

JCPS Comprehensive District Improvement Plan 2015-2016

FOCUS AREA: LEARNING, GROWTH, AND DEVELOPMENT

GOAL: 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.

TARGETS:

1. High School Graduation— Increase the Four-Year Adjusted Cohort Graduation Rate from 79.0 percent in 2015 to 93.0 percent in 2020.
2. Graduates Ready for College and Career— Increase the percentage of students who are college- and career-ready from 63.0 percent in 2015 to 90.0 percent in 2020.
3. Capacities and Dispositions— Increase the percentage of students demonstrating the capacities and dispositions necessary for success in life (baseline 2016-17).

STRATEGIES:

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
1.1.1	<u>Adopt a broader definition of learning:</u> 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.	Dossett					
1.1.1.1	Pursue a planning grant to develop a broader definition of learning that includes capacities and dispositions, which will be informed by an in-depth analysis of national research and best practice, and consultation with recognized experts.	Branham	Academic Services and Academic Support, Data Management teachers, school level administrators	Dec. 2015	June 2016	\$41,000	Assessment for Learning Grant (Pending)
1.1.1.2	Identify and define the specific capacities and dispositions that we will teach and monitor.	Branham	Academic Services and Academic Support, Data	Dec. 2015	June 2016	\$35,700	Assessment for Learning

Notes:

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Targets/Objectives will be aligned with board approved targets (12/14/15)

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#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
			Management teachers, school level administrators				Grant (Pending)
1.1.1.3	Develop a system to measure the development of the capacities and dispositions in students.	Dossett	Academic Services and Academic Support, Data Management teachers, school level administrators	Dec. 2015	June 2016	\$35,700	Assessment for Learning Grant (Pending)
1.1.1.4	Prepare for a pilot that will (1) train staff on identified capacities and dispositions in order to improve understanding/awareness and (2) collect data using measures in order to check for validity before district-wide implementation.	Dossett	Academic Services and Academic Support, Data Management teachers, school level administrators	Dec. 2015	June 2016	\$35,700	Assessment for Learning Grant (Pending)
1.1.1.5	ECE Specialists will collaborate with Curriculum Content Specialists to provide on-going professional development to include training and coaching on evidence-based practices to teach content standards to teachers during cycle PD sessions or school designated PD time.	Branham	ECE Specialists Curriculum Specialists, GCC, Teachers	Dec. 2015	June 2016	\$--	Staff Time
1.1.2	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.	Branham					
1.1.2.1P	Provide training and support to build teacher capacity in differentiated instruction and personalized learning strategies with a particular emphasis in supporting priority schools.	Branham	Academic Services, Curriculum and Career Pathway Specialists, Wingfeld, Munoz,	Dec. 2015	June 2016	\$50,000	Title II Funds

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#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
			Assistant Superintendents building level administrators, teachers				
1.1.2.2	Provide training and support to build teacher capacity in project-based learning in support of Ford Next Generation Learning project.	Branham	Academic Services, Talley, Curriculum and Career Pathway Specialists, Wingfeld, building level administrators, teachers	Dec. 2015	June 2016	\$148,000	General Fund
1.1.2.3	Provide opportunities for teachers to participate in summer externships across the community to build teacher capacity in designing authentic learning experiences for students in support of Ford Next Generation Learning project.	Branham	Academic Services, Talley, Curriculum and Career Pathway Specialists, Wingfeld, building level administrators, teachers	Dec. 2015	June 2016	\$43,000	Perkins Grant
1.1.2.4	Implement new grant and sustain current work that supports Universal Design for Learning (UDL) for cohort of teachers in several schools. UDL provides for differentiation of instruction for students.	Branham	Academic Services, Curriculum & Instruction, CES, teachers, students, S. Lattimore	Dec. 2015	June 2016	\$35,000	KySTE Grant
1.1.2.5P	ECE Specialists will collaborate with Curriculum Content Specialists to provide on-going professional development to include training and coaching on differentiated instruction 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 students.	Branham	ECE Specialists, Curriculum Specialists, GCC, Teachers, Munoz, Averette, Ray	Dec. 2015	June 2016	\$--	Staff Time

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#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
1.1.2.6	Improve systems which provide an online, viable curriculum to all middle and high school students in transition that is accessible through Success Pathways and Transition Centers in each middle, high and special school.	Branham	Academic Services, Revel, CES, eSchool	Dec. 2015	June 2016	\$--	Staff Time
1.1.2.7	<u>Success Pathways:</u> Provide individualized pathways for students by taking advantage of technology, personalizing each student's educational plan and setting, intervening with students who are behind, responding to students' life circumstances, becoming trauma informed, and accelerating the response to social, emotional, behavioral, and educational needs.	Averette	Whitlow Wisman Ray Bargione Revel	Dec. 2015	June 2016	\$--	Staff Time
1.1.2.8	Develop procedures aligned with changes to state regulation to support personalized pathways to grade promotion and graduation through dual enrollment acceleration, performance based-credits, Individual Graduation Plan waivers, and early graduation.	Branham	Academic Services, Royster, ETCs	Dec. 2015	June 2016	\$--	Staff time
1.1.3	<u>Provide equitable access:</u> Develop and improve systems and practices to recognize student strengths and provide equitable access to engaging learning opportunities, supports, and resources.	Marshall					
1.1.3.1	Develop and improve systems to ensure all students have equal access to Gifted and Talented and Advance Program Services (2 nd and 3 rd grade CogAT).	Marshall	Academic Services, Frazier, Counselors, teachers	Dec. 2015	June 2016	\$--	Staff Time
1.1.3.2P	Develop and improve systems to ensure all students have equal access to Advanced Learning Opportunities (i.e. Advance Program, Advanced Placement, IB, Cambridge, Dual Credit), with a special emphasis on priority schools. Partner with Advance Kentucky to	Marshall	Academic Services, Frazier, Royster, Munoz	Dec. 2015	June 2016	\$209,000	Advance Kentucky Grant

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	support expansion of AP with focus on Math and Science.						
1.1.3.3	Develop and improve systems to ensure all students have access to unique learning opportunities (e.g. IdeaFestival, Junior Achievement, JA Inspire, community sponsored events)	Marshall	Academic Services, Frazier, Wingfeld, Royster	Dec. 2015	June 2016	\$--	Staff Time
1.1.3.4	Implement new grant and sustain current work that supports Universal Design for Learning (UDL) for cohort of teachers in several schools. UDL provides for differentiation of instruction for students.	Branham	Academic Services, Curriculum & Instruction, CES, teachers, students, S. Lattimore	Dec. 2015	June 2016	\$35,000	KySTE Grant
1.1.3.5	Develop, maintain and improve career pathways systems and processes to recognize student interests and aptitudes and to celebrate student strengths while providing equitable access to engaging learning opportunities, supports, and resources through ILP implementation.	Branham	Academic Services, Talley, Curriculum and Career Pathway Specialists, Wingfeld, Royster, Gray, building level administrators, teachers	Dec. 2015	June 2016	\$580,000 \$990,000	General Fund Perkins Grant
1.1.3.6	Analyze and synthesize data for each school's library collection of books, periodicals, and electronic resources and provide a school by school report on their ability to equitably support curricular topics, inquiry learning and student needs.	Branham	CAO, Academic Services, Lanata	Dec. 2015	June 2016	\$--	Staff Time
1.1.3.7	Support elementary classroom teachers with strategies to differentiate for ELL students by providing an ELL Goal Clarity Coach assigned to HB Slaughter and Minors Lane.	Branham	CAO, Academic Services, Beardsley, ESL Resource Teachers, principals and classroom teachers	Dec. 2015	June 2016	\$67,500	General Funds
1.1.3.8	Academic and curriculum support personnel will provide professional development on how to fully implement Multi-Tiered Systems of Support (MTSS) in all schools to	Averette	Lynd, Bronger, Blakely, School Administrators	Dec. 2015	June 2016	\$50,000	General Fund

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	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.		Teachers				
1.1.3.9P	School support personnel will participate in training on CASCADE 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.	Averette	Sircy, Whitlow, Oldham, Langley, Witt, Perryman, Munoz, School Administrators Teachers	Dec. 2015	June 2016	\$--	Staff Time
1.1.3.10 P	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.	Averette	Bargione, Sircy, Whitlow, Munoz School Administrators Teachers	Dec. 2015	June 2016	\$--	Staff Time
1.1.3.11 P	Provide Cultural competence training for staff including but not limited to teachers, principals, JCBOE, and noncertified teachers. An emphasis will be placed on priority schools.	Marshall	Marshall, Munoz	Jan 2016	Aug 2016	\$--	Staff Time
1.1.3.12 P	Provide after school activities that fortify literacy and provide access to activities that may otherwise not be provided for students (Lit& initiatives)	Marshall	Marshall, Munoz	Jan 2016	June 2016	\$1.8 million	General Fund
1.1.3.13	Provide OST sites with real-time data to improve student achievement	Marshall	Marshall, OST providers	Jan 2016	Aug 2016	\$--	Staff Time
1.1.3.14	Provide college preparation training for parents and students	Marshall	Marshall	Jan 2016	Aug 2016	\$--	Staff Time

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1.1.4	<u>Reduce, revise, and refine assessments:</u> 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.	Dossett					
1.1.4.1	Provide schools with the option of administering diagnostic assessments for the remainder of the 2015-16 school year.	Branham	Academic Services, Data Management teachers, school level administrators	Dec. 2015	June 2016	\$0	No funding
1.1.4.2	Create proposed assessment landscape for the 2016-17 school year in collaboration with Academic Services and other stakeholders.	Dossett	Branham, Academic Services, Data Management, teachers, school level administrators	Jan 2016	June 2016	\$--	Staff Time
1.1.4.3P	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.	Branham	CAO, Branham, Dossett, Munoz	Dec. 2015	June 2016	\$50,000	Title II
1.1.5	<u>Improve student literacy:</u> 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	Branham					

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	and best practice; extended learning; and strategies to increase educational stability and continuity of supports for highly mobile students.						
1.1.5.1	Develop a system to implement end of year benchmarks that will measure on grade level reading for all K-3 students.	Branham	Academic Services, Data Management teachers, school level administrators, Wright, Baete, Dennes, Hartstern, Dillard, Lattimore and Leffert, ELA Specialist	Dec. 2015	June 2016	\$--	Staff Time
1.1.5.2	Work with Data Management to develop and implement a plan that includes data entry on CASCADE to monitor and identify students not reading on grade level for all K-3 students.	Branham	Academic Services, Data Management teachers, school level administrators, Wright, Baete, Dennes, Hartstern, Dillard, Lattimore and Leffert, Data Management, Elementary ELA Specialist	Dec. 2015	June 2016	\$--	Staff Time
1.1.5.3	During the summer of 2016, Title 1 will fund and support a summer literacy boost for approximately 1000 rising 1 st and 2 nd graders who are struggling readers in Title 1 schools only.	Branham	Academic Services, Data Management teachers, school level administrators, Wright, Baete, Dennes, Hartstern, Dillard, Lattimore and Leffert, Handley, Elementary ELA Specialist	Dec. 2015	Aug. 2016	\$1 million	Title 1 funding

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1.1.5.4	During the 2015-16 school year, work to develop a systemic plan to transition summer boost funding from Title 1 to general funds, ensuring ALL rising 1 st graders who are not yet reading on grade level are targeted and provided the opportunity for extended learning during the summer of 2017.	Branham	Academic Services, Data Management teachers, school level administrators, Hardin, Hudson, Wright, Baete, Dennes, Hartstern, Dillard, Lattimore and Leffert and Elementary ELA Specialist	Dec. 2015	June 2016	\$--	Staff Time
1.1.5.5P	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.	Branham	Priority School principals and teachers, Munoz, Baete, Dennes, Hartstern, Dillard, Lattimore and Leffert	Dec. 2015	June 2016	\$1.4 million dollars	General Fund
1.1.5.6	38 targeted Elementary Schools will participate in the Bellarmine Literacy Project for 2015-16 school year. Principals, GCCs and teachers will participate in literacy based coursework and training provided by Bellarmine Professors. The goal is to build teacher literacy capacity and imbed research based literacy strategies in K-3 classrooms with the ultimate goal of increased student learning to support the Third Grade Reading Pledge.	Branham	Participating Principals, teachers and staff, Long	Aug. 2015	June 2016	\$800,000 \$200,000	Title II General Funds
1.1.6	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	Branham					

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	kindergarten readiness camps; community partnerships; and communications, support and outreach to parents and caregivers.						
1.1.6.1	Develop and improve systems to increase the number of quality certified teachers in Early Childhood classrooms (converted 14 classified positions to 14 certified teaching positions).	Hudson	Human Resources, EC staff, HR Recruiter, Hudson, Francis	Dec. 2015	June 2016	\$280,000	Head-start funds and state funded Pre K
1.1.6.2	Work with the Executive Director of the Jefferson County Public Education Foundation (JCPEF) to raise funds for the expansion of the Kindergarten Readiness Camps for the summer of 2016 to serve approximately 1000 incoming kindergarten students	Branham	EC teachers and staff, Community partners, NCFL, YMCA, Corbett, Francis, Wathen	Dec. 2015	Aug. 2016	\$--	Staff Time
1.1.6.3	Develop a plan and budget for the board to explore the expansion of Early Childhood Programs to serve students and families who qualify for up to 170% of the federal poverty guidelines for the 2016-17 school year.	Hudson	Francis, Tronzo, EC staff	Dec. 2015	June 2016	\$--	Staff Time
1.1.6.4	Pilot a blended classroom with tuition and state funded Pre-K students for the 2015-16 school year and monitor for possible expansion in 2016-17.	Branham	Francis, Wathen, Tronzo, Early Childhood staff, parents and stakeholders	Dec. 2015	June 2016	\$--	Staff Time
1.1.7	<u>Eliminate achievement, learning, and opportunity gaps:</u> 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.	Marshall					

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#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
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, Families in Training Program, college tours/visits, and mentoring programs).	Averette	Oldham, FRYSCs School Administrators Teachers volunteers	Dec. 2015	June 2016	\$--	Staff Time
1.1.7.2	Promote Louisville Linked system to the community and school personnel; including developing the program, training and continuous monitoring of the program. Louisville Linked involves partnerships with over 100 agencies, including the Metro United Way, Seven Counties, and the 15 th District Program Assistance Program	Averette	FRYSCs School Administrators Teachers, Oldham, Community Members	Dec. 2015	June 2016	\$--	Staff Time
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.	Averette	ECE Specialists, ECE Consulting Teachers, ECE Teachers	Dec. 2015	June 2016	\$--	Staff Time
1.1.7.4	Provide staff with researched based strategies on how to reach urban core students and/or students of color.	Marshall	Marshall, School Administrators, Teachers	Jan 2016	Aug 2016	\$--	Staff Time
1.1.7.5P	Develop Equity Institutes that address race, restorative practices, (in)equity, de-escalation, bias, cultural responsiveness, PBIS. An emphasis will be placed on priority schools.	Marshall	Marshall, Munoz	Jan 2016	Aug 2016	\$--	Staff Time
1.1.7.6	Collaborate with higher education institution to provide training on cultural collisions	Marshall	Marshall, Post- secondary institutions	Jan 2016	Aug 2016	\$--	Staff Time
1.1.7.7	Provide quarterly data on the successes of Males of Color	Marshall	Marshall, Dossett	Jan 2016	Aug 2016	\$--	Staff Time

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#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
1.1.7.8P	Plan to distribute Section 7 allocation to improve academic and behavioral outcomes for students in need	Marshall	Marshall, Munoz, Collopy, Dossett	Jan 2016	June 2016	\$--	Staff Time
1.1.7.9	Provide targeted supports for students transitioning to college by partnering with 55K through the College Access Transition Network (i.e. summer texting and coaching programs to impact summer melt)	Marshall	Royster	Jan 2016	June 2016	\$--	Staff Time
1.1.7.10	Provide tiered supports to help students enroll and be successful in college through partnerships with Education Talent Search program from KentuckianaWorks College Access Center (KCAC) and the University of Louisville (UofL), GO College Program, outreach services and college coach support from the Kentucky Higher Education Assistance Authority (KHEAA).	Marshall	Royster	Jan 2016	June 2016	\$--	Staff Time

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FOCUS AREA: INCREASING CAPACITY AND IMPROVING CULTURE

GOAL: PROFESSIONAL CAPACITY IN TEACHERS AND LEADERS

Increase the capacity of our professional school 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.

TARGETS:

1. Effective Educators: Increase the percentage of students who have access to effective educators (baseline 2016-17).
2. Capacities/Dispositions: Increase the percentage of educators exhibiting the professional capacity to implement the integration of teaching, assessment, and learning opportunities in Learning Strategy 1.1.1 (baseline 2016-17).

STRATEGIES:

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
2.1.1	<u>Personalized deeper learning</u> : 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.	Hudson					
2.1.1.1	Redesign an upgrade of pdCentral to ensure that professional development is aligned to support the Educator Growth System and the Danielson Framework.	Branham	ETCs, principals, teachers, Thurman, Armour, Deely, EQOC	Dec 2015	June 2016	\$--	Staff Time
2.1.1.2	Provide professional development around the Educator Growth System components based on needs assessment data, including, but not limited to, intentional focus on the importance of professional growth plans and student growth goals to increase certified educator effectiveness.	Hudson	Armour, Deely, Baete, Dennes, Hartstern, Dillard, Lattimore and Leffert, ETCs, Principals	Dec 2015	June 2016	\$236,845 \$62,000	RTTT Title II

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#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
			Assistant Principals Teachers Other Certified Professional Staff, EQOC				
2.1.1.3P	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.	Branham	Baete, Dennes, Hartstern, Dillard, Lattimore and Leffert, Principals Assistant Principals, ETCs, Munoz	Dec 2015	June 2016	\$--	Staff Time
2.1.1.4	Ensure new administrators and new teachers receive intentional training and support for effective EGS implementation.	Hudson	Principals Assistant Principals Teachers Other Certified Professional Staff, Armour, EQOC	Dec 2015	June 2016	\$--	Staff Time
2.1.1.5	Engage data management to study predictive validity of classroom observation ratings on student growth.	Dossett	Principals Assistant Principals Teachers Other Certified Professional Staff	Dec 2015	June 2016	\$--	Staff Time
2.1.1.6	Develop metrics for Targets:	Dossett	Branham, Baete, Dennes,	Jan 2016	Aug 2016	\$--	Staff Time

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	<ul style="list-style-type: none"> Effective Educators: Increase the percentage of students who have access to effective educators Capacities/Dispositions: Increase the percentage of educators exhibiting the professional capacity to implement the integration of teaching, assessment, and learning opportunities in Learning Strategy 1.1.1 		Hartstern, Dillard, Lattimore and Leffert, Armour, Dossett				
2.1.2	<u>Cultivate growth mindset</u> : 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.	Marshall					
2.1.2.1P	Research the work of Carol Dweck and others to develop a plan to train teachers, staff and school leaders on cultivating the Growth Mindset in ALL JCPS students and staff. Training and implementation will occur during the 2016-17 school year. An emphasis will be placed on priority schools.	Marshall	Academic Services, DEP, Baete, Dennes, Hartstern, Dillard, Lattimore and Leffert, principals, teachers, students, Wright, Munoz, Eaves, Fishback	Dec. 2015	June 2016	\$--	Staff Time
2.1.2.2	Provide professional development to staff to develop strategies on how to differentiate instruction for students exposed to trauma. School personnel will have access to the district's trauma website on how to differentiate instruction and the impact it has on student achievement.	Averette	School Administrators Teachers Bargione, Sircy,	Dec. 2015	June 2016	\$50,000	General Fund

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			Whitlow, Brahim, Perryman				
2.1.2.3	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.	Averette	School Administrators Teachers, Bargione, Sircy, Whitlow, Brahim	Dec. 2015	June 2016	\$--	Staff Time
2.1.2.4	Resiliency building and training for parents and community partners will occur in schools and community settings. (e.g. Louisville Linked, Metro Government, etc.).	Averette	School Administrators Teachers, Bargione, Oldham, Sircy, Perryman, Eaves	Dec. 2015	June 2016	\$--	Staff Time
2.1.2.5	Provide best practice resources, programs, and trainings focused on collaboration and integration between education and health to improve students' learning, health, and overall wellness.	Averette	School Administrators Teachers District Support Staff, Perryman	Dec. 2015	June 2016	\$--	Staff Time
2.1.2.6	Equity project with the University of Louisville – cohort model	Marshall	School Administrators Teachers District Support Staff	Jan 2016	Aug 2016	\$100,000	General Fund
2.1.2.7	Present disaggregated data on achievement and behavior	Marshall	Marshall, Dossett	Jan 2016	Aug 2016	\$--	Staff Time

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2.1.3	<u>Improve culture and climate:</u> 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.	Averette					
2.1.3.1	All principals will complete a one hour training, provided by the Cabinet for Health and Family Services and submit the certificate to the FYRSC Director. The Division of FRYSC has designed training to help school principals understand the role of centers in their schools and how to best use them. The training will support principals in partnering with the FRYSC to remove non-academic barriers and to improve student performance in; class work, homework and peer relations. This is accomplished by designing a unique blend of programs and services determined by the needs of the population being served, available resources, and other local characteristics.	Averette	Principals, Oldham	Dec. 2015	June 2016	\$--	Staff Time
2.1.3.2	Ensure each school intentionally creates additional opportunities for students to connect with positive adult role models (Women of Worth, Men of Quality, Watch Dogs, Every1 Reads, Advisory periods)	Averette	Oldham, FRYSCs School Administrators Teachers	Dec. 2015	June 2016	\$--	Staff Time
2.1.3.3	Provide district-wide training on Bullying Prevention with all staff, provide bullying prevention materials online and ongoing communications through the 15 th District PTSA Newsletter.	Averette	School Administrators Teachers, Whitlow, Dolson, Sheehan, Eaves	Dec. 2015	June 2016	\$40,000	Safe Schools Grant

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#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
2.1.3.4	Plan and schedule monthly Core planning Team meetings with District Personnel and Community members to review data monthly on the use of Louisville Linked.	Averette	Oldham, FRYSCs Counselors	Dec. 2015	June 2016	\$--	Staff Time
2.1.3.5	The District Positive Behavior Interventions and Support (PBIS) team will continue to recruit and train schools in creating a Universal/Tier 1 PBIS framework, support PBIS school teams in the implementation of the PBIS 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.	Averette	School Administrators Teachers, PBIS Coordinator, PBIS Lead Coaches, District Support Staff	Dec. 2015	June 2016	\$--	Staff Time
2.1.3.6	The district will continue to utilize social and emotional curriculum to build capacity in schools to support a positive learning environment and increase student resiliency. Schools currently use programming, such as Second Step, to promote social well-being.	Averette	School Administrators Teachers District Support Staff, Bargione Sircy, Goodin	Dec.2015	June 2016	\$200,000	General Fund
2.1.3.7	In order to gain an understanding of trauma and the implementation of effective strategies support students who have experienced traumatic events, the following will be implemented: Trauma Informed Initiative <ul style="list-style-type: none"> 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. 	Averette	School Administrators Teachers District Support Staff, Whitlow Sircy, Bargione Perryman	Dec. 2015	June 2016	\$100,000	Project Aware Grant

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
	<ul style="list-style-type: none"> • Safe Crisis Management (SCM) training will be provided to staff that incorporates a trauma focused lens. • 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. • Behavior support will be provided to school staff using a trauma lens so they are able to support students who may have experienced traumatic events. 						
2.1.3.8	Provide training for students and staff on management, de-escalation, pedagogy, and behavior(s).	Marshall	Student Due Process office, School Administrators Teachers District Support Staff, Eaves	Jan 2016	Dec 2016	\$--	Staff Time
2.1.3.9	Incremental implementation restorative practice for schools/staff	Marshall	School Administrators Teachers District Support Staff	Jan 2016	Dec 2016	\$--	Staff Time

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
2.1.3.10	Assure compliance and accountability in regards to harassment, inclusion, discrimination, and policy.	Marshall	Marshall, Baete, Dennes, Hartstern, Lattimore, Dillard, Leffert, Principals, teachers	Jan 2016	Dec 2016	\$--	Staff Time
2.1.3.11	Assemble of a league community experts to advise and critique the district in regards to equity (Equity Council, FlashDads)	Marshall	Marshall, Community partners	Jan 2016	Dec 2016	\$--	Staff Time
2.1.3.12	Three schools (HB Slaughter, Jacob, and Cane Run) will take part in a pilot for a comprehensive compassionate curriculum that will focus on self – regulation and resiliency efforts. Data will be collected for the purpose of determining the effectiveness of the program.	Branham	University of Virginia School Administrators District Support Staff, Wright	Aug 2015	May 2016	\$--	Staff Time
2.1.3.13	Implement Advisory Structures to improve college/career advisement, goal setting (growth mindset), and engagement (climate).	Branham	Royster, Principals, CARTS	Dec 2015	June 2016	\$1.4 million	General Fund

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

FOCUS AREA: INCREASING CAPACITY AND IMPROVING CULTURE

GOAL: HIGH-PERFORMING TEAMS AND PROFESSIONAL LEARNING COMMUNITIES

Develop a culture of high-performing teams throughout the district that fosters collaboration, innovation, creativity, and continuous improvement. Such teams include Professional Learning Communities (PLCs), as well as teams across all sectors district and school operations.

TARGETS:

1. Effective Teams: Increase the number of teams within and across divisions that exhibit characteristics of organizational effectiveness (baseline 2016-17).
2. Effective PLCs: Increase the average effectiveness rating of Professional Learning Communities (PLCs).
3. Effective Leaders: Increase the number of school and district staff who can lead teams in improving performance (baseline 2016-17).

STRATEGIES:

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
2.2.1	<u>Define high-performing teams</u> : 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.	Raisor					
2.2.1.1	Create a taskforce with all employee groups represented that will meet monthly to discuss issues and establish guiding principles.	Raisor	Administrators Employee Groups, Employee Relations	Jan. 2016	Aug 2016	\$--	Staff Time
2.2.1.2	National experts will work with the district to guide collaborative work.	Raisor	Administrators Employee Groups, Employee Relations	Jan. 2016	Aug 2016	\$--	Staff Time

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
2.2.1.3	Meet with successful area organizations and businesses to research their successes and failures around collaboration and teamwork	Raisor	Taskforce	Jan. 2016	Aug 2016	\$--	Staff Time
2.2.1.4	Develop metrics for Target: <ul style="list-style-type: none"> • <u>Effective Teams</u>: Increase the number of teams within and across divisions that exhibit characteristics of organizational effectiveness (baseline 2016-17). Develop metrics for leading indicators: <ul style="list-style-type: none"> • High-performing Teams and Team Goals and Roles 	Raisor	Employee Relations, Data Management, Administrators Employee Groups	Jan 2016	Aug 2016	\$--	Staff Time
2.2.2	<u>Build capacity of PLCs</u> : Improve professional practice and design deeper learning opportunities through PLCs that leads to shared ownership of student success.	Branham					
2.2.2.1P	Provide training and support to build teacher capacity in differentiated instruction (what will we do if students do learn it and what will we do if they don't?). An emphasis will be placed on priority schools.	Branham	Academic Services, Curriculum Specialists, building level administrators, teachers, Munoz	Dec. 2015	June 2016	\$50,000	Title II
2.2.2.2P	Provide training and support to build assessment literacy strategies (how will we know if students have learned it?). An emphasis will be placed on priority schools.	Branham	Academic Services, Curriculum Specialists, building level administrators,	Dec. 2015	June 2016	\$50,000	Title II

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
			teachers, Munoz				
2.2.2.3P	Support schools with Deep Implementation Planning Process (DIPP) to name and claim each student in the PLC process. An emphasis will be placed on priority schools.	Branham	Principals and teachers, Baete, Dennes, Hartstern, Dillard, Lattimore and Leffert, ETCs, Munoz	Dec. 2015	June 2016	\$--	Staff Time
2.2.2.4P	Incorporate Novice Reduction Strategies within the PLC Process for all PLC teams. An emphasis will be placed on priority schools.	Branham	Principals and teachers, Baete, Dennes, Hartstern, Dillard, Lattimore and Leffert, ETCs, Munoz	Dec. 2015	June 2016	\$--	Staff Time
2.2.2.5	Further develop and enhance the online professional development system to be aligned with Kentucky Framework for Teaching.	Branham	Principals and teachers, Branham Armour ETCs	Dec. 2015	June 2016	\$--	Staff Time
2.2.2.6	Utilize the Professional Growth and Effectiveness System, TeachScape, the Framework for Teaching, and the Certified Evaluation Plan to design and constantly improve the professional development system and walkthrough tools, aligning a coherent and cohesive system for ensuring best instructional practices in every classroom, in every school.	Branham	Principals and teachers, Armour Asst Sups ETCs	Dec. 2015	June 2016	\$--	Staff Time

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
2.2.2.7	Continue and enhance the collaboration between the Educator Quality Oversight Committee, the JCPS PGES Implementation Team, KDE, and School-Based PGES Implementation Teams to ensure just-in-time professional development that builds the capacity of Teacher Leader Experts in each school, and supports all teachers across the district to improve teacher practice, and student learning.	Hudson	Principals and teachers, Armour Asst Sups ETCs Principals	Dec. 2015	June 2016	\$--	Staff Time
2.2.2.8	TPGES and PPGES are in full implementation in every school, and will be used to support and monitor effective teacher and leadership practices aligned to the Framework, with ongoing feedback and input from all stakeholders to improve teacher practice, and student learning.	Hudson	Principals and teachers, Armour Asst Sups ETCs Principals	Dec. 2015	June 2016	\$--	Staff Time
2.2.3	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.	Branham					
2.2.3.1	Create a tool for staff that aligns district resources with the KDE “Kentucky Framework for Teaching Self-Assessment (PGES)” that will assist staff as they reflect on their professional practice for continuous instructional improvement.	Branham	Baete, Dennes, Hartstern, Dillard, Lattimore and Leffert, JCTA, principals, teachers, Lanata, ETCs, Curriculum Specialists	Dec. 2015	June 2016	\$--	Staff Time
2.2.3.2	Provide time and professional learning opportunities for certified staff to learn best	Branham	Talley, Career Pathway	Dec. 2015	June 2016	\$70,000	General Fund

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
	practices in support of career pathways in support of Ford Next Generation Learning project.		Specialists, building level administrators, teachers			\$100,000	Perkins Grant
2.2.4	<u>Develop leaders:</u> 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.	Hudson					
2.2.4.1	Provide school and district leadership coaching in research-based instructional leadership best practices related to supporting and improving career pathways and project-based learning.	Hudson	Branham, Academic Services, Curriculum and Career Pathway Specialists, building level administrators	Dec. 2015	June 2016	\$--	Staff Time
2.2.4.2P	Continue utilizing NISL to train school administrators in effective and student-centered instructional leadership. An emphasis will be placed on priority schools.	Hudson	Branham, Building level administrators, Baete, Dennes, Hartstern, Dillard, Lattimore and Leffert, Armour, Munoz	Dec. 2015	June 2016	\$500,000	General Fund
2.2.4.3	Develop an internal leadership development program that supports new principals and district administrators in the daily management of operations, as well as supervisory skills to enhance	Hudson	Branham, New principals, district administrators, Armour, Eaves	Jan. 2016	June 2016	\$--	Staff Time

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
	coaching and modeling for productivity and best practice strategies.						
2.2.4.4	Deliver differentiated support for principals through ongoing support and training provided in the School Improvement Academy. The eight Assistant Superintendents will provide tools and strategies to build instructional leadership capacity in principals.	Hudson	Averette, Baete, Branham, Dennes, Hartstern, Dillard, Lattimore and Leffert, participating Principals	Nov. 2015	May 2016	\$--	Staff Time
2.2.4.5	Develop metrics for Target: <ul style="list-style-type: none"> • <u>Effective Leaders</u>: Increase the number of school and district staff who can lead teams in improving performance (baseline 2016-17). 	Hudson	Branham, Baete, Dennes, Hartstern, Dillard, Lattimore and Leffert, Armour, Dossett	Jan 2016	Aug 2016	\$--	Staff Time

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

FOCUS AREA: IMPROVING INFRASTRUCTURE AND INTEGRATING SYSTEMS

GOAL: INFRASTRUCTURE IMPROVEMENTS

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

TARGETS:

1. Physical Infrastructure– Increase the percentage of physical resources that meet industry standards (baseline 2015-16).
2. Instructional Infrastructure– Increase percentage of the allocation of instructional resources and districts supports that are distributed based on identified student need (baseline 2016-17).
4. Human resources – Increase the percentage of highly qualified and effective school and district educators who meet the diverse needs of students (baseline 2015-16).
5. Human Resources – Maintain a pool of qualified teacher applicants who are racial and/or ethnic minorities at or above 200 by 2020.
6. Teacher Hiring – Increase the percentage of educators hired by the district who are racial and/or ethnic minorities from 15.9% in 2015 to 25.0% in 2020.

STRATEGIES:

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.1.1	<u>Improve physical infrastructure:</u> 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.	Raisor					
3.1.1.1	Create a true assessment of each JCPS Structure based on the above factors (along with additional pertinent information)	Raisor	Raisor Mulheirn Tanner	Oct. 2015	Feb. 2016	\$--	Staff Time

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.1.1.2	Create an assessment of each JCPS bus and vehicle and recommendations for the replacement cycle of each	Raisor	Caple Walter	Dec. 2015	Feb. 2016		
3.1.1.3	Bring forth recommendations for Facilities Improvements, Buses, and Vehicles based upon two factors – what we can afford to do with present funding levels & what funding and planning it will take to get facilities improvements and vehicle replacement on a course that meets industry standards	Raisor	Raisor Caple Tanner	March 2016	April 2016	\$--	Staff Time
3.1.1.4	Develop metrics for Target: <ul style="list-style-type: none"> Physical Infrastructure– Increase the percentage of physical resources that meet industry standards (baseline 2015-16). Develop metrics for leading indicator: <ul style="list-style-type: none"> Strategic Infrastructure Plan 	Raisor	Raisor Caple Tanner	Jan 2016	Aug 2016	\$--	Staff Time
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.	Hardin					
3.1.2.1P	Develop a system that differentiates time, resources and supports for schools that serve a majority of children with barriers and/or challenges to learning. An emphasis will be placed on priority schools.	Hardin	Averette, Branham, Baete, Dennes, Hartstern, Dillard, Lattimore and Leffert, JCTA,	Dec. 2015	June 2016	\$--	Staff Time

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
			principals, Handley				
3.1.2.2	<p>Develop metrics for Target:</p> <ul style="list-style-type: none"> <u>Instructional Infrastructure</u>– Increase percentage of the allocation of instructional resources and districts supports that are distributed based on identified student need (baseline 2016-17). <p>Develop metrics for leading indicator:</p> <ul style="list-style-type: none"> Instructional Infrastructure plan 	Hardin	Averette, Branham, Baete, Dennes, Hartstern, Dillard, Lattimore and Leffert, JCTA, principals, Handley, Dossett	Jan 2016	Aug 2016	\$--	Staff Time
3.1.3	<u>Improve human resources infrastructure:</u> 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.	Hudson					
3.1.3.1	Develop a recruitment plan with HBCU and universities with specific programs geared towards training and preparing urban core teachers and leaders	Marshall	HBCU Universities, Human Resources, Hudson, Fishback	Jan 2016	Aug 2016	\$--	Staff Time
3.1.3.2	Increase the number of participants in the ACES, CARDS, and GT programs	Marshall	Aspiring teachers	Jan 2016	Aug 2016	\$--	Staff Time
3.1.3.3	Develop and implement a responsive, time-sensitive educator recruitment and placement process	Hudson	Human Resources	Jan 2016	Aug 2016	\$--	Staff Time

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.1.3.4	<p>Develop metrics for Targets:</p> <ul style="list-style-type: none"> • <u>Human resources</u> – Increase the percentage of highly qualified and effective school and district educators who meet the diverse needs of students (baseline 2015-16). • <u>Human Resources</u> – Maintain a pool of qualified teacher applicants who are racial and/or ethnic minorities at or above 200 by 2020. • <u>Principals</u> – Increase the percentage of educators hired by the district who are racial and/or ethnic minorities from 15.9% in 2015 to 25.0% in 2020. <p>Develop metrics for leading indicator: Early hires</p>	Hudson	Hudson, Marshall, Dossett	Jan 2016	Aug 2016	\$--	Staff Time
3.1.4	<p><u>Ensure responsible stewardship of resources:</u> 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.</p>	Hardin					
3.1.4.1	<p>Execute Continuous Improvement Model at cabinet level in order to insure that embedded budget components are reviewed and compared to possible value of other approaches and components. Explore including academic return on investment on new budget proposal process.</p>	Hardin	Department Heads, Hudson, CAO, CCO, Raisor, Marshall, Dossett, Lowe, Munoz	Jan. 2016	Aug. 2016	\$--	Staff Time
3.1.4.2	<p>Cabinet must review all central office org chart increases to determine if they are mission critical.</p>	Hardin	Department Heads, Hudson, CAO, CCO, Raisor,	Jan. 2016	Aug. 2016	\$--	Staff Time

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
			Marshall, Dossett, Lowe, Munoz				
3.1.4.3	Identify and support all changes that more correctly identify expenses as true school-based costs that may have heretofore been misidentified as central office costs, and eliminate all operational obstacles that keep these corrections from proceeding (e.g. psychologists, ECE consulting teachers, etc.)	Hardin	Department Heads, Hudson, CAO, CCO, Raisor, Marshall, Dossett, Lowe, Munoz	Jan. 2016	Aug. 2016	\$--	Staff Time
3.1.4.4	Reduce or eliminate divisional ownership of grants where usages of those categorical funds are determined on a divisional or departmental level rather than at the cabinet or Board level (e.g. KETs, Title II).	Hardin	Department Heads, Hudson, CAO, CCO, Raisor, Marshall, Dossett, Lowe, Munoz	Jan. 2016	Aug. 2016	\$--	Staff Time
3.1.4.5	Any PD plans must include consideration of \$378,000 in KERA PD grant that is not allocated to schools (35% cap) and \$4.56M (and growing) in Title II. PD funds should be connected explicitly and directly the strategic plan and to the CDIP.	Hardin	Department Heads, Hudson, CAO, CCO, Raisor, Marshall, Dossett, Lowe, Munoz	Jan. 2016	Aug. 2016	\$--	Staff Time

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

FOCUS AREA: IMPROVING INFRASTRUCTURE AND INTEGRATING SYSTEMS

GOAL: COMMUNICATIONS, ENGAGEMENT AND 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 with families, stakeholders, and the community.

TARGETS:

1. Customer Satisfaction —Increase internal and external customer satisfaction as measured through feedback surveys (2016-17 baseline).
2. Access to information —Increase the number of stakeholders accessing information across all communications modalities (2016-17 baseline).

STRATEGIES:

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.2.1	<u>Engage with families</u> : 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.	Marshall					
3.2.1.1	Develop family success roadmaps to reduce the achievement gap by incorporating family life practices, support for children, self-sufficiency, and family health & well-being. The roadmap will also be used to develop a family partnership agreement to positively impact the achievement gap.	Branham	Teachers, Students, Parents, site administrators, corporate partners, Francis, Wathen, Tronzo, Lawler	Dec. 2015	June 2016	\$--	Staff Time
3.2.1.2	Implement family engagement contracts that brings a relentless focus on positive child and family outcomes to close the achievement gap through partnerships & a shared mission.	Branham	Teachers, Students, Parents, site administrators,	Dec. 2015	June 2016	\$--	Staff Time

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
			corporate partners, Francis, Wathen, Tronzo, Lawler				
3.2.1.3	Communicate with parents and community partners concerning career pathways available within regional networks.	Branham	Talley, Career Pathway Specialists, Wingfeld, building level administrators, teachers	Dec. 2015	June 2016	\$10,000	General Fund
3.2.1.4	Support ESL families and students with a Bilingual Language Services Program Specialist, ESL staff and resources to provide interpretation and translations services.	Branham	Academic Services, Beardsley, ESL Resource Teachers, ESL clerical staff, principals and classroom teachers	Dec. 2015	June 2016	\$190,000	General Fund
3.2.1.5	Establish a Family Engagement Work Team with external members (see stakeholder groups listing) and internal members (e.g. Volunteer Talent Center, Parent Relations, Communications, Academic Services). The Work Team shall conduct a needs assessment; gather input from parents and caregivers; and develop a three year Family Engagement Action Plan for school- and district-level family engagement. The plan should address the six objectives identified in the <i>Missing Piece of the Proficiency Puzzle</i> : relationship	Marshall	Parents, PTA, Governor's Commonwealth Institute for Parent Leadership (GCIPL), Louisville Urban League, Teachers, Principals,	Jan 2016	June 2016	\$--	Staff Time

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
	building, communications, learning opportunities, decision-making, advocacy, and community partnerships. The plan should specifically address strategies and capacity- building to increase family engagement in schools and neighborhoods where such engagement is low.		Whitworth Gold				
3.2.1.6	Continue to implement family and community engagement initiatives such as WatchDOGS, E1R and 4 Star Mentoring, Take What You Can Tote, etc.	Marshall	Non-profit Partners, Business Partners, Volunteers	Aug 2015	June 2016	\$--	Staff Time
3.2.1.7	Utilize Technology more effectively to reach a wider parent and caregiver audience, such as: Increasing use of OneCall Now to promote school events; social media campaigns around key JCPS issues (e.g. #JCPS Thankful, Strive for Five)	CCO	Parent and Caregivers, Students	Nov 2015	June 2016	\$--	Staff Time
3.2.1.8	Develop plan for implementation beginning in 2016-17 to translate all major JCPS documents and forms into other languages most frequently spoken by JCPS families	CCO	ESL families, Beardsley	Jan 2015	June 2016	\$--	Staff Time
3.2.1.9	Develop and market a Speakers Bureau, with trained staff and a series of 12 prepared presentations on a variety of topics of interest to families.	CCO	Community Organizations, Parents and Caregivers	Jan 2016	June 2016	\$--	Staff Time
3.2.1.10	Work with the Governor’s Commonwealth Institute for Parent Leadership (GCIPL) and Louisville urban League Parent Leadership Academy to investigate opportunities to expand parent engagement training to a significantly larger number of parents on a tiered basis (i.e. differing levels of time commitment)	Marshall	Non-profit Partners, Parents and Caregivers, Whitworth Gold	Jan 2016	June 2016	\$--	Staff Time
3.2.1.11	Investigate opportunities to disseminate information regarding family support for student learning aligned with standards through innovative communications	CCO	Parents and Caregivers	Jan 2016	June 2016	\$--	Staff Time

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
	channels (e.g. YouTube, twitter chats, inserts in community papers/neighborhood newsletters).						
3.2.2	<p><u>Improve and standardize external systems:</u> Develop and implement clear, transparent processes and communications protocols to increase reach to and improve access by all stakeholders, including:</p> <ul style="list-style-type: none"> • 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. 	Raisor					
3.2.2.1	Research and create a 311 system as a single point of entry to handle all inquiries	Raisor	All Departments & Schools, CCO, Garrison Lawless	Jan. 2016	Aug. 2016	\$--	Staff Time
3.2.2.2	Develop customer service training and protocols for front-line employees	CCO	All Departments and Schools	Jan. 2016	Aug. 2016	\$--	Staff Time
3.2.2.3	Create a new JCPS website and information applications for mobile devices	CCO	IT, Katzman	June 2015	Jan. 2016	\$247,000	General Fund
3.2.2.4	<p>Develop metrics for Target:</p> <ul style="list-style-type: none"> • <u>Access to information</u> —Increase the number of stakeholders accessing information across all communications modalities (2016-17 baseline). <p>Develop metrics for leading indicators:</p> <ul style="list-style-type: none"> • Employee training • Issue resolution • Response time 	Raisor	Raisor, CCO, Dossett	Jan 2016	Aug 2016	\$--	Staff Time

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.2.3	<u>Improve and standardize internal systems:</u> Create a standardized process for requesting services from Central Office departments, leading to increased efficiency	Raisor					
3.2.3.1	Create a standardized process for requesting services from Central Office departments, leading to increased efficiency.	Raisor	Department Heads, Garrison Lawless	Dec. 2015	Aug. 2016	\$--	Staff Time
3.2.4	<u>Listen and respond to stakeholders:</u> Develop and implement regular, systemic processes and structures to identify, understand, and respond to stakeholder needs.	CCO					
3.2.4.1	Develop, manage and improve an advisement structure incorporating business, labor, industry, postsecondary, and community partners to monitor and support career pathways in schools and advise career theme school and district leadership on how to best meet stakeholder needs in support of Ford Next Generation Learning project.	Branham	CAO, Talley, Wingfeld, Career Pathway Specialists, Business, Labor, Postsecondary, Community Partners, building level administrators, teachers	Dec. 2015	June 2016	\$--	Staff Time
3.2.4.2	Conduct a comprehensive needs assessment regarding JCPS communications practices and protocols incorporating input from a diverse set of internal and external stakeholders and develop a three year Strategic Communications Plan to address needs and improve performance.	CCO	Parents, School-based Certified and Classified Staff and Admin, Students, Community, Business and	Jan 2016	Mar. 2016	\$--	Staff Time

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
			Postsecondary Partners				
3.2.4.3	Develop and implement process to collect broad community and stakeholder input on JCPS Strategic Plan Vision 2020: Excellence with Equity.	Lowe	Parents, Students, Community Members, Board, CBOs, JCASA, PTA, JCTA, Principals, APs, Counselors, Cabinet, Asst Supts, ETCs, Central Office Staff	July 2015	Dec. 2015	\$13,000	General Fund
3.2.4.4	Develop an expansion of Comprehensive School Survey (CSS) beginning in 2016-17 to include surveys of volunteers, business leaders, out-of-school-time providers, curriculum partners, and non-JCPS families.	Dossett	Volunteers, Business Leaders, OST Providers, Curriculum Partners and Non-JCPS Families	Jan 2016	June 2016	\$--	Staff Time
3.2.4.5	Use data collected from the Comprehensive School Survey to develop action steps based on results.	Dossett	Students, Parents, Teachers, School Administrators, Central Office	Jan 2015	June 2016	\$--	Staff Time
3.2.4.6	Hold regular meetings of the Superintendent's Student Advisory Council and the Teacher Leader Group to	CCO	Students, Teachers	Jan 2016	May 2016	\$--	Staff Time

Notes:

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JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
	receive their perspectives on school and education issues.						
3.2.4.7	Establish a Student Voice Work Team with students, and external and internal members. The Work Team shall conduct a needs assessment; gather input from students and other stakeholders; and develop a three year Student Voice Action Plan to create systems and protocols for the inclusion of authentic student voice on a regular basis to inform policy development and decision-making.	CCO	Students, Parents, Teachers, School Administrators, Central Office	Jan 2016	May 2016	\$--	Staff Time
3.2.4.8	Investigate potential use of public perception polling by an external organization in 2016-17 to identify areas for improvement in performance and communications.	CCO	Parents and Caregivers, Community Members, Policymakers, Students	Jan 2016	June 2017	\$--	Staff Time
3.2.4.9	Develop metrics for Target: <ul style="list-style-type: none"> • <u>Customer Satisfaction</u> —Increase internal and external customer satisfaction as measured through feedback surveys (2016-17 baseline). Develop metrics for leading indicator: <ul style="list-style-type: none"> • Parent/Caregiver Satisfaction 	Dossett	CCO, Dossett, Parents and Caregivers, Community Members, Policymakers, Students	Jan 2016	Aug 2016	\$--	Staff Time

Notes:

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Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

FOCUS AREA: IMPROVING INFRASTRUCTURE AND INTEGRATING SYSTEMS

GOAL: 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.

TARGETS:

1. Technology Usage for Teaching and Learning: Increase access to and use of up-to-date technology by teachers and students (2016-2017 baseline).
2. Student Learning: Increase the percentage of students who demonstrate mastery on key twenty-first century skills (2016-17 baseline).

STRATEGIES:

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.3.1	<u>Create a technology roadmap</u> : 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.	Raisor					
3.3.1.1	Continue TIP project to provide new and veteran teachers with current technology, laptops (approx. 1200 teachers per year).	Branham	Teachers, Lattimore, CES	Dec. 2015	June 2016	\$1.2 M	KETS
3.3.1.2	Provide professional development based on current hardware/software technological needs and emerging technologies (STEM, robotics, MakerSpace).	Branham	Teachers, Lattimore, CES	Dec. 2015	June 2016	\$75,000	General Fund
3.3.1.3	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.	Raisor	School and departments, Garrison, Seshadri, Lattimore, Branham	Jan. 2016	May 2016	\$--	Staff Time

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.3.2	<u>Harness innovation:</u> 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.	Raisor					
3.3.2.1	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	Raisor	School technology coordinators (STCs), administrators, classroom teachers, and students	Jan 2016	Aug 2016	\$--	Staff Time
3.3.2.2	Support distributed innovation labs across the district	Raisor	School technology coordinators (STCs), administrators, classroom teachers, and students	Jan 2016	Aug 2016	\$--	Staff Time
3.3.3	<u>Optimize technology usage:</u> 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.	Branham					
3.3.3.1	Provide professional development based on current hardware/software technological needs and emerging technologies (STEM, robotics, MakerSpace).	Branham	Teachers, Lattimore, CES, Raisor	Dec. 2015	June 2016	\$75,000	General Fund

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.3.3.2	Advocate for increased broadband Internet access across the community and promote where free access points are available.	Lowe	Raisor	Jan 2016	Aug 2016	\$--	Staff Time
3.3.3.3	Develop metrics for Targets: <ul style="list-style-type: none"> • <u>Technology Usage for Teaching and Learning</u>: Increase access to and use of up-to-date technology by teachers and students (2016-2017 baseline). • <u>Student Learning</u>: Increase the percentage of students who demonstrate mastery on key twenty-first century skills (2016-17 baseline). Develop metrics for leading indicators: <ul style="list-style-type: none"> • Teacher training • Return on Investment 	Raisor	Raisor, Lattimore, Teachers	Jan 2016	Aug 2016	\$--	Staff Time

Notes:

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JCPS Comprehensive District Improvement Plan 2015-2016

FOCUS AREA: IMPROVING INFRASTRUCTURE AND INTEGRATING SYSTEMS

FOCUS AREA: IMPROVING INFRASTRUCTURE AND INTEGRATING SYSTEMS

GOAL: ACCESS 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.

TARGET:

1. Increase the percentage of families who understand and access the JCPS choice system as measured by parent caregiver feedback (baseline on 2016-17 applications, submitted in 2015-16).
2. Increase the percentage of families whose students are in the Non-Duplicated Gap Group (African American, Hispanic, Native American, With Disability, Free/Reduced-Price Meals, Limited English Proficiency) who understand and access the JCPS choice (baseline on 2016-17 applications, submitted in 2015-16).
3. Increase percentage of Kindergarten applications submitted during the initial application period from 57 percent for the 2015-16 school year to 65 percent for the 2017-18 school year.

STRATEGIES:

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.4.1	<u>Improve communications:</u> 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.	Dossett					
3.4.1.1	Conduct a series of focus groups on predictability tool for elementary cluster assignments.	Dossett	Dempsey Averette-Bush, Parents	Feb 2016	May 2016	\$--	Staff Time
3.4.1.2	Refine predictability tool prototype based on focus group feedback and prepare for rollout during 16-17 application period.	Dossett	Dempsey Seshardi	May 2016	Nov 2016	\$--	Staff Time

Notes:

CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.4.1.3	Revise Student Assignment Handbook to provide guidance to schools about policies and procedures. Distribute to school staff. Publish on internal website.	Dossett	Dempsey, Schools	Nov 2015	Mar 2016	\$--	Staff Time
3.4.1.4	Compile current Magnet program guidelines. Distribute to school staff. Publish on internal website.	Dossett	Dempsey, Knight Schools	Nov 2015	Mar 2016	\$--	Staff Time
3.4.1.5	Publish monthly newsletters to school staff informing them about upcoming timelines, activities, and changes.	Dossett	Dempsey, Averette-Bush Schools	Jan 2016	Dec 2016	\$--	Staff Time
3.4.1.6	Gather baseline data on magnet application & acceptance rate for 16-17 applications to build predictability tool for magnet programs.	Dossett	Dempsey, Knight, MIS, Data Management	Jan 2016	Aug 2016	\$--	Staff Time
3.4.1.7	Conduct cost analysis for translating choice and other district materials into different languages (i.e. choices book, Code of Conduct, etc.)	Dossett	Dempsey, ESL Office, Averette-Bush, Marshall	Feb 2016	May 2016	\$--	Staff Time
3.4.2	<u>Improve processes</u> : Develop and implement an easily understood school application and selection process	Dossett					
3.4.2.1	Implement electronic address verification to eliminate need for families to submit documentation where verifications are identified.	Raisor	Dempsey Seshardi	Jan. 2016	March 2016	\$6,000	General Funds
3.4.2.2	Redesign registration process to provide seamless parent experience from registration through application.	Raisor	Dempsey Seshardi	Feb. 2016	May 2016	\$--	Staff Time
3.4.2.3	Identify 3 magnet schools/ programs to pilot a program for communicating admission & selection criteria.	Dossett	Dempsey, Knight, Schools	Jan. 2016	Feb. 2016	\$--	Staff Time
3.4.2.4	Develop a prototype that a sample of families can use to self-assess their "fit" with the magnet	Dossett	Dempsey, Knight,	Feb. 2016	May 2016	\$--	Staff Time

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CO: Chief Communications Officer

Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
	programs and test prototype of 16-17 applications.		Averette-Bush, Parents				
3.4.2.5	Explore ways to align Individual Learning Plan (ILP) results with magnet choices and career pathway programs.	Dossett	Dempsey, Talley, Knight	March 2016	May 2016	\$--	Staff Time
3.4.2.6	Develop a process to eliminate need for parents of JCPS students to hand-deliver test scores, attendance, grade information to schools for magnet applications	Raisor	Dempsey Knight Seshardi	Feb 2016	Oct. 2016	\$--	Staff Time
3.4.3	Provide customer service training: Develop and implement customer service training and protocols for employees based on identified customer needs.	Dossett					
3.4.3.1	Collect baseline information on number of calls, questions from callers, information on transfer requests.	Dossett	Dempsey Averette-Bush	Feb 2016	March 2016	\$--	Staff Time
3.4.3.2	Draft answers for 10 most commonly asked questions (FAQ) document.	Dossett	Dempsey Averette-Bush	March 2016	April 2016	\$--	Staff Time
3.4.3.3	Collect baseline information on response time for student transfer applications and appeals and set targets for improvement.	Dossett	Dempsey Alexander	May 2016	Aug 2016	\$--	Staff Time
3.4.3.4	Develop and offer training to school staff regarding how to assist families with student assignment issues	Dossett	Dempsey Averette-Bush	March 2016	Aug 2016	\$--	Staff Time
3.4.3.5	Develop metrics for leading indicator: <ul style="list-style-type: none"> Employee training 	Dossett	Dempsey, Dossett	Jan 2016	Aug 2016	\$--	Staff Time
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.	Dossett					

Notes:

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Targets/Objectives will be aligned with board approved targets (12/14/15)

JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
3.4.4.1	Identify target audience for outreach for 2017-18 application period to increase number of on time magnet/cluster applications for areas in county with traditionally late submissions.	Dossett	Dempsey Averette-Bush	Feb 2016	Aug 2016	\$--	Staff Time
3.4.4.2	Develop outreach campaign for 2017-18 application period that includes partnering with different community agencies (i.e. MUW)	Dossett	Dempsey Averette-Bush Communications Department	Oct 2016	Jan 2017	\$--	Staff Time
3.4.4.3	Review magnet and student assignment communication material from benchmark and other districts to learn potential innovative practices.	Dossett	Dempsey Averette-Bush Knight	Jan 2016	March 2016	\$--	Staff Time
3.4.4.4	Review and revise district created documents for public and families to ensure ease of understanding (i.e. website, choices book, other promotional material).	Dossett	Averette-Bush	July 2016	Oct 2016	\$--	Staff Time
3.4.4.5	Continue to implement Mobile Bus and extended hours to reach families in their own neighborhoods.	Dossett	Dempsey Averette-Bush	June 2016	Aug 2016	\$15,000	General Fund
3.4.4.6	Identify potential metrics for “choice” and other guiding principles to assess the effectiveness of the student assignment plan by researching benchmark districts and consulting national experts.	Dossett	Dempsey Dossett	Jan 2016	Aug 2016	\$--	Staff Time
3.4.4.7	Develop metrics for Targets: <ul style="list-style-type: none"> • Increase the percentage of families who understand and access the JCPS choice system as measured by parent caregiver feedback (baseline on 2016-17 applications, submitted in 2015-16). • Increase the percentage of families whose students are in the Non-Duplicated Gap Group 	Dossett	Dempsey, Dossett	Jan 2016	Aug 2016	\$--	Staff Time

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JCPS Comprehensive District Improvement Plan 2015-2016

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date	Funding Amount	Funding Source
	<p>(African American, Hispanic, Native American, With Disability, Free/Reduced-Price Meals, Limited English Proficiency) who understand and access the JCPS choice (baseline on 2016-17 applications, submitted in 2015-16).</p> <ul style="list-style-type: none"> Increase percentage of Kindergarten applications submitted during the initial application period from 57 percent for the 2015-16 school year to 65 percent for the 2017-18 school year. <p>Develop metrics for leading indicator:</p> <ul style="list-style-type: none"> Parent/Caregiver Satisfaction 						
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.	Dossett					
3.4.5.1P	Review student mobility data to determine scope of issue—how many students and reasons students move. An emphasis will be placed on priority schools.	Dossett	Dossett Dempsey, Munoz	Jan 2016	March 2016	\$--	Staff Time
3.4.5.2	Review policy and practices to determine if any potential changes can reduce student mobility.	Dossett	Dempsey	March 2016	June 2016	\$--	Staff Time
3.4.5.3	Continue to work with the transportation department and the Student Equity and Community Engagement office to ensure educational continuity.	Dossett	Dempsey Caple Danger- Mercaderes	Jan 2016	June 2016	\$--	Staff Time
3.4.5.4	Develop metrics for leading indicator:	Dossett	Dempsey, Dossett	Jan 2016	Aug 2016	\$--	Staff Time
	<ul style="list-style-type: none"> Student Mobility 						

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