whitlow, Dolson, Sheehan, SRT Coaches	Elementary, Middle, and High Schools	July 2014	June 2015	\$5,000	General Fund		<p>All bullying materials are online. In addition, the Bullying Prevention Resource Teachers have designed an ePD on pdCentral that has been very well received with 264 JCPS personnel taking the course. Seventeen Bullying PD sessions were offered during the 2014-15 school year, including topics on Cyberbullying, Girl Bullying, SRT Non-Negotiables to Address Bullying in the Classroom, Bullying Prevention.</p> <p>Schools requiring assistance with bullying issues called their Area Clerk at their Assistant Superintendent's office to request SRT Bullying assistance. A Bullying Prevention Resource Teacher was immediately dispatched to the school.</p> <p>Ongoing bullying prevention information was provided to the 15<sup>th</sup> District PTA.</p>

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source	Status	Progress Notes
4.2.3.8	Provide Safe Crisis Management (SCM) training and supports which teaches staff de-escalation techniques. Each school will have a Core Team of SCM trained personnel. CMA A 9.5, A 9.7, KDE 4.3, A.3	Whitlow, Klingman	Elementary, Middle, and High Schools	July 2014	June 2015	NA	NA		SCM personnel provided the following for all JCPD personnel: <ul style="list-style-type: none"> <li>• 34 Initial SCM Trainings</li> <li>• 27 Re-certification SCM Trainings</li> <li>• 101 Practice Sessions</li> </ul>
4.2.3.9	Using Louisville Linked, develop a cohort of students who are considered High Challenge and High Resiliency and nurture them to Tier I universities, where they have a better chance of retention than even local universities.	Hensley Bartlett Community Members	Principals, Assistant Principals, Counselors, FRYSCs	July 2014	June 2015	NA	NA		Through Louisville Linked committees have been formed to address students who have high challenge and high ability. The 2015-2016 school year will see two of these committees: Success Pathways and Career Exploration working to provide students at all levels with extended opportunities for college and career exploration.
4.2.3.10	Promote the Louisville Linked system to the community and school personnel; including developing the program, training and continuous monitoring of the program. Louisville Linked involves partnerships with over 100 agencies, including the Metro United Way, Seven Counties and the 15 <sup>th</sup> District PTA Clothing Assistance Program. CMA A. 9.5	Hensley Bartlett Community Members	FRYSCs, Counselors,	January 2014	June 2015	\$138,100 \$90,652 \$15,000	General Fund		Louisville Linked has been promoted throughout the year to community and school personnel through various community meetings. Trainings for staff has also occurred throughout this time. Each month, the Louisville Linked Core team meets to discuss progress and areas of improvement.
4.2.3.11	Plan and schedule bi-weekly Core Planning Team meetings with District Personnel and Community members to review data monthly on the use of Louisville Linked and 3 times per year to review expanded data to determine areas of success and areas for growth. CMA A 9.5	Hensley, Averette, Bartlett, Data Management	Counselors, FRYSCs	January 2014	June 2015	NA	NA		The Louisville Linked Core Planning team met twice monthly until March, 2015. At this time, the team determined that it would be more beneficial to our students for the planning team to meet monthly and small group committees to also meet once per month, resulting in Louisville Linked continuing to meet 2 times per month but with one meeting being and overall where we are and the other being a very focused and targeted meeting.

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4.2.3.12	Provide resources and training on trauma and mental health to schools to ensure students are safe and secure	Averette, Whitlow, Sircy, Bargione	Elementary, Middle, and High Schools	July 2014	June 2015	\$100,000	Project AWARE Grant		Ten District Staff were trained and certified as Mental Health First Aid Trainers in February 2015. Assistant Superintendents were briefed on plan to train 200 to 300 hundred school based personnel to become Mental Health First Aiders. Professional development schedule established to train school staff in Summer 2015. Evaluation methods are being established for on-going training through the year.

Pending Board Approval: 12.15.14; Updated Progress Report – July 2015

Notes: Activities address Curriculum Management Audit recommended actions (CMA); Activities address KDE Leadership Assessment recommendations (KDE)

# 2014-15 JCPS Comprehensive District Improvement Plan: Implementation Status

■ % Complete   ■ % In Progress   ■ % To Begin

