Comprehensive District Improvement

Plan

Jefferson County

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Executive Summary

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf

Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf

Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf

Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf

Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf

Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf

Equitable Access to Effective Educators - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Data.		JeffersonCounty_SchoolEquityDiagnostic

Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Our data demonstrates that our population is majority non-White and from more at-risk backgrounds. Over 60% of students have free or reduced-price lunch and 7% of our student population have limited English proficiency. While the majority of our teaching staff is experienced, we have about 7% that are KTIP teachers.

In order in increase equitable access to effective educators, JCPS has an MOA with JCTA that allows Priority Schools to recommend new hires rather than experienced current teachers. It is the school's choice on whether or not to accept teacher transfers during the summer. They are given access to the transfer lists before nonpriority schools. Prior to the school year beginning, they have the option to choose off of the transfer list, select from over-staffed teachers, and new hires. After August 1st, all schools must select from new hires. The number of experienced teachers in the new hire pool is limited. Teacher mobility impacts the district's ability to ensure high needs students are not assigned inexperienced teacher

After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Our barriers are consistent to past years. There is a decreasing pool of qualified teacher candidates in specific certification areas, such as mathematics, science, low incidence special education. From the KY Human Capital Diagnostic Report and our own JCPS Human Capital Diagnostic analyses, we know that high-poverty schools and schools with lower average test scores are more likely to hire new teachers. Retention of teachers at low performing and high needs schools has also been a barrier.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Goals Data.		JeffCounty_Equity Goals

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

In order to meet all 5 KDE Delivery Targets, JCPS will implement DEEPER LEARNING: Each student will progress toward mastery of both academic standards and the capacities and dispositions necessary for success in college, career, community, and life.

Measurable Objective 1:

collaborate to 1. meet our 2016-2017 delivery targets in Novice Reduction (for all and for gap students), Proficiency (for all and for gap students), College and Career Readiness and Graduation. by 10/31/2017 as measured by KPREP and State Graduation and CCR data.

Strategy1:

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

Category: Learning Systems

Research Cited:

Activity - 1.1.4.6P Continue providing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.4.6P Continue providing professional development to build teacher capacity in assessment literacy including the development and use of formative, authentic, project and performance-based assessments. An emphasis will be placed on priority schools	Professional Learning	08/10/2016	12/19/2017	$50000 - Title II Part A	Branham, Munoz

Strategy2:

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

Category: Learning Systems

Research Cited:

Activity - 1.1.2.6 Collaborate to provide PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.2.6 In support of new state science standards, Curriculum Science Specialists (K-12) will collaborate to continue to provide professional development to build teacher capacity in Environmental Science using Authentic, real world settings to meet diverse learner needs and help eliminate the achievement gap. (Same as 1.1.5.6)	Professional Learning	08/01/2016	06/01/2017	$0 - No Funding Required	Branham Wright Thompson

Activity - 1.1.2.4 Utilize the Baldridge Criteria	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.2.4 Utilize the Baldridge Criteria as an integrated management framework for Strategic Planning to streamline and support academic standards and to understand and manage organizational performance.	Academic Support Program	12/01/2016	05/01/2017	$3000 - Title II Part A	Branham Isaacs

Activity - 1.1.2.5 Provide Program Review PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.2.5 Provide Program Review Professional Development that focuses on guidance regarding navigating through the ASSIST Platform, Program Review components/descriptors, and Program Review Accountability	Professional Learning	02/01/2017	04/01/2017	$0 - No Funding Required	Branham Wright

Activity - 1.1.2.9P ECE and ESL Specialist collaborate with Curriculum Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.2.9P ECE and ESL Specialists will collaborate with Curriculum Content Specialists to provide on-going professional development to meet diverse learner needs during cycle PD sessions OR school designated PD time. Emphasis placed on supporting priority schools with large percentage of ECE and ESL students.	Professional Learning	12/01/2016	12/30/2017	$0 - No Funding Required	Branham, Averette, Isaacs, Munoz

Activity - 1.1.2.2 Contract with Buck Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.2.2 Contract with the Buck Institute to provide the first of several cohorts of high schools that will participate in training and support provided by the Buck Institute - PBL 101 to support Project Based Learning. Schools will be targeted based on the presence of systems already in place to support Project Based Learning. Academic Staff and Specialists will be included in some of the first sessions for Cohort 1 during the 2016-17 school year.	Professional Learning	08/01/2016	05/01/2017	$67800 - Title II Part A	Branham Isaacs Identified High School Principals, Rodgers

Activity - 1.1.2.1P Specialist provide ongoing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.2.1P Curriculum Content Specialists will provide on-going professional development for teachers and coaches to include training and coaching on differentiated instruction, and deeper learning to meet diverse learner needs during cycle PD sessions for each of the four curriculum cycles. A particular emphasis will be placed on priority schools.	Professional Learning	08/01/2016	05/01/2017	$45000 - Title II Part A	Branham Isaacs Wright

Activity - 1.1.2.3P Provide project based Learning training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.2.3P Provide Project-Based Learning training through the Buck Institute for C & I Specialists and District Leadership in order to support schools implementing PBL and/or beginning PBL authentic, assessments, with a particular emphasis on supporting priority schools.	Professional Learning	07/01/2016	11/01/2017	$33000 - Title II Part A	Branham Isaacs, Munoz, Rodgers

Activity - 1.1.2.7 Provide Individual Learning Plan PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.2.7 Provide Individual Learning Plan Professional Development that will focus on accessing the ILP, key components and features of the ILP, ILP Completion Standards by Grade Level, Developing and ILP and navigating through the Parent Portal	Professional Learning	08/01/2016	06/01/2017	$0 - No Funding Required	Branham Wright Gray

Activity - 1.1.2.8P Provide training to build teacher capacity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.2.8P Provide training and support to build teacher capacity in Response to Intervention, with a particular emphasis in supporting priority schools.	Professional Learning	11/01/2016	12/30/2017	$0 - No Funding Required	Branham, Isaacs, Munoz

Strategy3:

1.1.7 Eliminate achievement, learning, and opportunity gaps - Eliminate achievement, learning, and opportunity gaps: Establish the

elimination of gaps in educational outcomes for students as a fundamental objective of the district. This objective is to be pursued through the

development and implementation of research or evidence-based strategies and best practices at the district, school, and classroom level, including differentiated resources and targeted strategies to increase student success, such as the Males of Color Initiative, and the Closing Minority Gaps through AP Enrollment and Support Program.

Category: Learning Systems

Research Cited:

Activity - 1.1.7.3 ECE Specialist provide PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.7.3 ECE Specialists will provide on-going professional development to include training and coaching on differentiated instruction based in areas of literacy and mathematics needs as determined by student data analysis specifically to teachers teaching students with disabilities.	Professional Learning	12/01/2016	06/30/2017	$0 - No Funding Required	Averette

Activity - 1.1.7.6P PD to address cultural diversity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.7.6P Provision of professional development to address cultural (in)competence utilizing 1) C.A.S.E law PD and 2) Equity Institutes-district-wide PD that sees to address (in)equities in the district.	Professional Learning	07/01/2016	12/30/2017	$87500 - General Fund	Marshall, Munoz

Activity - 1.1.7.2P Promote Louisville Linked	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.7.2P Promote Louisville Linked system to the community and school personnel; including refining 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 15th District Program Assistance Program	Community Engagement	12/01/2016	06/30/2017	$0 - No Funding Required	Averette, Munoz

Activity - 1.1.7.8 Assist in efforts to develop support systems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.7.8 Coordinate and participate in interagency efforts through the By All Means and Say Yes initiatives which aim to develop integrated student support systems with community partners	Community Engagement Behavioral Support Program Academic Support Program	07/01/2016	12/30/2017	$0 - No Funding Required	Herring

Activity - 1.1.7.7 Expand learning opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.7.7 Expand learning opportunities to address opportunity gaps: 1) Expand REACH Academy (program to designed to help students of color pass the AP test), 2) Expand Coding opportunities for Males of Color (opportunities for students to learn the language of computer coding, learn the tenets of being an entrepreneur, 3) Expand Out of School Time Enrichment activities (community-based initiative to provide students with learning opportunities outside of school, generally in the Zones of Hope), and 4) Provide additional literacy programming that matches literacy with activities	Academic Support Program	07/01/2016	12/30/2017	$136000 - General Fund	Marshall

Activity - 1.1.7.4 ECE Specialist provide PD for Positive Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.7.4 ECE Specialists will provide on-going professional development to include training and coaching on differentiated instruction based in areas of positive behavior and research-based strategies for working with students on the autism spectrum specifically to teachers teaching students with disabilities.	Professional Learning	12/01/2016	06/30/2017	$0 - No Funding Required	Averette

Activity - 1.1.7.1 Prepare and support students during transition years	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.7.1 Prepare and support students during transition between school levels; early learning and successful transition into school; academic achievement and well-being and graduation and transition into adult life (e.g. Men of Quality, Women of Worth, Middle School Transition Nights, Kindergarten Readiness Camps, and Families in Training Program, college tours/visits, and mentoring programs).	Behavioral Support Program Academic Support Program	12/01/2016	06/30/2017	$0 - No Funding Required	Averette

Activity - 1.1.7.5 Continue supporting the ACES program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.7.5 Continue supporting the ACES program (alternative certification program for minority teachers)	Recruitment and Retention	07/01/2016	12/30/2017	$80000 - Title II Part A	Marshall

Strategy4:

1.1.1 Adopt a broader definition of learning - 1.1.1 Adopt a broader definition of learning: Align teaching strategies, assessments, and

rigorous learning opportunities that promote student mastery of academic knowledge and the development of the capacities (e.g. creativity,

critical thinking, self-regulation) and dispositions (e.g. persistence, empathy, responsibility) necessary for success in life.

Category: Integrated Methods for Learning

Research Cited:

Activity - 1.1.1.5 Develop alternative to PD through Deeper Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.1.5 Develop alternative approaches in providing Professional Development through Deeper Learning (i.e. hybrid PD), aligned across multiple departments including C & I and PD Office.	Professional Learning	11/01/2016	05/01/2017	$30000 - Title II Part A $16000 - General Fund	Branham, Isaacs

Strategy5:

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

Category: Learning Systems

Research Cited:

Activity - 1.1.5.1P Participation in the Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.5.1P 63 targeted Elementary Schools will participate in the Bellarmine Literacy Project for 2016-17 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 on grade level reading to support the Third Grade Reading Pledge. For the 2017-18 school year, 10 additional elementary schools will come on board. Additional training will include capacity-building at the school level to develop and implement a school-wide literacy plan for those schools already participating in the Bellarmine Literacy Project.	Professional Learning Academic Support Program	08/01/2016	05/01/2017	$1937100 - General Fund $800000 - Title II Part A	Magpuri-Lavell, Branham, Munoz

Activity - 1.1.5.2 Identify a Literacy Assessment Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.5.2 Work to identify a Literacy Assessment Continuum for K-3 classrooms and systematic use of data to provide students with appropriate instruction, monitor program effectiveness, track student progress, and allocate resources. Provide PD and Training to K-3 teachers to support a new system for end of year benchmarks that will measure on grade level reading for all K-3 students. Training will include information on the new benchmarks as well as CASCADE support for data entry and analysis. (Third Grade Reading Pledge)	Professional Learning Academic Support Program	08/01/2016	05/01/2017	$0 - No Funding Required	Magpuri-Lavell, Branham Isaacs Mettille

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Activity - 1.1.5.3P Work with finance to transition funds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.5.3P Work closely with finance to transition summer literacy boost funding from Title 1 to general funds for Summer Literacy Boost 2017. Target ALL rising 1st graders who are not yet reading on grade level to participate in this opportunity for extended learning during the summer of 2017 to support the first phase of the Third Grade Reading Pledge.	Other	08/01/2016	05/01/2017	$4000000 - General Fund	Branham Handley Carrico, Munoz

Activity - 1.1.5.5 JCPS presenting with REL Appalachia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.5.5 JCPS partnered with REL Appalachia to present: Teaching Academic Content and Literacy to English Learners. Key Topics include recommendations from the IES Practice Guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, hands-on strategies for implementing the recommendations, and guidance on facilitating a professional learning community. Attendees include individuals and/or teams of practitioners from schools and districts, who work with English learners.	Professional Learning	07/13/2016	07/13/2016	$0 - No Funding Required	Branham Wright Beardsley

Activity - 1.1.5.8P Provide extended learning opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.5.8P Provide extended learning opportunities for students at elementary, middle and high priority schools who are not performing at proficient levels on reading and writing district proficiency and state accountability assessments.	Extra Curricular Academic Support Program	12/01/2016	12/31/2017	$0 - No Funding Required	Assistant Superintendents, Hardin, Collopy, Munoz

Activity - 1.1.5.6 Curriculum Specialist provide PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.5.6 In support of new state science standards, Curriculum Science Specialists (K-12) will collaborate continue to provide professional development to build teacher capacity in Environmental Science using Authentic, real world settings to meet diverse learner needs and help eliminate the achievement gap. (Same as 1.1.2.6)	Professional Learning	08/01/2016	06/01/2017	$0 - No Funding Required	Branham Wright Thompson

Activity - 1.1.5.7 Maintaining library media resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.5.7 A collection analysis will be provided to each librarian and principal to facilitate the maintenance of up-to-date school library media resources.	Academic Support Program	08/01/2016	06/01/2017	$0 - No Funding Required	Lanata

Activity - 1.1.5.4 Create ESL Summer Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.5.4 ESL Summer Programs for elementary, middle, and high school students. Summer programs include: Early Summer Reading Program for ELLs, 2 programs for recently arrived refugee students – partnering with Catholic Charities and Kentucky Refugee Ministries, partnership with Americana Community Center summer enrichment, ESL Newcomer Academy math and English enrichment, and Junior English	Academic Support Program	06/01/2017	07/30/2017	$175000 - Other	Branham Wright Beardsley

Goal 2:

PROFESSIONAL CAPACITY: Increase the capacity of staff to create engaging, rigorous learning opportunities for students to progress in academic achievement and the development of the learner capacities and dispositions necessary for success in life

Measurable Objective 1:

collaborate to Increase the percentage of students who have access to effective educators (baseline 2016-17) and Increase the percentage of educators exhibiting the professional capacity to implement the integration of teaching, assessment, and learning opportunities in by 12/31/2017 as measured by a multi-method approach including surveys and data from PGES.

Strategy1:

2.1.1 Personalized Deeper Learning - 2.1.1 Personalized deeper learning: Implement the Educator Growth System (EGS) with integrity across the district to increase educator capacity to provide personalized instruction and to engage students in deeper learning aligned with the curriculum.

Category: Professional Learning & Support

Research Cited:

Activity - 2.1.1.5P Design and implement differentiated PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.1.5P Design and implement differentiated professional development opportunities for administrators on instructional leadership practices to support, monitor, and evaluate effective teaching. An emphasis will be placed on priority schools.	Professional Learning	07/01/2016	12/30/2017	$0 - No Funding Required	Branham, Isaacs, Armour, Eckerle, Munoz

Activity - 2.1.1.6P Design and implement differentiated PD for New Teacher Induction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.1.6P Design and implement differentiated professional development (New Teacher Induction) opportunities for teachers to improve effective teaching. An emphasis will be placed on priority schools.	Professional Learning	07/01/2016	12/30/2017	$128000 - Title II Part A	Hudson, Armour, Munoz, Green, Colley

Activity - 2.1.1.2 Continue collaboration with EQOC and district leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.1.2 Continue collaboration between EQOC and district leadership to review, revise and refine all components of the Educator Growth System.	Policy and Process	07/01/2016	05/01/2017	$0 - No Funding Required	Eckerle, Young

Activity - 2.1.1.4 Develop work system	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.1.4 Develop a K-12 soft skills/work place skills system to complement the deeper learning dispositions in Vision 2020	Technology	07/01/2016	12/30/2017	$0 - No Funding Required	Rodgers

Activity - 2.1.1.1 Continue collaboration with KDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.1.1 Continue collaboration with KDE to further review and revise, as necessary, the Teacher (TPGES), Other Professionals (OPGES) and Principal (PPGES) Growth and Effectiveness Systems.	Professional Learning	07/01/2016	05/01/2017	$0 - No Funding Required	Armour, Eckerle, Young

Activity - 2.1.1.3 Provide PD for career academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.1.3 Provide project based learning, along with teacher externship training for interdisciplinary teams within career academies to strengthen instructional practices and student engagement.	Professional Learning	07/01/2016	12/30/2017	$4500000 - Other	Rodgers

Goal 3:

INFRASTRUCTURE IMPROVEMENTS: Improve and sustain infrastructures - physical,instructional, and human resources- essential to providing safe, resourced, supported, and equipped schools.

Measurable Objective 1:

collaborate to 1. Increase physical resources meeting standards; 2. increase resources/support allocations based on student need; 3. increase highly qualified/effective educators; 4. maintain qualified minority teacher applicants; 5. increase minority educator hires by 12/31/2017 as measured by multiple methods as described in Vision 2020 Metrics Plan.

Strategy1:

3.1.3 Improve human resources infrastructure - 3.1.3 Improve human resources infrastructure: Develop and implement a responsive, time-sensitive educator recruitment and placement process that: identifies, hires, and assigns teachers and administrators with the capacities, skills and dispositions necessary for effective teaching and learning; targets recruitment to fill high-need positions; identifies and hires a diverse workforce; and places and retains teachers in schools taking into account teacher experience and student needs.

Category: Human Capital Management

Research Cited:

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Activity - 3.1.3.5P Implement leadership and teacher incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.1.3.5P Implement leadership and teacher incentives for attracting and retaining highly-qualified staff in priority and transformation schools.	Recruitment and Retention	07/01/2016	06/01/2017	$0 - No Funding Required	Hudson, Armour, Munoz

Activity - 3.1.3.4 Develop and implement a screening process for the identification of highly qualified applicants	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.1.3.4 Develop and implement a screening process for the identification of highly qualified applicants for school-based administrative positions	Policy and Process Recruitment and Retention	07/01/2016	06/01/2017	$0 - No Funding Required	Hudson

Activity - 3.1.3.2 Create procedures for the development of a pool of qualified teacher applicants who are racial and/or ethnic minorities.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.1.3.2 Create procedures for the development of a pool of qualified teacher applicants who are racial and/or ethnic minorities.	Policy and Process Recruitment and Retention	07/01/2016	06/01/2017	$0 - No Funding Required	Hudson, Armour, Green

Activity - 3.1.3.3 Increase the percentage of highly qualified and effective school and district educators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.1.3.3 Increase the percentage of highly qualified and effective school and district educators who meet the diverse needs of students.	Recruitment and Retention	07/01/2016	07/01/2017	$0 - No Funding Required	Hudson

Activity - 3.1.3.1 Continue work with internal and external IT partners to update and enhance data systems that support effective and efficient recruitment, hiring and placement of teachers and administrators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.1.3.1 Continue work with internal and external IT partners to update and enhance data systems that support effective and efficient recruitment, hiring and placement of teachers and administrators	Recruitment and Retention	07/01/2016	06/01/2017	$125000 - General Fund	Hudson, Armour, Green, Eckerle

Goal 4:

HIGH-PERFORMING TEAMS & PROFESSIONAL LEARNING COMMUNITIES: Develop a culture of high-performing teams throughout the district that fosters collaboration, innovation,creativity, and continuous improvement.

Measurable Objective 1:

collaborate to 1. Increase the number of teams within and across divisions that exhibit characteristics of organizational effectiveness; 2. Increase the average effectiveness rating of PLCs; 3. Increase the number of staff who can lead teams in improving performance by 12/31/2017 as measured by metrics developed in the Vision 2020 Metrics Plan.

Strategy1:

2.2.3 Increase and deepen professional learning - Increase and deepen professional learning: Provide time and professional learning

opportunities for certified staff and classified staff to learn together, plan, and reflect upon and improve professional practice so that

employees are equipped and empowered to function as high-performing teams.

Category: Professional Learning & Support

Research Cited:

Activity - 2.2.3.2 Administer PD Needs Assessment to stakeholdes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.2.3.2 Develop and administer a comprehensive PD Needs Assessment to all stakeholders to best leverage District and School Based PD (including how to better support effective and high-performing teams) to impact student learning for the 2017-18 school year	Professional Learning	12/01/2016	02/28/2017	$0 - No Funding Required	Branham Isaacs

Activity - 2.2.3.3P Develop walk-through process to deepen PD learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.2.3.3P Develop and implement a comprehensive walk-through process to deepen professional learning and monitor the delivery of the intended curriculum across the district. Priority Schools and Transformation Schools will be the first priority for implementation. Process will involve Central Office Staff, Principals and Teachers	Professional Learning	12/01/2016	05/01/2017	$0 - No Funding Required	Munoz Branham Handley Wright Isaacs

Activity - 2.2.3.1P Schools will participate in Novice Reduction Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.2.3.1P All JCPS Elementary, Middle and High Schools will participate in a 6 hour Novice Reduction Training provided by KDE Consultants during the month of October. Intentional focus will be placed on equipping school teams and school level plans for implementing Novice Reduction Strategies for the 2016-17 school year.	Professional Learning	10/01/2016	11/30/2016	$0 - No Funding Required	Herring Branham, Munoz

Strategy2:

2.2.2 Building capacity of PLCs - Build capacity of PLCs: Improve professional practice and design deeper learning opportunities through

PLCs that leads to shared ownership of student success.

Category: Professional Learning & Support

Research Cited:

Activity - 2.2.2.2 Provide PD to build teacher capacity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.2.2.2 Contract with Solution Tree to provide professional development to build teacher capacity in assessment literacy including the development and use of formative, authentic, project- and performance-based assessments. Training will intentionally focus on Mathematics and ELA and follow up sessions will take place with Math and ELA Curriculum Specialists.	Professional Learning	08/01/2016	05/01/2017	$150000 - Title II Part A	Branham Isaacs Price

Activity - 2.2.2.1 PD training focused on RTI process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.2.2.1 A combination of 25 high need and Priority Elementary, all Middle and High School Priority Schools will attend a 2 day training focused on the RTI Process and building systems of support to ensure all students are learning at high levels as provided by national expert Mike Mattos (Solution Tree). An intentional focus will be placed on building school and district-wide systems of support.	Professional Learning	08/01/2016	12/30/2017	$41055 - Title II Part A	Branham Isaacs Price

Phase I - GAP Target Assurance

Introduction

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	See Attachment	JCPS_GAPAssurance2016

Phase I - Needs Assessment

Introduction

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

What Questions Are Being Answered with the Data?

In examining the data, we asked the following questions:
- What have we been doing well?
- Where can we improve to best meet the diverse needs of students in our community?
- Which schools and student groups still require the most support?
- What does the community value and want for our students?

To answer these questions, we conducted analyses of achievement, behavior, and regional demographic data as well as formative data (e.g., Comprehensive School Survey; TELL Kentucky survey). In the following sections, we highlight several key data points that provided answers to these questions.

What does the data/information tell us?

First, the district's accountability data demonstrate consistent, steady performance over the last few years. However, we did not meet our AMO Target of 53.2, and our Learners Score decreased from 52.2 in 2015 to 52.1 in 2016 suggesting more work is needed. We made gains in the area of Gap, College/Career Readiness, and Graduation Rate. Our combined percent Proficient/Distinguished for Reading and Math increased for all students (from 44.4 in 2015 to 46.2 in 2016) and for Gap students (from 34.4 in 2015 to 36.8 in 2016). All individual student groups, except LEP students, increased their proficiency rates in combined reading and math. College and career readiness rates continue to rise. Our 4 Year Graduation Rate was over 80% for the first time and more priority schools met their AMOs. In addition, kindergarten readiness rose from 47.9% last year to 51.6% this year.

JCPS now has 13 KDE Schools of Distinction, up from just three in 2013, and 59 JCPS schools are proficient or better. We are making significant gains in College and Career Readiness, with 63.4 percent of our students considered college and career ready this year, a 32 percent increase since 2010 and a 0.3 percent gain over last year. College Access Time (CAT) has been implemented so that there is dedicated, regularly scheduled time for students to meet with their peers and school staff personnel to develop academic and social skills towards college and career readiness as well as foster resiliency, learning skills, transition knowledge, and positive relationships.

JCPS students' 2015 results on the National Assessment of Educational Progress (NAEP) largely corresponded with our state assessment data. NAEP includes district level results for Trial Urban District Assessment (TUDA), which compares JCPS results to students in other urban districts and to students across the nation. The NAEP assessment (administered nationally to a sampling of 4th, 8th, and 12th graders) showed that JCPS held steady in Reading and Math at grades 4 and 8 from 2013 to 2015. In addition, our NAEP results showed progress in closing the achievement gap in some areas, such as gains for students on free/reduced price lunch in 4th grade Math. JCPS performed better than the NAEP large city average in Reading and on par with large city average in Math.

We also use the TELL data as a way to measure for improvement and help us prioritize our teaching conditions needs in general and to inform our district (CDIP) and school (CSIP) improvement plans in particular. While JCPS scored lower than the state average on a number of constructs, we improved from 2013 to 2015 in the following constructs: time, facilities and resources, community support and involvement,

teacher leadership, instructional practices and support and overall rating. Areas for growth continue to be managing student conduct and use of time.

In addition to TELL, JCPS also administers a Comprehensive School Survey for parents, staff, and students. The Comprehensive School Survey (CSS) is an annual survey that aims to assess the learning climate, working conditions, and overall satisfaction in schools and central office departments from multiple stakeholder groups including students (grades 4-12), parents, school staff, and central office staff. Overall, findings showed that while JCPS Satisfaction held steady for students, parents and school-based classified staff surveys, there was a significant decline in satisfaction for teachers and non-school based staff. Decreases were also observed across all surveys in items associated with School Administration/Governance. A few key take-aways from the latest survey results shows that JCPS needs to work on improving internal communications and central office should focus on building relationships with schools. We cannot learn how to improve if we do not seek feedback. So, as part of our next steps senior leadership (cabinet) is engaging in a series of "listen and learn" opportunities where they visit with school faculties to learn more about your school's successes and challenges and how the district can support their work.

In the Fall of 2016, JCPS also launched a monitoring dashboard for 3 key metrics: staff attendance, student attendance, and student behavior referrals/suspensions. This dashboard provides daily updates in these areas as well as providing the ability to drill down utilizing different filters including by school, by grade, by month, and by demographic variables. First semester data is showing some concerns in the areas of student behavior and student attendance with increases in unexcused absences and increases in behavioral referrals/suspensions.

Finally, updates to the Equity Scorecard data, which disaggregates data (college/career, literacy, culture and climate, and discipline) by school poverty level and by student groups demonstrated some gains in the area of college/career and literacy, but concerns overall for inequities between students groups. For example, just over one-fourth of black students who are eligible for free or reduced-price lunch (27 percent) are Proficient readers. Among white students, the rate is 19 points higher, at 46 percent. If we look at race and lunch status together, white students who pay for lunch are much more likely to be Proficient readers, scoring 25 percentage points higher than black students who pay for lunch. When examining the 2016 Comprehensive Survey Data and examining sense of belonging, one out of four students from lower income backgrounds do not feel a sense of belonging at their school. African-American students from lower income backgrounds and high-income backgrounds rate their sense of belonging lower than other student groups. In sum, what the Equity Scorecard tells us is that poverty status alone--while being a contributing factor to student outcomes--does not fully explain the inequities between racial/ethnic groups.

What does the data/information not tell us?
While we are zeroing in on academic and resource strategies for improving achievement, we also still must probe further into students' nonacademic needs that may be impacting their overall success as well. This is one area where we do not have comprehensive data because the source of student socio-emotional issues often stems from needs, conflict, and stressors occurring within families and the community outside of school. Students often bring these issues with them into their learning environment, which impacts their ability to focus and learn effectively.

As a result, we do not clearly know at this point whether we truly are seeing a substantial increase in the number of children with high socioemotional needs (Tiers II and III), whether it is still too early to measure impact from programs implemented in recent years to address socioemotional needs, or whether these initiatives are insufficient. Many schools still are in early stages of implementation of several initiatives, such as PBIS, mental health counselors, and Student Response Teams (SRT). The success of these programs not only depends on additional district-supported resources and services for students, but it requires intentional, systemic culture change. This type of system change often takes time because it is one of the most difficult transitions for organizations and communities to make, especially in a large, multi-faceted system such as ours.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

In terms of student achievement, there were several areas to celebrate. We made gains in the area of Gap, College/Career Readiness, and Graduation Rate. Our combined percent Proficient/Distinguished for Reading and Math increased for all students (from 44.4 in 2015 to 46.2 in 2016) and for Gap students (from 34.4 in 2015 to 36.8 in 2016). All individual student groups, except LEP students, increased their proficiency rates in combined reading and math. College and career readiness rates continue to rise. Our 4 Year Graduation Rate was over 80% for the first time and more priority schools met their AMOs. In addition, kindergarten readiness rose from 47.9% last year to 51.6% this year.

The number of graduates prepared for college and career has shown steady improvement over time from 31% in 2010 to 63.4% in 2016. These increases in college/career readiness and proficiency rates can be partially attributed to cross-collaborative work with community partners and families. Our partners have assisted us in increasing the number of academic enrichment opportunities and interventions to extend student learning in core areas for elementary students as well as for college- and career preparation. Examples of these partnerships include our collaborative work with the 55,000 Degrees and the Ford Next Generation Learning Initiatives. Finally, we have made a concerted effort to establish clear and transparent communication with our community members as well as our families. These efforts will support students because we all will engage in and take ownership over students' achievement.

More priority schools made their AMO than in previous years. To assist with continuing improvement with our Priority Schools, JCPS' Director of Priority Schools will continue to focus on assisting Priority Schools in meeting the criteria necessary to exit this classification and to be an advocate for them at the district level.

In summary, there are some key strategies that we can highlight as making a positive impact in our district, including: (1) intentional data-driven focus of students, teachers, staff and principals, (2) Professional Learning Communities and individualized interventions, (3) use of formative assessments to inform instruction, and (4) moving resources inside schools.

With the new JCPS Vision 2020: Excellence With Equity, resources and focus will be directed at continuing to build on the areas of strength, as well as work on the areas that have the opportunity to improve. JCPS has committed to supporting students in many other ways to improve their success. These other areas of support range from increased funding directed to school services to improving school climate, safety, and equitable access to programs to providing teachers and leaders more comprehensive professional growth opportunities. JCPS maintains that professional growth in particular will benefit students because all students will have access to highly effective educators.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

In spite of our progress, some of these same data show that JCPS has room for greater improvement. First, we must focus on reducing novices for all student groups in Reading and Math at all levels. Though we made gains in proficiency this past year, we also saw increases in Novices. We also must continue to work on closing the achievement gaps by working with our lowest performing groups (e.g., ECE, ELL). Writing and Language Mechanics showed declines this past year and are also a focus are of need. Finally, we must continue to support the whole-child. The increases in suspensions and referrals coupled with the data from the Equity Scorecard tell us we need to be examining and removing the barriers of learning.

For the 2016-2017 school year, we are intensifying our support and work around the strategic plan, including implementing the following steps:
- All Schools were provided with Novice Reduction Training in the fall of 2016
- Continue refining and improving Professional Learning Communities
- Offer additional content specific professional development to address key areas of focus including Writing and Language Mechanics
- Strengthen KDE partnerships in priority schools
- Build on our shift to deeper, personalized learning for all students
- Establish professional learning networks for Assistant Principals
- Implement the new Student Code of Conduct (now named the Student Support and Behavior Intervention Handbook) which focuses on positive behavior supports and progressive discipline
- Provide training for district staff and pilot schools in Restorative Practices/PBIS
- Implement an Academic Leadership Team (led by our Chief Academic Officer), comprised of educators across the district to help build coherence across department, alignment within instructional and intervention supports and systems to empower schools towards increased student achievement and career readiness.
- Increase support for the Ford Next Generation initiative through the development of Talent Development Academies

Developing the concept of "deeper learning" into actionable components will be the work of many months and will require intensive, collaborative effort by JCPS Leadership, Academic Services, Data Management, teachers, principals, and others. This past year, we launched the JCPS Deeper Planning Committee and recently adopted a new Deeper Learning Framework for the district. The framework has 9 focal areas of capacities and dispositions under the umbrella of Thinking, Caring, and Communicating. We have launched a website to communicate the work thus far, as well as provide communication and resources to schools on developing deeper learning within their schools (https://www.jefferson.kyschools.us/about/deeper-learning). We also recognize as a district and as a community that focusing efforts mostly at the end of the system is insufficient. We need to support students earlier on to ensure fewer students get to a point of "academic crisis" later. Some key strategies to address this need include: Early childhood plan for K-ready, 3rd grade reading pledge, and supports for students entering middle school lagging far behind (e.g., Edgenuity's MyPath product).

Educator Growth System: A continued important area of focus for us in 2016-17 will be the continuing implementation of the JCPS Educator Growth System (EGS). While this area does not qualify as an area of improvement in the same way as other need areas identified above, implementation of a professional growth system in such a large, urban district requires substantial coordination and effort by everyone within the district as well as collaboration and support from the State. For this reason, JCPS and the JCBE adopted a new strategy that states, "Personalized deeper learning" - Implement the Educator Growth System (EGS) with integrity across the district to increase educator

capacity to provide personalized instruction and to engage students in deeper learning aligned with the curriculum.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

JCPS engages in a continuous improvement process for improving student learning and the conditions that support learning, as evidenced by the several monitoring processes and tools available to staff for accessing and analyzing data regularly. The following is a list of some of these processes and tools with a brief description of each:

- CASCADE - This is a formative assessment tool. Districtwide, students take a Proficiency Assessment in each content area 3 times a year. These assessments are used by teachers to determine student content mastery, for planning purposes, and in their PLCs. This system has been shown to have a strong correlation with the state assessment system. Additionally, CASCADE has previous state accountability data to assist the schools in identifying students for courses and interventions.

- CCR Dashboard - This dashboard tracks all 12th graders and shows which students are considered college or career ready. If a student is not college ready, this dashboard shows which area(s) need support. The schools can then provide interventions to assist the students in meeting the college ready benchmarks.

- Behavior Tracking Dashboard - This dashboard allows schools to monitor student referrals and suspensions.

-Board of Education Monitoring Dashboard- This dashboard contains information across 3 key areas: staff attendance, student attendance, and student referrals/suspensions. The dashboard enables the Board to conduct its oversight of day-to-day activities more effectively and provides a mean by which board members can drill down to answer specific data questions.

-Monthly emails - the district sends monthly reports to principals and staff summarizing key behavior data (including restraints and seclusions)

- Student Profile - this dashboard allows schools to have a comprehensive view of an individual student's information and history.

- Data Books and School Profile - these documents are on the JCPS website and provide numerous data at the school and district levels.

- Cycle-based budgeting- A budgeting model has been implemented to set expectations and accountability for each newly approved budget request, and ties every approved dollar to the strategies in Vision 2020. During the cycle of a newly funded programs, as well as select existing programs, the implementation and performance data will be monitored and reviewed by program staff for the purposes of continuous improvement.

These show both current data along with trend data.
- Student Tracker - allows school and district staff to examine college attendance rates, college enrollment, persistence in college, and degree
attainment.
- Comprehensive School Survey - is administered annually to staff, parents, and students. Responses are posted on an interactive website which allows users to disaggregate the data for various comparisons.
- MIS reports - additionally MIS has developed numerous customized reports to meet specific needs of schools and departments, such as

reports for schools to use when analyzing their data from the Infinite Campus Intervention Tab. JCPS is currently using the Intervention Tab in Infinite Campus to ensure that all students that are in need of interventions are receiving them. Schools are providing individualized interventions to students through Response to Intervention (RtI), Extended Learning Time/ATTAIn, Extended School Services (ESS), grants, educational computer programs, and community partners. The Intervention Tab data provides an opportunity for schools to monitor their school's intervention efforts with their students. Additionally, JCPS uses periodic assessments in CASCADE/MAP to assist in identifying students in need of interventions in a timely manner.

Additionally, Area Assistant Superintendent meets regularly with school leadership teams to review data, discuss progress, identify needs, and establish next steps for instruction. The meetings serve as a means to review the effectiveness of the current support and provide an opportunity to think through modifications that will support the school as they work to improve student achievement. The frequency of collaboration between the Assistant Superintendent, ETC, and school leadership depends on the needs of the schools. Additional district level supports and/or resources are allocated according to the emerging needs of the schools.

With our strategic plan, Vision 2020, there are several new measures (and a few that are still being developed). Focus Area 1 - Learning, Growth, and Development includes targets centered on improving graduation rates, college/career readiness rates, and student capacities and dispositions. Focus Area 2 - Increasing Capacity and Improving Culture includes targets for increasing the percentage of effective educators and leaders, effective teams, and effective Professional Learning Communities. Focus Area 3 - Improving Infrastructure and Integrating Systems includes targets on improving human resources, customer satisfaction, and access to information. A full list of goals, targets, and leading indicators can be found using the following link:
https://www.jefferson.kyschools.us/sites/default/files/Vision-2020-Brochure.pdf
As the new metrics are identified and developed, the strategic plan dashboard will be revised and updated to align with the new targets and indicators.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

As a means of improving our understanding to better meet student needs, we are triangulating existing internal data, and we are expanding our relationships. For existing data, we are cross-analyzing various initiatives now that we have several years in place to look at individual initiatives as well as collective impact (e.g., have schools with the most resources in place shown greatest improvements? do schools with longer, more consistent implementation show more improvements?). Regarding relationships, we are targeting community partners who have demonstrated greatest support and impact to our schools over time (Priorities for External Funders). In addition, we will be developing outreach plans to support strategies in Vision 2020 focused on engaging and empowering families in ways that will increase their meaningful participation in their child's growth and our understanding of their needs. We are continuing to improve our behavior data monitoring and support. Interim checking between district staff and school staff on various data points, as well as the monthly emails to principals summarizing their behavior data are providing increased communication and data quality checks.

With the development of Vision 2020, our next steps are utilizing the Targets and Indicators to monitor progress towards reaching our goals. The monitoring will allow us to more efficiently identify areas of improvement and areas that are not making the necessary improvements. As we grow towards meeting our goals, there will be a greater numbers of students fulfilling the JCPS Vision that "All Jefferson County Public School students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world."

2016-2017 Jefferson County CDIP

Overview

Plan Name

2016-2017 Jefferson County CDIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	In order to meet all 5 KDE Delivery Targets, JCPS will implement DEEPER LEARNING: Each student will progress toward mastery of both academic standards and the capacities and dispositions necessary for success in college, career, community, and life.	Objectives: 1 Strategies: 7 Activities: 55	Organizational	$10240400
2	PROFESSIONAL CAPACITY: Increase the capacity of staff to create engaging, rigorous learning opportunities for students to progress in academic achievement and the development of the learner capacities and dispositions necessary for success in life	Objectives: 1 Strategies: 3 Activities: 18	Organizational	$7178100
3	INFRASTRUCTURE IMPROVEMENTS: Improve and sustain infrastructures - physical,instructional, and human resources- essential to providing safe, resourced, supported, and equipped schools.	Objectives: 1 Strategies: 4 Activities: 16	Organizational	$1325000
4	COMMUNICATIONS, ENGAGEMENT & ACCESS TO INFORMATION: Improve communication systems and expand access to JCPS information and responsive services by using technology and world class best practices to build and strengthen relationships	Objectives: 1 Strategies: 4 Activities: 17	Organizational	$195980
5	HIGH-PERFORMING TEAMS & PROFESSIONAL LEARNING COMMUNITIES: Develop a culture of high-performing teams throughout the district that fosters collaboration, innovation,creativity, and continuous improvement.	Objectives: 1 Strategies: 4 Activities: 16	Organizational	$1083655
6	TECHNOLOGY FOR LEARNING AND OPERATIONS: Continue to maintain, standardize, and deploy modern technology across JCPS to educate all students with twenty-first century skills and to support student success and efficient operations.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	$0
7	ACCCESS TO PUBLIC SCHOOL CHOICE: Pursue values of parent choice and diversity by expanding access to our public choice system and increasing participation using technology and world-class best practices.	Objectives: 1 Strategies: 5 Activities: 24	Organizational	$20000

Goal 1: In order to meet all 5 KDE Delivery Targets, JCPS will implement DEEPER LEARNING: Each student will progress toward mastery of both academic standards and the capacities and dispositions necessary for success in college, career, community, and life.

Measurable Objective 1:

collaborate to 1. meet our 2016-2017 delivery targets in Novice Reduction (for all and for gap students), Proficiency (for all and for gap students), College and Career Readiness and Graduation. by 10/31/2017 as measured by KPREP and State Graduation and CCR data.

Strategy 1:

1.1.1 Adopt a broader definition of learning - 1.1.1 Adopt a broader definition of learning: Align teaching strategies, assessments, and rigorous learning opportunities that promote student mastery of academic knowledge and the development of the capacities (e.g. creativity, critical thinking, self-regulation) and dispositions (e.g. persistence, empathy, responsibility) necessary for success in life.

Category: Integrated Methods for Learning

Activity - 1.1.1.1 Principals Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.1.1 Develop an overview presentation of Deeper Learning, including the framework to share with principals and other stakeholders. Include work completed thus far with principals and stakeholders. Schools: All Schools	Academic Support Program	08/01/2016	05/01/2017	$0	No Funding Required	Branham, Isaacs

Activity - 1.1.1.2 Develop Deeper Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.1.2 Develop a Deeper Learning Strategic Planning Committee Schools: All Schools	Academic Support Program	09/01/2016	05/01/2017	$0	No Funding Required	Branham, Isaacs

Activity - 1.1.1.3 Develop Deeper Learning Flex PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.1.3 Develop Deeper Learning Flex PD Days focused on Deeper Learning (i.e. Equity, Next Generation Learning Standards) Schools: All Schools	Professional Learning	08/01/2016	05/01/2017	$30000	Title II Part A	Branham Isaacs Price

Activity - 1.1.1.4 Create Next Generation Leadership Acadamy Cohort	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive District Improvement Plan

Jefferson County

| 1.1.1.4 Create Next Generation Leadership Academy Cohort comprised of C & I district leadership and other district department staff to partner with the University of Kentucky and National Center of Innovation in Education to provide a 7-day overview of Deeper Learning approaches to student engagement

Schools: All Schools | Academic Support Program, Community Engagement | 12/01/2016 | 07/01/2017 | $45000 | Title II Part A | Branham, Isaacs |

Activity - 1.1.1.5 Develop alternative to PD through Deeper Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.1.5 Develop alternative approaches in providing Professional Development through Deeper Learning (i.e. hybrid PD), aligned across multiple departments including C & I and PD Office. Schools: All Schools	Professional Learning	11/01/2016	05/01/2017	$46000	Title II Part A, General Fund	Branham, Isaacs

Activity - 1.1.1.6 Provide ongoing communication about Deeper Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.1.6 Provide ongoing communication about Deeper Learning via digital media (i.e. newsletter and PowerPoint Mix Voiceover) Schools: All Schools	Professional Learning	08/01/2016	05/01/2017	$0	No Funding Required	Branham, Isaacs

Activity - 1.1.1.7 Strengthen use of researched based social and emotional curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.1.7 The district will strengthen the utilization of researched based social and emotional curriculum to build capacity in schools to support a positive learning environment and increase student resiliency. The district will train, coach, and support schools to deepen academic success. Data analysis of key metrics including student sense of belonging and engagement from the Comprehensive Surveys will be utilized for planning and continuous improvement. (also aligned with 2.1.3.4) Schools: All Schools	Professional Learning	12/01/2016	06/01/2017	$250000	Other	Averette

Activity - 1.1.1.8 Analyze results of pilot	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.1.8 Analyze results of new pilot items on capacities and dispositions from Comprehensive School Survey to inform future professional development and school supports Schools: All Schools	Professional Learning	05/01/2017	12/19/2017	$0	No Funding Required	Dossett

Activity - 1.1.1.9 Grow and support authentic assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

1.1.1.9 Grow and support authentic assessment, rubric, and personalized assessment development and design literacy, including the exploration of a Learning Management System (same as 1.1.4.5) Schools: All Schools	Academic Support Program	08/10/2016	12/19/2017	$500000	Other	Dossett, Young

Strategy 2:

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

Category: Learning Systems

Activity - 1.1.2.1P Specialist provide ongoing PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.2.1P Curriculum Content Specialists will provide on-going professional development for teachers and coaches to include training and coaching on differentiated instruction, and deeper learning to meet diverse learner needs during cycle PD sessions for each of the four curriculum cycles. A particular emphasis will be placed on priority schools. Schools: All Schools	Professional Learning	08/01/2016	05/01/2017	$45000	Title II Part A	Branham Isaacs Wright

Activity - 1.1.2.2 Contract with Buck Institute	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.2.2 Contract with the Buck Institute to provide the first of several cohorts of high schools that will participate in training and support provided by the Buck Institute - PBL 101 to support Project Based Learning. Schools will be targeted based on the presence of systems already in place to support Project Based Learning. Academic Staff and Specialists will be included in some of the first sessions for Cohort 1 during the 2016-17 school year. Schools: All Schools	Professional Learning	08/01/2016	05/01/2017	$67800	Title II Part A	Branham Isaacs Identified High School Principals, Rodgers

Activity - 1.1.2.3P Provide project based Learning training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.2.3P Provide Project-Based Learning training through the Buck Institute for C & I Specialists and District Leadership in order to support schools implementing PBL and/or beginning PBL authentic, assessments, with a particular emphasis on supporting priority schools. Schools: All Schools	Professional Learning	07/01/2016	11/01/2017	$33000	Title II Part A	Branham Isaacs, Munoz, Rodgers

Activity - 1.1.2.4 Utilize the Baldridge Criteria	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive District Improvement Plan

Jefferson County

1.1.2.4 Utilize the Baldridge Criteria as an integrated management framework for Strategic Planning to streamline and support academic standards and to understand and manage organizational performance. Schools: All Schools	Academic Support Program	12/01/2016	05/01/2017	$3000	Title II Part A	Branham Isaacs

Activity - 1.1.2.5 Provide Program Review PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.2.5 Provide Program Review Professional Development that focuses on guidance regarding navigating through the ASSIST Platform, Program Review components/descriptors, and Program Review Accountability Schools: All Schools	Professional Learning	02/01/2017	04/01/2017	$0	No Funding Required	Branham Wright

Activity - 1.1.2.6 Collaborate to provide PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.2.6 In support of new state science standards, Curriculum Science Specialists (K-12) will collaborate to continue to provide professional development to build teacher capacity in Environmental Science using Authentic, real world settings to meet diverse learner needs and help eliminate the achievement gap. (Same as 1.1.5.6) Schools: All Schools	Professional Learning	08/01/2016	06/01/2017	$0	No Funding Required	Branham Wright Thompson

Activity - 1.1.2.7 Provide Individual Learning Plan PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.2.7 Provide Individual Learning Plan Professional Development that will focus on accessing the ILP, key components and features of the ILP, ILP Completion Standards by Grade Level, Developing and ILP and navigating through the Parent Portal Schools: All Schools	Professional Learning	08/01/2016	06/01/2017	$0	No Funding Required	Branham Wright Gray

Activity - 1.1.2.8P Provide training to build teacher capacity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.2.8P Provide training and support to build teacher capacity in Response to Intervention, with a particular emphasis in supporting priority schools. Schools: All Schools	Professional Learning	11/01/2016	12/30/2017	$0	No Funding Required	Branham, Isaacs, Munoz

Activity - 1.1.2.9P ECE and ESL Specialist collaborate with Curriculum Specialists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

1.1.2.9P ECE and ESL Specialists will collaborate with Curriculum Content Specialists to provide on-going professional development to meet diverse learner needs during cycle PD sessions OR school designated PD time. Emphasis placed on supporting priority schools with large percentage of ECE and ESL students. Schools: All Schools	Professional Learning	12/01/2016	12/30/2017	$0	No Funding Required	Branham, Averette, Isaacs, Munoz

Strategy 3:

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

Category: Learning Systems

Activity - 1.1.3.1 College Access Specialist will provide PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.3.1 College Access Specialist will provide on-going professional development to include training and coaching on advanced learning opportunities and college access to meet diverse learner needs and help eliminate opportunity gaps. Schools: All Schools	Professional Learning	08/01/2016	05/01/2017	$0	No Funding Required	Branham Wright Royster, Rodgers

Activity - 1.1.3.2 Academic and Curriculum support personnel will provide PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.3.2 Academic and curriculum support personnel will provide professional development on how to fully implement Multi-Tiered Systems of Support (MTSS) in all schools to ensure each student has access to needed supports, services, and resources depending on their individual strengths and needs. Training will be differentiated to address the needs of all students. Schools: All Schools	Professional Learning	12/01/2016	06/30/2017	$50000	General Fund	Averette

Activity - 1.1.3.3P Implement a multi-tiered mental health support system	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.3.3P A multi-tiered mental health support system will be implemented at the universal, targeted and intensive level to meet the needs of each student. Training on specific interventions at each level will be provided to schools. Personnel will be aligned to implement the services (e.g. mental health counselors, school counselors, school psychologists, etc.) to ensure equitable access to all students. An emphasis will be placed on priority schools. Schools: All Schools	Behavioral Support Program	12/01/2016	06/30/2017	$0	No Funding Required	Averette

Activity - 1.1.3.4 Implement initiatives to help support CCR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.3.4 Implement initiatives to help support college and career readiness in diverse populations including 1) A.C.T Bootcamps – Workshops targeted for students of color to improve their scores on the ACT, 2) D.O.R.M.S – College Readiness for parents and students that are first generation college-going, 3) FAFSA BOOTCAMPS – College readiness for parents and students that need financial aid, 4) First Task is to Ask-Sheets that equip parents with questions to ask school officials pertinent and targeted questions Schools: All Schools	Career Preparation/Orientation	12/01/2016	12/30/2017	$7000	General Fund	Marshall, Rodgers

Activity - 1.1.3.5 Support Out of School Time initiatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.3.5 Continue to support Out of School Time initiatives including 1) collaboration with Community Data Specialist, 2) O.S.T Cascade Training – Training OST provided on the usages of CASCADE, 3) Out of School Time projects such as Street Academy- Program designed for Males of Color to engage in improve their behavior and academic footing Schools: All Schools	Extra Curricular, Community Engagement	12/01/2016	12/30/2017	$113000	General Fund, Title I School Improvement (ISI)	Marshall

Activity - 1.1.3.6P Participate in Data Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.3.6P School support personnel will participate in data training on CASCADE and Dashboard to help them identify target groups of students that need additional support in order to experience academic success. Training will be presented in person and online to allow for maximum exposure to staff. An emphasis will be placed on priority schools. Schools: All Schools	Professional Learning	10/01/2016	12/30/2017	$0	No Funding Required	Dossett, Prather, Munoz

Activity - 1.1.3.7P Support personalized pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.3.7P Support personalized pathways to dual credit scholarship or dual credit coursework, with an emphasis placed on supporting priority schools. Schools: All Schools	Academic Support Program	12/01/2016	12/30/2017	$0	No Funding Required	Branham, Royster, Munoz

Activity - 1.1.3.8P Provide Cultural Competence training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.3.8P Provide Cultural Competence training (Equity Institute) for staff including but not limited to teachers, principals, JCBOE, and noncertified teachers. An emphasis will be placed on priority schools. Schools: All Schools	Professional Learning	12/01/2016	12/30/2017	$85000	General Fund	Marshall, Davis, Munoz

Comprehensive District Improvement Plan

Jefferson County

Strategy 4:

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

Category: Learning Systems

Activity - 1.1.4.1 Hold meetings to support assessment landscape	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.4.1 Hold regular meetings with Assessment Landscape Work Group to communicate, implement, and support the district benchmark assessment landscape for the 2016-17 school year Schools: All Schools	Academic Support Program	08/10/2016	12/19/2017	$0	No Funding Required	Dossett

Activity - 1.1.4.2 Create new district-wide assessment vision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.4.2 Create new district-wide assessment vision and identify what systems need to be in place for all stakeholders to get the information needed to improve practice Schools: All Schools	Academic Support Program	01/03/2017	12/19/2017	$0	No Funding Required	Dossett

Activity - 1.1.4.3 Develop landscape for 2017-18	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.4.3 Develop a proposed assessment landscape for the 2017-18 school year that is aligned with new district-wide assessment vision Schools: All Schools	Policy and Process	01/03/2017	12/19/2017	$0	No Funding Required	Dossett

Activity - 1.1.4.4 Create opportunity to share assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.4.4 Create opportunity/venue to share alternative, project-based assessments (i.e. exhibition night, convening) Schools: All Schools	Professional Learning	01/03/2017	12/19/2017	$0	No Funding Required	Dossett

Activity - 1.1.4.5 Grow, support authentic assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.4.5 Grow and support authentic assessment, rubric, and personalized assessment development and design literacy, including the exploration of a Learning Management System (same as 1.1.1.9) Schools: All Schools	Academic Support Program	08/10/2016	12/19/2017	$500000	Other	Dossett, Young

Activity - 1.1.4.6P Continue providing PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.4.6P Continue providing professional development to build teacher capacity in assessment literacy including the development and use of formative, authentic, project and performance-based assessments. An emphasis will be placed on priority schools Schools: All Schools	Professional Learning	08/10/2016	12/19/2017	$50000	Title II Part A	Branham, Munoz

Activity - 1.1.4.7 Develop an overview of the new assessment landscape	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.4.7 Develop a broad overview of the new assessment landscape using Video Voiceover/PowerPoint Mix to clarify the implementation of the new Assessment Landscape for Principals and school staff. All principals, GCCs and teachers will be encouraged to take advantage of this teaching tool to support consistent implementation of the new assessment landscape. Schools: All Schools	Academic Support Program	08/01/2016	05/01/2017	$0	No Funding Required	Branham Isaacs Price

Activity - 1.1.4.8P Apply learning from Assessment Literacy Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.4.8P Apply learning from Assessment Literacy Training to develop item bank for schools during Cycle 4 to allow for school-created authentic assessments as well as to allow district level staff to build upon work for Performance-Based Assessments and Project-Based Learning to support standards throughout curriculum maps (including the upload of school-generated Deeper Learning items. An emphasis will be placed on priority schools. Schools: All Schools	Academic Support Program	08/01/2016	05/01/2017	$0	No Funding Required	Herring, Branham Isaacs, Munoz

Strategy 5:

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

Category: Learning Systems

Activity - 1.1.5.1P Participation in the Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 1.1.5.1P 63 targeted Elementary Schools will participate in the Bellarmine Literacy Project for 2016-17 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 on grade level reading to support the Third Grade Reading Pledge. For the 2017-18 school year, 10 additional elementary schools will come on board. Additional training will include capacity-building at the school level to develop and implement a school-wide literacy plan for those schools already participating in the Bellarmine Literacy Project.

Schools: All Schools | Professional Learning, Academic Support Program | 08/01/2016 | 05/01/2017 | $2737100 | Title II Part A, General Fund | Magpuri-Lavell, Branham, Munoz |

Activity - 1.1.5.2 Identify a Literacy Assessment Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.5.2 Work to identify a Literacy Assessment Continuum for K-3 classrooms and systematic use of data to provide students with appropriate instruction, monitor program effectiveness, track student progress, and allocate resources. Provide PD and Training to K-3 teachers to support a new system for end of year benchmarks that will measure on grade level reading for all K-3 students. Training will include information on the new benchmarks as well as CASCADE support for data entry and analysis. (Third Grade Reading Pledge) Schools: All Schools	Professional Learning, Academic Support Program	08/01/2016	05/01/2017	$0	No Funding Required	Magpuri-Lavell, Branham Isaacs Mettille

Activity - 1.1.5.3P Work with finance to transition funds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.5.3P Work closely with finance to transition summer literacy boost funding from Title 1 to general funds for Summer Literacy Boost 2017. Target ALL rising 1st graders who are not yet reading on grade level to participate in this opportunity for extended learning during the summer of 2017 to support the first phase of the Third Grade Reading Pledge. Schools: All Schools	Other	08/01/2016	05/01/2017	$4000000	General Fund	Branham Handley Carrico, Munoz

Activity - 1.1.5.4 Create ESL Summer Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.5.4 ESL Summer Programs for elementary, middle, and high school students. Summer programs include: Early Summer Reading Program for ELLs, 2 programs for recently arrived refugee students – partnering with Catholic Charities and Kentucky Refugee Ministries, partnership with Americana Community Center summer enrichment, ESL Newcomer Academy math and English enrichment, and Junior English Schools: All Schools	Academic Support Program	06/01/2017	07/30/2017	$175000	Other	Branham Wright Beardsley

Activity - 1.1.5.5 JCPS presenting with REL Appalachia	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.5.5 JCPS partnered with REL Appalachia to present: Teaching Academic Content and Literacy to English Learners. Key Topics include recommendations from the IES Practice Guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, hands-on strategies for implementing the recommendations, and guidance on facilitating a professional learning community. Attendees include individuals and/or teams of practitioners from schools and districts, who work with English learners. Schools: All Schools	Professional Learning	07/13/2016	07/13/2016	$0	No Funding Required	Branham Wright Beardsley

Activity - 1.1.5.6 Curriculum Specialist provide PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.5.6 In support of new state science standards, Curriculum Science Specialists (K-12) will collaborate continue to provide professional development to build teacher capacity in Environmental Science using Authentic, real world settings to meet diverse learner needs and help eliminate the achievement gap. (Same as 1.1.2.6) Schools: All Schools	Professional Learning	08/01/2016	06/01/2017	$0	No Funding Required	Branham Wright Thompson

Activity - 1.1.5.7 Maintaining library media resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.5.7 A collection analysis will be provided to each librarian and principal to facilitate the maintenance of up-to-date school library media resources. Schools: All Schools	Academic Support Program	08/01/2016	06/01/2017	$0	No Funding Required	Lanata

Activity - 1.1.5.8P Provide extended learning opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.5.8P Provide extended learning opportunities for students at elementary, middle and high priority schools who are not performing at proficient levels on reading and writing district proficiency and state accountability assessments. Schools: All Schools	Extra Curricular, Academic Support Program	12/01/2016	12/31/2017	$0	No Funding Required	Assistant Superintendents, Hardin, Collopy, Munoz

Strategy 6:

1.1.6 Strengthen early childhood education - Strengthen early childhood education: Create a comprehensive early childhood education plan to significantly increase

kindergarten readiness that addresses the improvement and expansion of JCPS programs; recruitment, retention, and professional development of educators;

expansion of summer kindergarten readiness camps; community partnerships; and communications, support and outreach to parents and caregivers.

Category: Early Learning

Activity - 1.1.6.1P Work to raise money for Kindergarten Readiness Camps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.6.1P Work with the Executive Director of the Jefferson County Public Education Foundation (JCPEF) to raise matching funds for the repetition of the Kindergarten Readiness Camps for the summer of 2017. Goal is to serve approximately 1000 high needs, incoming kindergarten students. Schools: All Schools	Academic Support Program	08/01/2016	05/01/2017	$1200000	Grant Funds, General Fund	Branham EC Director, Munoz

Activity - 1.1.6.2 Utilize data to design Early Childhood PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.6.2 Utilize data from the Early Childhood electronic walkthrough tool to design training and coaching opportunities for staff for both embedded PD at the school level and at the district level. Schools: All Schools	Professional Learning	08/01/2016	05/01/2017	$0	No Funding Required	Branham EC Director Wathen

Activity - 1.1.6.3 Utilize monitoring tool so support staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.6.3 Utilize a curriculum fidelity monitoring tool to support classroom staff with the implementation of the new Big Day for Pre-K curriculum to insure a guaranteed and viable curriculum for all EC students. Schools: All Schools	Technology, Academic Support Program	08/01/2016	05/01/2017	$0	No Funding Required	Branham EC Director Wathen

Activity - 1.1.6.4 Increase support of EC dual language learners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.6.4 Increase support of early childhood dual language learners and their families through one-on-one and small group activities with students and providing resources to instructional staff by early childhood Bilingual Associate Instructors. Schools: All Schools	Tutoring, Academic Support Program	08/01/2016	05/01/2017	$0	No Funding Required	Branham EC Director Wathen

Activity - 1.1.6.5 Research and develop a timeline for infant/toddler curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.6.5 Research and develop a timeline for implementing a new high quality curriculum in JCPS infant/toddler classrooms that is aligned with the Kentucky Early Childhood Standards Schools: All Schools	Policy and Process, Academic Support Program	08/01/2016	05/01/2017	$0	No Funding Required	Branham EC Director Wathen

Strategy 7:

1.1.7 Eliminate achievement, learning, and opportunity gaps - Eliminate achievement, learning, and opportunity gaps: Establish the elimination of gaps in educational

outcomes for students as a fundamental objective of the district. This objective is to be pursued through the development and implementation of research or evidence-

based strategies and best practices at the district, school, and classroom level, including differentiated resources and targeted strategies to increase student success,

such as the Males of Color Initiative, and the Closing Minority Gaps through AP Enrollment and Support Program.

Category: Learning Systems

Activity - 1.1.7.1 Prepare and support students during transition years	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.7.1 Prepare and support students during transition between school levels; early learning and successful transition into school; academic achievement and well-being and graduation and transition into adult life (e.g. Men of Quality, Women of Worth, Middle School Transition Nights, Kindergarten Readiness Camps, and Families in Training Program, college tours/visits, and mentoring programs). Schools: All Schools	Behavioral Support Program, Academic Support Program	12/01/2016	06/30/2017	$0	No Funding Required	Averette

Activity - 1.1.7.2P Promote Louisville Linked	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.7.2P Promote Louisville Linked system to the community and school personnel; including refining 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 15th District Program Assistance Program Schools: All Schools	Community Engagement	12/01/2016	06/30/2017	$0	No Funding Required	Averette, Munoz

Activity - 1.1.7.3 ECE Specialist provide PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.7.3 ECE Specialists will provide on-going professional development to include training and coaching on differentiated instruction based in areas of literacy and mathematics needs as determined by student data analysis specifically to teachers teaching students with disabilities. Schools: All Schools	Professional Learning	12/01/2016	06/30/2017	$0	No Funding Required	Averette

Activity - 1.1.7.4 ECE Specialist provide PD for Positive Behavior	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.7.4 ECE Specialists will provide on-going professional development to include training and coaching on differentiated instruction based in areas of positive behavior and research-based strategies for working with students on the autism spectrum specifically to teachers teaching students with disabilities. Schools: All Schools	Professional Learning	12/01/2016	06/30/2017	$0	No Funding Required	Averette

Activity - 1.1.7.5 Continue supporting the ACES program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 1.1.7.5 Continue supporting the ACES program (alternative certification program for minority teachers)

Schools: All Schools | Recruitment and Retention | 07/01/2016 | 12/30/2017 | $80000 | Title II Part A | Marshall |

Activity - 1.1.7.6P PD to address cultural diversity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.7.6P Provision of professional development to address cultural (in)competence utilizing 1) C.A.S.E law PD and 2) Equity Institutes- district-wide PD that sees to address (in)equities in the district. Schools: All Schools	Professional Learning	07/01/2016	12/30/2017	$87500	General Fund	Marshall, Munoz

Activity - 1.1.7.7 Expand learning opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.7.7 Expand learning opportunities to address opportunity gaps: 1) Expand REACH Academy (program to designed to help students of color pass the AP test), 2) Expand Coding opportunities for Males of Color (opportunities for students to learn the language of computer coding, learn the tenets of being an entrepreneur, 3) Expand Out of School Time Enrichment activities (community-based initiative to provide students with learning opportunities outside of school, generally in the Zones of Hope), and 4) Provide additional literacy programming that matches literacy with activities Schools: All Schools	Academic Support Program	07/01/2016	12/30/2017	$136000	General Fund	Marshall

Activity - 1.1.7.8 Assist in efforts to develop support systems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1.7.8 Coordinate and participate in interagency efforts through the By All Means and Say Yes initiatives which aim to develop integrated student support systems with community partners Schools: All Schools	Behavioral Support Program, Academic Support Program, Community Engagement	07/01/2016	12/30/2017	$0	No Funding Required	Herring

Goal 2: PROFESSIONAL CAPACITY: Increase the capacity of staff to create engaging, rigorous learning opportunities for students to progress in academic achievement and the development of the learner capacities and dispositions necessary for success in life

Measurable Objective 1:

collaborate to Increase the percentage of students who have access to effective educators (baseline 2016-17) and Increase the percentage of educators exhibiting the professional capacity to implement the integration of teaching, assessment, and learning opportunities in by 12/31/2017 as measured by a multi-method approach including surveys and data from PGES.

Strategy 1:

2.1.1 Personalized Deeper Learning - 2.1.1 Personalized deeper learning: Implement the Educator Growth System (EGS) with integrity across the district to increase educator capacity to provide personalized instruction and to engage students in deeper learning aligned with the curriculum.

Category: Professional Learning & Support

Activity - 2.1.1.1 Continue collaboration with KDE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1.1.1 Continue collaboration with KDE to further review and revise, as necessary, the Teacher (TPGES), Other Professionals (OPGES) and Principal (PPGES) Growth and Effectiveness Systems. Schools: All Schools	Professional Learning	07/01/2016	05/01/2017	$0	No Funding Required	Armour, Eckerle, Young

Activity - 2.1.1.2 Continue collaboration with EQOC and district leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1.1.2 Continue collaboration between EQOC and district leadership to review, revise and refine all components of the Educator Growth System. Schools: All Schools	Policy and Process	07/01/2016	05/01/2017	$0	No Funding Required	Eckerle, Young

Activity - 2.1.1.3 Provide PD for career academies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1.1.3 Provide project based learning, along with teacher externship training for interdisciplinary teams within career academies to strengthen instructional practices and student engagement. Schools: All Schools	Professional Learning	07/01/2016	12/30/2017	$4500000	Other	Rodgers

Activity - 2.1.1.4 Develop work system	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1.1.4 Develop a K-12 soft skills/work place skills system to complement the deeper learning dispositions in Vision 2020 Schools: All Schools	Technology	07/01/2016	12/30/2017	$0	No Funding Required	Rodgers

Activity - 2.1.1.5P Design and implement differentiated PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 2.1.1.5P Design and implement differentiated professional development opportunities for administrators on instructional leadership practices to support, monitor, and evaluate effective teaching. An emphasis will be placed on priority schools. Schools: All Schools | Professional Learning | 07/01/2016 | 12/30/2017 | $0 | No Funding Required | Branham, Isaacs, Armour, Eckerle, Munoz |

Activity - 2.1.1.6P Design and implement differentiated PD for New Teacher Induction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1.1.6P Design and implement differentiated professional development (New Teacher Induction) opportunities for teachers to improve effective teaching. An emphasis will be placed on priority schools. Schools: All Schools	Professional Learning	07/01/2016	12/30/2017	$128000	Title II Part A	Hudson, Armour, Munoz, Green, Colley

Strategy 2:

2.1.2 Cultivate growth mindset - Cultivate growth mindset: Use research or evidence-based strategies and best practice to increase the capacity of teachers, staff, and

school leaders to create a growth mindset in each student and recognize student strengths.

Category: Professional Learning & Support

Activity - 2.1.2.1P Implement strategies to become"trauma informed"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1.2.1P In order to become "trauma informed" the district will strengthen the utilization of researched based trauma informed practices to build capacity in schools. Implementation of effective strategies will include the following: . Professional development will be provided to staff on how trauma may impact the educational, social, emotional, and behavioral development of students. This will enable schools and the district to become trauma informed. · Youth Mental Health First Aid (YMHFA): School and district staff will receive professional development in YMHFA so students with mental health issues due to trauma can be identified and referred to appropriate resources or supports. · Mental health counselors will provide support to students exposed to trauma and consultation services to staff working with these students. · Mental health support will be provided to school staff using a trauma lens so they are able to support students who may have experienced traumatic events. . Selected pilot schools will be provided with intensive schoolwide professional development, coaching, and support around trauma informed practices. Professional development will be provided via the BOUNCE program and/or trauma modules. Both will include basic trauma awareness and strategies for teachers so that they will modify routine practices to meet the needs of students. Schools: All Schools	Professional Learning	12/01/2016	06/30/2017	$100000	General Fund	Averette, Munoz

Activity - 2.1.2.2 Collaboration between Academic support and teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1.2.2 Academic support personnel (e.g. school counselors, school psychologists, mental health counselors, etc.) will collaborate with teachers and administrators to foster resiliency skills in students by using a strengths based approach. Schools: All Schools	Professional Learning, Academic Support Program	12/01/2016	06/30/2017	$0	No Funding Required	Averette

Activity - 2.1.2.3 Resiliency building and training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1.2.3 Resiliency building and training for parents and community partners will occur in schools and community settings. (e.g. Louisville Linked, Metro Government, etc.). Schools: All Schools	Community Engagement	12/01/2016	06/30/2017	$0	No Funding Required	Averette

Activity - 2.1.2.4P Provide training to new leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1.2.4P Providing diversity literacy and cultural competence for new leaders through the CARDS Program and through cultural competence training, which focus on culture and inclusion Schools: All Schools	Professional Learning	12/01/2016	06/30/2017	$200000	General Fund	Marshall, Munoz

Activity - 2.1.2.5 Support transitioning students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1.2.5 Transition support with the program "On Track and Going Back"- Program that matches students exiting our behavior schools with mentors and parental support Schools: All Schools	Behavioral Support Program	12/01/2016	06/30/2017	$100	General Fund	Marshall

Activity - 2.1.2.6 Inclusion of Student Voice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1.2.6 Inclusion of student input via the Student Voices Project Schools: All Schools	Academic Support Program	12/01/2016	06/30/2017	$0	No Funding Required	Marshall

Strategy 3:

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

Category: Continuous Improvement

Activity - 2.1.3.1 Provide training on health education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2.1.3.1 Provide best practice resources, programs, and trainings focused on collaboration and integration between education and health to improve students' learning, health, safety, and overall wellness. Schools: All Schools	Professional Learning	12/01/2016	06/30/2017	$0	No Funding Required	Averette

Activity - 2.1.3.2 Create and distribute topical newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1.3.2 Topical newsletters will be developed and distributed quarterly that will give strategies on creating tolerance and inclusiveness within schools. Each newsletter will highlight proactive approaches that schools can take to create positive learning environments for all students. Bullying prevention department will meet and collaborate with new school counselors to plan, troubleshoot, and develop strategies to help schools create positive school cultures that encourage and promote safe spaces for students to learn. Schools: All Schools	Behavioral Support Program, Academic Support Program	12/01/2016	06/30/2017	$0	No Funding Required	Averette

Activity - 2.1.3.3 Plan and Schedule meetings with Louisville Linked	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1.3.3 Plan and schedule monthly Louisville Linked Core planning Team meetings with District Personnel and Community members to review data monthly on the use of Louisville Linked. Schools: All Schools	Community Engagement	12/01/2016	06/30/2017	$0	No Funding Required	Averette

Activity - 2.1.3.4P Build capacity in select pilot schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1.3.4P The district will strengthen the utilization of researched based social and emotional curriculum to build capacity in selected pilot schools. These schools will be provided with intensive schoolwide professional development, coaching, and support around social and emotional curriculum. The districts' focus will be on supporting a positive learning environment and increasing student resiliency. Additionally, district personnel will visit peer districts, collaborate with other districts on social emotional learning processes, and collaborate with experts in the area of social emotional learning. (aligned with 1.1.1.7). Data analysis of key metrics including student sense of belonging and engagement from the Comprehensive Surveys will be utilized for planning and continuous improvement. Schools: All Schools	Behavioral Support Program, Professional Learning	12/01/2016	06/30/2017	$250000	Other	Averette, Munoz

Activity - 2.1.3.5P Training for suicide prevention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 2.1.3.5P Suicide prevention training resources and supports will be offered to students and teachers throughout the school year. An emphasis will be placed in priority schools.

Schools: All Schools | Behavioral Support Program, Professional Learning | 12/01/2016 | 06/30/2017 | $0 | No Funding Required | Averette |

Activity - 2.1.3.6P Recruit and train schools for PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1.3.6P The District Positive Behavior Interventions and Support (PBIS) team will continue to recruit and train schools in creating a Universal/Tier 1 PBIS/Restorative Practice framework, support PBIS school teams in the implementation of the PBIS and PBIS/RP framework, and identify and train school teams who are ready to move to Tier 2 and Tier 3 training and supports to assist schools in the creation of a school climate where appropriate behavior is the norm using PBIS supports for all students, all staff, in all settings. Schools: All Schools	Professional Learning	07/01/2016	12/30/2017	$2000000	General Fund	Zeitz, Herring, Munoz

Goal 3: INFRASTRUCTURE IMPROVEMENTS: Improve and sustain infrastructures - physical,instructional, and human resources- essential to providing safe, resourced, supported, and equipped schools.

Measurable Objective 1:

collaborate to 1. Increase physical resources meeting standards; 2. increase resources/support allocations based on student need; 3. increase highly qualified/effective educators; 4. maintain qualified minority teacher applicants; 5. increase minority educator hires by 12/31/2017 as measured by multiple methods as described in Vision 2020 Metrics Plan.

Strategy 1:

3.1.1 Improve physical infrastructure - 3.1.1 Improve physical infrastructure: Create a comprehensive needs assessment and five-year strategic infrastructure plan that

identifies the current state of the district's infrastructure, projects the long-term needs aligned with strategic priorities, and prioritizes investment and implementation

taking into account safety, equity, impact on student learning, impact on system performance, and available funding.

Category: Continuous Improvement

Activity - 3.1.1.1 LPC meetings and open to the public forum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1.1.1 LPC meetings and open to the public forum held to develop recommendations. District Facility Plan to be submit to JCBE. Schools: All Schools	Policy and Process	10/01/2016	12/30/2017	$0	No Funding Required	Raisor

Activity - 3.1.1.2 JCBE presented for approval Draft District Facilities Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1.1.2 JCBE presented for approval Draft District Facilities Plan Schools: All Schools	Policy and Process	01/01/2017	01/10/2017	$0	No Funding Required	Raisor

Activity - 3.1.1.3 Run 14 day notice on Draft DFP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1.1.3 Run 14 day notice – A public hearing is required to receive public comments on the Draft DFP Schools: All Schools	Community Engagement	01/01/2017	01/30/2017	$0	No Funding Required	Raisor

Activity - 3.1.1.4 Hold public hearing, and approval of Final DFP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1.1.4 Hold public hearing, and approval of Final DFP Schools: All Schools	Community Engagement	02/01/2017	02/28/2017	$0	No Funding Required	Raisor

Activity - 3.1.1.5 District Facility Plan submitted to KDE.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1.1.5 District Facility Plan submitted to KDE. Schools: All Schools	Policy and Process	04/01/2017	05/01/2017	$0	No Funding Required	Raisor

Strategy 2:

3.1.2 Improve instructional infrastructure - 3.1.2 Improve instructional infrastructure: Develop and implement a transparent and accessible districtwide plan to address school needs for instructional resources and district supports that differentiates for individual school needs, identifies the funding required, and prioritizes implementation based on equity, adequacy, and needs, including the needs of students making transitions from one school setting to another.

Category: Continuous Improvement

Activity - 3.1.2.1 Continue to enhance the Cycle-based budgeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1.2.1 Continue to enhance the Cycle-based budgeting method, using data to assist in determining the needs, goals, and funding required for individual schools. Schools: All Schools	Policy and Process	07/01/2016	12/01/2017	$0	No Funding Required	Hardin

Activity - 3.1.2.2 Provide appropriate bonding capacity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1.2.2 Provide appropriate bonding capacity to provide for facility infrastructure needs Schools: All Schools	Policy and Process	07/01/2016	06/30/2017	$0	No Funding Required	Hardin

Activity - 3.1.2.3P Develop a system of support for JCPS priority schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1.2.3P Develop a system of support for JCPS priority schools to differentiate personnel, time, and other resources to provide all students with high quality instruction, programs, and interventions based upon individualized learning needs Schools: All Schools	Policy and Process, Behavioral Support Program, Professional Learning, Academic Support Program	08/01/2016	12/19/2017	$1200000	General Fund	Hardin, Munoz

Strategy 3:

3.1.3 Improve human resources infrastructure - 3.1.3 Improve human resources infrastructure: Develop and implement a responsive, time-sensitive educator recruitment and placement process that: identifies, hires, and assigns teachers and administrators with the capacities, skills and dispositions necessary for effective teaching and learning; targets recruitment to fill high-need positions; identifies and hires a diverse workforce; and places and retains teachers in schools taking into account teacher experience and student needs.

Category: Human Capital Management

Activity - 3.1.3.1 Continue work with internal and external IT partners to update and enhance data systems that support effective and efficient recruitment, hiring and placement of teachers and administrators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1.3.1 Continue work with internal and external IT partners to update and enhance data systems that support effective and efficient recruitment, hiring and placement of teachers and administrators Schools: All Schools	Recruitment and Retention	07/01/2016	06/01/2017	$125000	General Fund	Hudson, Armour, Green, Eckerle

Activity - 3.1.3.2 Create procedures for the development of a pool of qualified teacher applicants who are racial and/or ethnic minorities.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1.3.2 Create procedures for the development of a pool of qualified teacher applicants who are racial and/or ethnic minorities. Schools: All Schools	Policy and Process, Recruitment and Retention	07/01/2016	06/01/2017	$0	No Funding Required	Hudson, Armour, Green

Activity - 3.1.3.3 Increase the percentage of highly qualified and effective school and district educators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1.3.3 Increase the percentage of highly qualified and effective school and district educators who meet the diverse needs of students. Schools: All Schools	Recruitment and Retention	07/01/2016	07/01/2017	$0	No Funding Required	Hudson

Activity - 3.1.3.4 Develop and implement a screening process for the identification of highly qualified applicants	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

3.1.3.4 Develop and implement a screening process for the identification of highly qualified applicants for school-based administrative positions Schools: All Schools	Policy and Process, Recruitment and Retention	07/01/2016	06/01/2017	$0	No Funding Required	Hudson

Activity - 3.1.3.5P Implement leadership and teacher incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1.3.5P Implement leadership and teacher incentives for attracting and retaining highly-qualified staff in priority and transformation schools. Schools: All Schools	Recruitment and Retention	07/01/2016	06/01/2017	$0	No Funding Required	Hudson, Armour, Munoz

Strategy 4:

3.1.4 Ensure responsible stewardship of resources - 3.1.4 Ensure responsible stewardship of resources: Based on comprehensive needs assessments, determine the necessary funding to improve adequate and equitable infrastructures, to include a systematic review of current expenditures for performance optimization, opportunities for cost containment, and maximizing impact on student learning.

Category: Continuous Improvement

Activity - 3.1.4.1 Review of identified programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1.4.1 Review of identified programs will be performed with results reported to the superintendent & cabinet Schools: All Schools	Policy and Process, Behavioral Support Program, Academic Support Program	07/01/2016	12/30/2017	$0	No Funding Required	Hardin

Activity - 3.1.4.2 Continue to review opportunities for efficiency through energy savings, program evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1.4.2 Continue to review opportunities for efficiency through energy savings, program evaluations Schools: All Schools	Policy and Process, Behavioral Support Program, Academic Support Program	07/01/2016	06/30/2017	$0	No Funding Required	Hardin

Activity - 3.1.4.3 Work with schools in a pilot program to optimize use of resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1.4.3 Work with schools in a pilot program to optimize use of resources Schools: All Schools	Policy and Process	11/15/2016	12/30/2017	$0	No Funding Required	Hardin

Goal 4: COMMUNICATIONS, ENGAGEMENT & ACCESS TO INFORMATION: Improve communication systems and expand access to JCPS information and responsive services by using technology and world class best practices to build and strengthen relationships

Measurable Objective 1:

collaborate to 1. Increase internal and external customer satisfaction; 2. increase the number of stakeholders accessing information across all communication modalities by 12/30/2017 as measured by multiple metrics as described in Vision 2020 Metrics Plan.

Strategy 1:

3.2.1 Engage with families - 3.2.1 Engage with families: Invite parents and caregivers to participate in the life of their child's school and the educational growth of their child through a process of meaningful and mutual communication and engagement focused on improving the learning environment and experiences at school and at home.

Category: Stakeholder Engagement

Activity - 3.2.1.1 Develop and implement plan to translate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.2.1.1 Develop and implement plan to translate all major JCPS documents and forms into languages most frequently spoken by JCPS families Schools: All Schools	Parent Involvement, Community Engagement	01/01/2017	08/01/2017	$50000	Title III, General Fund	Beardsley Lima

Activity - 3.2.1.2 Create learning opportunities and collaboration efforts for families	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.2.1.2 Create learning opportunities and collaboration efforts for families around physical and mental health, resiliency, suicide prevention, college access, and academic success. Schools: All Schools	Behavioral Support Program, Academic Support Program, Parent Involvement	12/01/2016	06/30/2017	$0	No Funding Required	Averette

Activity - 3.2.1.3 Working with various community stakeholders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

3.2.1.3 Working with various community stakeholders on engaging families including 1) Doing Business with JCPS- Helping MWBE businesses work in JCPS, 2) Central District Baptist Association 147th Annual Session – Agreement with Pastors in the community assist in uplifting students via mentoring, information sharing, aligning VBS with standards, 3) P.A.R.E.N.T Initiative – Training pastors to navigate the JCPS system and become educational parents Schools: All Schools	Behavioral Support Program, Academic Support Program, Parent Involvement, Community Engagement	07/01/2016	12/30/2017	$4350	General Fund	Marshall

Activity - 3.2.1.4P Increased communication with parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.2.1.4P Increased communication with parents through 1) Family Matters PTA Newsletter – Newsletter for Parents in collaboration with 15th district PTA, 2) Parent Involvement Series – Series of sessions where parents learn how to navigate the JCPS system, 3) SBDM Training – Training that seeks to help parents involved in JCPS make informed decisions Schools: All Schools	Parent Involvement, Community Engagement	06/01/2016	12/30/2017	$9380	General Fund	Marshall, Munoz

Activity - 3.2.1.5 Invite conversation with community stakeholders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.2.1.5 Invite conversation with community stakeholders through PLC rounds where community members are invited to view a Professional Learning Community inside a JCPS school Schools: All Schools	Professional Learning, Community Engagement	12/01/2016	12/30/2017	$250	General Fund	Marshall

Activity - 3.2.1.6 Provide a speaker series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.2.1.6 Provide a Speaker Series - National acclaimed speakers provide PD on their topic of expertise and have a community conversation Schools: All Schools	Professional Learning	12/01/2016	12/31/2017	$32000	General Fund	Marshall

Activity - 3.2.1.7P Support ESL families and students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.2.1.7P Support ESL families and students with a Bilingual Language Services Program Specialist, ESL staff and resources to provide interpretation and translations services. Schools: All Schools	Academic Support Program, Parent Involvement	07/01/2016	12/30/2017	$0	No Funding Required	Herring, Branham, Beardsley, Munoz

Activity - 3.2.1.8P Support ECE families	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

3.2.1.8P Support ECE families and students with an ECE Program Specialist, ECE staff and resources to provide services. Schools: All Schools	Behavioral Support Program, Academic Support Program, Parent Involvement	07/01/2016	12/30/2017	$0	No Funding Required	Herring, Averette, Munoz

Strategy 2:

3.2.2 Improve and standardize external systems: - 3.2.2 Improve and standardize external systems: Develop and implement clear, transparent processes and communications protocols to increase reach to and improve access by all stakeholders, including:

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

·   Developing customer service training and protocols for front-line employees; and

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

Category: Continuous Improvement

Activity - 3.2.2.1 Call center representatives training developed to better serve customers, the Help Desk Institute Certification is for front-line employees.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.2.2.1 Call center representatives training developed to better serve customers, the Help Desk Institute Certification is for front-line employees. Schools: All Schools	Professional Learning	08/01/2016	12/30/2017	$0	No Funding Required	Raisor

Strategy 3:

3.2.3 Improve and standardize internal systems: - 3.2.3 Improve and standardize internal systems: Create a standardized process for requesting services from Central Office departments, leading to increased efficiency

Category: Continuous Improvement

Activity - 3.2.3.1 Continue refining a standardized process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.2.3.1 Continue refining a standardized process for requesting services from Central Office departments, leading to increased efficiency. Schools: All Schools	Policy and Process	07/01/2016	12/30/2017	$0	No Funding Required	Raisor

Strategy 4:

3.2.4 Listen and respond to stakeholders - 3.2.4 Listen and respond to stakeholders: Develop and implement regular, systemic processes and structures to identify, understand, and respond to stakeholder needs.

Category: Stakeholder Engagement

Comprehensive District Improvement Plan

Jefferson County

Activity - 3.2.4.1 Work with board to implement coordinated Community Conversations.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.2.4.1 Work with board to implement coordinated Community Conversations. Schools: All Schools	Community Engagement	12/01/2016	12/30/2017	$0	No Funding Required	Martin

Activity - 3.2.4.2 Work with Data Management to include questions on Comprehensive School Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.2.4.2 Work with Data Management to include questions on Comprehensive School Survey requesting feedback from parents, teachers, staff and students regarding their satisfaction of communication about their school and the district. Schools: All Schools	Community Engagement	12/01/2016	12/30/2017	$0	No Funding Required	Martin

Activity - 3.2.4.3 Implement new intranet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.2.4.3 Act on employee feedback to implement new intranet for JCPS to improve internal communications. Schools: All Schools	Technology, Community Engagement	12/01/2016	12/30/2017	$0	No Funding Required	Martin

Activity - 3.2.4.4 Implement new employee app	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.2.4.4 Implement new employee app to improve internal communications. Schools: All Schools	Technology, Community Engagement	12/01/2016	12/30/2017	$100000	General Fund	Martin

Activity - 3.2.4.5 Utilize new technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.2.4.5 Utilize new technology to communicate digitally with stakeholders. Schools: All Schools	Technology	12/01/2016	12/30/2017	$0	No Funding Required	Martin

Activity - 3.2.4.6 Conduct regular briefings with superintendent	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.2.4.6 Conduct regular briefings with superintendent where employees ask questions about pertinent questions in the district Schools: All Schools	Policy and Process, Community Engagement	12/01/2016	12/30/2017	$0	No Funding Required	Martin

Activity - 3.2.4.7 Utilize Superintendent's Student Advisory Council	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 3.2.4.7 Utilize Superintendent's Student Advisory Council to provide social media ambassadors for the district and provide feedback to district about how students would like to receive content and help create content

Schools: All Schools | Community Engagement | 12/01/2016 | 12/30/2017 | $0 | No Funding Required | Martin |

Goal 5: HIGH-PERFORMING TEAMS & PROFESSIONAL LEARNING COMMUNITIES: Develop a culture of high-performing teams throughout the district that fosters collaboration, innovation,creativity, and continuous improvement.

Measurable Objective 1:

collaborate to 1. Increase the number of teams within and across divisions that exhibit characteristics of organizational effectiveness; 2. Increase the average effectiveness rating of PLCs; 3. Increase the number of staff who can lead teams in improving performance by 12/31/2017 as measured by metrics developed in the Vision 2020 Metrics Plan.

Strategy 1:

2.2.1 Define High Performing Teams - 2.2.1 Define high-performing teams: Define a districtwide way of working in high-performing teams developed in collaboration

with

certified and classified staff, and school and district leaders that creates a common aspiration for collegial, mutually accountable accomplishment of goals.

Category: Human Capital Management

Activity - 2.2.1.1 Develop a planning group from 6 JCPS Divisions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.2.1.1 Establish a "High Performing Teams" planning group with representatives from all six JCPS divisions. Schools: All Schools	Professional Learning	12/01/2016	06/30/2017	$0	No Funding Required	Hudson, Cabinet

Activity - 2.2.1.2 Consult with national expert	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.2.1.2 Consult with national experts to guide collaborative work of the established "High Performing Team" planning group. Schools: All Schools	Academic Support Program	12/01/2016	06/30/2017	$0	No Funding Required	Hudson, Cabinet

Activity - 2.2.1.3 Review and synthesize research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.2.1.3 Review and synthesize research and work around high performing teams. Schools: All Schools	Academic Support Program	12/01/2016	06/30/2017	$0	No Funding Required	Hudson, Cabinet

Activity - 2.2.2.4 Discuss and develop a framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.2.2.4 Discuss and develop a framework for high performing teams Schools: All Schools	Academic Support Program	12/01/2016	06/30/2017	$0	No Funding Required	Hudson, Cabinet

Activity - 2.2.1.5 Explore what makes a team high performing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.2.1.5 Explore and identify capacities and dispositions for 2017 focus on what makes a team high performing Schools: All Schools	Academic Support Program	12/01/2016	06/30/2017	$0	No Funding Required	Hudson, Cabinet

Strategy 2:

2.2.2 Building capacity of PLCs - Build capacity of PLCs: Improve professional practice and design deeper learning opportunities through PLCs that leads to shared

ownership of student success.

Category: Professional Learning & Support

Activity - 2.2.2.1 PD training focused on RTI process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.2.2.1 A combination of 25 high need and Priority Elementary, all Middle and High School Priority Schools will attend a 2 day training focused on the RTI Process and building systems of support to ensure all students are learning at high levels as provided by national expert Mike Mattos (Solution Tree). An intentional focus will be placed on building school and district-wide systems of support. Schools: All Schools	Professional Learning	08/01/2016	12/30/2017	$41055	Title II Part A	Branham Isaacs Price

Activity - 2.2.2.2 Provide PD to build teacher capacity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.2.2.2 Contract with Solution Tree to provide professional development to build teacher capacity in assessment literacy including the development and use of formative, authentic, project- and performance-based assessments. Training will intentionally focus on Mathematics and ELA and follow up sessions will take place with Math and ELA Curriculum Specialists. Schools: All Schools	Professional Learning	08/01/2016	05/01/2017	$150000	Title II Part A	Branham Isaacs Price

Strategy 3:

2.2.3 Increase and deepen professional learning - Increase and deepen professional learning: Provide time and professional learning opportunities for certified staff and

classified staff to learn together, plan, and reflect upon and improve professional practice so that employees are equipped and empowered to function as high-

performing teams.

Category: Professional Learning & Support

Activity - 2.2.3.1P Schools will participate in Novice Reduction Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.2.3.1P All JCPS Elementary, Middle and High Schools will participate in a 6 hour Novice Reduction Training provided by KDE Consultants during the month of October. Intentional focus will be placed on equipping school teams and school level plans for implementing Novice Reduction Strategies for the 2016-17 school year. Schools: All Schools	Professional Learning	10/01/2016	11/30/2016	$0	No Funding Required	Herring Branham, Munoz

Activity - 2.2.3.2 Administer PD Needs Assessment to stakeholdes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.2.3.2 Develop and administer a comprehensive PD Needs Assessment to all stakeholders to best leverage District and School Based PD (including how to better support effective and high-performing teams) to impact student learning for the 2017-18 school year Schools: All Schools	Professional Learning	12/01/2016	02/28/2017	$0	No Funding Required	Branham Isaacs

Activity - 2.2.3.3P Develop walk-through process to deepen PD learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.2.3.3P Develop and implement a comprehensive walk-through process to deepen professional learning and monitor the delivery of the intended curriculum across the district. Priority Schools and Transformation Schools will be the first priority for implementation. Process will involve Central Office Staff, Principals and Teachers Schools: All Schools	Professional Learning	12/01/2016	05/01/2017	$0	No Funding Required	Munoz Branham Handley Wright Isaacs

Strategy 4:

2.2.4 Develop leaders - Develop leaders: Provide research or evidence-based strategies and best practice leadership-development opportunities and meaningful,

actionable feedback to school and district staff to create a large cadre of effective leaders and peer coaches.

Category: Continuous Improvement

Activity - 2.2.4.1 Implement a New Principal Cohort	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.2.4.1 Implement a New Principal Cohort to support new principals in the management of daily operations, supervisory skills and academic achievement. Schools: All Schools	Professional Learning, Recruitment and Retention, Academic Support Program	07/01/2016	06/01/2017	$0	No Funding Required	Hudson, Eckerle

Activity - 2.2.4.2 Continue internal leadership development program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.2.4.2 Continue the implementation, review and refinement of an internal leadership development program, for current and aspiring leaders, on management of operations, supervisory skills, coaching and modeling for productivity and best practice strategies. Schools: All Schools	Professional Learning, Recruitment and Retention	07/01/2016	06/01/2017	$0	No Funding Required	Hudson, Armour, Eckerle

Activity - 2.2.4.3P Utilize NISIL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.2.4.3P Utilize NISL to train school administrators in effective and student-centered instructional leadership. Schools: All Schools	Academic Support Program	07/01/2016	06/01/2017	$680000	Grant Funds	Hudson, Munoz, Branham, Isaacs

Activity - 2.2.4.4 Continue tiered mentoring program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.2.4.4 Continue implementation of a tiered mentoring program designed to support new teachers in the first three years of their career. Schools: All Schools	Recruitment and Retention	07/01/2016	06/01/2017	$97600	Title II Part A	Hudson, Eckerle, Colley

Activity - 2.2.4.5P Establish partnerships with local universities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.2.4.5P Establish partnership with local university to design and implement a college credit earning course focused on supporting beginning teachers in Priority Schools (extended New Teacher Induction opportunity) Schools: All Schools	Recruitment and Retention	07/01/2016	06/01/2017	$20000	Title II Part A	Hudson, Eckerle, Colley

Activity - 2.2.4.6 Continue NBC Teacher program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.2.4.6 Continue implementation of National Board Certified Teacher program; increasing the number of certified teachers who are pursuing, obtaining and requalifying Schools: All Schools	Recruitment and Retention	07/01/2016	06/01/2017	$95000	Title II Part A	Hudson, Eckerle, Colley

Goal 6: TECHNOLOGY FOR LEARNING AND OPERATIONS: Continue to maintain, standardize, and deploy modern technology across JCPS to educate all students with twenty-first century skills and to support student success and efficient operations.

Measurable Objective 1:

collaborate to 1. Increase access to and use of up-to-date technology by teachers and students; 2. Increase the percentage of students who demonstrate mastery on key 21st century skills by 12/30/2017 as measured by multiple metrics as described in Vision 2020 Metrics Plan.

Strategy 1:

3.3.1 Create a technology roadmap: - 3.3.1 Create a technology roadmap: Create a three year strategic technology roadmap that defines and clearly communicates

the technology foundation and the vision, leadership, and support need in order for JCPS in to achieve its academic and operational goals.

Category: Management Systems

Activity - 3.3.3.1 Comprehensive Technology Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.3.3.1 Performance and Technology along with Computer Education to conduct a Comprehensive Technology Assessment for district. Schools: All Schools	Policy and Process, Technology	09/01/2016	12/30/2017	$0	No Funding Required	Raisor

Activity - 3.3.1.2P Provide professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.3.1.2P Provide professional development based on current hardware/software technological needs and emerging technologies (STEM, robotics, MakerSpace) to improve the digital learning environment (as measured by the ELEOT) in priority and transformation schools. Schools: All Schools	Professional Learning	09/01/2016	12/30/2017	$0	No Funding Required	Branham, Lattimore, Munoz

Strategy 2:

3.3.2 Harness innovation - 3.3.2 Harness innovation: Develop and implement an innovation mechanism that creates and leverages public-private innovation

partnerships by which new technologies will be tested, evaluated, and shared by an Innovation Team made up of a core group of school technology coordinators

(STCs), administrators, classroom teachers, and students.

Category: Continuous Improvement

Activity - 3.3.2.1 Identify strengths and weaknesses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.3.2.1 Identify strengths and weaknesses to providing Wi-Fi on buses in 3 pilot schools Schools: All Schools	Technology	10/01/2016	12/30/2017	$0	No Funding Required	Raisor

Activity - 3.3.2.2 Survey students at pilot schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

3.3.2.2 Survey students at pilot schools for access to a personal device Schools: All Schools	Technology	10/01/2016	12/30/2017	$0	No Funding Required	Raisor, Lattimore

Activity - 3.3.2.3 Quotes for POs to purchase units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.3.2.3 Quotes for POs to purchase units and install in pilot buses for 3 schools Schools: All Schools	Technology	10/01/2016	12/30/2017	$0	No Funding Required	Raisor

Strategy 3:

3.3.3 Optimize technology usage - 3.3.3 Optimize technology usage: Enhance technology infrastructure to facilitate the adoption of new and emerging technologies to educate our students with twenty-first century skills, provide a foundation for personalized learning, remove barriers to learning, and ensure equitable access to technology-enhanced learning opportunities.

Category: Learning Systems

Activity - 3.3.3.1 Provide on-going District-wide and site-based professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.3.3.1 Computer Education Support will provide on-going District-wide and site-based professional development focused on students using technology for learning by 1) gathering, evaluating and/or using information for learning (e.g., using mobile devices, Read-Write, digital literacy), 2) conducting research, solving problems, and/or creating original works for learning (e.g., using STEM, Innovative Labs, Coding, SMART Technologies, Robotics), and 3) communicating and working collaboratively for learning (e.g., using Google For Education, Office 365, Blackboard, Student Technology Leadership Program) Schools: All Schools	Professional Learning, Technology	08/01/2016	05/01/2017	$0	No Funding Required	Lattimore Revel

Activity - 3.3.3.2 Provide PD to remove barriers to learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.3.3.2 Computer Education Support will provide on-going District-wide and site based professional development focused on students using technology to remove barriers to learning (e.g., Edgenuity, UDL) Schools: All Schools	Professional Learning, Technology, Academic Support Program	08/01/2016	05/01/2017	$0	No Funding Required	Lattimore Revel

Activity - 3.3.3.3 Facilitate the adoption of new and emerging technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 3.3.3.3 Computer Education Support will facilitate the adoption of new and emerging technologies to educate our students with twenty-first century skills.

Schools: All Schools | Technology | 08/01/2016 | 05/01/2017 | $0 | No Funding Required | Lattimore Brown |

Goal 7: ACCCESS TO PUBLIC SCHOOL CHOICE: Pursue values of parent choice and diversity by expanding access to our public choice system and increasing participation using technology and world-class best practices.

Measurable Objective 1:

collaborate to 1. Increse % of families who understand & access the JCPS choice system; 2. Increase % of families with students in the gap group who understand & access the JCPS choice system; 3. Increase % of kindergarten applications submitted during initial period by 12/30/2017 as measured by multiple methods as described in Vision 2020 Metrics Plan.

Strategy 1:

3.4.1 Improve communications - 3.4.1 Improve communications: Develop, implement, and refine clear, transparent processes and communications protocols using

consumer intelligence and market analysis, including a school choice predictability tool, so that families understand their options and choices.

Category: Stakeholder Engagement

Activity - 3.4.1.1 Coordinate digital marketing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.1.1 Coordinate digital marketing to increase access to information about school choice. Schools: All Schools	Policy and Process, Community Engagement	09/01/2016	12/30/2017	$0	No Funding Required	Martin

Activity - 3.4.1.2 Video tours	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.1.2 Roll out video tours of schools to provide access to parents and students by providing additional information to help increase access to school choice. Schools: All Schools	Community Engagement	01/03/2017	12/19/2017	$0	No Funding Required	Martin

Activity - 3.4.1.3P Marketing of School Choice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.1.3P Increase marketing of school choice. An emphasis will be placed in priority schools. Schools: All Schools	Community Engagement	09/01/2016	12/19/2017	$0	No Funding Required	Martin

Activity - 3.4.1.4 Publish monthly newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.1.4 Publish monthly newsletters to school staff informing them about upcoming timelines, activities, and changes. Schools: All Schools	Community Engagement	08/10/2016	12/19/2017	$0	No Funding Required	Dossett

Activity - 3.4.1.5 Gather baseline data on magnet application	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.1.5 Gather baseline data on magnet application & acceptance rate to build predictability tool for magnet programs. Schools: All Schools	Policy and Process	10/31/2016	12/19/2017	$0	No Funding Required	Dossett

Strategy 2:

3.4.2 Improve processes: - 3.4.2 Improve processes: Develop and implement an easily understood school application and selection process

Category: Continuous Improvement

Activity - 3.4.2.1 Pilot an initiative with three schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.2.1 Pilot an initiative with three schools to clarify, simplify, and streamline the school's magnet application process Schools: All Schools	Policy and Process	01/03/2017	12/19/2017	$0	No Funding Required	Dossett

Activity - 3.4.2.2 Initiate work on Phase II of the online registration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.2.2 Initiate work on Phase II of the online registration experience to allow parents to update household information online Schools: All Schools	Policy and Process, Parent Involvement	01/03/2017	12/19/2017	$0	No Funding Required	Dossett

Activity - 3.4.2.3 Eliminate hand-delivering information for magnet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.2.3 Explore the feasibility of creating a system that eliminates the need for families to hand-deliver additional information to schools for magnet applications (i.e. teacher recommendations, essays) Schools: All Schools	Policy and Process	06/01/2017	12/19/2017	$0	No Funding Required	Dossett

Activity - 3.4.2.4 Explore ways to align Individual Learning Plan (ILP)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

3.4.2.4 Explore ways to align Individual Learning Plan (ILP) results with magnet choices and career pathway programs. Schools: All Schools	Policy and Process, Career Preparation/Orientation	08/10/2016	12/19/2017	$0	No Funding Required	Dossett

Activity - 3.4.2.5P Translation work of the Choices pamphlet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.2.5P Translation work of the Choices pamphlet in Spanish, Arabic, and Somali. An emphasis will be placed on priority schools with large ELLs student population. Schools: All Schools	Parent Involvement	09/01/2016	01/30/2017	$5000	General Fund	McGinnis Beardsley Lima

Strategy 3:

3.4.3 Provide customer service training - 3.4.3 Provide customer service training: Develop and implement customer service training and protocols for employees based on identified customer needs.

Category: Continuous Improvement

Activity - 3.4.3.1 Conduct trainings for school staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.3.1 Conduct trainings for school staff regarding how to assist families with student assignment issues (i.e. first day procedures, classroom roster setup) Schools: All Schools	Policy and Process, Professional Learning	08/10/2016	12/19/2017	$0	No Funding Required	Dossett

Activity - 3.4.3.2 Provide trainings for school staff regarding the use of the magnet application processing system	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.3.2 Provide trainings for school staff regarding the use of the magnet application processing system Schools: All Schools	Policy and Process, Professional Learning	08/10/2016	12/19/2017	$0	No Funding Required	Dossett

Activity - 3.4.3.3 Collaborate with the 311 call center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.3.3 Collaborate with the 311 call center to provide answers for most commonly asked questions Schools: All Schools	Policy and Process	08/10/2016	12/19/2017	$0	No Funding Required	Dossett

Activity - 3.4.3.4P Gather input from schools outside the diversity guideline	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 3.4.3.4P Gather input from schools outside the diversity guideline to determine if additional district supports could be provided to schools. An emphasis will be placed on priority schools. Schools: All Schools | Policy and Process | 10/15/2016 | 12/19/2017 | $0 | No Funding Required | Dossett |

Strategy 4:

3.4.4 Empower families: - 3.4.4 Empower families: Develop and implement a customer-friendly communications and outreach plan designed to empower all families

and caregivers to actively participate in the JCPS school choice system.

Category: Stakeholder Engagement

Activity - 3.4.4.1 Develop and implement an outreach campaign	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.4.1 Develop and implement an outreach campaign that includes partnering with different community agencies (i.e. MUW) to increase the percentage of on-time magnet applications for non-duplicated gap groups and targets areas in county with traditionally late submissions Schools: All Schools	Community Engagement	10/01/2016	12/19/2017	$0	No Funding Required	Dossett

Activity - 3.4.4.2 Continue to implement Mobile Bus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.4.2 Continue to implement Mobile Bus and extended hours to reach families in their own neighborhoods Schools: All Schools	Community Engagement	11/01/2016	12/19/2017	$15000	General Fund	Dossett

Activity - 3.4.4.3 Explore feasibility and implications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.4.3 Explore feasibility and implications of expanding number of choices for magnet programs on application Schools: All Schools	Academic Support Program	01/03/2017	10/30/2017	$0	No Funding Required	Dossett

Activity - 3.4.4.4 Evaluate the feasibility of redesigning the high school application	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.4.4 Evaluate the feasibility of redesigning the high school application to separate magnet choices from the high school career (5 Star) choices Schools: All Schools	Policy and Process	01/03/2017	10/31/2017	$0	No Funding Required	Dossett

Activity - 3.4.4.5 Align the magnet choices on the application	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

3.4.4.5 Align the magnet choices on the application to match the program description in the Choices booklet Schools: All Schools	Policy and Process	02/01/2017	06/30/2017	$0	No Funding Required	Dossett

Activity - 3.4.4.6 Revise and simplify information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.4.6 Revise and simplify information provided for parents regarding student transfers Schools: All Schools	Policy and Process	01/03/2017	04/30/2017	$0	No Funding Required	Dossett

Activity - 3.4.4.7 Revise the JCPS Registration & Application	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.4.7 Revise the JCPS Registration & Application page on the JCPS website to reduce the number of current families who complete a registration when it is not needed Schools: All Schools	Policy and Process	01/03/2017	10/30/2017	$0	No Funding Required	Dossett

Strategy 5:

3.4.5P Reduce student mobility: - 3.4.5P Reduce student mobility: Provide greater stability and educational continuity by creating a logistics and communications plan

to enable more students whose families move during the school year to remain at their current school.

Category: Continuous Improvement

Activity - 3.4.5.1P Reduced student mobility	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.5.1P Reduced student mobility in two priority elementary schools and continue to explore options for priority middle and high schools. Schools: All Schools	Academic Support Program	09/01/2016	09/19/2017	$0	No Funding Required	Dossett

Activity - 3.4.5.2 Continue to work with the transportation department	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.4.5.2 Continue to work with the transportation department and the Student Equity and Community Engagement office to ensure educational continuity Schools: All Schools	Policy and Process	08/10/2016	12/19/2017	$0	No Funding Required	Dossett

Activity - 3.4.5.3 Collaborate with Student Due Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

3.4.5.3 Collaborate with Student Due Process office to ensure that families understand educational options when transitioning out of alternative placements Schools: All Schools	Academic Support Program	08/10/2016	12/19/2017	$0	No Funding Required	Dossett

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
1.1.6.5 Research and develop a timeline for infant/toddler curriculum	1.1.6.5 Research and develop a timeline for implementing a new high quality curriculum in JCPS infant/toddler classrooms that is aligned with the Kentucky Early Childhood Standards	Policy and Process, Academic Support Program	08/01/2016	05/01/2017	$0	Branham EC Director Wathen
1.1.5.7 Maintaining library media resources	1.1.5.7 A collection analysis will be provided to each librarian and principal to facilitate the maintenance of up-to-date school library media resources.	Academic Support Program	08/01/2016	06/01/2017	$0	Lanata
3.4.4.1 Develop and implement an outreach campaign	3.4.4.1 Develop and implement an outreach campaign that includes partnering with different community agencies (i.e. MUW) to increase the percentage of on-time magnet applications for non-duplicated gap groups and targets areas in county with traditionally late submissions	Community Engagement	10/01/2016	12/19/2017	$0	Dossett
2.2.4.1 Implement a New Principal Cohort	2.2.4.1 Implement a New Principal Cohort to support new principals in the management of daily operations, supervisory skills and academic achievement.	Professional Learning, Recruitment and Retention, Academic Support Program	07/01/2016	06/01/2017	$0	Hudson, Eckerle
2.2.1.1 Develop a planning group from 6 JCPS Divisions	2.2.1.1 Establish a "High Performing Teams" planning group with representatives from all six JCPS divisions.	Professional Learning	12/01/2016	06/30/2017	$0	Hudson, Cabinet
3.1.1.1 LPC meetings and open to the public forum	3.1.1.1 LPC meetings and open to the public forum held to develop recommendations. District Facility Plan to be submit to JCBE.	Policy and Process	10/01/2016	12/30/2017	$0	Raisor
1.1.5.5 JCPS presenting with REL Appalachia	1.1.5.5 JCPS partnered with REL Appalachia to present: Teaching Academic Content and Literacy to English Learners. Key Topics include recommendations from the IES Practice Guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, hands-on strategies for implementing the recommendations, and guidance on facilitating a professional learning community. Attendees include individuals and/or teams of practitioners from schools and districts, who work with English learners.	Professional Learning	07/13/2016	07/13/2016	$0	Branham Wright Beardsley

1.1.6.3 Utilize monitoring tool so support staff	1.1.6.3 Utilize a curriculum fidelity monitoring tool to support classroom staff with the implementation of the new Big Day for Pre-K curriculum to insure a guaranteed and viable curriculum for all EC students.	Technology, Academic Support Program	08/01/2016	05/01/2017	$0	Branham EC Director Wathen
1.1.5.2 Identify a Literacy Assessment Continuum	1.1.5.2 Work to identify a Literacy Assessment Continuum for K-3 classrooms and systematic use of data to provide students with appropriate instruction, monitor program effectiveness, track student progress, and allocate resources. Provide PD and Training to K-3 teachers to support a new system for end of year benchmarks that will measure on grade level reading for all K-3 students. Training will include information on the new benchmarks as well as CASCADE support for data entry and analysis. (Third Grade Reading Pledge)	Professional Learning, Academic Support Program	08/01/2016	05/01/2017	$0	Magpuri-Lavell, Branham Isaacs Mettille
3.3.3.1 Provide on-going District-wide and site-based professional development	3.3.3.1 Computer Education Support will provide on-going District-wide and site-based professional development focused on students using technology for learning by 1) gathering, evaluating and/or using information for learning (e.g., using mobile devices, Read-Write, digital literacy), 2) conducting research, solving problems, and/or creating original works for learning (e.g., using STEM, Innovative Labs, Coding, SMART Technologies, Robotics), and 3) communicating and working collaboratively for learning (e.g., using Google For Education, Office 365, Blackboard, Student Technology Leadership Program)	Professional Learning, Technology	08/01/2016	05/01/2017	$0	Lattimore Revel
3.4.3.1 Conduct trainings for school staff	3.4.3.1 Conduct trainings for school staff regarding how to assist families with student assignment issues (i.e. first day procedures, classroom roster setup)	Policy and Process, Professional Learning	08/10/2016	12/19/2017	$0	Dossett
3.1.4.1 Review of identified programs	3.1.4.1 Review of identified programs will be performed with results reported to the superintendent & cabinet	Policy and Process, Behavioral Support Program, Academic Support Program	07/01/2016	12/30/2017	$0	Hardin
1.1.7.3 ECE Specialist provide PD	1.1.7.3 ECE Specialists will provide on-going professional development to include training and coaching on differentiated instruction based in areas of literacy and mathematics needs as determined by student data analysis specifically to teachers teaching students with disabilities.	Professional Learning	12/01/2016	06/30/2017	$0	Averette
3.3.3.3 Facilitate the adoption of new and emerging technologies	3.3.3.3 Computer Education Support will facilitate the adoption of new and emerging technologies to educate our students with twenty-first century skills.	Technology	08/01/2016	05/01/2017	$0	Lattimore Brown
1.1.4.4 Create opportunity to share assessments	1.1.4.4 Create opportunity/venue to share alternative, project-based assessments (i.e. exhibition night, convening)	Professional Learning	01/03/2017	12/19/2017	$0	Dossett
3.1.1.5 District Facility Plan submitted to KDE.	3.1.1.5 District Facility Plan submitted to KDE.	Policy and Process	04/01/2017	05/01/2017	$0	Raisor

3.2.2.1 Call center representatives training developed to better serve customers, the Help Desk Institute Certification is for front-line employees.	3.2.2.1 Call center representatives training developed to better serve customers, the Help Desk Institute Certification is for front-line employees.	Professional Learning	08/01/2016	12/30/2017	$0	Raisor
2.2.1.2 Consult with national expert	2.2.1.2 Consult with national experts to guide collaborative work of the established "High Performing Team" planning group.	Academic Support Program	12/01/2016	06/30/2017	$0	Hudson, Cabinet
3.1.1.3 Run 14 day notice on Draft DFP	3.1.1.3 Run 14 day notice – A public hearing is required to receive public comments on the Draft DFP	Community Engagement	01/01/2017	01/30/2017	$0	Raisor
3.1.3.5P Implement leadership and teacher incentives	3.1.3.5P Implement leadership and teacher incentives for attracting and retaining highly-qualified staff in priority and transformation schools.	Recruitment and Retention	07/01/2016	06/01/2017	$0	Hudson, Armour, Munoz
2.1.1.2 Continue collaboration with EQOC and district leadership	2.1.1.2 Continue collaboration between EQOC and district leadership to review, revise and refine all components of the Educator Growth System.	Policy and Process	07/01/2016	05/01/2017	$0	Eckerle, Young
1.1.6.4 Increase support of EC dual language learners	1.1.6.4 Increase support of early childhood dual language learners and their families through one-on-one and small group activities with students and providing resources to instructional staff by early childhood Bilingual Associate Instructors.	Tutoring, Academic Support Program	08/01/2016	05/01/2017	$0	Branham EC Director Wathen
1.1.4.8P Apply learning from Assessment Literacy Training	1.1.4.8P Apply learning from Assessment Literacy Training to develop item bank for schools during Cycle 4 to allow for school-created authentic assessments as well as to allow district level staff to build upon work for Performance-Based Assessments and Project-Based Learning to support standards throughout curriculum maps (including the upload of school-generated Deeper Learning items. An emphasis will be placed on priority schools.	Academic Support Program	08/01/2016	05/01/2017	$0	Herring, Branham Isaacs, Munoz
3.4.2.2 Initiate work on Phase II of the online registration	3.4.2.2 Initiate work on Phase II of the online registration experience to allow parents to update household information online	Policy and Process, Parent Involvement	01/03/2017	12/19/2017	$0	Dossett
1.1.3.3P Implement a multi-tiered mental health support system	1.1.3.3P A multi-tiered mental health support system will be implemented at the universal, targeted and intensive level to meet the needs of each student. Training on specific interventions at each level will be provided to schools. Personnel will be aligned to implement the services (e.g. mental health counselors, school counselors, school psychologists, etc.) to ensure equitable access to all students. An emphasis will be placed on priority schools.	Behavioral Support Program	12/01/2016	06/30/2017	$0	Averette
1.1.1.6 Provide ongoing communication about Deeper Learning	1.1.1.6 Provide ongoing communication about Deeper Learning via digital media (i.e. newsletter and PowerPoint Mix Voiceover)	Professional Learning	08/01/2016	05/01/2017	$0	Branham, Isaacs

Comprehensive District Improvement Plan

Jefferson County

2.2.3.2 Administer PD Needs Assessment to stakeholdes	2.2.3.2 Develop and administer a comprehensive PD Needs Assessment to all stakeholders to best leverage District and School Based PD (including how to better support effective and high-performing teams) to impact student learning for the 2017-18 school year	Professional Learning	12/01/2016	02/28/2017	$0	Branham Isaacs
2.1.2.3 Resiliency building and training	2.1.2.3 Resiliency building and training for parents and community partners will occur in schools and community settings. (e.g. Louisville Linked, Metro Government, etc.).	Community Engagement	12/01/2016	06/30/2017	$0	Averette
1.1.4.1 Hold meetings to support assessment landscape	1.1.4.1 Hold regular meetings with Assessment Landscape Work Group to communicate, implement, and support the district benchmark assessment landscape for the 2016-17 school year	Academic Support Program	08/10/2016	12/19/2017	$0	Dossett
3.4.4.5 Align the magnet choices on the application	3.4.4.5 Align the magnet choices on the application to match the program description in the Choices booklet	Policy and Process	02/01/2017	06/30/2017	$0	Dossett
2.1.3.1 Provide training on health education	2.1.3.1 Provide best practice resources, programs, and trainings focused on collaboration and integration between education and health to improve students' learning, health, safety, and overall wellness.	Professional Learning	12/01/2016	06/30/2017	$0	Averette
1.1.4.7 Develop an overview of the new assessment landscape	1.1.4.7 Develop a broad overview of the new assessment landscape using Video Voiceover/PowerPoint Mix to clarify the implementation of the new Assessment Landscape for Principals and school staff. All principals, GCCs and teachers will be encouraged to take advantage of this teaching tool to support consistent implementation of the new assessment landscape.	Academic Support Program	08/01/2016	05/01/2017	$0	Branham Isaacs Price
3.4.5.2 Continue to work with the transportation department	3.4.5.2 Continue to work with the transportation department and the Student Equity and Community Engagement office to ensure educational continuity	Policy and Process	08/10/2016	12/19/2017	$0	Dossett
2.1.3.3 Plan and Schedule meetings with Louisville Linked	2.1.3.3 Plan and schedule monthly Louisville Linked Core planning Team meetings with District Personnel and Community members to review data monthly on the use of Louisville Linked.	Community Engagement	12/01/2016	06/30/2017	$0	Averette
3.4.1.3P Marketing of School Choice	3.4.1.3P Increase marketing of school choice. An emphasis will be placed in priority schools.	Community Engagement	09/01/2016	12/19/2017	$0	Martin
1.1.7.1 Prepare and support students during transition years	1.1.7.1 Prepare and support students during transition between school levels; early learning and successful transition into school; academic achievement and well-being and graduation and transition into adult life (e.g. Men of Quality, Women of Worth, Middle School Transition Nights, Kindergarten Readiness Camps, and Families in Training Program, college tours/visits, and mentoring programs).	Behavioral Support Program, Academic Support Program	12/01/2016	06/30/2017	$0	Averette
3.1.1.4 Hold public hearing, and approval of Final DFP	3.1.1.4 Hold public hearing, and approval of Final DFP	Community Engagement	02/01/2017	02/28/2017	$0	Raisor
3.1.3.4 Develop and implement a screening process for the identification of highly qualified applicants	3.1.3.4 Develop and implement a screening process for the identification of highly qualified applicants for school-based administrative positions	Policy and Process, Recruitment and Retention	07/01/2016	06/01/2017	$0	Hudson

2.1.3.2 Create and distribute topical newsletters	2.1.3.2 Topical newsletters will be developed and distributed quarterly that will give strategies on creating tolerance and inclusiveness within schools. Each newsletter will highlight proactive approaches that schools can take to create positive learning environments for all students. Bullying prevention department will meet and collaborate with new school counselors to plan, troubleshoot, and develop strategies to help schools create positive school cultures that encourage and promote safe spaces for students to learn.	Behavioral Support Program, Academic Support Program	12/01/2016	06/30/2017	$0	Averette
1.1.1.1 Principals Communication	1.1.1.1 Develop an overview presentation of Deeper Learning, including the framework to share with principals and other stakeholders. Include work completed thus far with principals and stakeholders.	Academic Support Program	08/01/2016	05/01/2017	$0	Branham, Isaacs
1.1.3.1 College Access Specialist will provide PD	1.1.3.1 College Access Specialist will provide on-going professional development to include training and coaching on advanced learning opportunities and college access to meet diverse learner needs and help eliminate opportunity gaps.	Professional Learning	08/01/2016	05/01/2017	$0	Branham Wright Royster, Rodgers
3.4.4.7 Revise the JCPS Registration & Application	3.4.4.7 Revise the JCPS Registration & Application page on the JCPS website to reduce the number of current families who complete a registration when it is not needed	Policy and Process	01/03/2017	10/30/2017	$0	Dossett
3.4.4.3 Explore feasibility and implications	3.4.4.3 Explore feasibility and implications of expanding number of choices for magnet programs on application	Academic Support Program	01/03/2017	10/30/2017	$0	Dossett
3.4.1.1 Coordinate digital marketing	3.4.1.1 Coordinate digital marketing to increase access to information about school choice.	Policy and Process, Community Engagement	09/01/2016	12/30/2017	$0	Martin
1.1.2.8P Provide training to build teacher capacity	1.1.2.8P Provide training and support to build teacher capacity in Response to Intervention, with a particular emphasis in supporting priority schools.	Professional Learning	11/01/2016	12/30/2017	$0	Branham, Isaacs, Munoz
3.2.1.8P Support ECE families	3.2.1.8P Support ECE families and students with an ECE Program Specialist, ECE staff and resources to provide services.	Behavioral Support Program, Academic Support Program, Parent Involvement	07/01/2016	12/30/2017	$0	Herring, Averette, Munoz
1.1.6.2 Utilize data to design Early Childhood PD	1.1.6.2 Utilize data from the Early Childhood electronic walkthrough tool to design training and coaching opportunities for staff for both embedded PD at the school level and at the district level.	Professional Learning	08/01/2016	05/01/2017	$0	Branham EC Director Wathen

2.2.3.3P Develop walk-through process to deepen PD learning	2.2.3.3P Develop and implement a comprehensive walk-through process to deepen professional learning and monitor the delivery of the intended curriculum across the district. Priority Schools and Transformation Schools will be the first priority for implementation. Process will involve Central Office Staff, Principals and Teachers	Professional Learning	12/01/2016	05/01/2017	$0		Munoz Branham Handley Wright Isaacs
1.1.1.8 Analyze results of pilot	1.1.1.8 Analyze results of new pilot items on capacities and dispositions from Comprehensive School Survey to inform future professional development and school supports	Professional Learning	05/01/2017	12/19/2017	$0		Dossett
3.4.2.1 Pilot an initiative with three schools	3.4.2.1 Pilot an initiative with three schools to clarify, simplify, and streamline the school's magnet application process	Policy and Process	01/03/2017	12/19/2017	$0		Dossett
3.1.3.3 Increase the percentage of highly qualified and effective school and district educators	3.1.3.3 Increase the percentage of highly qualified and effective school and district educators who meet the diverse needs of students.	Recruitment and Retention	07/01/2016	07/01/2017	$0		Hudson
1.1.2.9P ECE and ESL Specialist collaborate with Curriculum Specialists	1.1.2.9P ECE and ESL Specialists will collaborate with Curriculum Content Specialists to provide on-going professional development to meet diverse learner needs during cycle PD sessions OR school designated PD time. Emphasis placed on supporting priority schools with large percentage of ECE and ESL students.	Professional Learning	12/01/2016	12/30/2017	$0		Branham, Averette, Isaacs, Munoz
1.1.5.8P Provide extended learning opportunities	1.1.5.8P Provide extended learning opportunities for students at elementary, middle and high priority schools who are not performing at proficient levels on reading and writing district proficiency and state accountability assessments.	Extra Curricular, Academic Support Program	12/01/2016	12/31/2017	$0		Assistant Superintendents, Hardin, Collopy, Munoz
3.4.4.4 Evaluate the feasibility of redesigning the high school application	3.4.4.4 Evaluate the feasibility of redesigning the high school application to separate magnet choices from the high school career (5 Star) choices	Policy and Process	01/03/2017	10/31/2017	$0		Dossett
3.4.1.2 Video tours	3.4.1.2 Roll out video tours of schools to provide access to parents and students by providing additional information to help increase access to school choice.	Community Engagement	01/03/2017	12/19/2017	$0		Martin
3.4.1.4 Publish monthly newsletters	3.4.1.4 Publish monthly newsletters to school staff informing them about upcoming timelines, activities, and changes.	Community Engagement	08/10/2016	12/19/2017	$0		Dossett
2.1.2.2 Collaboration between Academic support and teachers	2.1.2.2 Academic support personnel (e.g. school counselors, school psychologists, mental health counselors, etc.) will collaborate with teachers and administrators to foster resiliency skills in students by using a strengths based approach.	Professional Learning, Academic Support Program	12/01/2016	06/30/2017	$0		Averette
3.4.3.3 Collaborate with the 311 call center	3.4.3.3 Collaborate with the 311 call center to provide answers for most commonly asked questions	Policy and Process	08/10/2016	12/19/2017	$0		Dossett
1.1.2.6 Collaborate to provide PD	1.1.2.6 In support of new state science standards, Curriculum Science Specialists (K-12) will collaborate to continue to provide professional development to build teacher capacity in Environmental Science using Authentic, real world settings to meet diverse learner needs and help eliminate the achievement gap. (Same as 1.1.5.6)	Professional Learning	08/01/2016	06/01/2017	$0		Branham Wright Thompson

3.4.2.4 Explore ways to align Individual Learning Plan (ILP)	3.4.2.4 Explore ways to align Individual Learning Plan (ILP) results with magnet choices and career pathway programs.	Policy and Process, Career Preparation/Orientation	08/10/2016	12/19/2017	$0	Dossett
2.1.2.6 Inclusion of Student Voice	2.1.2.6 Inclusion of student input via the Student Voices Project	Academic Support Program	12/01/2016	06/30/2017	$0	Marshall
2.2.4.2 Continue internal leadership development program	2.2.4.2 Continue the implementation, review and refinement of an internal leadership development program, for current and aspiring leaders, on management of operations, supervisory skills, coaching and modeling for productivity and best practice strategies.	Professional Learning, Recruitment and Retention	07/01/2016	06/01/2017	$0	Hudson, Armour, Eckerle
3.3.2.2 Survey students at pilot schools	3.3.2.2 Survey students at pilot schools for access to a personal device	Technology	10/01/2016	12/30/2017	$0	Raisor, Lattimore
3.1.3.2 Create procedures for the development of a pool of qualified teacher applicants who are racial and/or ethnic minorities.	3.1.3.2 Create procedures for the development of a pool of qualified teacher applicants who are racial and/or ethnic minorities.	Policy and Process, Recruitment and Retention	07/01/2016	06/01/2017	$0	Hudson, Armour, Green
3.1.4.3 Work with schools in a pilot program to optimize use of resources	3.1.4.3 Work with schools in a pilot program to optimize use of resources	Policy and Process	11/15/2016	12/30/2017	$0	Hardin
3.4.4.6 Revise and simplify information	3.4.4.6 Revise and simplify information provided for parents regarding student transfers	Policy and Process	01/03/2017	04/30/2017	$0	Dossett
3.2.1.7P Support ESL families and students	3.2.1.7P Support ESL families and students with a Bilingual Language Services Program Specialist, ESL staff and resources to provide interpretation and translations services.	Academic Support Program, Parent Involvement	07/01/2016	12/30/2017	$0	Herring, Branham, Beardsley, Munoz
3.2.3.1 Continue refining a standardized process	3.2.3.1 Continue refining a standardized process for requesting services from Central Office departments, leading to increased efficiency.	Policy and Process	07/01/2016	12/30/2017	$0	Raisor
3.2.4.2 Work with Data Management to include questions on Comprehensive School Survey	3.2.4.2 Work with Data Management to include questions on Comprehensive School Survey requesting feedback from parents, teachers, staff and students regarding their satisfaction of communication about their school and the district.	Community Engagement	12/01/2016	12/30/2017	$0	Martin
3.4.3.2 Provide trainings for school staff regarding the use of the magnet application processing system	3.4.3.2 Provide trainings for school staff regarding the use of the magnet application processing system	Policy and Process, Professional Learning	08/10/2016	12/19/2017	$0	Dossett
3.1.1.2 JCBE presented for approval Draft District Facilities Plan	3.1.1.2 JCBE presented for approval Draft District Facilities Plan	Policy and Process	01/01/2017	01/10/2017	$0	Raisor
3.1.2.1 Continue to enhance the Cycle-based budgeting	3.1.2.1 Continue to enhance the Cycle-based budgeting method, using data to assist in determining the needs, goals, and funding required for individual schools.	Policy and Process	07/01/2016	12/01/2017	$0	Hardin

3.3.2.1 Identify strengths and weaknesses	3.3.2.1 Identify strengths and weaknesses to providing Wi-Fi on buses in 3 pilot schools	Technology	10/01/2016	12/30/2017	$0	Raisor
1.1.3.6P Participate in Data Training	1.1.3.6P School support personnel will participate in data training on CASCADE and Dashboard to help them identify target groups of students that need additional support in order to experience academic success. Training will be presented in person and online to allow for maximum exposure to staff. An emphasis will be placed on priority schools.	Professional Learning	10/01/2016	12/30/2017	$0	Dossett, Prather, Munoz
2.1.1.4 Develop work system	2.1.1.4 Develop a K-12 soft skills/work place skills system to complement the deeper learning dispositions in Vision 2020	Technology	07/01/2016	12/30/2017	$0	Rodgers
3.2.1.2 Create learning opportunities and collaboration efforts for families	3.2.1.2 Create learning opportunities and collaboration efforts for families around physical and mental health, resiliency, suicide prevention, college access, and academic success.	Behavioral Support Program, Academic Support Program, Parent Involvement	12/01/2016	06/30/2017	$0	Averette
2.1.3.5P Training for suicide prevention	2.1.3.5P Suicide prevention training resources and supports will be offered to students and teachers throughout the school year. An emphasis will be placed in priority schools.	Behavioral Support Program, Professional Learning	12/01/2016	06/30/2017	$0	Averette
2.2.3.1P Schools will participate in Novice Reduction Training	2.2.3.1P All JCPS Elementary, Middle and High Schools will participate in a 6 hour Novice Reduction Training provided by KDE Consultants during the month of October. Intentional focus will be placed on equipping school teams and school level plans for implementing Novice Reduction Strategies for the 2016-17 school year.	Professional Learning	10/01/2016	11/30/2016	$0	Herring Branham, Munoz
2.2.2.4 Discuss and develop a framework	2.2.2.4 Discuss and develop a framework for high performing teams	Academic Support Program	12/01/2016	06/30/2017	$0	Hudson, Cabinet
3.3.3.2 Provide PD to remove barriers to learning	3.3.3.2 Computer Education Support will provide on-going District-wide and site based professional development focused on students using technology to remove barriers to learning (e.g., Edgenuity, UDL)	Professional Learning, Technology, Academic Support Program	08/01/2016	05/01/2017	$0	Lattimore Revel
3.4.2.3 Eliminate hand-delivering information for magnet	3.4.2.3 Explore the feasibility of creating a system that eliminates the need for families to hand-deliver additional information to schools for magnet applications (i.e. teacher recommendations, essays)	Policy and Process	06/01/2017	12/19/2017	$0	Dossett
1.1.1.2 Develop Deeper Learning	1.1.1.2 Develop a Deeper Learning Strategic Planning Committee	Academic Support Program	09/01/2016	05/01/2017	$0	Branham, Isaacs

2.2.1.3 Review and synthesize research	2.2.1.3 Review and synthesize research and work around high performing teams.	Academic Support Program	12/01/2016	06/30/2017	$0	Hudson, Cabinet
1.1.5.6 Curriculum Specialist provide PD	1.1.5.6 In support of new state science standards, Curriculum Science Specialists (K-12) will collaborate continue to provide professional development to build teacher capacity in Environmental Science using Authentic, real world settings to meet diverse learner needs and help eliminate the achievement gap. (Same as 1.1.2.6)	Professional Learning	08/01/2016	06/01/2017	$0	Branham Wright Thompson
3.2.4.5 Utilize new technology	3.2.4.5 Utilize new technology to communicate digitally with stakeholders.	Technology	12/01/2016	12/30/2017	$0	Martin
3.2.4.1 Work with board to implement coordinated Community Conversations.	3.2.4.1 Work with board to implement coordinated Community Conversations.	Community Engagement	12/01/2016	12/30/2017	$0	Martin
3.1.2.2 Provide appropriate bonding capacity	3.1.2.2 Provide appropriate bonding capacity to provide for facility infrastructure needs	Policy and Process	07/01/2016	06/30/2017	$0	Hardin
2.2.1.5 Explore what makes a team high performing	2.2.1.5 Explore and identify capacities and dispositions for 2017 focus on what makes a team high performing	Academic Support Program	12/01/2016	06/30/2017	$0	Hudson, Cabinet
3.4.5.1P Reduced student mobility	3.4.5.1P Reduced student mobility in two priority elementary schools and continue to explore options for priority middle and high schools.	Academic Support Program	09/01/2016	09/19/2017	$0	Dossett
3.4.5.3 Collaborate with Student Due Process	3.4.5.3 Collaborate with Student Due Process office to ensure that families understand educational options when transitioning out of alternative placements	Academic Support Program	08/10/2016	12/19/2017	$0	Dossett
1.1.4.3 Develop landscape for 2017-18	1.1.4.3 Develop a proposed assessment landscape for the 2017-18 school year that is aligned with new district-wide assessment vision	Policy and Process	01/03/2017	12/19/2017	$0	Dossett
2.1.1.1 Continue collaboration with KDE	2.1.1.1 Continue collaboration with KDE to further review and revise, as necessary, the Teacher (TPGES), Other Professionals (OPGES) and Principal (PPGES) Growth and Effectiveness Systems.	Professional Learning	07/01/2016	05/01/2017	$0	Armour, Eckerle, Young
1.1.7.4 ECE Specialist provide PD for Positive Behavior	1.1.7.4 ECE Specialists will provide on-going professional development to include training and coaching on differentiated instruction based in areas of positive behavior and research-based strategies for working with students on the autism spectrum specifically to teachers teaching students with disabilities.	Professional Learning	12/01/2016	06/30/2017	$0	Averette
1.1.2.5 Provide Program Review PD	1.1.2.5 Provide Program Review Professional Development that focuses on guidance regarding navigating through the ASSIST Platform, Program Review components/descriptors, and Program Review Accountability	Professional Learning	02/01/2017	04/01/2017	$0	Branham Wright
3.2.4.7 Utilize Superintendent's Student Advisory Council	3.2.4.7 Utilize Superintendent's Student Advisory Council to provide social media ambassadors for the district and provide feedback to district about how students would like to receive content and help create content	Community Engagement	12/01/2016	12/30/2017	$0	Martin

3.3.3.1 Comprehensive Technology Assessment	3.3.3.1 Performance and Technology along with Computer Education to conduct a Comprehensive Technology Assessment for district.	Policy and Process, Technology	09/01/2016	12/30/2017	$0	Raisor
3.4.3.4P Gather input from schools outside the diversity guideline	3.4.3.4P Gather input from schools outside the diversity guideline to determine if additional district supports could be provided to schools. An emphasis will be placed on priority schools.	Policy and Process	10/15/2016	12/19/2017	$0	Dossett
1.1.7.2P Promote Louisville Linked	1.1.7.2P Promote Louisville Linked system to the community and school personnel; including refining 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 15th District Program Assistance Program	Community Engagement	12/01/2016	06/30/2017	$0	Averette, Munoz
3.4.1.5 Gather baseline data on magnet application	3.4.1.5 Gather baseline data on magnet application & acceptance rate to build predictability tool for magnet programs.	Policy and Process	10/31/2016	12/19/2017	$0	Dossett
3.3.1.2P Provide professional development	3.3.1.2P Provide professional development based on current hardware/software technological needs and emerging technologies (STEM, robotics, MakerSpace) to improve the digital learning environment (as measured by the ELEOT) in priority and transformation schools.	Professional Learning	09/01/2016	12/30/2017	$0	Branham, Lattimore, Munoz
3.3.2.3 Quotes for POs to purchase units	3.3.2.3 Quotes for POs to purchase units and install in pilot buses for 3 schools	Technology	10/01/2016	12/30/2017	$0	Raisor
2.1.1.5P Design and implement differentiated PD	2.1.1.5P Design and implement differentiated professional development opportunities for administrators on instructional leadership practices to support, monitor, and evaluate effective teaching. An emphasis will be placed on priority schools.	Professional Learning	07/01/2016	12/30/2017	$0	Branham, Isaacs, Armour, Eckerle, Munoz
3.1.4.2 Continue to review opportunities for efficiency through energy savings, program evaluations	3.1.4.2 Continue to review opportunities for efficiency through energy savings, program evaluations	Policy and Process, Behavioral Support Program, Academic Support Program	07/01/2016	06/30/2017	$0	Hardin
3.2.4.6 Conduct regular briefings with superintendent	3.2.4.6 Conduct regular briefings with superintendent where employees ask questions about pertinent questions in the district	Policy and Process, Community Engagement	12/01/2016	12/30/2017	$0	Martin
1.1.2.7 Provide Individual Learning Plan PD	1.1.2.7 Provide Individual Learning Plan Professional Development that will focus on accessing the ILP, key components and features of the ILP, ILP Completion Standards by Grade Level, Developing and ILP and navigating through the Parent Portal	Professional Learning	08/01/2016	06/01/2017	$0	Branham Wright Gray

1.1.7.8 Assist in efforts to develop support systems	1.1.7.8 Coordinate and participate in interagency efforts through the By All Means and Say Yes initiatives which aim to develop integrated student support systems with community partners	Behavioral Support Program, Academic Support Program, Community Engagement	07/01/2016	12/30/2017	$0	Herring
1.1.3.7P Support personalized pathways	1.1.3.7P Support personalized pathways to dual credit scholarship or dual credit coursework, with an emphasis placed on supporting priority schools.	Academic Support Program	12/01/2016	12/30/2017	$0	Branham, Royster, Munoz
3.2.4.3 Implement new intranet	3.2.4.3 Act on employee feedback to implement new intranet for JCPS to improve internal communications.	Technology, Community Engagement	12/01/2016	12/30/2017	$0	Martin
1.1.4.2 Create new district-wide assessment vision	1.1.4.2 Create new district-wide assessment vision and identify what systems need to be in place for all stakeholders to get the information needed to improve practice	Academic Support Program	01/03/2017	12/19/2017	$0	Dossett
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
3.2.1.5 Invite conversation with community stakeholders	3.2.1.5 Invite conversation with community stakeholders through PLC rounds where community members are invited to view a Professional Learning Community inside a JCPS school	Professional Learning, Community Engagement	12/01/2016	12/30/2017	$250	Marshall
2.1.3.6P Recruit and train schools for PBIS	2.1.3.6P The District Positive Behavior Interventions and Support (PBIS) team will continue to recruit and train schools in creating a Universal/Tier 1 PBIS/Restorative Practice framework, support PBIS school teams in the implementation of the PBIS and PBIS/RP framework, and identify and train school teams who are ready to move to Tier 2 and Tier 3 training and supports to assist schools in the creation of a school climate where appropriate behavior is the norm using PBIS supports for all students, all staff, in all settings.	Professional Learning	07/01/2016	12/30/2017	$2000000	Zeitz, Herring, Munoz

1.1.5.1P Participation in the Bellarmine Literacy Project	1.1.5.1P 63 targeted Elementary Schools will participate in the Bellarmine Literacy Project for 2016-17 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 on grade level reading to support the Third Grade Reading Pledge. For the 2017-18 school year, 10 additional elementary schools will come on board. Additional training will include capacity-building at the school level to develop and implement a school-wide literacy plan for those schools already participating in the Bellarmine Literacy Project.	Professional Learning, Academic Support Program	08/01/2016	05/01/2017	$1937100	Magpuri-Lavell, Branham, Munoz
3.2.1.4P Increased communication with parents	3.2.1.4P Increased communication with parents through 1) Family Matters PTA Newsletter – Newsletter for Parents in collaboration with 15th district PTA, 2) Parent Involvement Series – Series of sessions where parents learn how to navigate the JCPS system, 3) SBDM Training – Training that seeks to help parents involved in JCPS make informed decisions	Parent Involvement, Community Engagement	06/01/2016	12/30/2017	$9380	Marshall, Munoz
3.4.4.2 Continue to implement Mobile Bus	3.4.4.2 Continue to implement Mobile Bus and extended hours to reach families in their own neighborhoods	Community Engagement	11/01/2016	12/19/2017	$15000	Dossett
2.1.2.4P Provide training to new leaders	2.1.2.4P Providing diversity literacy and cultural competence for new leaders through the CARDS Program and through cultural competence training, which focus on culture and inclusion	Professional Learning	12/01/2016	06/30/2017	$200000	Marshall, Munoz

2.1.2.1P Implement strategies to become"trauma informed"	2.1.2.1P In order to become "trauma informed" the district will strengthen the utilization of researched based trauma informed practices to build capacity in schools. Implementation of effective strategies will include the following: . Professional development will be provided to staff on how trauma may impact the educational, social, emotional, and behavioral development of students. This will enable schools and the district to become trauma informed. · Youth Mental Health First Aid (YMHFA): School and district staff will receive professional development in YMHFA so students with mental health issues due to trauma can be identified and referred to appropriate resources or supports. · Mental health counselors will provide support to students exposed to trauma and consultation services to staff working with these students. · Mental health support will be provided to school staff using a trauma lens so they are able to support students who may have experienced traumatic events. . Selected pilot schools will be provided with intensive schoolwide professional development, coaching, and support around trauma informed practices. Professional development will be provided via the BOUNCE program and/or trauma modules. Both will include basic trauma awareness and strategies for teachers so that they will modify routine practices to meet the needs of students.	Professional Learning	12/01/2016	06/30/2017	$100000	Averette, Munoz
1.1.7.6P PD to address cultural diversity	1.1.7.6P Provision of professional development to address cultural (in)competence utilizing 1) C.A.S.E law PD and 2) Equity Institutes- district-wide PD that sees to address (in)equities in the district.	Professional Learning	07/01/2016	12/30/2017	$87500	Marshall, Munoz
1.1.6.1P Work to raise money for Kindergarten Readiness Camps	1.1.6.1P Work with the Executive Director of the Jefferson County Public Education Foundation (JCPEF) to raise matching funds for the repetition of the Kindergarten Readiness Camps for the summer of 2017. Goal is to serve approximately 1000 high needs, incoming kindergarten students.	Academic Support Program	08/01/2016	05/01/2017	$600000	Branham EC Director, Munoz
1.1.3.4 Implement initiatives to help support CCR	1.1.3.4 Implement initiatives to help support college and career readiness in diverse populations including 1) A.C.T Bootcamps – Workshops targeted for students of color to improve their scores on the ACT, 2) D.O.R.M.S – College Readiness for parents and students that are first generation college-going, 3) FAFSA BOOTCAMPS – College readiness for parents and students that need financial aid, 4) First Task is to Ask-Sheets that equip parents with questions to ask school officials pertinent and targeted questions	Career Preparation/Orientation	12/01/2016	12/30/2017	$7000	Marshall, Rodgers

1.1.3.5 Support Out of School Time initiatives	1.1.3.5 Continue to support Out of School Time initiatives including 1) collaboration with Community Data Specialist, 2) O.S.T Cascade Training – Training OST provided on the usages of CASCADE, 3) Out of School Time projects such as Street Academy- Program designed for Males of Color to engage in improve their behavior and academic footing	Extra Curricular, Community Engagement	12/01/2016	12/30/2017	$3000	Marshall
3.2.1.6 Provide a speaker series	3.2.1.6 Provide a Speaker Series - National acclaimed speakers provide PD on their topic of expertise and have a community conversation	Professional Learning	12/01/2016	12/31/2017	$32000	Marshall
3.2.1.3 Working with various community stakeholders	3.2.1.3 Working with various community stakeholders on engaging families including 1) Doing Business with JCPS- Helping MWBE businesses work in JCPS, 2) Central District Baptist Association 147th Annual Session – Agreement with Pastors in the community assist in uplifting students via mentoring, information sharing, aligning VBS with standards, 3) P.A.R.E.N.T Initiative – Training pastors to navigate the JCPS system and become educational parents	Behavioral Support Program, Academic Support Program, Parent Involvement, Community Engagement	07/01/2016	12/30/2017	$4350	Marshall
3.2.1.1 Develop and implement plan to translate	3.2.1.1 Develop and implement plan to translate all major JCPS documents and forms into languages most frequently spoken by JCPS families	Parent Involvement, Community Engagement	01/01/2017	08/01/2017	$25000	Beardsley Lima
1.1.1.5 Develop alternative to PD through Deeper Learning	1.1.1.5 Develop alternative approaches in providing Professional Development through Deeper Learning (i.e. hybrid PD), aligned across multiple departments including C & I and PD Office.	Professional Learning	11/01/2016	05/01/2017	$16000	Branham, Isaacs
2.1.2.5 Support transitioning students	2.1.2.5 Transition support with the program "On Track and Going Back"- Program that matches students exiting our behavior schools with mentors and parental support	Behavioral Support Program	12/01/2016	06/30/2017	$100	Marshall
1.1.3.8P Provide Cultural Competence training	1.1.3.8P Provide Cultural Competence training (Equity Institute) for staff including but not limited to teachers, principals, JCBOE, and noncertified teachers. An emphasis will be placed on priority schools.	Professional Learning	12/01/2016	12/30/2017	$85000	Marshall, Davis, Munoz
1.1.7.7 Expand learning opportunities	1.1.7.7 Expand learning opportunities to address opportunity gaps: 1) Expand REACH Academy (program to designed to help students of color pass the AP test), 2) Expand Coding opportunities for Males of Color (opportunities for students to learn the language of computer coding, learn the tenets of being an entrepreneur, 3) Expand Out of School Time Enrichment activities (community-based initiative to provide students with learning opportunities outside of school, generally in the Zones of Hope), and 4) Provide additional literacy programming that matches literacy with activities	Academic Support Program	07/01/2016	12/30/2017	$136000	Marshall

1.1.3.2 Academic and Curriculum support personnel will provide PD	1.1.3.2 Academic and curriculum support personnel will provide professional development on how to fully implement Multi-Tiered Systems of Support (MTSS) in all schools to ensure each student has access to needed supports, services, and resources depending on their individual strengths and needs. Training will be differentiated to address the needs of all students.	Professional Learning	12/01/2016	06/30/2017	$50000	Averette
3.4.2.5P Translation work of the Choices pamphlet	3.4.2.5P Translation work of the Choices pamphlet in Spanish, Arabic, and Somali. An emphasis will be placed on priority schools with large ELLs student population.	Parent Involvement	09/01/2016	01/30/2017	$5000	McGinnis Beardsley Lima
3.2.4.4 Implement new employee app	3.2.4.4 Implement new employee app to improve internal communications.	Technology, Community Engagement	12/01/2016	12/30/2017	$100000	Martin
3.1.2.3P Develop a system of support for JCPS priority schools	3.1.2.3P Develop a system of support for JCPS priority schools to differentiate personnel, time, and other resources to provide all students with high quality instruction, programs, and interventions based upon individualized learning needs	Policy and Process, Behavioral Support Program, Professional Learning, Academic Support Program	08/01/2016	12/19/2017	$1200000	Hardin, Munoz
3.1.3.1 Continue work with internal and external IT partners to update and enhance data systems that support effective and efficient recruitment, hiring and placement of teachers and administrators	3.1.3.1 Continue work with internal and external IT partners to update and enhance data systems that support effective and efficient recruitment, hiring and placement of teachers and administrators	Recruitment and Retention	07/01/2016	06/01/2017	$125000	Hudson, Armour, Green, Eckerle
1.1.5.3P Work with finance to transition funds	1.1.5.3P Work closely with finance to transition summer literacy boost funding from Title 1 to general funds for Summer Literacy Boost 2017. Target ALL rising 1st graders who are not yet reading on grade level to participate in this opportunity for extended learning during the summer of 2017 to support the first phase of the Third Grade Reading Pledge.	Other	08/01/2016	05/01/2017	$4000000	Branham Handley Carrico, Munoz
				Total	$10737680	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

1.1.3.5 Support Out of School Time initiatives	1.1.3.5 Continue to support Out of School Time initiatives including 1) collaboration with Community Data Specialist, 2) O.S.T Cascade Training – Training OST provided on the usages of CASCADE, 3) Out of School Time projects such as Street Academy- Program designed for Males of Color to engage in improve their behavior and academic footing	Extra Curricular, Community Engagement	12/01/2016	12/30/2017	$110000	Marshall
				Total	$110000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
2.1.3.4P Build capacity in select pilot schools	2.1.3.4P The district will strengthen the utilization of researched based social and emotional curriculum to build capacity in selected pilot schools. These schools will be provided with intensive schoolwide professional development, coaching, and support around social and emotional curriculum. The districts' focus will be on supporting a positive learning environment and increasing student resiliency. Additionally, district personnel will visit peer districts, collaborate with other districts on social emotional learning processes, and collaborate with experts in the area of social emotional learning. (aligned with 1.1.1.7). Data analysis of key metrics including student sense of belonging and engagement from the Comprehensive Surveys will be utilized for planning and continuous improvement.	Behavioral Support Program, Professional Learning	12/01/2016	06/30/2017	$250000	Averette, Munoz
1.1.5.4 Create ESL Summer Programs	1.1.5.4 ESL Summer Programs for elementary, middle, and high school students. Summer programs include: Early Summer Reading Program for ELLs, 2 programs for recently arrived refugee students – partnering with Catholic Charities and Kentucky Refugee Ministries, partnership with Americana Community Center summer enrichment, ESL Newcomer Academy math and English enrichment, and Junior English	Academic Support Program	06/01/2017	07/30/2017	$175000	Branham Wright Beardsley
1.1.4.5 Grow, support authentic assessment	1.1.4.5 Grow and support authentic assessment, rubric, and personalized assessment development and design literacy, including the exploration of a Learning Management System (same as 1.1.1.9)	Academic Support Program	08/10/2016	12/19/2017	$500000	Dossett, Young
2.1.1.3 Provide PD for career academies	2.1.1.3 Provide project based learning, along with teacher externship training for interdisciplinary teams within career academies to strengthen instructional practices and student engagement.	Professional Learning	07/01/2016	12/30/2017	$4500000	Rodgers
1.1.1.9 Grow and support authentic assessment	1.1.1.9 Grow and support authentic assessment, rubric, and personalized assessment development and design literacy, including the exploration of a Learning Management System (same as 1.1.4.5)	Academic Support Program	08/10/2016	12/19/2017	$500000	Dossett, Young

Comprehensive District Improvement Plan

Jefferson County

1.1.1.7 Strengthen use of researched based social and emotional curriculum	1.1.1.7 The district will strengthen the utilization of researched based social and emotional curriculum to build capacity in schools to support a positive learning environment and increase student resiliency. The district will train, coach, and support schools to deepen academic success. Data analysis of key metrics including student sense of belonging and engagement from the Comprehensive Surveys will be utilized for planning and continuous improvement. (also aligned with 2.1.3.4)	Professional Learning	12/01/2016	06/01/2017	$250000	Averette
				Total	$6175000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
2.2.4.3P Utilize NISIL	2.2.4.3P Utilize NISL to train school administrators in effective and student-centered instructional leadership.	Academic Support Program	07/01/2016	06/01/2017	$680000	Hudson, Munoz, Branham, Isaacs
1.1.6.1P Work to raise money for Kindergarten Readiness Camps	1.1.6.1P Work with the Executive Director of the Jefferson County Public Education Foundation (JCPEF) to raise matching funds for the repetition of the Kindergarten Readiness Camps for the summer of 2017. Goal is to serve approximately 1000 high needs, incoming kindergarten students.	Academic Support Program	08/01/2016	05/01/2017	$600000	Branham EC Director, Munoz
				Total	$1280000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
1.1.2.4 Utilize the Baldridge Criteria	1.1.2.4 Utilize the Baldridge Criteria as an integrated management framework for Strategic Planning to streamline and support academic standards and to understand and manage organizational performance.	Academic Support Program	12/01/2016	05/01/2017	$3000	Branham Isaacs
1.1.2.1P Specialist provide ongoing PD	1.1.2.1P Curriculum Content Specialists will provide on-going professional development for teachers and coaches to include training and coaching on differentiated instruction, and deeper learning to meet diverse learner needs during cycle PD sessions for each of the four curriculum cycles. A particular emphasis will be placed on priority schools.	Professional Learning	08/01/2016	05/01/2017	$45000	Branham Isaacs Wright
1.1.2.3P Provide project based Learning training	1.1.2.3P Provide Project-Based Learning training through the Buck Institute for C & I Specialists and District Leadership in order to support schools implementing PBL and/or beginning PBL authentic, assessments, with a particular emphasis on supporting priority schools.	Professional Learning	07/01/2016	11/01/2017	$33000	Branham Isaacs, Munoz, Rodgers

1.1.1.3 Develop Deeper Learning Flex PD	1.1.1.3 Develop Deeper Learning Flex PD Days focused on Deeper Learning (i.e. Equity, Next Generation Learning Standards)	Professional Learning	08/01/2016	05/01/2017	$30000	Branham Isaacs Price
2.2.4.6 Continue NBC Teacher program	2.2.4.6 Continue implementation of National Board Certified Teacher program; increasing the number of certified teachers who are pursuing, obtaining and requalifying	Recruitment and Retention	07/01/2016	06/01/2017	$95000	Hudson, Eckerle, Colley
1.1.5.1P Participation in the Bellarmine Literacy Project	1.1.5.1P 63 targeted Elementary Schools will participate in the Bellarmine Literacy Project for 2016-17 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 on grade level reading to support the Third Grade Reading Pledge. For the 2017-18 school year, 10 additional elementary schools will come on board. Additional training will include capacity-building at the school level to develop and implement a school-wide literacy plan for those schools already participating in the Bellarmine Literacy Project.	Professional Learning, Academic Support Program	08/01/2016	05/01/2017	$800000	Magpuri-Lavell, Branham, Munoz
1.1.1.5 Develop alternative to PD through Deeper Learning	1.1.1.5 Develop alternative approaches in providing Professional Development through Deeper Learning (i.e. hybrid PD), aligned across multiple departments including C & I and PD Office.	Professional Learning	11/01/2016	05/01/2017	$30000	Branham, Isaacs
2.2.4.4 Continue tiered mentoring program	2.2.4.4 Continue implementation of a tiered mentoring program designed to support new teachers in the first three years of their career.	Recruitment and Retention	07/01/2016	06/01/2017	$97600	Hudson, Eckerle, Colley
1.1.7.5 Continue supporting the ACES program	1.1.7.5 Continue supporting the ACES program (alternative certification program for minority teachers)	Recruitment and Retention	07/01/2016	12/30/2017	$80000	Marshall
2.2.4.5P Establish partnerships with local universities	2.2.4.5P Establish partnership with local university to design and implement a college credit earning course focused on supporting beginning teachers in Priority Schools (extended New Teacher Induction opportunity)	Recruitment and Retention	07/01/2016	06/01/2017	$20000	Hudson, Eckerle, Colley
2.1.1.6P Design and implement differentiated PD for New Teacher Induction	2.1.1.6P Design and implement differentiated professional development (New Teacher Induction) opportunities for teachers to improve effective teaching. An emphasis will be placed on priority schools.	Professional Learning	07/01/2016	12/30/2017	$128000	Hudson, Armour, Munoz, Green, Colley
1.1.2.2 Contract with Buck Institute	1.1.2.2 Contract with the Buck Institute to provide the first of several cohorts of high schools that will participate in training and support provided by the Buck Institute - PBL 101 to support Project Based Learning. Schools will be targeted based on the presence of systems already in place to support Project Based Learning. Academic Staff and Specialists will be included in some of the first sessions for Cohort 1 during the 2016-17 school year.	Professional Learning	08/01/2016	05/01/2017	$67800	Branham Isaacs Identified High School Principals, Rodgers
1.1.4.6P Continue providing PD	1.1.4.6P Continue providing professional development to build teacher capacity in assessment literacy including the development and use of formative, authentic, project and performance-based assessments. An emphasis will be placed on priority schools	Professional Learning	08/10/2016	12/19/2017	$50000	Branham, Munoz

2.2.2.1 PD training focused on RTI process	2.2.2.1 A combination of 25 high need and Priority Elementary, all Middle and High School Priority Schools will attend a 2 day training focused on the RTI Process and building systems of support to ensure all students are learning at high levels as provided by national expert Mike Mattos (Solution Tree). An intentional focus will be placed on building school and district-wide systems of support.	Professional Learning	08/01/2016	12/30/2017	$41055	Branham Isaacs Price
2.2.2.2 Provide PD to build teacher capacity	2.2.2.2 Contract with Solution Tree to provide professional development to build teacher capacity in assessment literacy including the development and use of formative, authentic, project- and performance-based assessments. Training will intentionally focus on Mathematics and ELA and follow up sessions will take place with Math and ELA Curriculum Specialists.	Professional Learning	08/01/2016	05/01/2017	$150000	Branham Isaacs Price
1.1.1.4 Create Next Generation Leadership Acadamy Cohort	1.1.1.4 Create Next Generation Leadership Academy Cohort comprised of C & I district leadership and other district department staff to partner with the University of Kentucky and National Center of Innovation in Education to provide a 7-day overview of Deeper Learning approaches to student engagement	Academic Support Program, Community Engagement	12/01/2016	07/01/2017	$45000	Branham, Isaacs
				Total	$1715455	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
3.2.1.1 Develop and implement plan to translate	3.2.1.1 Develop and implement plan to translate all major JCPS documents and forms into languages most frequently spoken by JCPS families	Parent Involvement, Community Engagement	01/01/2017	08/01/2017	$25000	Beardsley Lima
				Total	$25000	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
1.1.1.1 Principals Communication	1.1.1.1 Develop an overview presentation of Deeper Learning, including the framework to share with principals and other stakeholders. Include work completed thus far with principals and stakeholders.	Academic Support Program	08/01/2016	05/01/2017	$0	Branham, Isaacs
2.1.1.1 Continue collaboration with KDE	2.1.1.1 Continue collaboration with KDE to further review and revise, as necessary, the Teacher (TPGES), Other Professionals (OPGES) and Principal (PPGES) Growth and Effectiveness Systems.	Professional Learning	07/01/2016	05/01/2017	$0	Armour, Eckerle, Young
2.2.1.1 Develop a planning group from 6 JCPS Divisions	2.2.1.1 Establish a "High Performing Teams" planning group with representatives from all six JCPS divisions.	Professional Learning	12/01/2016	06/30/2017	$0	Hudson, Cabinet
1.1.1.2 Develop Deeper Learning	1.1.1.2 Develop a Deeper Learning Strategic Planning Committee	Academic Support Program	09/01/2016	05/01/2017	$0	Branham, Isaacs
1.1.1.3 Develop Deeper Learning Flex PD	1.1.1.3 Develop Deeper Learning Flex PD Days focused on Deeper Learning (i.e. Equity, Next Generation Learning Standards)	Professional Learning	08/01/2016	05/01/2017	$30000	Branham Isaacs Price
1.1.1.4 Create Next Generation Leadership Acadamy Cohort	1.1.1.4 Create Next Generation Leadership Academy Cohort comprised of C & I district leadership and other district department staff to partner with the University of Kentucky and National Center of Innovation in Education to provide a 7-day overview of Deeper Learning approaches to student engagement	Academic Support Program, Community Engagement	12/01/2016	07/01/2017	$45000	Branham, Isaacs
1.1.1.5 Develop alternative to PD through Deeper Learning	1.1.1.5 Develop alternative approaches in providing Professional Development through Deeper Learning (i.e. hybrid PD), aligned across multiple departments including C & I and PD Office.	Professional Learning	11/01/2016	05/01/2017	$46000	Branham, Isaacs
1.1.1.6 Provide ongoing communication about Deeper Learning	1.1.1.6 Provide ongoing communication about Deeper Learning via digital media (i.e. newsletter and PowerPoint Mix Voiceover)	Professional Learning	08/01/2016	05/01/2017	$0	Branham, Isaacs

1.1.1.7 Strengthen use of researched based social and emotional curriculum	1.1.1.7 The district will strengthen the utilization of researched based social and emotional curriculum to build capacity in schools to support a positive learning environment and increase student resiliency. The district will train, coach, and support schools to deepen academic success. Data analysis of key metrics including student sense of belonging and engagement from the Comprehensive Surveys will be utilized for planning and continuous improvement. (also aligned with 2.1.3.4)	Professional Learning	12/01/2016	06/01/2017	$250000	Averette
3.1.1.1 LPC meetings and open to the public forum	3.1.1.1 LPC meetings and open to the public forum held to develop recommendations. District Facility Plan to be submit to JCBE.	Policy and Process	10/01/2016	12/30/2017	$0	Raisor
3.2.1.1 Develop and implement plan to translate	3.2.1.1 Develop and implement plan to translate all major JCPS documents and forms into languages most frequently spoken by JCPS families	Parent Involvement, Community Engagement	01/01/2017	08/01/2017	$50000	Beardsley Lima
3.3.3.1 Comprehensive Technology Assessment	3.3.3.1 Performance and Technology along with Computer Education to conduct a Comprehensive Technology Assessment for district.	Policy and Process, Technology	09/01/2016	12/30/2017	$0	Raisor
3.4.1.1 Coordinate digital marketing	3.4.1.1 Coordinate digital marketing to increase access to information about school choice.	Policy and Process, Community Engagement	09/01/2016	12/30/2017	$0	Martin
1.1.1.8 Analyze results of pilot	1.1.1.8 Analyze results of new pilot items on capacities and dispositions from Comprehensive School Survey to inform future professional development and school supports	Professional Learning	05/01/2017	12/19/2017	$0	Dossett
1.1.1.9 Grow and support authentic assessment	1.1.1.9 Grow and support authentic assessment, rubric, and personalized assessment development and design literacy, including the exploration of a Learning Management System (same as 1.1.4.5)	Academic Support Program	08/10/2016	12/19/2017	$500000	Dossett, Young
1.1.2.1P Specialist provide ongoing PD	1.1.2.1P Curriculum Content Specialists will provide on-going professional development for teachers and coaches to include training and coaching on differentiated instruction, and deeper learning to meet diverse learner needs during cycle PD sessions for each of the four curriculum cycles. A particular emphasis will be placed on priority schools.	Professional Learning	08/01/2016	05/01/2017	$45000	Branham Isaacs Wright
1.1.2.2 Contract with Buck Institute	1.1.2.2 Contract with the Buck Institute to provide the first of several cohorts of high schools that will participate in training and support provided by the Buck Institute - PBL 101 to support Project Based Learning. Schools will be targeted based on the presence of systems already in place to support Project Based Learning. Academic Staff and Specialists will be included in some of the first sessions for Cohort 1 during the 2016-17 school year.	Professional Learning	08/01/2016	05/01/2017	$67800	Branham Isaacs Identified High School Principals, Rodgers

1.1.2.3P Provide project based Learning training	1.1.2.3P Provide Project-Based Learning training through the Buck Institute for C & I Specialists and District Leadership in order to support schools implementing PBL and/or beginning PBL authentic, assessments, with a particular emphasis on supporting priority schools.	Professional Learning	07/01/2016	11/01/2017	$33000	Branham Isaacs, Munoz, Rodgers
1.1.2.4 Utilize the Baldridge Criteria	1.1.2.4 Utilize the Baldridge Criteria as an integrated management framework for Strategic Planning to streamline and support academic standards and to understand and manage organizational performance.	Academic Support Program	12/01/2016	05/01/2017	$3000	Branham Isaacs
1.1.2.5 Provide Program Review PD	1.1.2.5 Provide Program Review Professional Development that focuses on guidance regarding navigating through the ASSIST Platform, Program Review components/descriptors, and Program Review Accountability	Professional Learning	02/01/2017	04/01/2017	$0	Branham Wright
1.1.2.6 Collaborate to provide PD	1.1.2.6 In support of new state science standards, Curriculum Science Specialists (K-12) will collaborate to continue to provide professional development to build teacher capacity in Environmental Science using Authentic, real world settings to meet diverse learner needs and help eliminate the achievement gap. (Same as 1.1.5.6)	Professional Learning	08/01/2016	06/01/2017	$0	Branham Wright Thompson
1.1.2.7 Provide Individual Learning Plan PD	1.1.2.7 Provide Individual Learning Plan Professional Development that will focus on accessing the ILP, key components and features of the ILP, ILP Completion Standards by Grade Level, Developing and ILP and navigating through the Parent Portal	Professional Learning	08/01/2016	06/01/2017	$0	Branham Wright Gray
1.1.2.8P Provide training to build teacher capacity	1.1.2.8P Provide training and support to build teacher capacity in Response to Intervention, with a particular emphasis in supporting priority schools.	Professional Learning	11/01/2016	12/30/2017	$0	Branham, Isaacs, Munoz
1.1.2.9P ECE and ESL Specialist collaborate with Curriculum Specialists	1.1.2.9P ECE and ESL Specialists will collaborate with Curriculum Content Specialists to provide on-going professional development to meet diverse learner needs during cycle PD sessions OR school designated PD time. Emphasis placed on supporting priority schools with large percentage of ECE and ESL students.	Professional Learning	12/01/2016	12/30/2017	$0	Branham, Averette, Isaacs, Munoz
1.1.3.1 College Access Specialist will provide PD	1.1.3.1 College Access Specialist will provide on-going professional development to include training and coaching on advanced learning opportunities and college access to meet diverse learner needs and help eliminate opportunity gaps.	Professional Learning	08/01/2016	05/01/2017	$0	Branham Wright Royster, Rodgers
1.1.3.2 Academic and Curriculum support personnel will provide PD	1.1.3.2 Academic and curriculum support personnel will provide professional development on how to fully implement Multi-Tiered Systems of Support (MTSS) in all schools to ensure each student has access to needed supports, services, and resources depending on their individual strengths and needs. Training will be differentiated to address the needs of all students.	Professional Learning	12/01/2016	06/30/2017	$50000	Averette

1.1.3.3P Implement a multi-tiered mental health support system	1.1.3.3P A multi-tiered mental health support system will be implemented at the universal, targeted and intensive level to meet the needs of each student. Training on specific interventions at each level will be provided to schools. Personnel will be aligned to implement the services (e.g. mental health counselors, school counselors, school psychologists, etc.) to ensure equitable access to all students. An emphasis will be placed on priority schools.	Behavioral Support Program	12/01/2016	06/30/2017	$0	Averette
1.1.3.4 Implement initiatives to help support CCR	1.1.3.4 Implement initiatives to help support college and career readiness in diverse populations including 1) A.C.T Bootcamps – Workshops targeted for students of color to improve their scores on the ACT, 2) D.O.R.M.S – College Readiness for parents and students that are first generation college-going, 3) FAFSA BOOTCAMPS – College readiness for parents and students that need financial aid, 4) First Task is to Ask-Sheets that equip parents with questions to ask school officials pertinent and targeted questions	Career Preparation/Orientation	12/01/2016	12/30/2017	$7000	Marshall, Rodgers
1.1.3.5 Support Out of School Time initiatives	1.1.3.5 Continue to support Out of School Time initiatives including 1) collaboration with Community Data Specialist, 2) O.S.T Cascade Training – Training OST provided on the usages of CASCADE, 3) Out of School Time projects such as Street Academy- Program designed for Males of Color to engage in improve their behavior and academic footing	Extra Curricular, Community Engagement	12/01/2016	12/30/2017	$113000	Marshall
1.1.3.6P Participate in Data Training	1.1.3.6P School support personnel will participate in data training on CASCADE and Dashboard to help them identify target groups of students that need additional support in order to experience academic success. Training will be presented in person and online to allow for maximum exposure to staff. An emphasis will be placed on priority schools.	Professional Learning	10/01/2016	12/30/2017	$0	Dossett, Prather, Munoz
1.1.3.7P Support personalized pathways	1.1.3.7P Support personalized pathways to dual credit scholarship or dual credit coursework, with an emphasis placed on supporting priority schools.	Academic Support Program	12/01/2016	12/30/2017	$0	Branham, Royster, Munoz
1.1.3.8P Provide Cultural Competence training	1.1.3.8P Provide Cultural Competence training (Equity Institute) for staff including but not limited to teachers, principals, JCBOE, and noncertified teachers. An emphasis will be placed on priority schools.	Professional Learning	12/01/2016	12/30/2017	$85000	Marshall, Davis, Munoz
1.1.4.1 Hold meetings to support assessment landscape	1.1.4.1 Hold regular meetings with Assessment Landscape Work Group to communicate, implement, and support the district benchmark assessment landscape for the 2016-17 school year	Academic Support Program	08/10/2016	12/19/2017	$0	Dossett
1.1.4.2 Create new district-wide assessment vision	1.1.4.2 Create new district-wide assessment vision and identify what systems need to be in place for all stakeholders to get the information needed to improve practice	Academic Support Program	01/03/2017	12/19/2017	$0	Dossett
1.1.4.3 Develop landscape for 2017-18	1.1.4.3 Develop a proposed assessment landscape for the 2017-18 school year that is aligned with new district-wide assessment vision	Policy and Process	01/03/2017	12/19/2017	$0	Dossett

1.1.4.4 Create opportunity to share assessments	1.1.4.4 Create opportunity/venue to share alternative, project-based assessments (i.e. exhibition night, convening)	Professional Learning	01/03/2017	12/19/2017	$0	Dossett
1.1.4.5 Grow, support authentic assessment	1.1.4.5 Grow and support authentic assessment, rubric, and personalized assessment development and design literacy, including the exploration of a Learning Management System (same as 1.1.1.9)	Academic Support Program	08/10/2016	12/19/2017	$500000	Dossett, Young
1.1.4.6P Continue providing PD	1.1.4.6P Continue providing professional development to build teacher capacity in assessment literacy including the development and use of formative, authentic, project and performance-based assessments. An emphasis will be placed on priority schools	Professional Learning	08/10/2016	12/19/2017	$50000	Branham, Munoz
1.1.4.7 Develop an overview of the new assessment landscape	1.1.4.7 Develop a broad overview of the new assessment landscape using Video Voiceover/PowerPoint Mix to clarify the implementation of the new Assessment Landscape for Principals and school staff. All principals, GCCs and teachers will be encouraged to take advantage of this teaching tool to support consistent implementation of the new assessment landscape.	Academic Support Program	08/01/2016	05/01/2017	$0	Branham Isaacs Price
1.1.4.8P Apply learning from Assessment Literacy Training	1.1.4.8P Apply learning from Assessment Literacy Training to develop item bank for schools during Cycle 4 to allow for school-created authentic assessments as well as to allow district level staff to build upon work for Performance-Based Assessments and Project-Based Learning to support standards throughout curriculum maps (including the upload of school-generated Deeper Learning items. An emphasis will be placed on priority schools.	Academic Support Program	08/01/2016	05/01/2017	$0	Herring, Branham Isaacs, Munoz
1.1.5.1P Participation in the Bellarmine Literacy Project	1.1.5.1P 63 targeted Elementary Schools will participate in the Bellarmine Literacy Project for 2016-17 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 on grade level reading to support the Third Grade Reading Pledge. For the 2017-18 school year, 10 additional elementary schools will come on board. Additional training will include capacity-building at the school level to develop and implement a school-wide literacy plan for those schools already participating in the Bellarmine Literacy Project.	Professional Learning, Academic Support Program	08/01/2016	05/01/2017	$2737100	Magpuri-Lavell, Branham, Munoz
1.1.5.2 Identify a Literacy Assessment Continuum	1.1.5.2 Work to identify a Literacy Assessment Continuum for K-3 classrooms and systematic use of data to provide students with appropriate instruction, monitor program effectiveness, track student progress, and allocate resources. Provide PD and Training to K-3 teachers to support a new system for end of year benchmarks that will measure on grade level reading for all K-3 students. Training will include information on the new benchmarks as well as CASCADE support for data entry and analysis. (Third Grade Reading Pledge)	Professional Learning, Academic Support Program	08/01/2016	05/01/2017	$0	Magpuri-Lavell, Branham Isaacs Mettille

1.1.5.3P Work with finance to transition funds	1.1.5.3P Work closely with finance to transition summer literacy boost funding from Title 1 to general funds for Summer Literacy Boost 2017. Target ALL rising 1st graders who are not yet reading on grade level to participate in this opportunity for extended learning during the summer of 2017 to support the first phase of the Third Grade Reading Pledge.	Other	08/01/2016	05/01/2017	$4000000	Branham Handley Carrico, Munoz
1.1.5.4 Create ESL Summer Programs	1.1.5.4 ESL Summer Programs for elementary, middle, and high school students. Summer programs include: Early Summer Reading Program for ELLs, 2 programs for recently arrived refugee students – partnering with Catholic Charities and Kentucky Refugee Ministries, partnership with Americana Community Center summer enrichment, ESL Newcomer Academy math and English enrichment, and Junior English	Academic Support Program	06/01/2017	07/30/2017	$175000	Branham Wright Beardsley
1.1.5.5 JCPS presenting with REL Appalachia	1.1.5.5 JCPS partnered with REL Appalachia to present: Teaching Academic Content and Literacy to English Learners. Key Topics include recommendations from the IES Practice Guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, hands-on strategies for implementing the recommendations, and guidance on facilitating a professional learning community. Attendees include individuals and/or teams of practitioners from schools and districts, who work with English learners.	Professional Learning	07/13/2016	07/13/2016	$0	Branham Wright Beardsley
1.1.5.6 Curriculum Specialist provide PD	1.1.5.6 In support of new state science standards, Curriculum Science Specialists (K-12) will collaborate continue to provide professional development to build teacher capacity in Environmental Science using Authentic, real world settings to meet diverse learner needs and help eliminate the achievement gap. (Same as 1.1.2.6)	Professional Learning	08/01/2016	06/01/2017	$0	Branham Wright Thompson
1.1.5.7 Maintaining library media resources	1.1.5.7 A collection analysis will be provided to each librarian and principal to facilitate the maintenance of up-to-date school library media resources.	Academic Support Program	08/01/2016	06/01/2017	$0	Lanata
1.1.5.8P Provide extended learning opportunities	1.1.5.8P Provide extended learning opportunities for students at elementary, middle and high priority schools who are not performing at proficient levels on reading and writing district proficiency and state accountability assessments.	Extra Curricular, Academic Support Program	12/01/2016	12/31/2017	$0	Assistant Superintende nts, Hardin, Collopy, Munoz
1.1.6.1P Work to raise money for Kindergarten Readiness Camps	1.1.6.1P Work with the Executive Director of the Jefferson County Public Education Foundation (JCPEF) to raise matching funds for the repetition of the Kindergarten Readiness Camps for the summer of 2017. Goal is to serve approximately 1000 high needs, incoming kindergarten students.	Academic Support Program	08/01/2016	05/01/2017	$1200000	Branham EC Director, Munoz
1.1.6.2 Utilize data to design Early Childhood PD	1.1.6.2 Utilize data from the Early Childhood electronic walkthrough tool to design training and coaching opportunities for staff for both embedded PD at the school level and at the district level.	Professional Learning	08/01/2016	05/01/2017	$0	Branham EC Director Wathen

1.1.6.3 Utilize monitoring tool so support staff	1.1.6.3 Utilize a curriculum fidelity monitoring tool to support classroom staff with the implementation of the new Big Day for Pre-K curriculum to insure a guaranteed and viable curriculum for all EC students.	Technology, Academic Support Program	08/01/2016	05/01/2017	$0	Branham EC Director Wathen
1.1.6.4 Increase support of EC dual language learners	1.1.6.4 Increase support of early childhood dual language learners and their families through one-on-one and small group activities with students and providing resources to instructional staff by early childhood Bilingual Associate Instructors.	Tutoring, Academic Support Program	08/01/2016	05/01/2017	$0	Branham EC Director Wathen
1.1.6.5 Research and develop a timeline for infant/toddler curriculum	1.1.6.5 Research and develop a timeline for implementing a new high quality curriculum in JCPS infant/toddler classrooms that is aligned with the Kentucky Early Childhood Standards	Policy and Process, Academic Support Program	08/01/2016	05/01/2017	$0	Branham EC Director Wathen
1.1.7.1 Prepare and support students during transition years	1.1.7.1 Prepare and support students during transition between school levels; early learning and successful transition into school; academic achievement and well-being and graduation and transition into adult life (e.g. Men of Quality, Women of Worth, Middle School Transition Nights, Kindergarten Readiness Camps, and Families in Training Program, college tours/visits, and mentoring programs).	Behavioral Support Program, Academic Support Program	12/01/2016	06/30/2017	$0	Averette
1.1.7.2P Promote Louisville Linked	1.1.7.2P Promote Louisville Linked system to the community and school personnel; including refining 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 15th District Program Assistance Program	Community Engagement	12/01/2016	06/30/2017	$0	Averette, Munoz
1.1.7.3 ECE Specialist provide PD	1.1.7.3 ECE Specialists will provide on-going professional development to include training and coaching on differentiated instruction based in areas of literacy and mathematics needs as determined by student data analysis specifically to teachers teaching students with disabilities.	Professional Learning	12/01/2016	06/30/2017	$0	Averette
1.1.7.4 ECE Specialist provide PD for Positive Behavior	1.1.7.4 ECE Specialists will provide on-going professional development to include training and coaching on differentiated instruction based in areas of positive behavior and research-based strategies for working with students on the autism spectrum specifically to teachers teaching students with disabilities.	Professional Learning	12/01/2016	06/30/2017	$0	Averette
1.1.7.5 Continue supporting the ACES program	1.1.7.5 Continue supporting the ACES program (alternative certification program for minority teachers)	Recruitment and Retention	07/01/2016	12/30/2017	$80000	Marshall
1.1.7.6P PD to address cultural diversity	1.1.7.6P Provision of professional development to address cultural (in)competence utilizing 1) C.A.S.E law PD and 2) Equity Institutes- district-wide PD that sees to address (in)equities in the district.	Professional Learning	07/01/2016	12/30/2017	$87500	Marshall, Munoz

1.1.7.7 Expand learning opportunities	1.1.7.7 Expand learning opportunities to address opportunity gaps: 1) Expand REACH Academy (program to designed to help students of color pass the AP test), 2) Expand Coding opportunities for Males of Color (opportunities for students to learn the language of computer coding, learn the tenets of being an entrepreneur, 3) Expand Out of School Time Enrichment activities (community-based initiative to provide students with learning opportunities outside of school, generally in the Zones of Hope), and 4) Provide additional literacy programming that matches literacy with activities	Academic Support Program	07/01/2016	12/30/2017	$136000	Marshall
1.1.7.8 Assist in efforts to develop support systems	1.1.7.8 Coordinate and participate in interagency efforts through the By All Means and Say Yes initiatives which aim to develop integrated student support systems with community partners	Behavioral Support Program, Academic Support Program, Community Engagement	07/01/2016	12/30/2017	$0	Herring
2.1.1.2 Continue collaboration with EQOC and district leadership	2.1.1.2 Continue collaboration between EQOC and district leadership to review, revise and refine all components of the Educator Growth System.	Policy and Process	07/01/2016	05/01/2017	$0	Eckerle, Young
3.4.1.2 Video tours	3.4.1.2 Roll out video tours of schools to provide access to parents and students by providing additional information to help increase access to school choice.	Community Engagement	01/03/2017	12/19/2017	$0	Martin
3.4.1.3P Marketing of School Choice	3.4.1.3P Increase marketing of school choice. An emphasis will be placed in priority schools.	Community Engagement	09/01/2016	12/19/2017	$0	Martin
3.4.1.4 Publish monthly newsletters	3.4.1.4 Publish monthly newsletters to school staff informing them about upcoming timelines, activities, and changes.	Community Engagement	08/10/2016	12/19/2017	$0	Dossett
3.4.1.5 Gather baseline data on magnet application	3.4.1.5 Gather baseline data on magnet application & acceptance rate to build predictability tool for magnet programs.	Policy and Process	10/31/2016	12/19/2017	$0	Dossett
3.4.2.1 Pilot an initiative with three schools	3.4.2.1 Pilot an initiative with three schools to clarify, simplify, and streamline the school's magnet application process	Policy and Process	01/03/2017	12/19/2017	$0	Dossett
2.1.1.3 Provide PD for career academies	2.1.1.3 Provide project based learning, along with teacher externship training for interdisciplinary teams within career academies to strengthen instructional practices and student engagement.	Professional Learning	07/01/2016	12/30/2017	$4500000	Rodgers
2.1.1.4 Develop work system	2.1.1.4 Develop a K-12 soft skills/work place skills system to complement the deeper learning dispositions in Vision 2020	Technology	07/01/2016	12/30/2017	$0	Rodgers
2.1.1.5P Design and implement differentiated PD	2.1.1.5P Design and implement differentiated professional development opportunities for administrators on instructional leadership practices to support, monitor, and evaluate effective teaching. An emphasis will be placed on priority schools.	Professional Learning	07/01/2016	12/30/2017	$0	Branham, Isaacs, Armour, Eckerle, Munoz

2.1.1.6P Design and implement differentiated PD for New Teacher Induction	2.1.1.6P Design and implement differentiated professional development (New Teacher Induction) opportunities for teachers to improve effective teaching. An emphasis will be placed on priority schools.	Professional Learning	07/01/2016	12/30/2017	$128000	Hudson, Armour, Munoz, Green, Colley
2.1.2.1P Implement strategies to become"trauma informed"	2.1.2.1P In order to become "trauma informed" the district will strengthen the utilization of researched based trauma informed practices to build capacity in schools. Implementation of effective strategies will include the following: . Professional development will be provided to staff on how trauma may impact the educational, social, emotional, and behavioral development of students. This will enable schools and the district to become trauma informed. · Youth Mental Health First Aid (YMHFA): School and district staff will receive professional development in YMHFA so students with mental health issues due to trauma can be identified and referred to appropriate resources or supports. · Mental health counselors will provide support to students exposed to trauma and consultation services to staff working with these students. · Mental health support will be provided to school staff using a trauma lens so they are able to support students who may have experienced traumatic events. . Selected pilot schools will be provided with intensive schoolwide professional development, coaching, and support around trauma informed practices. Professional development will be provided via the BOUNCE program and/or trauma modules. Both will include basic trauma awareness and strategies for teachers so that they will modify routine practices to meet the needs of students.	Professional Learning	12/01/2016	06/30/2017	$100000	Averette, Munoz
2.1.2.2 Collaboration between Academic support and teachers	2.1.2.2 Academic support personnel (e.g. school counselors, school psychologists, mental health counselors, etc.) will collaborate with teachers and administrators to foster resiliency skills in students by using a strengths based approach.	Professional Learning, Academic Support Program	12/01/2016	06/30/2017	$0	Averette
2.1.2.3 Resiliency building and training	2.1.2.3 Resiliency building and training for parents and community partners will occur in schools and community settings. (e.g. Louisville Linked, Metro Government, etc.).	Community Engagement	12/01/2016	06/30/2017	$0	Averette
3.4.2.2 Initiate work on Phase II of the online registration	3.4.2.2 Initiate work on Phase II of the online registration experience to allow parents to update household information online	Policy and Process, Parent Involvement	01/03/2017	12/19/2017	$0	Dossett
3.4.2.3 Eliminate hand-delivering information for magnet	3.4.2.3 Explore the feasibility of creating a system that eliminates the need for families to hand-deliver additional information to schools for magnet applications (i.e. teacher recommendations, essays)	Policy and Process	06/01/2017	12/19/2017	$0	Dossett

2.1.2.4P Provide training to new leaders	2.1.2.4P Providing diversity literacy and cultural competence for new leaders through the CARDS Program and through cultural competence training, which focus on culture and inclusion	Professional Learning	12/01/2016	06/30/2017	$200000	Marshall, Munoz
3.4.2.4 Explore ways to align Individual Learning Plan (ILP)	3.4.2.4 Explore ways to align Individual Learning Plan (ILP) results with magnet choices and career pathway programs.	Policy and Process, Career Preparation/Orientation	08/10/2016	12/19/2017	$0	Dossett
3.4.2.5P Translation work of the Choices pamphlet	3.4.2.5P Translation work of the Choices pamphlet in Spanish, Arabic, and Somali. An emphasis will be placed on priority schools with large ELLs student population.	Parent Involvement	09/01/2016	01/30/2017	$5000	McGinnis Beardsley Lima
2.1.2.5 Support transitioning students	2.1.2.5 Transition support with the program "On Track and Going Back"- Program that matches students exiting our behavior schools with mentors and parental support	Behavioral Support Program	12/01/2016	06/30/2017	$100	Marshall
2.1.2.6 Inclusion of Student Voice	2.1.2.6 Inclusion of student input via the Student Voices Project	Academic Support Program	12/01/2016	06/30/2017	$0	Marshall
3.4.3.1 Conduct trainings for school staff	3.4.3.1 Conduct trainings for school staff regarding how to assist families with student assignment issues (i.e. first day procedures, classroom roster setup)	Policy and Process, Professional Learning	08/10/2016	12/19/2017	$0	Dossett
3.4.3.2 Provide trainings for school staff regarding the use of the magnet application processing system	3.4.3.2 Provide trainings for school staff regarding the use of the magnet application processing system	Policy and Process, Professional Learning	08/10/2016	12/19/2017	$0	Dossett
3.4.3.3 Collaborate with the 311 call center	3.4.3.3 Collaborate with the 311 call center to provide answers for most commonly asked questions	Policy and Process	08/10/2016	12/19/2017	$0	Dossett
2.1.3.1 Provide training on health education	2.1.3.1 Provide best practice resources, programs, and trainings focused on collaboration and integration between education and health to improve students' learning, health, safety, and overall wellness.	Professional Learning	12/01/2016	06/30/2017	$0	Averette
3.4.3.4P Gather input from schools outside the diversity guideline	3.4.3.4P Gather input from schools outside the diversity guideline to determine if additional district supports could be provided to schools. An emphasis will be placed on priority schools.	Policy and Process	10/15/2016	12/19/2017	$0	Dossett
3.4.4.1 Develop and implement an outreach campaign	3.4.4.1 Develop and implement an outreach campaign that includes partnering with different community agencies (i.e. MUW) to increase the percentage of on-time magnet applications for non-duplicated gap groups and targets areas in county with traditionally late submissions	Community Engagement	10/01/2016	12/19/2017	$0	Dossett
3.4.4.2 Continue to implement Mobile Bus	3.4.4.2 Continue to implement Mobile Bus and extended hours to reach families in their own neighborhoods	Community Engagement	11/01/2016	12/19/2017	$15000	Dossett

2.1.3.2 Create and distribute topical newsletters	2.1.3.2 Topical newsletters will be developed and distributed quarterly that will give strategies on creating tolerance and inclusiveness within schools. Each newsletter will highlight proactive approaches that schools can take to create positive learning environments for all students. Bullying prevention department will meet and collaborate with new school counselors to plan, troubleshoot, and develop strategies to help schools create positive school cultures that encourage and promote safe spaces for students to learn.	Behavioral Support Program, Academic Support Program	12/01/2016	06/30/2017	$0	Averette
3.4.4.3 Explore feasibility and implications	3.4.4.3 Explore feasibility and implications of expanding number of choices for magnet programs on application	Academic Support Program	01/03/2017	10/30/2017	$0	Dossett
2.1.3.3 Plan and Schedule meetings with Louisville Linked	2.1.3.3 Plan and schedule monthly Louisville Linked Core planning Team meetings with District Personnel and Community members to review data monthly on the use of Louisville Linked.	Community Engagement	12/01/2016	06/30/2017	$0	Averette
3.4.4.4 Evaluate the feasibility of redesigning the high school application	3.4.4.4 Evaluate the feasibility of redesigning the high school application to separate magnet choices from the high school career (5 Star) choices	Policy and Process	01/03/2017	10/31/2017	$0	Dossett
3.4.4.5 Align the magnet choices on the application	3.4.4.5 Align the magnet choices on the application to match the program description in the Choices booklet	Policy and Process	02/01/2017	06/30/2017	$0	Dossett
2.1.3.4P Build capacity in select pilot schools	2.1.3.4P The district will strengthen the utilization of researched based social and emotional curriculum to build capacity in selected pilot schools. These schools will be provided with intensive schoolwide professional development, coaching, and support around social and emotional curriculum. The districts' focus will be on supporting a positive learning environment and increasing student resiliency. Additionally, district personnel will visit peer districts, collaborate with other districts on social emotional learning processes, and collaborate with experts in the area of social emotional learning. (aligned with 1.1.1.7). Data analysis of key metrics including student sense of belonging and engagement from the Comprehensive Surveys will be utilized for planning and continuous improvement.	Behavioral Support Program, Professional Learning	12/01/2016	06/30/2017	$250000	Averette, Munoz
3.4.4.6 Revise and simplify information	3.4.4.6 Revise and simplify information provided for parents regarding student transfers	Policy and Process	01/03/2017	04/30/2017	$0	Dossett
2.1.3.5P Training for suicide prevention	2.1.3.5P Suicide prevention training resources and supports will be offered to students and teachers throughout the school year. An emphasis will be placed in priority schools.	Behavioral Support Program, Professional Learning	12/01/2016	06/30/2017	$0	Averette
3.4.4.7 Revise the JCPS Registration & Application	3.4.4.7 Revise the JCPS Registration & Application page on the JCPS website to reduce the number of current families who complete a registration when it is not needed	Policy and Process	01/03/2017	10/30/2017	$0	Dossett

2.1.3.6P Recruit and train schools for PBIS	2.1.3.6P The District Positive Behavior Interventions and Support (PBIS) team will continue to recruit and train schools in creating a Universal/Tier 1 PBIS/Restorative Practice framework, support PBIS school teams in the implementation of the PBIS and PBIS/RP framework, and identify and train school teams who are ready to move to Tier 2 and Tier 3 training and supports to assist schools in the creation of a school climate where appropriate behavior is the norm using PBIS supports for all students, all staff, in all settings.	Professional Learning	07/01/2016	12/30/2017	$2000000	Zeitz, Herring, Munoz
3.4.5.1P Reduced student mobility	3.4.5.1P Reduced student mobility in two priority elementary schools and continue to explore options for priority middle and high schools.	Academic Support Program	09/01/2016	09/19/2017	$0	Dossett
3.4.5.2 Continue to work with the transportation department	3.4.5.2 Continue to work with the transportation department and the Student Equity and Community Engagement office to ensure educational continuity	Policy and Process	08/10/2016	12/19/2017	$0	Dossett
3.4.5.3 Collaborate with Student Due Process	3.4.5.3 Collaborate with Student Due Process office to ensure that families understand educational options when transitioning out of alternative placements	Academic Support Program	08/10/2016	12/19/2017	$0	Dossett
3.3.1.2P Provide professional development	3.3.1.2P Provide professional development based on current hardware/software technological needs and emerging technologies (STEM, robotics, MakerSpace) to improve the digital learning environment (as measured by the ELEOT) in priority and transformation schools.	Professional Learning	09/01/2016	12/30/2017	$0	Branham, Lattimore, Munoz
3.3.2.1 Identify strengths and weaknesses	3.3.2.1 Identify strengths and weaknesses to providing Wi-Fi on buses in 3 pilot schools	Technology	10/01/2016	12/30/2017	$0	Raisor
3.3.2.2 Survey students at pilot schools	3.3.2.2 Survey students at pilot schools for access to a personal device	Technology	10/01/2016	12/30/2017	$0	Raisor, Lattimore
3.3.2.3 Quotes for POs to purchase units	3.3.2.3 Quotes for POs to purchase units and install in pilot buses for 3 schools	Technology	10/01/2016	12/30/2017	$0	Raisor
3.3.3.1 Provide on-going District-wide and site-based professional development	3.3.3.1 Computer Education Support will provide on-going District-wide and site-based professional development focused on students using technology for learning by 1) gathering, evaluating and/or using information for learning (e.g., using mobile devices, Read-Write, digital literacy), 2) conducting research, solving problems, and/or creating original works for learning (e.g., using STEM, Innovative Labs, Coding, SMART Technologies, Robotics), and 3) communicating and working collaboratively for learning (e.g., using Google For Education, Office 365, Blackboard, Student Technology Leadership Program)	Professional Learning, Technology	08/01/2016	05/01/2017	$0	Lattimore Revel
3.3.3.2 Provide PD to remove barriers to learning	3.3.3.2 Computer Education Support will provide on-going District-wide and site based professional development focused on students using technology to remove barriers to learning (e.g., Edgenuity, UDL)	Professional Learning, Technology, Academic Support Program	08/01/2016	05/01/2017	$0	Lattimore Revel

3.3.3.3 Facilitate the adoption of new and emerging technologies	3.3.3.3 Computer Education Support will facilitate the adoption of new and emerging technologies to educate our students with twenty-first century skills.	Technology	08/01/2016	05/01/2017	$0	Lattimore Brown
3.2.1.2 Create learning opportunities and collaboration efforts for families	3.2.1.2 Create learning opportunities and collaboration efforts for families around physical and mental health, resiliency, suicide prevention, college access, and academic success.	Behavioral Support Program, Academic Support Program, Parent Involvement	12/01/2016	06/30/2017	$0	Averette
3.2.1.3 Working with various community stakeholders	3.2.1.3 Working with various community stakeholders on engaging families including 1) Doing Business with JCPS-Helping MWBE businesses work in JCPS, 2) Central District Baptist Association 147th Annual Session – Agreement with Pastors in the community assist in uplifting students via mentoring, information sharing, aligning VBS with standards, 3) P.A.R.E.N.T Initiative – Training pastors to navigate the JCPS system and become educational parents	Behavioral Support Program, Academic Support Program, Parent Involvement, Community Engagement	07/01/2016	12/30/2017	$4350	Marshall
3.2.1.4P Increased communication with parents	3.2.1.4P Increased communication with parents through 1) Family Matters PTA Newsletter – Newsletter for Parents in collaboration with 15th district PTA, 2) Parent Involvement Series – Series of sessions where parents learn how to navigate the JCPS system, 3) SBDM Training – Training that seeks to help parents involved in JCPS make informed decisions	Parent Involvement, Community Engagement	06/01/2016	12/30/2017	$9380	Marshall, Munoz
3.2.1.5 Invite conversation with community stakeholders	3.2.1.5 Invite conversation with community stakeholders through PLC rounds where community members are invited to view a Professional Learning Community inside a JCPS school	Professional Learning, Community Engagement	12/01/2016	12/30/2017	$250	Marshall
3.2.1.6 Provide a speaker series	3.2.1.6 Provide a Speaker Series - National acclaimed speakers provide PD on their topic of expertise and have a community conversation	Professional Learning	12/01/2016	12/31/2017	$32000	Marshall
3.2.1.7P Support ESL families and students	3.2.1.7P Support ESL families and students with a Bilingual Language Services Program Specialist, ESL staff and resources to provide interpretation and translations services.	Academic Support Program, Parent Involvement	07/01/2016	12/30/2017	$0	Herring, Branham, Beardsley, Munoz
3.2.1.8P Support ECE families	3.2.1.8P Support ECE families and students with an ECE Program Specialist, ECE staff and resources to provide services.	Behavioral Support Program, Academic Support Program, Parent Involvement	07/01/2016	12/30/2017	$0	Herring, Averette, Munoz

3.2.2.1 Call center representatives training developed to better serve customers, the Help Desk Institute Certification is for front-line employees.	3.2.2.1 Call center representatives training developed to better serve customers, the Help Desk Institute Certification is for front-line employees.	Professional Learning	08/01/2016	12/30/2017	$0	Raisor
3.2.3.1 Continue refining a standardized process	3.2.3.1 Continue refining a standardized process for requesting services from Central Office departments, leading to increased efficiency.	Policy and Process	07/01/2016	12/30/2017	$0	Raisor
3.2.4.1 Work with board to implement coordinated Community Conversations.	3.2.4.1 Work with board to implement coordinated Community Conversations.	Community Engagement	12/01/2016	12/30/2017	$0	Martin
3.2.4.2 Work with Data Management to include questions on Comprehensive School Survey	3.2.4.2 Work with Data Management to include questions on Comprehensive School Survey requesting feedback from parents, teachers, staff and students regarding their satisfaction of communication about their school and the district.	Community Engagement	12/01/2016	12/30/2017	$0	Martin
3.2.4.3 Implement new intranet	3.2.4.3 Act on employee feedback to implement new intranet for JCPS to improve internal communications.	Technology, Community Engagement	12/01/2016	12/30/2017	$0	Martin
3.2.4.4 Implement new employee app	3.2.4.4 Implement new employee app to improve internal communications.	Technology, Community Engagement	12/01/2016	12/30/2017	$100000	Martin
3.2.4.5 Utilize new technology	3.2.4.5 Utilize new technology to communicate digitally with stakeholders.	Technology	12/01/2016	12/30/2017	$0	Martin
3.2.4.6 Conduct regular briefings with superintendent	3.2.4.6 Conduct regular briefings with superintendent where employees ask questions about pertinent questions in the district	Policy and Process, Community Engagement	12/01/2016	12/30/2017	$0	Martin
3.2.4.7 Utilize Superintendent's Student Advisory Council	3.2.4.7 Utilize Superintendent's Student Advisory Council to provide social media ambassadors for the district and provide feedback to district about how students would like to receive content and help create content	Community Engagement	12/01/2016	12/30/2017	$0	Martin
3.1.1.2 JCBE presented for approval Draft District Facilities Plan	3.1.1.2 JCBE presented for approval Draft District Facilities Plan	Policy and Process	01/01/2017	01/10/2017	$0	Raisor
3.1.1.3 Run 14 day notice on Draft DFP	3.1.1.3 Run 14 day notice – A public hearing is required to receive public comments on the Draft DFP	Community Engagement	01/01/2017	01/30/2017	$0	Raisor
3.1.1.4 Hold public hearing, and approval of Final DFP	3.1.1.4 Hold public hearing, and approval of Final DFP	Community Engagement	02/01/2017	02/28/2017	$0	Raisor
3.1.1.5 District Facility Plan submitted to KDE.	3.1.1.5 District Facility Plan submitted to KDE.	Policy and Process	04/01/2017	05/01/2017	$0	Raisor
3.1.2.1 Continue to enhance the Cycle-based budgeting	3.1.2.1 Continue to enhance the Cycle-based budgeting method, using data to assist in determining the needs, goals, and funding required for individual schools.	Policy and Process	07/01/2016	12/01/2017	$0	Hardin
3.1.2.2 Provide appropriate bonding capacity	3.1.2.2 Provide appropriate bonding capacity to provide for facility infrastructure needs	Policy and Process	07/01/2016	06/30/2017	$0	Hardin

3.1.2.3P Develop a system of support for JCPS priority schools	3.1.2.3P Develop a system of support for JCPS priority schools to differentiate personnel, time, and other resources to provide all students with high quality instruction, programs, and interventions based upon individualized learning needs	Policy and Process, Behavioral Support Program, Professional Learning, Academic Support Program	08/01/2016	12/19/2017	$1200000	Hardin, Munoz
3.1.3.1 Continue work with internal and external IT partners to update and enhance data systems that support effective and efficient recruitment, hiring and placement of teachers and administrators	3.1.3.1 Continue work with internal and external IT partners to update and enhance data systems that support effective and efficient recruitment, hiring and placement of teachers and administrators	Recruitment and Retention	07/01/2016	06/01/2017	$125000	Hudson, Armour, Green, Eckerle
3.1.3.2 Create procedures for the development of a pool of qualified teacher applicants who are racial and/or ethnic minorities.	3.1.3.2 Create procedures for the development of a pool of qualified teacher applicants who are racial and/or ethnic minorities.	Policy and Process, Recruitment and Retention	07/01/2016	06/01/2017	$0	Hudson, Armour, Green
3.1.3.3 Increase the percentage of highly qualified and effective school and district educators	3.1.3.3 Increase the percentage of highly qualified and effective school and district educators who meet the diverse needs of students.	Recruitment and Retention	07/01/2016	07/01/2017	$0	Hudson
3.1.3.4 Develop and implement a screening process for the identification of highly qualified applicants	3.1.3.4 Develop and implement a screening process for the identification of highly qualified applicants for school-based administrative positions	Policy and Process, Recruitment and Retention	07/01/2016	06/01/2017	$0	Hudson
3.1.3.5P Implement leadership and teacher incentives	3.1.3.5P Implement leadership and teacher incentives for attracting and retaining highly-qualified staff in priority and transformation schools.	Recruitment and Retention	07/01/2016	06/01/2017	$0	Hudson, Armour, Munoz
3.1.4.1 Review of identified programs	3.1.4.1 Review of identified programs will be performed with results reported to the superintendent & cabinet	Policy and Process, Behavioral Support Program, Academic Support Program	07/01/2016	12/30/2017	$0	Hardin
3.1.4.2 Continue to review opportunities for efficiency through energy savings, program evaluations	3.1.4.2 Continue to review opportunities for efficiency through energy savings, program evaluations	Policy and Process, Behavioral Support Program, Academic Support Program	07/01/2016	06/30/2017	$0	Hardin

3.1.4.3 Work with schools in a pilot program to optimize use of resources	3.1.4.3 Work with schools in a pilot program to optimize use of resources	Policy and Process	11/15/2016	12/30/2017	$0	Hardin
2.2.1.2 Consult with national expert	2.2.1.2 Consult with national experts to guide collaborative work of the established "High Performing Team" planning group.	Academic Support Program	12/01/2016	06/30/2017	$0	Hudson, Cabinet
2.2.1.3 Review and synthesize research	2.2.1.3 Review and synthesize research and work around high performing teams.	Academic Support Program	12/01/2016	06/30/2017	$0	Hudson, Cabinet
2.2.2.4 Discuss and develop a framework	2.2.2.4 Discuss and develop a framework for high performing teams	Academic Support Program	12/01/2016	06/30/2017	$0	Hudson, Cabinet
2.2.1.5 Explore what makes a team high performing	2.2.1.5 Explore and identify capacities and dispositions for 2017 focus on what makes a team high performing	Academic Support Program	12/01/2016	06/30/2017	$0	Hudson, Cabinet
2.2.2.1 PD training focused on RTI process	2.2.2.1 A combination of 25 high need and Priority Elementary, all Middle and High School Priority Schools will attend a 2 day training focused on the RTI Process and building systems of support to ensure all students are learning at high levels as provided by national expert Mike Mattos (Solution Tree). An intentional focus will be placed on building school and district-wide systems of support.	Professional Learning	08/01/2016	12/30/2017	$41055	Branham Isaacs Price
2.2.2.2 Provide PD to build teacher capacity	2.2.2.2 Contract with Solution Tree to provide professional development to build teacher capacity in assessment literacy including the development and use of formative, authentic, project- and performance-based assessments. Training will intentionally focus on Mathematics and ELA and follow up sessions will take place with Math and ELA Curriculum Specialists.	Professional Learning	08/01/2016	05/01/2017	$150000	Branham Isaacs Price
2.2.3.1P Schools will participate in Novice Reduction Training	2.2.3.1P All JCPS Elementary, Middle and High Schools will participate in a 6 hour Novice Reduction Training provided by KDE Consultants during the month of October. Intentional focus will be placed on equipping school teams and school level plans for implementing Novice Reduction Strategies for the 2016-17 school year.	Professional Learning	10/01/2016	11/30/2016	$0	Herring Branham, Munoz
2.2.3.2 Administer PD Needs Assessment to stakeholdes	2.2.3.2 Develop and administer a comprehensive PD Needs Assessment to all stakeholders to best leverage District and School Based PD (including how to better support effective and high-performing teams) to impact student learning for the 2017-18 school year	Professional Learning	12/01/2016	02/28/2017	$0	Branham Isaacs
2.2.3.3P Develop walk-through process to deepen PD learning	2.2.3.3P Develop and implement a comprehensive walk-through process to deepen professional learning and monitor the delivery of the intended curriculum across the district. Priority Schools and Transformation Schools will be the first priority for implementation. Process will involve Central Office Staff, Principals and Teachers	Professional Learning	12/01/2016	05/01/2017	$0	Munoz Branham Handley Wright Isaacs

2.2.4.1 Implement a New Principal Cohort	2.2.4.1 Implement a New Principal Cohort to support new principals in the management of daily operations, supervisory skills and academic achievement.	Professional Learning, Recruitment and Retention, Academic Support Program	07/01/2016	06/01/2017	$0	Hudson, Eckerle
2.2.4.2 Continue internal leadership development program	2.2.4.2 Continue the implementation, review and refinement of an internal leadership development program, for current and aspiring leaders, on management of operations, supervisory skills, coaching and modeling for productivity and best practice strategies.	Professional Learning, Recruitment and Retention	07/01/2016	06/01/2017	$0	Hudson, Armour, Eckerle
2.2.4.3P Utilize NISIL	2.2.4.3P Utilize NISL to train school administrators in effective and student-centered instructional leadership.	Academic Support Program	07/01/2016	06/01/2017	$680000	Hudson, Munoz, Branham, Isaacs
2.2.4.4 Continue tiered mentoring program	2.2.4.4 Continue implementation of a tiered mentoring program designed to support new teachers in the first three years of their career.	Recruitment and Retention	07/01/2016	06/01/2017	$97600	Hudson, Eckerle, Colley
2.2.4.5P Establish partnerships with local universities	2.2.4.5P Establish partnership with local university to design and implement a college credit earning course focused on supporting beginning teachers in Priority Schools (extended New Teacher Induction opportunity)	Recruitment and Retention	07/01/2016	06/01/2017	$20000	Hudson, Eckerle, Colley
2.2.4.6 Continue NBC Teacher program	2.2.4.6 Continue implementation of National Board Certified Teacher program; increasing the number of certified teachers who are pursuing, obtaining and requalifying	Recruitment and Retention	07/01/2016	06/01/2017	$95000	Hudson, Eckerle, Colley
				Total	$20043135	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	https://www.jefferson.kyschools.us/data-management-planning-and-program-evaluation-division/planning-and-program-evaluation/cdipcsip	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	No	JCPS currently has a small number of teachers who are not highly qualified. However, these teachers are following a district supported plan that assists them in becoming highly qualified.	

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes	The district has provided sample letters and instructions to schools to assist them with notifying parents when their children are taught by teachers who are not highly qualified for an extended period of time.	

Label	Assurance	Response	Comment	Attachment
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data complied through such processes as achievement test results, needs assessments, and class size data reviews.	Yes	We have 11 elementary schools using class-size reduction and 5 middle schools using class-size reduction.	

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than $500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	Yes	Revised application is attached and was reviewed by the State in Fall of 2016. Continuous revisions are being conducted and a new application is expected in early 2017.	DOI_Application2016

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Phase II - Compliance and Accountability - Districts

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Goal 1:

In order to meet all 5 KDE Delivery Targets, JCPS will implement DEEPER LEARNING: Each student will progress toward mastery of both academic standards and the capacities and dispositions necessary for success in college, career, community, and life.

Measurable Objective 1:

collaborate to 1. meet our 2016-2017 delivery targets in Novice Reduction (for all and for gap students), Proficiency (for all and for gap students), College and Career Readiness and Graduation. by 10/31/2017 as measured by KPREP and State Graduation and CCR data.

Strategy1:

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

Category: Learning Systems

Research Cited:

Activity - 1.1.3.4 Implement initiatives to help support CCR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.3.4 Implement initiatives to help support college and career readiness in diverse populations including 1) A.C.T Bootcamps – Workshops targeted for students of color to improve their scores on the ACT, 2) D.O.R.M.S – College Readiness for parents and students that are first generation college-going, 3) FAFSA BOOTCAMPS – College readiness for parents and students that need financial aid, 4) First Task is to Ask-Sheets that equip parents with questions to ask school officials pertinent and targeted questions	Career Preparation/ Orientation	12/01/2016	12/30/2017	$7000 - General Fund	Marshall, Rodgers

Activity - 1.1.3.1 College Access Specialist will provide PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.3.1 College Access Specialist will provide on-going professional development to include training and coaching on advanced learning opportunities and college access to meet diverse learner needs and help eliminate opportunity gaps.	Professional Learning	08/01/2016	05/01/2017	$0 - No Funding Required	Branham Wright Royster, Rodgers

Strategy2:

1.1.7 Eliminate achievement, learning, and opportunity gaps - Eliminate achievement, learning, and opportunity gaps: Establish the

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

Category: Learning Systems

Research Cited:

Activity - 1.1.7.3 ECE Specialist provide PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.7.3 ECE Specialists will provide on-going professional development to include training and coaching on differentiated instruction based in areas of literacy and mathematics needs as determined by student data analysis specifically to teachers teaching students with disabilities.	Professional Learning	12/01/2016	06/30/2017	$0 - No Funding Required	Averette

Activity - 1.1.7.5 Continue supporting the ACES program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.7.5 Continue supporting the ACES program (alternative certification program for minority teachers)	Recruitment and Retention	07/01/2016	12/30/2017	$80000 - Title II Part A	Marshall

Activity - 1.1.7.2P Promote Louisville Linked	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.7.2P Promote Louisville Linked system to the community and school personnel; including refining 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 15th District Program Assistance Program	Community Engagement	12/01/2016	06/30/2017	$0 - No Funding Required	Averette, Munoz

Activity - 1.1.7.1 Prepare and support students during transition years	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.7.1 Prepare and support students during transition between school levels; early learning and successful transition into school; academic achievement and well-being and graduation and transition into adult life (e.g. Men of Quality, Women of Worth, Middle School Transition Nights, Kindergarten Readiness Camps, and Families in Training Program, college tours/visits, and mentoring programs).	Behavioral Support Program Academic Support Program	12/01/2016	06/30/2017	$0 - No Funding Required	Averette

Activity - 1.1.7.6P PD to address cultural diversity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.7.6P Provision of professional development to address cultural (in)competence utilizing 1) C.A.S.E law PD and 2) Equity Institutes-district-wide PD that sees to address (in)equities in the district.	Professional Learning	07/01/2016	12/30/2017	$87500 - General Fund	Marshall, Munoz

Activity - 1.1.7.8 Assist in efforts to develop support systems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.7.8 Coordinate and participate in interagency efforts through the By All Means and Say Yes initiatives which aim to develop integrated student support systems with community partners	Community Engagement Academic Support Program Behavioral Support Program	07/01/2016	12/30/2017	$0 - No Funding Required	Herring

Activity - 1.1.7.7 Expand learning opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.7.7 Expand learning opportunities to address opportunity gaps: 1) Expand REACH Academy (program to designed to help students of color pass the AP test), 2) Expand Coding opportunities for Males of Color (opportunities for students to learn the language of computer coding, learn the tenets of being an entrepreneur, 3) Expand Out of School Time Enrichment activities (community-based initiative to provide students with learning opportunities outside of school, generally in the Zones of Hope), and 4) Provide additional literacy programming that matches literacy with activities	Academic Support Program	07/01/2016	12/30/2017	$136000 - General Fund	Marshall

Activity - 1.1.7.4 ECE Specialist provide PD for Positive Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.1.7.4 ECE Specialists will provide on-going professional development to include training and coaching on differentiated instruction based in areas of positive behavior and research-based strategies for working with students on the autism spectrum specifically to teachers teaching students with disabilities.	Professional Learning	12/01/2016	06/30/2017	$0 - No Funding Required	Averette

Goal 2:

PROFESSIONAL CAPACITY: Increase the capacity of staff to create engaging, rigorous learning opportunities for students to progress in academic achievement and the development of the learner capacities and dispositions necessary for success in life

Measurable Objective 1:

collaborate to Increase the percentage of students who have access to effective educators (baseline 2016-17) and Increase the percentage of educators exhibiting the professional capacity to implement the integration of teaching, assessment, and learning opportunities in by 12/31/2017 as measured by a multi-method approach including surveys and data from PGES.

Strategy1:

2.1.1 Personalized Deeper Learning - 2.1.1 Personalized deeper learning: Implement the Educator Growth System (EGS) with integrity across the district to increase educator capacity to provide personalized instruction and to engage students in deeper learning aligned with the curriculum.

Category: Professional Learning & Support

Research Cited:

Activity - 2.1.1.6P Design and implement differentiated PD for New Teacher Induction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.1.6P Design and implement differentiated professional development (New Teacher Induction) opportunities for teachers to improve effective teaching. An emphasis will be placed on priority schools.	Professional Learning	07/01/2016	12/30/2017	$128000 - Title II Part A	Hudson, Armour, Munoz, Green, Colley

Activity - 2.1.1.5P Design and implement differentiated PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.1.5P Design and implement differentiated professional development opportunities for administrators on instructional leadership practices to support, monitor, and evaluate effective teaching. An emphasis will be placed on priority schools.	Professional Learning	07/01/2016	12/30/2017	$0 - No Funding Required	Branham, Isaacs, Armour, Eckerle, Munoz

Strategy2:

2.1.2 Cultivate growth mindset - Cultivate growth mindset: Use research or evidence-based strategies and best practice to increase the

capacity of teachers, staff, and school leaders to create a growth mindset in each student and recognize student strengths.

Category: Professional Learning & Support

Research Cited:

Activity - 2.1.2.4P Provide training to new leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.2.4P Providing diversity literacy and cultural competence for new leaders through the CARDS Program and through cultural competence training, which focus on culture and inclusion	Professional Learning	12/01/2016	06/30/2017	$200000 - General Fund	Marshall, Munoz

Goal 3:

INFRASTRUCTURE IMPROVEMENTS: Improve and sustain infrastructures - physical,instructional, and human resources- essential to

providing safe, resourced, supported, and equipped schools.

Measurable Objective 1:

collaborate to 1. Increase physical resources meeting standards; 2. increase resources/support allocations based on student need; 3.

increase highly qualified/effective educators; 4. maintain qualified minority teacher applicants; 5. increase minority educator hires by

12/31/2017 as measured by multiple methods as described in Vision 2020 Metrics Plan.

Strategy1:

3.1.2 Improve instructional infrastructure - 3.1.2 Improve instructional infrastructure: Develop and implement a transparent and accessible

districtwide plan to address school needs for instructional resources and district supports that differentiates for individual school needs,

identifies the funding required, and prioritizes implementation based on equity, adequacy, and needs, including the needs of students making

transitions from one school setting to another.

Category: Continuous Improvement

Research Cited:

Activity - 3.1.2.3P Develop a system of support for JCPS priority schools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.1.2.3P Develop a system of support for JCPS priority schools to differentiate personnel, time, and other resources to provide all students with high quality instruction, programs, and interventions based upon individualized learning needs	Professional Learning Academic Support Program Behavioral Support Program Policy and Process	08/01/2016	12/19/2017	$1200000 - General Fund	Hardin, Munoz

Strategy2:

3.1.3 Improve human resources infrastructure - 3.1.3 Improve human resources infrastructure: Develop and implement a responsive, time-

sensitive educator recruitment and placement process that: identifies, hires, and assigns teachers and administrators with the capacities,

skills and dispositions necessary for effective teaching and learning; targets recruitment to fill high-need positions; identifies and hires a

diverse workforce; and places and retains teachers in schools taking into account teacher experience and student needs.

Category: Human Capital Management

Research Cited:

Activity - 3.1.3.3 Increase the percentage of highly qualified and effective school and district educators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.1.3.3 Increase the percentage of highly qualified and effective school and district educators who meet the diverse needs of students.	Recruitment and Retention	07/01/2016	07/01/2017	$0 - No Funding Required	Hudson

Activity - 3.1.3.2 Create procedures for the development of a pool of qualified teacher applicants who are racial and/or ethnic minorities.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.1.3.2 Create procedures for the development of a pool of qualified teacher applicants who are racial and/or ethnic minorities.	Policy and Process Recruitment and Retention	07/01/2016	06/01/2017	$0 - No Funding Required	Hudson, Armour, Green

Activity - 3.1.3.5P Implement leadership and teacher incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.1.3.5P Implement leadership and teacher incentives for attracting and retaining highly-qualified staff in priority and transformation schools.	Recruitment and Retention	07/01/2016	06/01/2017	$0 - No Funding Required	Hudson, Armour, Munoz

Comprehensive District Improvement Plan
Jefferson County

Activity - 3.1.3.1 Continue work with internal and external IT partners to update and enhance data systems that support effective and efficient recruitment, hiring and placement of teachers and administrators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.1.3.1 Continue work with internal and external IT partners to update and enhance data systems that support effective and efficient recruitment, hiring and placement of teachers and administrators	Recruitment and Retention	07/01/2016	06/01/2017	$125000 - General Fund	Hudson, Armour, Green, Eckerle

Activity - 3.1.3.4 Develop and implement a screening process for the identification of highly qualified applicants	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.1.3.4 Develop and implement a screening process for the identification of highly qualified applicants for school-based administrative positions	Recruitment and Retention Policy and Process	07/01/2016	06/01/2017	$0 - No Funding Required	Hudson

Goal 4:

HIGH-PERFORMING TEAMS & PROFESSIONAL LEARNING COMMUNITIES: Develop a culture of high-performing teams throughout the district that fosters collaboration, innovation,creativity, and continuous improvement.

Measurable Objective 1:

collaborate to 1. Increase the number of teams within and across divisions that exhibit characteristics of organizational effectiveness; 2. Increase the average effectiveness rating of PLCs; 3. Increase the number of staff who can lead teams in improving performance by 12/31/2017 as measured by metrics developed in the Vision 2020 Metrics Plan.

Strategy1:

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

Activity - 2.2.4.6 Continue NBC Teacher program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.2.4.6 Continue implementation of National Board Certified Teacher program; increasing the number of certified teachers who are pursuing, obtaining and requalifying	Recruitment and Retention	07/01/2016	06/01/2017	$95000 - Title II Part A	Hudson, Eckerle, Colley

Activity - 2.2.4.2 Continue internal leadership development program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.2.4.2 Continue the implementation, review and refinement of an internal leadership development program, for current and aspiring leaders, on management of operations, supervisory skills, coaching and modeling for productivity and best practice strategies.	Professional Learning Recruitment and Retention	07/01/2016	06/01/2017	$0 - No Funding Required	Hudson, Armour, Eckerle

Activity - 2.2.4.4 Continue tiered mentoring program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.2.4.4 Continue implementation of a tiered mentoring program designed to support new teachers in the first three years of their career.	Recruitment and Retention	07/01/2016	06/01/2017	$97600 - Title II Part A	Hudson, Eckerle, Colley

Activity - 2.2.4.3P Utilize NISL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.2.4.3P Utilize NISL to train school administrators in effective and student-centered instructional leadership.	Academic Support Program	07/01/2016	06/01/2017	$680000 - Grant Funds	Hudson, Munoz, Branham, Isaacs

Activity - 2.2.4.5P Establish partnerships with local universities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.2.4.5P Establish partnership with local university to design and implement a college credit earning course focused on supporting beginning teachers in Priority Schools (extended New Teacher Induction opportunity)	Recruitment and Retention	07/01/2016	06/01/2017	$20000 - Title II Part A	Hudson, Eckerle, Colley

Activity - 2.2.4.1 Implement a New Principal Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.2.4.1 Implement a New Principal Cohort to support new principals in the management of daily operations, supervisory skills and academic achievement.	Academic Support Program Professional Learning Recruitment and Retention	07/01/2016	06/01/2017	$0 - No Funding Required	Hudson, Eckerle

The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

Goal 1:

PROFESSIONAL CAPACITY: Increase the capacity of staff to create engaging, rigorous learning opportunities for students to progress in academic achievement and the development of the learner capacities and dispositions necessary for success in life

Measurable Objective 1:

collaborate to Increase the percentage of students who have access to effective educators (baseline 2016-17) and Increase the percentage of educators exhibiting the professional capacity to implement the integration of teaching, assessment, and learning opportunities in by 12/31/2017 as measured by a multi-method approach including surveys and data from PGES.

Strategy1:

2.1.3 Improve culture and climate - Improve culture and climate: Use research or evidence-based strategies and best practice to improve

district, school, and classroom culture and climate to ensure that all students and staff work and learn in a safe, respectful, and equitable environment.

Category: Continuous Improvement

Research Cited:

Activity - 2.1.3.6P Recruit and train schools for PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.3.6P The District Positive Behavior Interventions and Support (PBIS) team will continue to recruit and train schools in creating a Universal/Tier 1 PBIS/Restorative Practice framework, support PBIS school teams in the implementation of the PBIS and PBIS/RP framework, and identify and train school teams who are ready to move to Tier 2 and Tier 3 training and supports to assist schools in the creation of a school climate where appropriate behavior is the norm using PBIS supports for all students, all staff, in all settings.	Professional Learning	07/01/2016	12/30/2017	$2000000 - General Fund	Zeitz, Herring, Munoz

Activity - 2.1.3.3 Plan and Schedule meetings with Louisville Linked	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.3.3 Plan and schedule monthly Louisville Linked Core planning Team meetings with District Personnel and Community members to review data monthly on the use of Louisville Linked.	Community Engagement	12/01/2016	06/30/2017	$0 - No Funding Required	Averette

Activity - 2.1.3.4P Build capacity in select pilot schools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.3.4P The district will strengthen the utilization of researched based social and emotional curriculum to build capacity in selected pilot schools. These schools will be provided with intensive schoolwide professional development, coaching, and support around social and emotional curriculum. The districts' focus will be on supporting a positive learning environment and increasing student resiliency. Additionally, district personnel will visit peer districts, collaborate with other districts on social emotional learning processes, and collaborate with experts in the area of social emotional learning. (aligned with 1.1.1.7). Data analysis of key metrics including student sense of belonging and engagement from the Comprehensive Surveys will be utilized for planning and continuous improvement.	Professional Learning Behavioral Support Program	12/01/2016	06/30/2017	$250000 - Other	Averette, Munoz

Activity - 2.1.3.5P Training for suicide prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.3.5P Suicide prevention training resources and supports will be offered to students and teachers throughout the school year. An emphasis will be placed in priority schools.	Behavioral Support Program Professional Learning	12/01/2016	06/30/2017	$0 - No Funding Required	Averette

Activity - 2.1.3.2 Create and distribute topical newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.3.2 Topical newsletters will be developed and distributed quarterly that will give strategies on creating tolerance and inclusiveness within schools. Each newsletter will highlight proactive approaches that schools can take to create positive learning environments for all students. Bullying prevention department will meet and collaborate with new school counselors to plan, troubleshoot, and develop strategies to help schools create positive school cultures that encourage and promote safe spaces for students to learn.	Academic Support Program Behavioral Support Program	12/01/2016	06/30/2017	$0 - No Funding Required	Averette

Activity - 2.1.3.1 Provide training on health education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.3.1 Provide best practice resources, programs, and trainings focused on collaboration and integration between education and health to improve students' learning, health, safety, and overall wellness.	Professional Learning	12/01/2016	06/30/2017	$0 - No Funding Required	Averette

Strategy2:

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

Category: Professional Learning & Support

Research Cited:

Activity - 2.1.2.5 Support transitioning students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.2.5 Transition support with the program "On Track and Going Back"- Program that matches students exiting our behavior schools with mentors and parental support	Behavioral Support Program	12/01/2016	06/30/2017	$100 - General Fund	Marshall

Activity - 2.1.2.6 Inclusion of Student Voice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.2.6 Inclusion of student input via the Student Voices Project	Academic Support Program	12/01/2016	06/30/2017	$0 - No Funding Required	Marshall

Activity - 2.1.2.1P Implement strategies to become "trauma informed"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.2.1P In order to become "trauma informed" the district will strengthen the utilization of researched based trauma informed practices to build capacity in schools. Implementation of effective strategies will include the following: . Professional development will be provided to staff on how trauma may impact the educational, social, emotional, and behavioral development of students. This will enable schools and the district to become trauma informed. · Youth Mental Health First Aid (YMHFA): School and district staff will receive professional development in YMHFA so students with mental health issues due to trauma can be identified and referred to appropriate resources or supports. · Mental health counselors will provide support to students exposed to trauma and consultation services to staff working with these students. · Mental health support will be provided to school staff using a trauma lens so they are able to support students who may have experienced traumatic events. . Selected pilot schools will be provided with intensive schoolwide professional development, coaching, and support around trauma informed practices. Professional development will be provided via the BOUNCE program and/or trauma modules. Both will include basic trauma awareness and strategies for teachers so that they will modify routine practices to meet the needs of students.	Professional Learning	12/01/2016	06/30/2017	$100000 - General Fund	Averette, Munoz

Activity - 2.1.2.2 Collaboration between Academic support and teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.2.2 Academic support personnel (e.g. school counselors, school psychologists, mental health counselors, etc.) will collaborate with teachers and administrators to foster resiliency skills in students by using a strengths based approach.	Academic Support Program Professional Learning	12/01/2016	06/30/2017	$0 - No Funding Required	Averette

Activity - 2.1.2.3 Resiliency building and training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.2.3 Resiliency building and training for parents and community partners will occur in schools and community settings. (e.g. Louisville Linked, Metro Government, etc.).	Community Engagement	12/01/2016	06/30/2017	$0 - No Funding Required	Averette

Activity - 2.1.2.4P Provide training to new leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2.1.2.4P Providing diversity literacy and cultural competence for new leaders through the CARDS Program and through cultural competence training, which focus on culture and inclusion	Professional Learning	12/01/2016	06/30/2017	$200000 - General Fund	Marshall, Munoz

Goal 2:

COMMUNICATIONS, ENGAGEMENT & ACCESS TO INFORMATION: Improve communication systems and expand access to JCPS

information and responsive services by using technology and world class best practices to build and strengthen relationships

Measurable Objective 1:

collaborate to 1. Increase internal and external customer satisfaction; 2. increase the number of stakeholders accessing information across all communication modalities by 12/30/2017 as measured by multiple metrics as described in Vision 2020 Metrics Plan.

Strategy1:

3.2.4 Listen and respond to stakeholders - 3.2.4 Listen and respond to stakeholders: Develop and implement regular, systemic processes and structures to identify, understand, and respond to stakeholder needs.

Category: Stakeholder Engagement

Research Cited:

Activity - 3.2.4.3 Implement new intranet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.2.4.3 Act on employee feedback to implement new intranet for JCPS to improve internal communications.	Community Engagement Technology	12/01/2016	12/30/2017	$0 - No Funding Required	Martin

Activity - 3.2.4.2 Work with Data Management to include questions on Comprehensive School Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.2.4.2 Work with Data Management to include questions on Comprehensive School Survey requesting feedback from parents, teachers, staff and students regarding their satisfaction of communication about their school and the district.	Community Engagement	12/01/2016	12/30/2017	$0 - No Funding Required	Martin

Activity - 3.2.4.7 Utilize Superintendent's Student Advisory Council	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.2.4.7 Utilize Superintendent's Student Advisory Council to provide social media ambassadors for the district and provide feedback to district about how students would like to receive content and help create content	Community Engagement	12/01/2016	12/30/2017	$0 - No Funding Required	Martin

Activity - 3.2.4.5 Utilize new technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.2.4.5 Utilize new technology to communicate digitally with stakeholders.	Technology	12/01/2016	12/30/2017	$0 - No Funding Required	Martin

Activity - 3.2.4.1 Work with board to implement coordinated Community Conversations.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.2.4.1 Work with board to implement coordinated Community Conversations.	Community Engagement	12/01/2016	12/30/2017	$0 - No Funding Required	Martin

Activity - 3.2.4.4 Implement new employee app	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.2.4.4 Implement new employee app to improve internal communications.	Technology Community Engagement	12/01/2016	12/30/2017	$100000 - General Fund	Martin

Activity - 3.2.4.6 Conduct regular briefings with superintendent	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.2.4.6 Conduct regular briefings with superintendent where employees ask questions about pertinent questions in the district	Policy and Process Community Engagement	12/01/2016	12/30/2017	$0 - No Funding Required	Martin

Strategy2:

3.2.3 Improve and standardize internal systems: - 3.2.3 Improve and standardize internal systems: Create a standardized process for

requesting services from Central Office departments, leading to increased efficiency

Category: Continuous Improvement

Research Cited:

Activity - 3.2.3.1 Continue refining a standardized process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.2.3.1 Continue refining a standardized process for requesting services from Central Office departments, leading to increased efficiency.	Policy and Process	07/01/2016	12/30/2017	$0 - No Funding Required	Raisor

Strategy3:

3.2.2 Improve and standardize external systems: - 3.2.2 Improve and standardize external systems: Develop and implement clear,

transparent processes and communications protocols to increase reach to and improve access by all stakeholders, including:

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

· Developing customer service training and protocols for front-line employees; and

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

Category: Continuous Improvement

Research Cited:

Activity - 3.2.2.1 Call center representatives training developed to better serve customers, the Help Desk Institute Certification is for front-line employees.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.2.2.1 Call center representatives training developed to better serve customers, the Help Desk Institute Certification is for front-line employees.	Professional Learning	08/01/2016	12/30/2017	$0 - No Funding Required	Raisor

Strategy4:

3.2.1 Engage with families - 3.2.1 Engage with families: Invite parents and caregivers to participate in the life of their child's school and the

educational growth of their child through a process of meaningful and mutual communication and engagement focused on improving the

learning environment and experiences at school and at home.

Category: Stakeholder Engagement

Research Cited:

Activity - 3.2.1.3 Working with various community stakeholders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.2.1.3 Working with various community stakeholders on engaging families including 1) Doing Business with JCPS- Helping MWBE businesses work in JCPS, 2) Central District Baptist Association 147th Annual Session – Agreement with Pastors in the community assist in uplifting students via mentoring, information sharing, aligning VBS with standards, 3) P.A.R.E.N.T Initiative – Training pastors to navigate the JCPS system and become educational parents	Academic Support Program Community Engagement Parent Involvement Behavioral Support Program	07/01/2016	12/30/2017	$4350 - General Fund	Marshall

Activity - 3.2.1.1 Develop and implement plan to translate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.2.1.1 Develop and implement plan to translate all major JCPS documents and forms into languages most frequently spoken by JCPS families	Parent Involvement Community Engagement	01/01/2017	08/01/2017	$25000 - Title III $25000 - General Fund	Beardsley Lima

Activity - 3.2.1.6 Provide a speaker series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.2.1.6 Provide a Speaker Series - National acclaimed speakers provide PD on their topic of expertise and have a community conversation	Professional Learning	12/01/2016	12/31/2017	$32000 - General Fund	Marshall

Activity - 3.2.1.2 Create learning opportunities and collaboration efforts for families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.2.1.2 Create learning opportunities and collaboration efforts for families around physical and mental health, resiliency, suicide prevention, college access, and academic success.	Behavioral Support Program Parent Involvement Academic Support Program	12/01/2016	06/30/2017	$0 - No Funding Required	Averette

Activity - 3.2.1.5 Invite conversation with community stakeholders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.2.1.5 Invite conversation with community stakeholders through PLC rounds where community members are invited to view a Professional Learning Community inside a JCPS school	Community Engagement Professional Learning	12/01/2016	12/30/2017	$250 - General Fund	Marshall

Activity - 3.2.1.8P Support ECE families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.2.1.8P Support ECE families and students with an ECE Program Specialist, ECE staff and resources to provide services.	Behavioral Support Program Academic Support Program Parent Involvement	07/01/2016	12/30/2017	$0 - No Funding Required	Herring, Averette, Munoz

Activity - 3.2.1.7P Support ESL families and students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.2.1.7P Support ESL families and students with a Bilingual Language Services Program Specialist, ESL staff and resources to provide interpretation and translations services.	Academic Support Program Parent Involvement	07/01/2016	12/30/2017	$0 - No Funding Required	Herring, Branham, Beardsley, Munoz

Activity - 3.2.1.4P Increased communication with parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.2.1.4P Increased communication with parents through 1) Family Matters PTA Newsletter – Newsletter for Parents in collaboration with 15th district PTA, 2) Parent Involvement Series – Series of sessions where parents learn how to navigate the JCPS system, 3) SBDM Training – Training that seeks to help parents involved in JCPS make informed decisions	Parent Involvement Community Engagement	06/01/2016	12/30/2017	$9380 - General Fund	Marshall, Munoz

Goal 3:

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

Measurable Objective 1:

collaborate to 1. Increse % of families who understand & access the JCPS choice system; 2. Increase % of families with students in the gap group who understand & access the JCPS choice system; 3. Increase % of kindergarten applications submitted during initial period by 12/30/2017 as measured by multiple methods as described in Vision 2020 Metrics Plan.

Strategy1:

3.4.4 Empower families: - 3.4.4 Empower families: Develop and implement a customer-friendly communications and outreach plan designed to empower all families and caregivers to actively participate in the JCPS school choice system.

Category: Stakeholder Engagement

Research Cited:

Activity - 3.4.4.1 Develop and implement an outreach campaign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.4.1 Develop and implement an outreach campaign that includes partnering with different community agencies (i.e. MUW) to increase the percentage of on-time magnet applications for non-duplicated gap groups and targets areas in county with traditionally late submissions	Community Engagement	10/01/2016	12/19/2017	$0 - No Funding Required	Dossett

Activity - 3.4.4.2 Continue to implement Mobile Bus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.4.2 Continue to implement Mobile Bus and extended hours to reach families in their own neighborhoods	Community Engagement	11/01/2016	12/19/2017	$15000 - General Fund	Dossett

Activity - 3.4.4.3 Explore feasibility and implications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.4.3 Explore feasibility and implications of expanding number of choices for magnet programs on application	Academic Support Program	01/03/2017	10/30/2017	$0 - No Funding Required	Dossett

Activity - 3.4.4.6 Revise and simplify information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.4.6 Revise and simplify information provided for parents regarding student transfers	Policy and Process	01/03/2017	04/30/2017	$0 - No Funding Required	Dossett

Activity - 3.4.4.5 Align the magnet choices on the application	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.4.5 Align the magnet choices on the application to match the program description in the Choices booklet	Policy and Process	02/01/2017	06/30/2017	$0 - No Funding Required	Dossett

Activity - 3.4.4.7 Revise the JCPS Registration & Application	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.4.7 Revise the JCPS Registration & Application page on the JCPS website to reduce the number of current families who complete a registration when it is not needed	Policy and Process	01/03/2017	10/30/2017	$0 - No Funding Required	Dossett

Activity - 3.4.4.4 Evaluate the feasibility of redesigning the high school application	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.4.4 Evaluate the feasibility of redesigning the high school application to separate magnet choices from the high school career (5 Star) choices	Policy and Process	01/03/2017	10/31/2017	$0 - No Funding Required	Dossett

Strategy2:

3.4.2 Improve processes: - 3.4.2 Improve processes: Develop and implement an easily understood school application and selection process

Category: Continuous Improvement

Research Cited:

Activity - 3.4.2.5P Translation work of the Choices pamphlet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.2.5P Translation work of the Choices pamphlet in Spanish, Arabic, and Somali. An emphasis will be placed on priority schools with large ELLs student population.	Parent Involvement	09/01/2016	01/30/2017	$5000 - General Fund	McGinnis Beardsley Lima

Activity - 3.4.2.4 Explore ways to align Individual Learning Plan (ILP)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.2.4 Explore ways to align Individual Learning Plan (ILP) results with magnet choices and career pathway programs.	Policy and Process Career Preparation/ Orientation	08/10/2016	12/19/2017	$0 - No Funding Required	Dossett

Activity - 3.4.2.3 Eliminate hand-delivering information for magnet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.2.3 Explore the feasibility of creating a system that eliminates the need for families to hand-deliver additional information to schools for magnet applications (i.e. teacher recommendations, essays)	Policy and Process	06/01/2017	12/19/2017	$0 - No Funding Required	Dossett

Activity - 3.4.2.1 Pilot an initiative with three schools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.2.1 Pilot an initiative with three schools to clarify, simplify, and streamline the school's magnet application process	Policy and Process	01/03/2017	12/19/2017	$0 - No Funding Required	Dossett

Activity - 3.4.2.2 Initiate work on Phase II of the online registration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.2.2 Initiate work on Phase II of the online registration experience to allow parents to update household information online	Policy and Process Parent Involvement	01/03/2017	12/19/2017	$0 - No Funding Required	Dossett

Strategy3:

3.4.3 Provide customer service training - 3.4.3 Provide customer service training: Develop and implement customer service training and

protocols for employees based on identified customer needs.

Category: Continuous Improvement

Research Cited:

Activity - 3.4.3.4P Gather input from schools outside the diversity guideline	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.3.4P Gather input from schools outside the diversity guideline to determine if additional district supports could be provided to schools. An emphasis will be placed on priority schools.	Policy and Process	10/15/2016	12/19/2017	$0 - No Funding Required	Dossett

Activity - 3.4.3.2 Provide trainings for school staff regarding the use of the magnet application processing system	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.3.2 Provide trainings for school staff regarding the use of the magnet application processing system	Professional Learning Policy and Process	08/10/2016	12/19/2017	$0 - No Funding Required	Dossett

Activity - 3.4.3.1 Conduct trainings for school staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.3.1 Conduct trainings for school staff regarding how to assist families with student assignment issues (i.e. first day procedures, classroom roster setup)	Policy and Process Professional Learning	08/10/2016	12/19/2017	$0 - No Funding Required	Dossett

Activity - 3.4.3.3 Collaborate with the 311 call center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.3.3 Collaborate with the 311 call center to provide answers for most commonly asked questions	Policy and Process	08/10/2016	12/19/2017	$0 - No Funding Required	Dossett

Strategy4:

3.4.5P Reduce student mobility: - 3.4.5P Reduce student mobility: Provide greater stability and educational continuity by creating a logistics and communications plan to enable more students whose families move during the school year to remain at their current school.

Category: Continuous Improvement

Research Cited:

Activity - 3.4.5.1P Reduced student mobility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.5.1P Reduced student mobility in two priority elementary schools and continue to explore options for priority middle and high schools.	Academic Support Program	09/01/2016	09/19/2017	$0 - No Funding Required	Dossett

Activity - 3.4.5.2 Continue to work with the transportation department	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.5.2 Continue to work with the transportation department and the Student Equity and Community Engagement office to ensure educational continuity	Policy and Process	08/10/2016	12/19/2017	$0 - No Funding Required	Dossett

Activity - 3.4.5.3 Collaborate with Student Due Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.5.3 Collaborate with Student Due Process office to ensure that families understand educational options when transitioning out of alternative placements	Academic Support Program	08/10/2016	12/19/2017	$0 - No Funding Required	Dossett

Strategy5:

3.4.1 Improve communications - 3.4.1 Improve communications: Develop, implement, and refine clear, transparent processes and

communications protocols using

consumer intelligence and market analysis, including a school choice predictability tool, so that families understand their options and choices.

Category: Stakeholder Engagement

Research Cited:

Activity - 3.4.1.2 Video tours	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.1.2 Roll out video tours of schools to provide access to parents and students by providing additional information to help increase access to school choice.	Community Engagement	01/03/2017	12/19/2017	$0 - No Funding Required	Martin

Activity - 3.4.1.4 Publish monthly newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.1.4 Publish monthly newsletters to school staff informing them about upcoming timelines, activities, and changes.	Community Engagement	08/10/2016	12/19/2017	$0 - No Funding Required	Dossett

Activity - 3.4.1.3P Marketing of School Choice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.1.3P Increase marketing of school choice. An emphasis will be placed in priority schools.	Community Engagement	09/01/2016	12/19/2017	$0 - No Funding Required	Martin

Activity - 3.4.1.5 Gather baseline data on magnet application	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.1.5 Gather baseline data on magnet application & acceptance rate to build predictability tool for magnet programs.	Policy and Process	10/31/2016	12/19/2017	$0 - No Funding Required	Dossett

Activity - 3.4.1.1 Coordinate digital marketing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3.4.1.1 Coordinate digital marketing to increase access to information about school choice.	Policy and Process Community Engagement	09/01/2016	12/30/2017	$0 - No Funding Required	Martin

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Jefferson County Public Schools (JCPS) is the only public school system for the metropolitan Louisville area. JCPS is the 27th largest district in the United States with 90 elementary schools, 23 middle schools, 18 high schools, 10 special education, and 14 other school sites serving over 100,000 preschool through high school students.

Enrollment has remained steady for the past 3 years serving just over 100,000 students. The diversity of students enrolled in JCPS is considered an asset for our students, staff, and community. There are over 100 languages spoken at JCPS- in fact, our English as a Second Language (ESL) population has grown at a rate of about 11% this past year. Forty-five
percent of the student population is White, 37% African-American, 10% Hispanic, 4% Asian, and 4% identify as other ethnic minorities. Sixty-two percent of JCPS students qualify for free or reduced lunch and over 12,000 receive exceptional childhood education (ECE) services.

Approximately 6,400 teachers are employed by JCPS and are guided by the Vision Statement "All Jefferson County Public School students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world." JCPS teachers have an average of 10.9 years of experience and 85% have a master's degree or higher. In total, there are over 14,400 full-time employees under the leadership of Dr. Donna Hargens, who is in her sixth year of leadership as the Superintendent of JCPS.

Metro Louisville encompasses all of Jefferson County, Kentucky and is the largest city in the state, with over 755,000 people. According to the 2015 American Community Survey, 28.7% of Jefferson County residents aged 25+ years have at least a bachelor's degree while 10.3% of residents are not high school graduates. Education, health care, and social assistance industries provide 23.2% of the area's jobs, by far the largest source of employment in Jefferson County. The median income in the past 12 months for families with children was $62,424; however, 20.0% of children under 18 years were considered to be living below the poverty level.

A recent report released by the Greater Louisville project found that when compared to peer cities (similar size and demographic data), Louisville-Metro ranked 3rd highest for the percent of the population living in areas of concentrated poverty. In Louisville, one out of every seven people live in concentrated poverty with two of the city's census tracts in the top 10 poorest areas of other peer cities. The highest concentration of poverty is located in four Louisville neighborhoods, comprising of 7.5% of the total population. In fact, the relationship between race and living in concentrated poverty is high with African Americans disproportionally living in these areas opposed to other racial or ethnic groups.

The economic downturn has provided a challenge to the Louisville community and affected many JCPS students as evidenced by the increase in the number of students who qualify for free and reduced lunch from 55% in 2006-07 to 62% in 2015-2016. JCPS also serves over
6,100 homeless students. This translates to approximately 6.1% of JCPS students experiencing instability in living situations ranging from shelters to families doubling up in single family housing by staying in relative's or friend's homes. One of our successful partnerships between JCPS and the Louisville community is Louisville Linked which launched in 2013. Louisville Linked builds upon existing partnerships

between JCPS and community-based service providers to link each child and family with structures and services to support their well-being and to nurture the development of personal resiliency. Combined with in-school work to address the cognitive and learning needs of each child, Louisville Linked is envisioned as a comprehensive system to respond to the individual needs of each child. Using the resources of an entire city, Louisville Linked offers a rich variety of experiences to meet children where they are and to create the environment within which all children can achieve academic success and reach their fullest potential.

Fortunately, JCPS has uniquely strong, well-established governmental and corporate partnerships with the Louisville community. During the 2016-2017 school year, the Ford Next Generation Learning (Ford NGL) project entered into a new phase of work. Planning for the implementation of Talent Development Academies began which sets criteria for high schools to receive district support to implement the following components: 1) Freshman Academy, 2) Cohort scheduled- cross curricular teaming with all students scheduled into 4-course sequence leading to credential, 3) Advisory Program, 4) Project-based learning as a main instructional strategy, and 5) Data-driven responsive systems of support and interventions. Students will have increased opportunities to personalize a pathway toward a credentialed program or a career that is aligned with the workforce needs in our region. Additionally, this initiative also provides opportunities for teachers to participate in summer externships across the community to build teacher capacity in designing authentic learning experiences for students.

JCPS joined the 55,000 Degrees initiative in 2010, pledging with nearly two-dozen other education institutions and Louisville leadership to help the community earn at least 40,000 additional bachelor's and 15,000 additional associate's degree by the year 2020. JCPS is doing its part as a principal partner in the initiative by establishing ambitious goals around increasing college/career readiness and graduation rates as well as the percentage of graduates enrolling in college. JCPS is also partnering with Harvard's By All Means and the Say Yes initiatives, which aim to develop integrated student support systems with community partners

In 2016-2017, we are also continuing to engage our students, parents, staff, and community in the implementation of our new strategic plan. Vision 2020: Excellence with Equity will guide the work of the district to 2020. The strategic plan sets forth the district's mission, vision, and core values and establishes goals and performance targets in three focus areas: Learning, Growth, and Development; Increasing Capacity and Improving Culture; and Improving Infrastructure and Integrating Systems.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

As a district serving a diverse, urban community with varied needs, we must be committed to a purpose that includes moving each student toward greater success no matter where they begin. Our core values embody this commitment and guide our work so that adults in this system steward our students by offering opportunities and environments that promote caring, equity, excellence, respect, individuality, diversity, creativity, and collaboration.

Our vision and mission encapsulate these values and identify our expectations for students as well as the educators, and the community, who support them. The vision of Jefferson County Public Schools is that "All Jefferson County Public School students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world." Our mission is "To challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments ".

Our strategic plan - Vision 2020: Excellence with Equity - clearly lays out what we should be doing, measuring, and expecting as outcomes to achieve this mission. The Jefferson County Board of Education adopted the new plan on November 23, 2015 (Targets and Indicators approved December 14, 2015) after months of work and input from multiple stakeholders community-wide. The Plan identifies goals for success around three Focus Areas (Learning, Capacity Building, and Infrastructure). Each focus area specifies strategies (including district program offerings) for meeting these goals as well as targets and indicators for monitoring progress towards the goals. More specific examples of strategies and targets can be found at the following link: https://www.jefferson.kyschools.us/about/vision/strategic-plan.

These targets and indicators will measure strategy success in key areas, such as improving student graduation rates, college and career readiness rates, capacities and dispositions (measures to be developed), and achievement as well as effectiveness of educators and district teams. The Plan directs us to ensure that every dollar JCPS spends, including every position, is aligned with these goals and strategies. Thus, Vision 2020: Excellence with Equity will hold us accountable for maintaining focus on strategies that will best prepare our students to be globally competitive in college, career, and life.

In order to maintain strong accountability to the Plan, the strategies underlying each Focus Area form the basis of the Comprehensive District Improvement Plan (CDIP). The CDIP details key district-supported practices, programs, and initiatives considered necessary to address school, family, and individual student needs. These practices and programs were selected based on analysis of our data. For example, Strategy 1.1.5 Improve Student Literacy is based on our analysis, which shows less than half of our third-grade students scored proficient or higher in Reading in 2015. A specific action step for this strategy is the Bellarmine Literacy Project. In 2016-2017, Principals, Goal Clarity Coaches, and teachers in 63 elementary schools (an increase from 38 in the previous year) will participate in literacy based coursework and training in order to build teacher literacy capacity and embed research based literacy strategies in K-3 classrooms with the ultimate goal of increased student learning to support the Third Grade Reading Pledge.

The specific action steps outlined in the CDIP for implementing each strategy were developed collaboratively by the superintendent, cabinet members, and staff with opportunities for feedback from the Board of Education. These work plans and action steps serve as the foundation of our daily work. Staff between district departments work cross-functionally to implement programs and initiatives, monitor progress, and evaluate results. The new Vision 2020 further increases the expectation for collaborative work between central office departments and

schools to meet the goal of establishing a culture of high-performing teams throughout the district to ensure our work is aligned with each other and to the district mission.

JCPS is embarking on a truly significant reframing of what we expect students to know and do. Work to develop the concept of "deeper learning" into actionable components will be the work of many months, and will require intensive, collaborative effort by JCPS leadership, Academic Services, Data Management, teachers, principals, and others. This work also need to be informed by an in-depth analysis of national research and best practice, and done in consultation with recognized experts. The initial work around deeper learning and the development of definitions and measures for the "capacities and dispositions necessary for success in life" will form the basis for building a plan to adjust curricula, teaching practice, professional development, assessments, and other aspects of the way teaching and learning occurs in our schools. JCPS is committed to moving swiftly to engage in a deep, focused, collaborative process to place deeper learning for students, including progress toward mastery of academic standards and the development of the capacities and dispositions necessary for success in life, at the center of our work. The development of this Plan was truly a team effort with input received from the superintendent, the cabinet, the school board, teachers, parents, students, and community stakeholders. The process began in May 2015 with a Board of Education retreat, followed by four open community meetings as well as focus groups with district staff, education stakeholders, and students. Along the way, these groups reflected on district progress and areas in need of improvement within the context of previous district audits, practices of our benchmark districts, and leading research.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

JCPS made several critical achievements during the past three years as well as many individual improvements. First, the district's accountability data demonstrate consistent, steady performance over the last few years. However, we did not meet our AMO Target of 53.2, and our Learners Score decreased from 52.2 in 2015 to 52.1 in 2016 suggesting more work is needed. We made gains in the area of Gap, College/Career Readiness, and Graduation Rate. Our combined percent Proficient/Distinguished for Reading and Math increased for all students (from 44.4 in 2015 to 46.2 in 2016) and for Gap students (from 34.4 in 2015 to 36.8 in 2016). All individual student groups, except LEP students, increased their proficiency rates in combined reading and math. College and career readiness rates continue to rise. Our 4 Year Graduation Rate was over 80% for the first time and more priority schools met their AMOs. In addition, kindergarten readiness rose from 47.9% last year to 51.6% this year.

JCPS now has 13 KDE Schools of Distinction, up from just three in 2013, and 59 JCPS schools are proficient or better. We are making significant gains with 63.4 percent of our students considered college and career ready this year, a 32 percent increase since 2010 and a 0.3 percent gain over last year. College Access Time (CAT) has been implemented so that there is dedicated, regularly scheduled time for students to meet with their peers and school staff personnel to develop academic and social skills towards college and career readiness as well as foster resiliency, learning skills, transition knowledge, and positive relationships.

JCPS students' 2015 results on the National Assessment of Educational Progress (NAEP) largely corresponded with our state assessment data. NAEP includes district level results for Trial Urban District Assessment (TUDA), which compares JCPS results to students in other urban districts and to students across the nation. The NAEP assessment (administered nationally to a sampling of 4th, 8th, and 12th graders) showed that JCPS held steady in Reading and Math at grades 4 and 8 from 2013 to 2015. In addition, our NAEP results showed progress in closing the achievement gap in some areas, such as gains for students on free/reduced price lunch in 4th grade Math. JCPS performed better than the NAEP large city average in Reading and on par with large city average in Math.

Another area of improvement in the last three years includes progress in improving academic and socio-emotional supports for students. Much of the progress in achievement for at-risk students is the result of strategies focused on increasing equitable learning opportunities in the classroom, greater differentiated Tier 1 instruction, and increasing Tier II and Tier III academic and socio-emotional interventions especially in pre-K through 3rd grade to improve readiness. For example, district-wide Goal Clarity Coaches and school psychologists are based full-time within schools to provide staff and students direct support more efficiently. Assistant principals are in place at all elementary schools in order to allow principals more time to provide instructional leadership and to provide counselors more time to support students' needs. Professional Learning Communities (PLCs) have been implemented systemically across schools to support conversations between teachers and to increase time spent reflecting on data to inform instruction. Increased learning time is being emphasized through the community partnerships so that students have access to interventions such as Study Island outside of school, including at home and in community-based organizations. In addition, JCPS has provided 18 of our neediest schools (and served 1,970 students) with full-time Mental Health Counselors (MHCs) to address increasing numbers of students facing socio-emotional crises.

Although JCPS demonstrated solid improvements in the past few years, we also recognize that we have much more work to do. Our accountability results indicated that while we had gains in proficiency, we also had increases in Novices across many of our Gap groups at the elementary and middle levels. JCPS did not meet the delivery target for gap students and still under-performs the state in many content

areas. The distance to proficiency for students from different groups including Free/Reduced Lunch, African American, Hispanic, LEP, and ECE continues to lag greatly behind White, Asian, and Paid Lunch students. These gaps are substantial in many areas, and they reflect societal inequities apparent not only in Jefferson County but in the state and nation. JCPS is determined to close the achievement gap. We are committed to moving out of the Needs Improvement category to the Proficient/Distinguished category, and ultimately to be the best urban district in the country. To do this, we are targeting several areas to substantially increase support to students and schools with the expectation that these changes, in turn, will substantially improve student learning and achievement.

The largest changes (highlighted in the district's Vision 2020: Excellence with Equity and CDIP) include practices focused on improving culture and expectations, infrastructure/resources for schools (physical and instructional), and personalized, deeper, and equitable learning opportunities for students. We revised our Student Code of Conduct (now called the Student Support and Behavior Intervention Handbook) with revised language to support positive climate and progressive discipline. An example to improve systems and infrastructure is that we will be shifting and repurposing resources to students and schools with greatest need, such as our Priority schools. Finally, we are identifying and implementing best practices around personalized learning environments in ways that are engaging and equitable for more students. For instance, we are developing and improving systems to ensure all students have equal access to Advanced Learning Opportunities (1.1.3.1). We will also be implementing a multi-tiered mental health support system at the universal, targeted and intensive level to meet the needs of each student. Training on specific interventions at each level will be provided to schools. Personnel will be aligned to implement the services (e.g. mental health counselors, school counselors, school psychologists, etc.) to ensure equitable access to all students (1.1.3.3P). To that end, JCPS continues to implement the Envision Equity initiative to help ensure that all students have the support and access they need to succeed. This effort builds upon the release and updates of the JCPS Envision Equity Scorecard, which scrutinizes system inequities and identifies how demographic data correlate to student outcomes and school culture.

JCPS is a diverse district in students and staff, the foundation to closing the achievement gap is to first ensure that JCPS promotes positive teacher-student interactions. Staff and district personnel have received Cultural Competence training to increase staff awareness of culturally responsive practices and principles, and in turn, promote positive staff-student relationships.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

First, JCPS is a district where diversity is valued and providing school choice is a priority. For nearly 35 years, one of the nationally recognized hallmarks of JCPS has been an unyielding commitment to diversity. The district has withstood multiple legal challenges, all the way to the U.S. Supreme Court, to defend this commitment. The district has worked diligently over the years to revise the plan in a way that allows parents to have choice in schools for their children and the opportunity to send their children to schools close to their homes, all while maintaining diversity. In the current student assignment plan, JCPS changed the way it defines diversity to more accurately reflect its very diverse students. In conformity with the holdings of the U.S. Supreme Court decision, Parents Involved in Community Schools v. Seattle School District No. 1 et al., 2007, diversity is defined using census data in three categories: median household income level, educational level of neighborhood residents, and the racial makeup of a neighborhood. Most recently, the student assignment plan was challenged and upheld by the Kentucky State Supreme Court in 2012. The current student assignment plan features 13 clusters, giving students an average of six school choices per cluster. Each cluster meets district goals for diversity, capacity, and reduction of travel time. To provide even more school choices for JCPS parents, multiple magnet schools and programs are available to JCPS students at the elementary, middle and high school level.

Second, JCPS engaged in a series of external reviews over the last few years that served as a comprehensive needs assessment to guide its work. The CMA followed by an organizational review, both conducted by Phi Delta Kappa International in the fall of 2011, provided a roadmap for implementing the Strategic Plan 2015 and achieving the JCPS Mission. Much of our work over the last few years has been framed by the recommendations generated from these two reviews. The CMA recommendations, which contained 24 findings and 10 recommendations, included the review and evaluation of all policies related to central office job descriptions and functions, departmental reporting relationships, and the organization of senior leadership who report directly to the superintendent. Major changes to central office departments and functions were reorganized under the new senior management structure. Another major change was the division of the geographic region served by JCPS into 6 academic achievement areas which each area including all grade levels. Each academic achievement area is led by an Assistant Superintendent. Previously, JCPS was organized by academic level (i.e., elementary, middle, high).

The previous structure resulted in an unbalanced system where one Assistant Superintendent oversaw 90 schools. The current system results in each of the 6 Assistant Superintendents overseeing between 22 and 25 schools and is designed to facilitate vertical alignment and increased support for transitions. Additionally, the district participated in a district leadership assessment conducted by the Kentucky Department of Education in the spring of 2012. The assessment team found that the CMA report generally aligned with both the KDE Standards and Indicators for School Improvement (SISI) and the 2012 AdvancED Standards for Quality School Systems. The team identified four recommendations for improvement in the areas of (1) using data to monitor and adjust curriculum, instruction, and assessment; (2) ensuring that curriculum is rigorous and appropriately relevant for all students; (3) developing a culture in which all stakeholders are collectively accountable for maintaining and improving conditions that support student learning, and (4) ensuring that families are engaged in meaningful ways. The district has addressed these recommendations throughout the Strategic Plan. KDE has also provided leadership and valuable resources to the district by working collaboratively with JCPS staff to support our priority schools and address the critical issues identified in these external
reviews.

In May 2014, JCPS underwent a financial audit to ensure that we are leveraging our resources in a way that maximizes student success. The

audit contained 45 findings and over 200 recommendations. The findings and recommendations were classified by 1) a benchmarking and comparative analysis, 2) governance, 3) contracting, 4) operations, policies and procedures, 5) internal audit, and 6) information technology. Most of the findings and recommendations are being addressed or have been addressed. Additionally, as a result of the financial audit, JCPS underwent a salary study to ensure that JCPS salaries are competitive and comparable to other similar sized districts and industries. This study findings were released in May 2016 and found that JCPS offers competitive salaries to its employees, and further discussions are being held to understand the implications of the findings and next steps.

In May 2016, findings were released to JCPS by an Internal auditing team regarding behavior data around seclusion and restraint. JCPS had previously under reported seclusion and restraints in the Infinite Campus system and in March 2016, JCPS took action to remediate this matter. A serious of recommendations were made by the internal auditing team, and JCPS district personnel are implementing and tracking progress in the area of behavior data entry and monitoring. In addition, more oversight was added through staff reorganization and additional monitoring strategies.

For the 2016-2017 school year, the district is implementing a few key strategic initiatives and opening a few new school sites to better serve our students including: (1) re-organization of Area Assistant Superintendents so that one Area (Area 5) oversees the student behavior support system including data oversight, (2) opening Norton Commons Elementary school, (3) hiring of a new Chief Academic Officer (Dr. Lisa Herring), (4) piloting the Compassionate Schools Project at 14 additional elementary schools, and (5) revision and implementation of a new student Code of Conduct.