



**District of Innovation**  
**Jefferson County Public Schools**

**5/1/2013**

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## District of Innovation Application

March 2013

### Applicant Information

|                       |  |                          |                       |
|-----------------------|--|--------------------------|-----------------------|
| District Name:        | <u>Jefferson County Public Schools</u>           | <u>Jefferson</u>         |                       |
|                       | <i>District Name</i>                             | <i>County/District #</i> |                       |
| Address:              | <u>VanHoose Education Center</u>                 | <u>3332 Newburg Road</u> | <u>P.O. Box 34020</u> |
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|                       | <u>Louisville</u>                                | <u>KY</u>                | <u>40232-4020</u>     |
|                       | <i>City</i>                                      | <i>State</i>             | <i>ZIP Code</i>       |
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| Contact Person/Title: | <u>Dr. Dewey Hensley, Chief Academic Officer</u> |                          |                       |

REQUESTED INITIAL IMPLEMENTATION DATE August 1, 2013

### DISTRICT ASSURANCES

- Applicant assures that its application does not contain any request to waive the following Kentucky Revised Statutes or Kentucky Administrative Regulations:
  - a. Any statute or administrative regulation related to health, safety, civil rights, or disability rights;
  - b. Compulsory attendance requirements under KRS 158.030 and 158.100;
  - c. The Kentucky Core Academic Standards outlined in KRS 158.685 and 704 KAR 3:303;
  - d. The minimum high school graduation requirements unless allowable under 704 KAR 3:305;
  - e. Compliance with requirements of the statewide assessment system as specified in KRS 158.6453;
  - f. The financial audit, audit procedures, and audit requirements under KRS 156.265;
  - g. Criminal background check requirements;
  - h. Open records and meetings requirements;
  - i. Purchasing requirements and limitations; or
  - j. Any plan to reduce the instructional time provided to students below the requirements outlined in KRS 158.070, except requests to implement competency based learning strategies that measure a student's mastery on the curriculum standards, regardless of the amount of instructional time



## District of Innovation - Overview

The aim of this District of Innovation application is to provide Jefferson County Public Schools (JCPS) with an opportunity to rethink what a school might look like and give the district the ability to use non-traditional approaches to curriculum, instruction, assessment and governance to enhance student learning. Our goal for being a District of Innovation is to engage students and teachers in significantly different ways that lead to increased achievement for all students.

This timely opportunity provided us with the chance to closely examine our *Vision 2015: Strategic Plan* to determine if there was alignment with the criteria to be a District of Innovation. It is clear that the focus areas, success measures, leading indicators, strategies, and action steps in our strategic plan are directly aligned with the District of Innovation criteria.

JCPS developed its District of Innovation project around four strategies.

### ***Innovation Strategy 1 - Creating Equal Access to Highly Effective Instruction through Professional Collaboration***

To increase the instructional rigor across classrooms, JCPS proposes a teacher collaboration model that emulates a successful characteristic of effective charter schools, namely promoting a community of continuous professional learning (US Department of Education, Office of Innovation and Improvement, 2004). JCPS will connect pockets of excellence to broader audiences by using technology to pair highly effective teachers and their classrooms with less experienced teachers and their classrooms. This strategy will assure equal access to rigorous courses and instruction, as in the case of Advanced Placement courses, while simultaneously enhancing teacher capacity.

### ***Innovation Strategy 2 - Extending learning opportunities so students may learn anywhere/any time they have access to instructional materials***

To provide extended learning opportunities, JCPS will use CatSpan™ and OpporTeen™ (or similar applications with comparable capabilities). CatSpan™, a closed system with internet access controlled by the classroom teacher, is a developing tool to be used on a device such as an iPad. The application is being designed to improve access to instructional materials and for communication between parent, teacher and student. CatSpan™ will have the potential to load student texts, offer interventions for struggling students, provide the ability to conference and administer tests or assessments. The system will be accessible both during school time and outside of school time.

OpporTeen™ connects high schools, colleges and corporate citizenship to enhance opportunities for teens. It can be used to develop a team consisting of the student, teacher(s), parents and a professional mentor. OpporTeen™ uses technology to link teens from every environment - regardless of income or formal exposure to colleges - with experts or business people within Jefferson County and beyond. The application is built around the social and mobile technology that teens use every day, connecting schools with the larger community to increase achievement and promote college and career readiness. It includes anywhere/anytime availability.

Strategy 2 also involves competency-based learning. Students will earn credit for completion of structured internships/mentorships developed via OpporTeen™. In addition, the district will

identify standards-based skills connected with career pathways and offer students opportunities to demonstrate mastery of those skills through means other than seat time and course completion.

### ***Innovation Strategy 3 – Creating Schools of Innovation***

As a District of Innovation, JCPS will conduct a community-wide competition to identify and develop innovative ideas for the creation of one or several Schools of Innovation in Jefferson County. The process will swiftly and coherently move from concept to implementation, providing the best innovators with fiscal and technical support to bring their new vision of teaching and learning to life. Phase I will feature an open-ended, anything-goes idea generator. Phase II will translate the best, most powerful, innovations into concrete structures and actions. The final phase will use the winning concept to establish a real school serving real kids.

This process will engage the entire county in an energizing dialogue on the profound social and communal challenge of creating the very best educational opportunities for our children. The active community engagement, led by thinkers external to the district, will bring forward the best new (or perhaps older, yet forgotten) thinking about teaching and learning.

### ***Innovation Strategy 4 - Creating a system of support for each student to be successful***

A comprehensive tool to assess individual barriers to student learning is being developed that also identifies effective supports and appropriate interventions. The district will identify cohorts of students using Resiliency Quadrants. Resiliency relates to a student’s capacity to succeed in school despite adverse conditions such as poverty or exposure to violence. Multiple studies have established a correlation between resiliency traits and academic success (Scales et al 2006; Hanson and Austin 2003; and ScholarCentric Whitepaper 2010).

***Louisville Linked*** builds on existing partnerships between JCPS and local service providers to formalize and coordinate a community-wide response to education. ***Louisville Linked*** will connect children and families with community-based services that support stability, address identified socio-economic barriers and promote resiliency.

Combined with in-school work to address cognitive and learning needs, ***Louisville Linked*** is a system to target cohort and child-specific human service needs. Does a child’s life experience include: adequate income or poverty, emotional/behavioral stability or mental health issues, connections to mentors or a lack of role models, abundant access to enriching experiences or limited opportunities and social isolation?

***Louisville Linked*** will be used with predictive software and Student Response Teams to identify at-risk students, pinpoint appropriate interventions and make connections to community service providers. The aim is to create the circumstances and the skills so all students achieve academically and reach their fullest potential.

## **Process Description**

The District Level Team included the Superintendent, Executive Director of Data Management, Planning and Program Evaluation, Director of Student Assignment, Chief Financial Officer, and staff from the Resource Development Office. This team reviewed the District of Innovation

guidelines and identified ways this opportunity could significantly revise district systems and structures to better support *Vision 2015*, the JCPS strategic plan.

Additional district leaders consisting of the Chief Academic Officer, Assistant Superintendent of Curriculum and Instruction, and the Director of the Family Resource and Youth Service Center (FRYSC) Coordinators focused the work on system level changes and revisions. Planning also included the six Achievement Area Assistant Superintendents and school Principals at their April meeting as well as the Assistant Superintendent of Academic Support Programs.

In addition, the Team worked with community stakeholders, including the University of Louisville, Louisville Metro Government, Metro United Way, the 15<sup>th</sup> District PTA and 55,000 Degrees (all of whom have collaborated with the district on an ongoing basis) to solicit input and support for this initiative.

With approval and insight from the Jefferson County Board of Education, the final application includes Administrative Acknowledgments and Assurances as well as a District Level Plan. Innovation Strategies will focus on the district’s Transformation Zone Schools, which are schools that have been identified as Persistently Low Achieving (PLA) and/or currently fall in the bottom 5% for the state.

| <b>TRANSFORMATION ZONE SCHOOLS – Total = 32 schools</b> |                                |  |                            |
|---|--------------------------------|--|----------------------------|
| <b>PLA SCHOOLS – 20 schools</b>                         |                                | <b>Schools currently in bottom 5% - 12 schools</b> |                            |
| Academy @ Shawnee                                       | Myers Middle School            | Cochran Elementary                                 | Mill Creek Elementary      |
| Doss High School  | Seneca High School             | Gutermuth Elementary                               | Roosevelt Perry Elementary |
| Frost Middle School                                     | Southern High School           | Jacob Elementary                                   | Sanders Elementary         |
| Fairdale High School                                    | Stuart Middle School           | King Elementary                                    | Semple Elementary          |
| Fern Creek High School                                  | Thomas Jefferson Middle School | Lincoln Elementary                                 | Shelby Traditional Academy |
| Iroquois High School                                    | Waggener High School           | Maupin Elementary                                  | Wheatley Elementary        |
| Knight Middle School                                    | Western Middle School          |  |                            |
| Lassiter Middle School                                  | Western High School            |  |                            |
| Olmsted Academy North                                   | Westport Middle School         |  |                            |
| Olmsted Academy South                                   | Valley High School             |  |                            |

## **1. Needs Assessment/Rationale**

### ***1.1 Vision and Mission Support Innovations in Student Learning***

JCPS has undergone a comprehensive restructuring that began with a Curriculum Management Audit. In May 2012, the Jefferson County Board of Education adopted the *Vision 2015: Strategic Plan*, providing a focused and intentional framework to guide district improvements. Demonstrating its commitment to this work, substantial staff and financial resources have been moved from district central offices to the school level.

**Vision 2015** states: **All JCPS students graduate prepared** to reach their full potential and contribute to our society through life.

**Our Mission** is to provide relevant, comprehensive, quality **instruction** in order to educate, prepare, and **inspire** our students to learn.

Four goals serve as the cornerstones of the strategic plan:

| <b>Strategic Goal 1:<br/>Increase Learning</b>  | <b>Strategic Goal 2:<br/>Graduation and<br/>Beyond</b>  | <b>Strategic Goal 3:<br/>Stakeholder<br/>Involvement/Engagement</b>                                 | <b>Strategic Goal 4:<br/>Safe, Resourced,<br/>Supported, and<br/>Equipped Schools</b> |
|---|---|---|---|
| Every student progresses in his or her learning and meets or exceeds proficiency in all subjects. | Every student graduates prepared for his or her post-secondary choice – for college or career and life. | Parents, community and partners enrich students’ educational experiences and support their success. | All schools are staffed, resourced, and equipped to support student needs.            |

The extensive scope and unprecedented urgency of the district’s continuous improvement efforts are guided by nine *Core Values*

1. Our students are cared for and treated as if they are our own.
2. Children learn differently.
3. What happens in the classroom matters the most.
4. The differences of each are assets of the whole.
5. High-quality teaching is the most powerful tool for helping students reach high standards.
6. Leadership and innovation are essential to prepare students for their future.
7. Talents and resources are used wisely to benefit students.
8. Partnerships among schools, families, and community are important for the health and well-being of our students.
9. Adults model integrity, respect, creativity, and accountability.

### ***1.2 Plan Description***

#### ***Innovation Strategy 1 – Creating Equal Access to Highly Effective Instruction through Professional Collaboration***

To increase instructional excellence across classrooms, JCPS proposes a teacher collaboration model that emulates successful characteristics of charter schools and promotes a professional community of continuous learning (US DOE, Office of Innovation and Improvement, 2004). Successful strategies used in the Knowledge is Power Program or KIPP schools include: 1) having teachers from different grade levels grouped together to view videotape of each other conducting lessons, give feedback, and help each other develop a plan of action after viewing the videotapes and 2) intense mentoring of new teachers. The model proposed by JCPS involves both cross-level groupings and cross-school groupings.

US Department of Education, Office of Innovation and Improvement (2004). *Innovations in Education: Successful Charter Schools*, Washington, DC.



First, teachers within schools will work vertically to observe teachers one grade level above and one grade level below to increase vertical alignment and enhance rigor within the school. Using a simple video camera set up on a tripod in their classroom, teachers will videotape their own instruction and send this footage to their professional collaborators. Teachers will reflect, individually and as a group, on their instructional practice and the practice of the others in their group. The teachers will discuss and share resources, assess data, review their classroom choices and responses, consider alternatives and create a plan to further refine their practice based on the insights developed through this process.

Secondly, inexperienced teachers from struggling schools will be paired with more experienced teachers who have shown success with at-risk populations. Web-conferencing will be used to facilitate these collaborations. At times, the Mentor Teacher will lead instruction, sharing content knowledge and modeling specific practices. Other times the less experienced teacher may lead instruction and then reflect on their practice with the Mentor Teacher. The purpose is to provide students with equitable access to high-quality instruction while simultaneously building new teacher capacity. The process will have the added benefit of establishing an extended learning community between the two web-linked classrooms.

JCPS proposes that Teacher Leaders/Mentors be selected using multiple pieces of data, including:

- 1) Academic Achievement data: Advanced Placement tests, K-PREP (proficiency and/or growth scores), and CASCADE data;
- 2) Academic Growth Scores: When available, teachers will be selected with higher growth scores for students of similar demographic backgrounds;
- 3) Principal feedback: Principals observe their teachers on a regular basis and will have input into which teachers would be effective Mentors/Teacher Leaders;
- 4) Teacher characteristics will be considered such as years of experience, National Board Certification, etc; and
- 5) Student Voices: Students will be surveyed to gather feedback on individual teachers. In the literature, this has been shown to be a strong predictor of growth in test scores. (For example, Ron Ferguson's Tripod Project).

In addition to Mentor Teachers, web-conferencing will be used to connect effective Professional Learning Communities at one Transformation Zone school with a struggling PLC at another school. The mentor PLCs will share the approaches and practices that they have found to be most valuable. These PLC collaborations will facilitate problem solving and provide the support, coaching, instructional resources and high expectations essential for success.

*Innovation Strategy 2- Extending learning opportunities so students may learn anywhere/any time they have access to instructional materials*

Currently in development, CatSpan™ is a closed system capable of networking schools, teachers and classrooms, students, counselors, and parents. To maximize their learning, students need the ability to access instructional materials in- and outside the classroom. Often, they also need to manage their assignments, ask follow-up questions of their teachers, and collaborate with fellow students. Teachers need the ability to share best practices, leverage each others' strengths, coordinate learning objectives and monitor students' classroom activities. CatSpan™, a platform that uses smartphone and digital technology, will meet these needs by providing 24-hour a day

access to class notes, homework, calendars, deadlines, supplemental learning resources and pre-recorded or video-taped classes. Students will be able to see each other logged into the system and work together on group assignments, participate in class forums, ask their teachers clarifying questions or see how classmate questions have been answered. JCPS will establish a developmental partnership with the local entrepreneur designing the CatSpan™ system, convene focus groups to provide input on the design, and pilot the tool in select Transformation Zone middle and high schools before rolling it out to all TZ middle and high schools.

CatSpan™ will be able to offer online testing, grading and tabulation features. Teachers may change questions in real time based on student responses; they might alter the order of the questions or randomize them; they could also adjust test times and schedules based on individual student needs or unique schedules. Teachers could limit the time allowed for a question and assess how much time a student spends on any particular response.

Increased parental involvement would be supported by making it easy for parents to log-in and receive performance results, view their child's classroom learning targets, their assignments, deadlines, test scores and even the tests themselves. In addition, direct communication between parents, teachers and administrators could occur at any hour of the day.

A similar tool for extending student learning is the OpporTeen™ system. OpporTeen™, an existing application, will enhance the district's career readiness strategies by connecting students with virtual mentors. Mentors would include professionals, business people, and college representatives - both in Louisville and potentially elsewhere - who will share information and experiences with students as well as communicate with their counselors and teachers. Universities and corporations have a keen interest in their future enrollment and workforce, and OpporTeen™ provides students with an innovative way to learn about life and post high school opportunities. The system provides for appropriate monitoring and safeguards.

OpporTeen™ supports students' independence to think, make choices and connect with those beyond the walls of their school who can make a difference in their lives. The tool motivates students to consider their future by seeking out and learning about their many options. If the necessary waiver is granted, JCPS will establish guidelines for students to receive credit for internship/mentorships developed by means of OpporTeen™.

Strategy 2 also includes development of competency-based learning guidelines - linked to career pathways - to give students credit for demonstrated mastery of standards based content in ways other than course completion (i.e., passing End of Course Assessments or completing digital units of study and related assessments).

JCPS is looking closely at performance based assessments to demonstrate mastery, for example, something similar to what is being used by the New York Performance Standards Consortium (PSC), which is endorsed by the Jefferson County Teachers Association (JCTA). Data on these schools indicate success with a school population that is demographically more challenging than the state or national averages. The New York PSC has developed an assessment system that leads to quality teaching and enhances rather than compromises a student's education. Consortium school graduates go on to college and are successful.

JCPS's District of Innovation concept would be to use this approach to target 21<sup>st</sup> Century learning goals in the Kentucky Model Curricular Framework, with assessments that are designed to evaluate these 21<sup>st</sup> Century capacities.

### *Innovation Strategy 3 – Creating Schools of Innovation*

As a District of Innovation, JCPS will conduct a community-wide competition to identify and develop innovative ideas to create one or several Schools of Innovation in Louisville Metro. The competition will break down traditional policy development and decision-making structures, allowing the district to look with fresh eyes at a very old problem.

#### *The Competition*

JCPS envisions a process whereby external ideas and internal expertise come together to create truly innovative schools, to become standard-bearers for education excellence in the Commonwealth and models for diffusion of excellent educational practice. As described below, the process will include a wide-open, public structure for generating ideas, initial selection of the most promising ideas, collaborative development and refinement of ideas, and ultimately selection, implementation, and evaluation.

#### *1) Open Call for Proposals (Summer 2013)*

Using a series of well-published “idea charettes,” JCPS will bring together interested citizens to generate preliminary ideas for innovative schools. This phase could be co-hosted by JCPS, the Louisville Metro Office of Innovation, and KDE District 180.

The only stipulation would be that the School of Innovation must serve a significant proportion of students within the “Gap Group” of the statewide assessment and accountability system.

Using the “idea charettes” as a jumping off point, JCPS will encourage diverse teams of citizens to develop proposals. Submissions would include the “big idea” and preliminary work regarding feasibility and implementation. In addition to a written submission, there would be a public and well-publicized event for teams to make the case for their innovation in a “TED talk”-like presentation format. Teams could include parents, teachers, school administrators, business leaders, university faculty, education advocates, and other citizens.

#### *2) Selection of the Best Ideas for a School of Innovation (Early Fall 2013)*

A panel comprised of the superintendent, JCPS administrators, teachers, board members, university faculty, KDE representatives, parents and community members, will review all submissions and make a recommendation to the Jefferson County Board of Education of the most promising ideas for Schools of Innovation.

The panel will use the KDE District of Innovation Scoring Rubric for determining the strength of the proposals.

#### *3) From Idea to Reality – Development and Support for Innovative Ideas (Late Fall 2013)*

A four-month “crash” timeframe will be established for each team to submit a final proposal for selection and approval by the Jefferson County Board of Education. The district will seek external funding to provide the finalists with up to \$25,000 to flush out their ideas and outline the steps necessary to implement the innovation. Teams will identify the state statutes and regulations as well as district policies that need to be waived for full implementation of their proposed School of Innovation.

#### 4) Implementation

After final selection of the School(s) of Innovation by the Jefferson County Board of Education, JCPS will move quickly toward implementation for the 2014-2015 school year. Teams will remain actively engaged in implementation process, to ensure fidelity and urgency, through an Advisory Council or similar structure.

#### Innovation Strategy 4 - Creating a system of support for each student to be successful.

The lives of children vary greatly – some come from a background of relative affluence and stability while others experience significant, negative family and social circumstances. Moreover, children respond to their circumstances with varying degrees of resiliency. JCPS has developed a Resiliency Quadrants framework, summarized below, to assess the level of environmental challenges a student faces and the degree of resiliency traits each child possesses.

|  |  |
|--|--|
| <p style="text-align: center;"><b>Quadrant 1 Cohort</b><br/><b>High Challenge/Low Resiliency</b></p> <p>Students identified by “at-risk” indicators as likely low achievers or high potential dropouts whose performance levels are congruent with predicted low achievement outcomes.</p> | <p style="text-align: center;"><b>Quadrant 2 Cohort</b><br/><b>High Challenge/High Resiliency</b></p> <p>Students identified by “at-risk” indicators as likely low achievers or high potential dropouts who exceed predicted outcomes and achieve at high apprentice, proficient or distinguished levels</p> |
| <p style="text-align: center;"><b>Quadrant 3 Cohort</b><br/><b>Low Challenge/Low Resiliency</b></p> <p>Students with few barriers to academic success, yet who exhibit low academic achievement, in contravention to outcomes predicted by “at-risk” indicators</p>                        | <p style="text-align: center;"><b>Quadrant 4 Cohort</b><br/><b>Low Challenge/High Resiliency</b></p> <p>Students with few barriers to academic success and who exhibit high academic achievement, as predicted by “at-risk” indicators.</p>  |
| <p style="text-align: center;"><b>Situational Crisis Cohort</b></p> <p>Students who have an immediate need due to a crisis circumstance (e.g., house burns down, parent goes to prison, domestic violence, lost job)</p>   |  |

This framework permits the differentiation of experiences and interventions needed to help children to thrive. In particular, students growing up in poverty or in families with low levels of educational attainment frequently experience circumstances that are disruptive to school success. Because the needs and barriers for these students extend beyond the classroom walls, the resources of the entire community must be brought to bear on this critically important work.

JCPS is reaffirming and extending partnerships with community organizations to pinpoint strategies to address resiliency cohort and individual student needs. This initiative is known as ***Louisville Linked***. By coordinating efforts, JCPS and community-based organizations will better connect students and families with services to mitigate identified barriers, support their well-being and promote personal resiliency. Educators and community members have begun to identify the areas where more support is needed and to develop linkages between schools and local organizations to benefit students. Needs range from housing, to income supports, behavioral health and substance abuse services, healthcare, domestic violence, tutoring, mentoring and many others.

Combined with in-school work to address the cognitive and learning needs of each child, the ***Louisville Linked*** system will identify support services, providing location and contact

information. It will establish referral processes and offer guidance on navigating service systems which may be perceived as complicated or intimidating. ***Louisville Linked*** will catalog extended learning opportunities such as afterschool and summer programs as well as inventory cultural enrichment opportunities in the community.

***Louisville Linked*** will be combined with other strategies to increase instructional time for all students. This includes Student Response Teams (SRTs). There are three tiers of SRTs: school level, academic achievement area and district level. Students that struggle with emotional, mental health, or behavioral problems may not want or be able to process instruction in the classroom. School-Based Student Response Teams consist of school staff trained to be a resource for teachers and students when classroom issues arise. SRTs help improve student behavior and increase student readiness to learn while promoting a positive school culture. Most behavior issues are handled by school-based SRTs.

JCPS has six Academic Achievement Areas (groups of elementary, middle and high schools). Each Achievement Area also has a Student Response Team that provides immediate, district support to schools with students who are struggling with the most pressing needs and issues.

In addition, JCPS regularly convenes a District Coordinated Student Response Team to examine data (e.g., school climate, discipline referrals, attendance) and gather input from the school-based and achievement area SRTs to assess what additional supports are needed to help maximize student learning. ***Louisville Linked*** will be an additional tool to aid each tier of Student Response Teams.

Another asset to be used in conjunction with ***Louisville Linked*** and Student Response Teams is SMART ED. SMART ED is a predictive software that provides a school/district with information that identifies students at risk of dropping out, and it forecasts the impact of various interventions available within the school/district on the students' drop out probability. This helps the district target efforts and investments, so they have the greatest student benefits.

SMART ED scores students and interventions each time new data is received. Additionally, the solution "learns" from the data updates by continuously assessing the accuracy of its predictions and the new data values received.

SMART ED's early warning system provides a GPS dashboard view to teachers, counselors and administrators of information at multiple levels -- student, school-wide, district-wide. Dropout and graduation probabilities are monitored on a daily basis and projected well into the future. Trends become visible early to act upon them in a timely manner and alternative intervention recommendations can be presented with a likelihood of success.

The data dashboards help users focus their efforts each day to make the biggest impact—having the right conversation with the right student at the right time.

The hallmarks of the SMART ED solution are:

- Identification of students at risk of dropping out of school prior to graduation
- Predicting the interventions within the district/school's portfolio of interventions that are most likely to make a difference in the student's probability to drop out

- Measuring the effectiveness of each intervention based on its reduction in the participating students' probabilities to drop out
- Identifying the students who are still at risk of dropping out but have no current intervention sufficient to change that outcome.

*Louisville Linked* will be used alongside SMART ED by the Student Response Teams as a comprehensive system to respond to the needs of each child and create the circumstances and skills so every student stays in school, succeeds academically and reaches their college and career potential.

### ***1.3 District of Innovation Goals and Performance targets advance the vision and mission***

Explain how the goals and performance standards in your plan help to re-invent or transform current models of student learning in ways that produce students better prepared for next generation learning. How do the transformations prepare students for dynamic and rigorous standards for college- and career-readiness?

The four transformative strategies identified by the district were chosen for their expected impact on next generation learning. Closing the achievement gap, significantly improving graduation, and preparing young people to meet rigorous college and career standards are imperatives that will be measured through the following Delivery Targets for school year 2017:

- 1) Increase the district's graduation rate to 84% (current 69.4%).
- 2) Close the achievement gap, so the district's non-duplicated gap score (combined reading and math) is 65.2 (current 30.3).
- 3) Improve the district's total achievement score (combined reading and math) to 68.6 (current 37.2).
- 4) Raise the district's high school college and career readiness score to 79.3 (based on state target of 65.5 for 2015) (current 45.2).

Describe how the district promotes continuous improvement and rewards risk taking.

*How Do You Create Space for Meaningful Innovation in a Large School District?*

School bureaucracies have real benefits. They create huge operational efficiencies through standardization of processes and economies of scale. They can establish and enforce uniform academic standards, expectations, and resources across the district, improving equity of opportunity. Yet, the very attributes of large bureaucracies that promote these benefits – stability and standardization – significantly reduce the agility needed to make transformative change.

Unless a school district is intentional about creating organizational space to allow for new thinking and new action, the stability and standardization of its structure may create inertia. Risk-takers may sometimes be sidelined, or discounted for raising issues and problems, or proposing unorthodox solutions. Moreover, the challenge of dramatically improving student achievement in low-performing contexts is complex, and multi-faceted, and solutions need to be tailored to that goal.

Two critical elements break down bureaucratic reluctance to innovation in a school district: internal leadership and external input. District leaders need to be bold in challenging the status quo and create a culture of excellence that allows employees to question existing policy and practice. Leaders need to be willing to consider new ideas, and take strong roles in implementing the best methods, whatever their origin. JCPS’s new leadership embraces this mind-set, encouraging the district to adopt new ideas and approaches.

Meaningful external input is also key. Great ideas frequently come from the cross-pollination of the concepts and practices of different disciplines. Solutions from one area of human endeavor can be cross-hybridized to solve problems in another. Communication, collaboration and active engagement in a process of discovery and creation with external actors can open opportunities for innovation and excellence.

JCPS is engaged in ongoing self-scrutiny to propel improvement. This has included a Curriculum Management Audit, development of a new strategic plan, extensive and sometimes painful restructuring as well as development of this District of Innovation proposal.

To set innovation in motion, the district has been purposeful in its selection of strategies, demonstrating a commitment to listen to and learn from external stakeholders and rethink best practices to impact student learning. The groundwork is in place for the district to move in a new and profoundly more inventive direction.

**Provide evidence of advancing student learning and achievement in the last three to five years.**

Jefferson County Public Schools is one of only two urban districts in the country to earn accreditation from AvancED™ using the new, more rigorous standards in 2013. In addition, the district has spent the past several years implementing reform efforts targeting low performing high schools, using Invest In Innovations (i3) and Smaller Learning communities (SLC) funds. Research into performance of the schools targeted with those reforms shows evidence of early improvement as demonstrated in the following chart:

**Percentages of Students Meeting ACT® Benchmarks Across Years (average of i3 schools)\***

| <b>Subject Area</b> | <b>Pretreatment<br/>(2008-2009)</b> | <b>Pretreatment<br/>(2009-2010)</b> | <b>Project Y1<br/>(2010-2011)</b> | <b>Project Y2<br/>(2011-2012)</b> | <b>Gains (from<br/>two Baseline<br/>Years to two<br/>Treatment<br/>Years)</b> |
|---------------------|-------------------------------------|-------------------------------------|-----------------------------------|-----------------------------------|---|
| <b>English</b>      | <b>19.8</b>                         | <b>23.0</b>                         | <b>25.4</b>                       | <b>25.6</b>                       | <b>4.1</b>  |
| <b>Math</b>         | <b>5.0</b>                          | <b>4.7</b>                          | <b>10.3</b>                       | <b>10.5</b>                       | <b>5.6</b>  |
| <b>Reading</b>      | <b>12.3</b>                         | <b>14.5</b>                         | <b>16.7</b>                       | <b>16.9</b>                       | <b>3.4</b>  |
| <b>Science</b>      | <b>3.2</b>                          | <b>3.7</b>                          | <b>5.3</b>                        | <b>5.5</b>                        | <b>2.0</b>  |

\*Biennial averages for all six i3 schools (currently in year 3 of a 4 year project). ACT benchmarks were used because Kentucky standardized tests have changed in the interim, and as a result, cannot be used for comparisons.

In addition, the district raised its graduation rate by 1.6%, increased the number of Advance Placement exams taken by African-American students by 21%, and boosted its college and career readiness by 12% last year. The dropout rate has decreased 2% over the previous five years. As a further indicator, KDE determined that JCPS Principals Have the Capacity to Lead. In February 2013, KDE conducted its leadership assessment at seven Priority Schools in the district. The audit teams found that leaders in all schools have implemented new strategies that are fostering a collaborative environment between teachers and are setting high expectations for both teachers and students.

In December 2011, JCPS received a report card on its reading and math performance as part of The Nation's Report Card: Trial Urban District Assessment from the National Assessment of Education Progress (NAEP). JCPS students showed noteworthy gains. Fourth- and eighth-grade students improved average scores in both reading and math on the rigorous national test. The 2011 data also shows that JCPS is closing the achievement gap between black and white students in reading for grade four and in math for grades four and eight.

[Describe how the proposed plan reflects a commitment to change process/agenda and explain how proposed innovations fit in with current district wide reforms.](#)

JCPS has a deep commitment to change and to developing new innovations that fit in with current district-wide reforms. In 2011-12, the district worked with Phi Delta Kappa International to conduct a Curriculum Management Audit. Similar to a financial audit, it examined the district's curriculum design and delivery system.

Phi Delta Kappa sent a team to the district that included 25 licensed auditors who had experience with large urban school systems and expertise in the areas they reviewed. Their reports detailed the extent to which JCPS was meeting standards and provided recommendations for improvement. The audit followed generally accepted auditing principles.

Before arriving in the district, the audit team reviewed scores of documents, including policies and practices. During the weeklong on-site visits, the team visited every school and conducted interviews with staff, parents, and community members. Additional telephone interviews with community members were conducted until November 18, 2011.

The audit compared the district's performance against five standards that Phi Delta Kappa describes as "representing the characteristics any complex organization must have to be responsive and responsible to its clients."

1. Control of resources, programs, and personnel
2. Establishment of clear and valid objectives for students
3. Internal consistency and rational equity in program development and implementation
4. Use of data to adjust, improve, or end ineffective practices
5. Improved productivity

The district undertook the audit because "test scores have remained stagnant for several years, and several schools have been identified as low performing. Additionally, as Kentucky becomes the first state to adopt the new rigorous national core academic standards, JCPS must be proactive to ensure that there is alignment among the written curricula, the curricula that is taught, and the curricula that is tested across all 150 schools."



The recommendations presented in the Curriculum Management Audit™ of January 2012 align closely with the priorities the Board identified for its new strategic plan. Signaling a new direction for JCPS, the Jefferson County Board of Education unanimously approved new vision, mission, values, focus areas, and goals statements. The statements embody the beliefs and views of the board as well as those of community members who had an opportunity to offer comments prior to final adoption.

This District of Innovation proposal is fully aligned with the mission, vision, focus areas and goals set forth in the new JCPS strategic action plan, *Vision 2015*, given final approval at the board's May 2012 meeting.

***1.4 The plan thoroughly and effectively demonstrates a process that has identified gaps between expectations for student learning and student performance.***

Identify and describe, particularly when focusing on achievement gaps, *specific barriers that impact student learning.*

The economic downturn has affected many JCPS students. The number of students who qualify for free and reduced lunch has risen from 55% in 2006-7 to 63% in 2012-13. This represents over 63,000 children. In addition, there has been a 50% increase in the number of homeless students in the last five years, with 12,389 students (12% of total enrollment) experiencing homelessness at some point during the 2011-12 school year.

There are over 107 languages spoken at JCPS and our English as a Second Language population has grown 7% over the past three years. Less than fifty percent of the district's student population is White (49.4%), 37% African-American, 7.4% Hispanic, 3% Asian, and 3% identify as other ethnic minorities. Over 13,000 students received Exceptional Child Education Services in 2012 and the number of students with autism grew by 15% from 2010-2011. These factors produce a diverse array of child-specific needs that in turn impact learning readiness. Recent application of the Brigance screen revealed only 1 in 3 children is kindergarten ready when they enter JCPS.

State assessments indicate performance gaps persist in JCPS for low-income, minority, LEP, and ECE students. ***Louisville Linked*** is an important strategy to assess individual student barriers and address the out-of-school stressors that frequently impede student learning (homelessness, health concerns, domestic violence, substance abuse, etc). Another key consideration is the cultural competency of educators to effectively engage students of diverse socio-economic backgrounds. To address this need, the Department of Diversity, Equity & Poverty Programs (DEP) designed and provided awareness training in cultural competence, which included student voices and perspectives, to various JCPS role groups beginning in the summer and continuing through the winter of 2012. This included nearly 900 central office administrators and staff as well as over 1,400 bus drivers. In addition, prior to the start of the 2012-13 school year, the DEP department met with the principals and provided professional development on facilitating the awareness training with their school staff. As of November 2012 the majority of schools (over 90%) have completed their training with staff. The DEP is assessing data from these sessions and is developing a plan for ongoing cultural competence training.

The district is also engaged in focused efforts to assure that the written curriculum is consistently implemented across the district and data is regularly used by PLCs and teachers to plan and differentiate instruction. Moreover, the district is overhauling its PD efforts in support of

differentiation, surveying principals to determine each school's PD needs, to enhance highly effective, standards-based instruction rather than using a one-size fits all approach to PD. This includes identifying challenges and developing instructional strategies to address the needs of students in gap subgroups.

***1.5 How innovation status will ensure a greater level of success for student learning.***

Explain how innovation status will help the district overcome learning barriers in order to ensure 21<sup>st</sup> Century Learning success for all, especially low-achieving students.

Not every child learns in the same manner. While administrative standardization helps to provide equity in many ways, in others, it may neglect nuances of individuality. Innovation status and granting of the administrative waivers discussed in response 1.7 below will enable JCPS to make substantial changes to current practice to better respond to specific student learning styles and needs. This will be of particular benefit to low-achieving students who are not thriving under current conditions.

By enlisting community resources through Louisville Linked to meet student support needs and bundling those efforts with changes to the learning environment, JCPS is offering a holistic approach to student achievement. Twenty-first century technologies and skills are key elements in this plan. Connecting classrooms across schools via web-conferencing, virtual mentors and enlarged real world experiences, mobile learning, and competency-based learning move beyond desks and traditional classrooms to create more hands-on, active and customized learning dynamics. Students will have more ways to engage with the core curriculum and can select the methods within this new schema that are the most interesting and productive for them.

***1.6 High level of participation and engagement from all stakeholders (students, parents, teachers, professional organizations, community, administration, and board).***

The attached letters of support demonstrate the level of commitment and support from diverse stakeholders including: Louisville/Jefferson County Metro Government; Greater Louisville, Inc. (Metro Chamber of Commerce); University of Louisville, College of Education and Human Development; Metro United Way; the 55,000 Degrees initiative; the Jefferson County Public Education Foundation and the 15<sup>th</sup> District PTA. The application has been discussed with the Jefferson County Teacher's Association and review and approval of a letter of support has been placed on the agenda for the May 9, 2013 JCTA Board Meeting.

***1.7 Effectively identifies and justifies need for waivers.***

*Create a 5th option for innovative intervention at a PLA school*

KRS 160.346 (HB 176 2010 RS)

Waive requirement that a school determined to be a "persistently low-achieving school" select one of four innovation options (transformation, restaffing/turnaround, EMO, or closure). This would essentially create the possibility of a fifth intervention option, permitting the creation of a School of Innovation at a PLA school, approved by the Kentucky Board of Education through the District of Innovation application process.

*Switch from A1 status to A5 status schools*

For district-wide magnets, apply KRS 704 KAR 3:390 describing A5 and A6 status in lieu of

703 KAR 5:240, which defines A1 status for schools. The district is interested in expanding which students may be served by an A5 school.

*Assignment of Teacher of Record*

Waive local educator assignment data administrative regulation to reconsider what constitutes the teacher of record – 16 KAR 1:050 (LEAD).

*School Calendar/Definition of what constitutes a school day*

KRS 156.070 & KRS 156.060

Waive requirement in KRS 156.070 that the minimum school term include “one hundred seventy-five (175) six (6) hour instructional days” and the requirement in KRS 156.060 that a “minimum of six (6) hours of actual school work shall constitute a school day.” This would give a District of Innovation the ability to educate students in different settings by creating staggered school days for some students so that they have a schedule that works for them.

This waiver would be granted only insofar as the requirement within HB 37 that “overall instructional time that is equivalent to or greater than that required under KRS 158.070, but which may include on-site instruction, distance or virtual learning, and work-based learning on nontraditional school days or hours.”

702 KAR 7:140, Section 6

Waive provisions that establish the activities that constitute the “instructional school day.” This would allow a DOI to grant credits for waiving certain basic classes in some schools. By doing that, the DOI could attract students to those schools, better differentiate instruction and move students into more rigorous reading, math, science and social studies classes. It would also allow a DOI to connect students to “career pathways” and “college classes” in more meaningful ways.

Waive requirement of adherence to a Master Bell Schedule in a School of Innovation delineating instructional and non-instructional time periods.

*Teaching load during school term*

KRS 156.070

Waive provision, for a school of innovation that states that “no teacher shall be required to teach more than the minimum term during the school year.” This waiver could be framed as being subject to additional compensation and under conditions established under an agreement with JCTA.

*Pupil Attendance*

KRS 169.010 and 702 KAR 7:125

Waive provisions regarding what constitutes pupil attendance. Permit rigorous, monitored educational activities toward instructional targets aligned with core content outside the standard school day to be included in the determination of attendance, including for the calculation of funding under SEEK. Waive provisions regarding how pupil attendance is taken.

*Course of Study and Credits to High School Graduation*

KRS 158.160 and 704 KAR 3:305

Waive provisions in KRS 158.160 and 704. KAR 3:305 regarding course of study and minimum requirements credit requirements for high school graduation. The waiver would need to comply with the provisions of HB 37 (2012 RS) which require “that high school course offerings meet or exceed the minimum required under KRS 156.160” and that “the student performance standards meet or exceed those adopted by the Kentucky Board of Education as required by KRS 158.685, including compliance with the statewide assessment system specified in KRS 158.6453.”

### *Teacher and Administrator Certification*

KRS 161.020

Waive provision in KRS 161.020 that states “no person shall be eligible to hold the position of superintendent, principal, teacher, supervisor...unless he or she holds a certificate ... issued by the Education Professional Standards Board.” This could permit certain highly qualified, yet non-certified, individuals to become school and instructional leaders and teachers of record. This waiver could be augmented with a set of criteria regarding what constitutes a “highly qualified, non-certified” candidate and the standards to be used to assess their capacity.

16 KAR 1:010

This administrative regulation, which sets the standards for the assessment and evaluation of certified employees for certification of teachers, would not be waived, but it should be noted, would not be in force for non-certified instructional and leadership staff hired under a waiver of KRS 161.020.

## **2. Innovative Design Components**

*A district successful in meeting this standard creates strategies and models that meet the established definition of innovation (KRS 156.108) and are reflective of best practice, based on data, and support for 21<sup>st</sup> Century learning*

### **2.1. Identifies innovative programs, models or strategies which readily support innovation, based on principles of innovation, & student learning.**

*How do the transformations prepare students for dynamic and rigorous standards for college- and career-readiness?*

JCPS is proposing alternative strategies that significantly improve upon existing practice and address persistent educational challenges. The district will: 1) support teachers and highly effective instruction through professional development and collaboration that focuses on assessing student needs and optimizing instructional resources, 2) seek flexibility to ease administrative requirements, 3) effectively use technology in teaching and learning, 4) better use community resources, and 5) create competency-based learning as part of its innovation plan. The identified innovations will also personalize the learning experience, deliver comprehensive systems of learning supports and offer anytime, everywhere opportunities for students. Moreover, web-conferencing to connect teachers and classrooms across schools along with virtual mentors via OpporTeen™ represent new structures for deploying adults in schools. This mentoring component will help students understand and acquire the aptitudes and education that will be needed and think about the steps necessary to achieve their future goals.

The JCPS District of Innovation plan will ensure 21<sup>st</sup> Century Learning success by increasing the information, media and technology skills of students and teachers alike. E-conferencing and use of the OpporTeen™ and CatSpan™ applications will enhance curriculum and instruction, build common core content knowledge as well as provide additional opportunities to develop communication and collaboration competencies for all students. Moreover, these applications offer students the ability to shape when, what, and how they learn and share insights with their peers.

The integration of real world experiences through the proposed mentorship and internship activities support college and career skills and will take advantage of the world-class corporate resources available in Louisville. The focus on galvanizing community support for student needs by means of *Louisville Linked* will improve student life skills and problem solving abilities as well as address their social, emotional, physical and cognitive needs.

Everyone's creativity and innovation skills - administrators, teachers, students and parents alike - will be enhanced through the School of Innovation design and selection process.

## ***2.2. Plan comprehensively describes how the innovative program, model or strategies will improve learning for students.***

Selected innovations embody the critical attributes shown to improve student achievement, close achievement gaps, decrease dropout rates, increase high school graduation and increase college enrollment.

The School of Innovation competition is a particularly exciting element in JCPS's plan. The district sees this as a way to dramatically reconfigure the school experience and improve student learning. Examples of possible school redesigns include:

- Create residential 6<sup>th</sup> to 9th grade schools - one for boys and one for girls - that target children who need to change their environments. Students would remain on campus 5 to 7 days per week. The extra time would focus on extended learning and enrichment programs.
- Develop Perseverance Academies that extend the school day by two hours. The same teachers work the extended hours. Students meeting the standards go home or attend enrichment programs. Students not meeting standards are required to stay for two extra hours and receive additional instruction and support.
- Provide defined groups of students with a Digital Education option. These students would have access to school electronically and district staff would visit their homes at regular intervals to check on them and their work. Students might need to attend school occasionally, but they would have the ability to move forward at their pace with adult support. This concept could also be extended to "fast paced" students. The idea is different from the eSchool experience because it would be more home based.
- Establish Saturday Academies, so students not meeting standards must attend a Saturday Academy until they meet the standard. The academies could be centrally located at schools in each achievement region. Potentially, participation would give students the opportunity to apply for scholarships available only to academy completers.
- Offer Professional Learning Academies as a school design where the entire schedule is built around INTEGRATION. Classes would be taught by teams of teachers in the same classrooms or pods of classrooms and students would earn dual credit for a single extended class period (for

example, English and Social Studies blended together in one room for two hours a day). Teachers would work collaboratively to connect the units and focus each student on what he or she needs to master to meet the standards. Proficiency would matter more than the amount of time spent on each subject. At the end, the student would receive credit for both courses.

What will be essential to the School of Innovation contest will be designs that propose flexibility in the learning environment to provide motivating, constructive and personalized learning experiences.

***2.3. Plan thoroughly and clearly explains how identified strategies will lead to students who are better prepared for success in life and work.***

JCPS has selected strategies that represent a comprehensive approach to ensure every student is prepared to reach their full potential and contribute to society through life. Strategy 1 focuses on classrooms and ensuring students have equal access to highly effective instruction. Strategy 2 concentrates on giving students tools to shape their own learning and make real world connections to careers and post-secondary options through college and professional mentors. Strategy 3 throws open the doors to engage the whole community in the learning process while Louisville Linked, Strategy 4, provides the supports many students need to be ready to learn.

**2.4. Goals and expected outcomes for the strategy are significantly supported by innovation**

As part of the current strategic plan, JCPS has well-developed goals, success measures and leading indicators all of which are supported by the District of Innovation designation. The expected outcomes include:

| <b>Focus Area 1: Increased Learning</b>  | <b>Focus Area 2: Graduation and Beyond</b>   | <b>Focus Area 3: Stakeholder Involvement/Engagement</b>   | <b>Focus Area 4: Safe, Resourced, Supported and Equipped Schools</b>  |
|--|--|---|---|
| <p><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. Increase in the achievement total by level as measured by the state assessments</li> <li>2. Increase in the growth total as measured by the state assessments</li> <li>3. Increase in the gap total by reducing the gap as measured by the state assessments</li> </ol> | <p><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. Increase in the percentage of students who are college- and career-ready as measured by the state accountability system</li> <li>2. Increase in the graduation rate as measured by the state accountability system</li> </ol> | <p><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. Increase in extended learning time as measured by the number of hours engaged in out-of-school time instruction in the core content areas and on the ACT</li> <li>2. Increase in the number of opportunities that support learning through community and parental involvement</li> </ol> | <p><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. Increase in the percentage of the budget directed to schools as measured by the final budget and increase in the percentage of the total general fund directed at instruction as measured by the final budget</li> <li>2. Retain and recruit high-quality staff members who reflect the diversity of the student population as measured by increased retention rates, increased recruitment rates, and an increase in staff demographics that match student demographics.</li> <li>3. Increase in the percentage of professional staff participating in targeted professional development as measured by pd Central</li> <li>4. Increase in school safety as measured by composite score derived from discipline data, survey data, and school building assessment data</li> </ol> |

| <b>Focus Area 1: Increased Learning</b>  | <b>Focus Area 2: Graduation and Beyond</b>  | <b>Focus Area 3: Stakeholder Involvement/Engagement</b>   | <b>Focus Area 4: Safe, Resourced, Supported and Equipped Schools</b>   |
|--|---|---|--|
| <p><b>Leading Indicators</b></p> <ol style="list-style-type: none"> <li>1. Increase in the achievement total, growth total, and gap total as measured by CASCADE benchmark assessments</li> <li>2. Increase in K Readiness and K–2 measures</li> <li>3. Increase in monthly attendance as measured by monthly attendance reports</li> <li>4. Decrease in the number of student suspensions as measured by monthly suspension reports</li> <li>5. Decrease in the number of dropouts as measured by monthly withdrawal reports</li> <li>6. Increase in the number of observed instructional best practices per month</li> <li>7. Increase in the number of completed Curriculum Management Audit actions</li> </ol> | <p><b>Leading Indicators</b></p> <ol style="list-style-type: none"> <li>1. Increase in the percentage of students reaching benchmarks on EXPLORE, PLAN, and ACT</li> <li>2. Increase in the percentage of students passing college placement tests</li> <li>3. Increase in the percentage of students receiving industry certifications</li> <li>4. Increase in the percentage of students enrolling in postsecondary institutions</li> <li>5. Increase in the number of students scoring 3 or better on Advanced Placement tests and scoring 24 or better on International Baccalaureate (IB) tests</li> <li>6. Include survey indicators regarding the satisfaction as well as other skills.</li> </ol> | <p><b>Leading Indicators</b></p> <ol style="list-style-type: none"> <li>1. Increase in extended learning time as measured by the number of hours engaged in out-of-school time instruction (e.g., SuccessMaker, Study Island) on a monthly basis in the core content areas and on the ACT</li> <li>2. Increase in the number of enrichment and service-learning opportunities to support student learning</li> <li>3. Increase in the use of Parent Portal and parent contacts</li> </ol> | <p><b>Leading Indicators</b></p> <ol style="list-style-type: none"> <li>1. Increase in the percentage of spending on items for schools, increase in the percentage of the total general fund directed at instruction, and decrease in spending unrelated to student achievement</li> <li>2. Increase in the retention and recruitment of high-quality staff as measured by retention rates, recruitment rates, and staff with advanced degrees or certifications</li> <li>3. Increase in the number of targeted professional-development opportunities per the schools’ identified priorities as measured by monthly reports from pdCentral. This should include an assessment of the impact of the professional development.</li> <li>4. Increase in the implementation of culturally responsive practices/principles and a decrease in race and poverty gaps in students’ sense of belonging as measured by survey data</li> <li>5. Increase in school safety as measured by a composite score derived from discipline data, survey data, and school building safety assessment data on a monthly basis</li> </ol> |



***2.5. Identified strategies, models, and/or programs reflect a strong connection to current district initiatives***

*Innovation Strategy 1 - Creating Equal Access to Highly Effective Instruction* corresponds with Focus Area 1 of the JCPS Strategic Plan - Increased Learning. The district is increasing student learning through the following seven strategies:

- 1.1 Design and implement a system to align the written, taught, and tested curriculum that allows teachers to be creative and to differentiate the taught curriculum to engage and to meet the needs of the whole child.
- 1.2 Determine through collaboration and research—and then institutionalize instructional best practices for—the effective delivery of the district-written curriculum and educational program in support of improved learning and the development of the whole child.
- 1.3 Design and implement a coordinated system of professional development that is aligned to annual strategic priorities and targeted to the needs of schools.
- 1.4 Establish a formal process to support and monitor the use of instructional best practices.
- 1.5 Develop and implement a comprehensive, balanced plan (that includes both formative and summative measures) for student assessment that includes K Readiness and K–2 measures and the use of authentic assessments where data are utilized to inform practice.
- 1.6 Develop and implement reading interventions for current third-grade students (Class of 2021), current fourth-grade students (Class of 2020), and current fifth-grade students (Class of 2019) who are not performing at the Proficient level.
- 1.7 Develop and implement early interventions for students who are entering kindergarten and who are identified as academically underprepared by a Kindergarten Readiness Assessment. Develop and implement early interventions for K–2 students who are identified by K–2 assessments.

*Innovation Strategy 2 – Extending Learning Opportunities so students can learn anywhere/anytime they can access instructional materials* aligns with Focus Area 2 of the Strategic Plan - Graduation and Beyond. The district is increasing student college- and career-readiness by means of the following four strategies.

- 2.3 Use advisory structures to increase the number of students pursuing and enrolling in extension and postsecondary experiences.
- 2.4 Work collaboratively with community partners, postsecondary education institutions, and the Kentucky Department of Education (KDE) to achieve the goals of 55,000 Degrees and the KDE and our Commonwealth Commitment to create a context where all students have a disposition for postsecondary education and are college- and career-ready.
- 2.5 Utilize our regional approach to strengthen the transitions between levels (elementary, middle, and high) as well as transitions between grades.
- 2.6 Develop capabilities of students to be effective and happy citizens, learners, workers, and leaders for the 21st century.

*Innovation Strategy 3 - Creating Schools of Innovation* clearly connects with Focus Area 3 of the Strategic Plan: Stakeholder Involvement/Engagement.

As a District of Innovation, JCPS will conduct a communitywide competition to identify and develop innovative ideas for the creation of one or several Schools of Innovation in Louisville Metro. The district will ask stakeholders from all interested sectors – parents, businesses, higher education, government, community agencies and interested citizens– to assemble design teams.

After final selection of the School(s) of Innovation by the Jefferson County Board of Education, JCPS will move quickly to implementation for the 2014-2015 school year.

Design teams including community representatives will remain actively engaged in implementation process, to ensure fidelity and urgency, through an Advisory Council.

*Innovation Strategy 4 – Creating a System of Support for Each Student to Succeed* using Resiliency Quadrants and Louisville Linked is aligned with Focus Area 4 of the JCPS Strategic Plan - Safe, Resourced, Supported and Equipped Schools, in particular:

4.4 Develop a comprehensive system of proactive student supports and interventions to ensure that all students are safe, feel secure, and possess a sense of belonging-primary foundations for learning.

### **3. Student Service Plan**

*A district successful in meeting this standard establishes a student services plan that is reflective of best practice, based on data, and support for 21<sup>st</sup> Century learning*

***3.1. Clearly and specifically communicates the total number of students being serviced by the proposed innovation plan.***

See table below.

***3.2. Clearly and specifically communicates the grade levels of the students serviced by the proposed plan.***

See table below.

## Student Service Plan

| <i>Proposed Strategy</i>   | <i>Expected Outcomes<br/>By school year 2017</i>  | <i>Sources of Data</i>   | <i>Total Number of<br/>Students Targeted<br/>by Grade level</i> | <i>Total Number of Students in Special<br/>Populations/Underrepresented Group</i>  |
|--|---|--|---|--|
| Strategy 1 – Equal Access to Highly Effective Instruction via Professional Collaboration | Increase district graduation rate to 84%.<br>Raise district gap score (combined reading and math) to 65.2.<br>Improve district total achievement score (combined reading and math) to 68.6.   | School Report Card<br><br>Infinite Campus<br><br>CASCADE/MAP   | Elem: 6,077<br>Middle: 7,083<br>High: 10,050                    | SES: Free/Reduced – 19,398<br>Race/Ethnicity: Hispanic – 1,903,<br>African-American – 10,676<br>Gender: Female – 10,901, Male – 12,309<br>Disability – 3,341 |
| Strategy 2 – Extended Learning   | Increase district college and career readiness score to 79.3.<br>Increase district graduation rate to 84%<br>Raise district gap score (combined reading and math) to 65.2.<br>Improve district total achievement score (combined reading and math) to 68.6      | College & Career Ready Dashboard<br>School Report Card<br><br>Infinite Campus<br><br>CASCADE/MAP     | Middle: 7,083<br>High: 10,050                                   | SES: Free/Reduced – 13, 879<br>Race/Ethnicity: Hispanic – 1,443<br>African-American – 7,125<br>Gender: Female – 7,911, Male – 9,222<br>Disability – 2,531    |
| Strategy 3 – School of Innovation Community Design Competition                           | Create a School of Innovation designed by the community   | TBD  | TBD   | TBD  |
| Strategy 4 – Louisville Linked   | Increase district graduation rate to 84%.<br>Raise district gap score (combined reading and math) to 65.2.<br>Improve district total achievement score (combined reading and math) to 68.6<br><br>Increase district college and career readiness score to 79.3. | School Report Card<br><br>Infinite Campus<br><br>CASCADE/MAP<br><br>College & Career Ready Dashboard | Elem: 6,077<br>Middle: 7,083<br>High: 10,050                    | SES: Free/Reduced – 19,398<br>Race/Ethnicity: Hispanic – 1,903,<br>African-American – 10,676<br>Gender: Female – 10,901, Male – 12,309<br>Disability – 3,341 |

Elementary Schools– Cochran Elementary, Gutermuth, Jacob, King, Lincoln Elementary Performing Arts, Maupin, Mill Creek, Roosevelt Perry, Sanders, Semple, Shelby Traditional Academy, Wheatley (12)

Middle Schools – Frederick Law Olmsted Academy North, Frederick Law Olmsted Academy South, Frost, Knight, Lassiter, Myers, Stuart, Thomas Jefferson, Waggener, Western, Westport (11)

High Schools – Doss, Fairdale, Fern Creek, Iroquois, Seneca, Southern, The Academy @ Shawnee, Valley, Western (9)

### ***3.3. Comprehensively and systematically provides service for a variety of students (grade level or special population).***

Each of the district's strategic plan focus areas has well developed methods and action steps to achieve success measures. The whole thought behind doing a strategic plan with a clear vision and goals was to change expectations - creating a new system of teaching and learning. It was not just about modifying existing systems. These strategies comprehensively and systematically provide specific services, processes and measures for all level of students, including all grade levels, special needs, English as a Second Language, and early childhood. This District of Innovation application deliberately builds on and incorporates the strong foundation provided the strategic plan, including the following quality indicators:

#### Focus Area 1 – Increased Learning

1.6 Develop and implement reading interventions for current third-grade students (Class of 2021), current fourth-grade students (Class of 2020), and current fifth-grade students (Class of 2019) who are not performing at the Proficient level.

1.7 Develop and implement early interventions for students who are entering kindergarten and who are identified as academically underprepared by a Kindergarten Readiness Assessment. Develop and implement early interventions for K–2 students who are identified by K–2 assessments.

1.8 Use program evaluations to measure, monitor, and manage program adoption, improvement, implementation, expansion, or termination.

1.9 Create a coordinated system of student support that will result in increasing attendance, reducing dropout and suspensions, and ultimately increasing time spent on learning.

1.10 Provide for continuous improvement of systems designed to support student achievement and to eliminate the achievement gap

#### Focus Area 2 - Graduation and Beyond

2.1 Increase the percentage of students reaching benchmarks on EXPLORE, PLAN, and ACT.

2.3 Increase the percentage of students receiving industry certifications.

2.4 Increase the percentage of students enrolling in postsecondary institutions.

#### Focus Area 3 - Stakeholder Involvement/Engagement

3.7 Build capacity for schools to develop Professional Learning Communities with cohorts of teachers and administrators who share a collective vision for and shared ownership of achievement for each child.

3.8 Celebrate learning—the successes of our students as well as the contributions of teachers, administrators, parents, and community stakeholders.

#### Focus Area 4 - Safe, Resourced, Supported and Equipped Schools

4.7 Provide, monitor, and support Cultural Competence training (that includes pedagogical strategies) for 100 percent of staff. Utilize the expertise of JCPS staff, community partners, and institutions of higher education to develop the training.

4.8 Retain and recruit high-quality staff who reflect the diversity of the student population.

4.9 Create a system of targeted professional development. Assess the impact (footprints) of the professional development on the students' desks. Our formula is: Teacher Talent + Professional Development = Improved Student Achievement.

4.10 Create a system of support for collaboration in Professional Learning Communities.

In addition, the ESL Newcomer Academy began in 2006-2007 and serves Jefferson County Public Schools' (JCPS) middle and high school students who are at the beginning levels of their English proficiency. Students typically are in their first year of instruction in the United States and often have had no formal schooling or interrupted formal schooling prior to enrolling in JCPS. The goal of the academy is to help transition students by providing a welcoming learning environment that utilizes targeted resources and research-based strategies to best serve this unique population.

A research study in 2011, controlling for free/reduced lunch and previous formal schooling, found that more days attended at the ESL Newcomer Academy was significantly related to higher reading and math scores,  $r(173) = .16, p < .05$ , and  $r(173) = .15, p < .05$ , respectively. More days attended at the ESL Newcomer Academy was also significantly related to higher ACCESS for ELLs scores,  $r(374) = .13, p < .05$ .

Currently ESL Newcomer Academy, located at a single site, only accommodates students through grade 10. Because ESL students live throughout the county and have very diverse needs, the district is considering expanding through grade 12 and adding at least two other locations throughout the district to better support and serve students with limited English proficiency.

### ***3.4. Exceptionally reflects a commitment to equity and demonstrates an appreciation for diversity.***

JCPS has a longstanding commitment to educational excellence and equity. JCPS has an aggressive policy of inclusion among all its personnel and students. The District's Exceptional Child Education (ECE) department will assist the project personnel in making all activities appropriate for all students. ECE will provide any adaptive equipment necessary for teachers to adapt materials and activities for all students. The English as a Second Language (ESL) office will translate documents when necessary and will provide effective strategies for addressing the needs of ESL students as the need arises. With more than 100,000 students representing over 60 language groups, JCPS consistently works to provide opportunities for all students to learn at high levels. The District constantly strives to recruit more minority teachers to provide role models for the substantial number of students from minority groups.

Project personnel will ensure that no gender, racial, national origin, color, disability or gender barriers exist to impede equitable access for participants to attend all activities. If any participant needs accommodation of any kind, project personnel will work with the individual to ensure participation. This project guarantees equitable access to the programs in this application and is designed to address the diverse needs of the broad population of students.

In June 2007, the United States Supreme Court ruled that there is a compelling governmental interest in maintaining diversity in public schools, but that the race of an individual student may not be used to determine the assignment of that student. This ruling reversed the school district's long-standing method of assigning students that was begun by federal court order in 1975. The

Board responded to the Supreme Court decree by (1) ceasing to make new individual student assignments on the basis of race, (2) unanimously reaffirming the school district's commitment to maintaining diversity in school enrollments, and (3) adopting guiding principles and a process to develop new and innovative ways to promote and enhance diversity in our public schools. The guiding principles adopted by the Board in 2007 are:

**Diversity** –The student assignment plan will create schools that reflect the diversity of the community by including students from different ethnic, racial, and economic groups and students with disabilities. This diversity will prepare students to participate fully in a democratic society.

**Quality** –The student assignment plan will result in higher achievement of all students by enhancing the quality of the instructional program.

**Choice** –The student assignment plan will provide families the opportunity to choose from a variety of facilities and programs that best meet student needs at schools that are strategically placed to enhance diversity and contribute to the attractiveness of the district and the vibrancy of the community.

**Predictability**–The student assignment plan will offer predictability to parents in the assignment of their students at every point in their educational career. Families will be able to understand the choices that are available and the process for assignment.

**Stability**–The student assignment plan will provide the opportunity for students to have continuity in the schools they attend, and it will provide each student with connectedness to the school staff, peers, and the social and academic community of the school.

**Equity**–The student assignment plan will provide equitable access to programs and resources for all students.

The JCPS Student Assignment Plan, in and of itself, is designed to reduce minority student isolation and achieve a balance of diverse students for all schools.

We believe that cultural competence is not static, rather it is an ongoing developmental process. Since 2007, the JCPS Department of Diversity, Equity and Poverty Programs (DEP) has offered the Institutes for Cultural Competence. The Institute is designed for teachers and administrators to learn the theory and practice of cultural competence. The focus is on the deeper work of personal, professional, and systemic transformation for the purpose of achieving social justice and equity in our schools.

DEP also designed and provided awareness training in cultural competence to various JCPS role groups beginning in the summer 2012 and through the winter 2012. The next step is developing capacity within the district to provide ongoing training. In partnership with the University of Louisville (U of L) College of Education and Human Development (CEHD) and the College of Arts & Sciences (A&S), 18 teachers will complete a series of graduate level courses taught by A&S and CEHD faculty. Upon successful completion of all courses, U of L will award these teachers a Graduate Certificate in Diversity Literacy. These teachers will become the core of cultural competence trainers who can provide leadership and training at the district or school level on an ongoing basis.

DEP will conduct follow-up professional development for staff on understanding and improving inclusive behaviors, attitudes and practices in schools and the work place. The professional development DEP delivers includes the use of Student Voices to instruct and inspire.

## 4. Professional Development Plan

*A district successful in meeting this standard establishes a professional development plan that is reflective of best practice, based on data, and support for 21<sup>st</sup> Century learning*

*4.1. Specifically and clearly identifies professional development for faculty and staff which clearly support innovation.*

The following table identifies specific professional development related to each Innovation Strategy. For Strategy 4, Louisville Linked, JCPS will use predictive data to inform effective interventions and data dashboards will be developed to help schools identify students for interventions. Training in the use of data and data dashboards will be provided. The district will use Student Response Teams (SRT) at the district and school level to stop violence and bullying, prevent risky behaviors and provide assistance to families to remove educational barriers. Ongoing training will be provided to staff on the SRTs.

| Strategy  | Delivery Process   | Timeframe   | Participants<br>(Number, grade levels) | Purpose/Effectiveness Measures   | Lead staff   |
|---|--|---|--|--|--|
| <b>Strategy 1 – Equal Access to Effective, Rigorous Instruction</b> | Teacher Leader PD - training for highly effective teachers and PLCs to mentor less experienced teachers and PLCs                               | Summer Y1 first group of teachers from 10-11 Transformation Zone schools<br>Summer Y2 second group of teachers from additional 10-11 TZ schools<br>Summer Y3 teachers from remaining 10-12 TZ schools | K-12 Teachers                          | <ul style="list-style-type: none"> <li>• Re-enforce HETL</li> <li>• Using data to improve curriculum and instruction using CIITS and other tools</li> <li>• Effective coaching</li> <li>• Reflective Dialog</li> <li>• Content Facilitation</li> <li>• Instructional strategies to address equity and diversity</li> <li>• How to use conferencing technology</li> </ul> | Asst Sup C/I and CES Specialist                          |
|   | Training for teacher mentees (web-conferencing to connect classrooms of highly effective teachers with classrooms of less experienced teachers | Summer Y1 first group of teachers from 10-11 Transformation Zone schools<br>Summer Y2 second group of teachers from additional 10-11 TZ schools<br>Summer Y3 teachers from remaining 10-12 TZ schools | K-12 Teachers                          | How to use conferencing technology   | Asst Sup C/I and CES Specialist                          |
|   | Facilitation and modeling of beginning classroom & PLC conferences   | Fall Y2 – Group 1<br>Fall Y3 – Group 2<br>Fall Y4 – Group 3   | K-12 Teachers                          | Support for effective collaboration  | CES Education Technology Teachers assigned to TZ schools |



| Strategy                              | Delivery Process  | Timeframe                  | Participants<br>(Number, grade levels) | Purpose/<br>Effectiveness Measures  | Lead staff                                     |
|---------------------------------------|---|----------------------------|--|---|--|
| <i>Strategy 2 – Extended Learning</i> | <i>[Note there are 20 TZ middle &amp; high schools.]</i>  |                            |  |   |  |
| <i>Opporteen™</i>                     | Face-to-face Just-in-Time teacher and counselor training on OpporTeen™ for first group of 6-8 TZ high schools to use the tool. Follow-up modules (a series of 3-4 sessions lasting 1-2 hours) created and made available for online or face-to-face training. | Winter 2014                | Teachers of grades 7-12                | <ul style="list-style-type: none"> <li>• Develop knowledge of tool capabilities.</li> <li>• Share classroom strategies for tool use.</li> </ul>   | CES and Gheens staff                           |
|                                       | Face-to-face Mentor training  | Winter 2014                | Volunteer Mentors                      | <ul style="list-style-type: none"> <li>• Understanding of JCPS volunteer guidelines and</li> <li>• Working knowledge of OpporTeen™ use</li> </ul> | CES, Gheens, and Volunteer Talent Center staff |
|                                       | Repeat cycle with an additional 6-8 TZ middle and high schools in Y2; Add remaining 4-8 TZ middle and high schools in Y3  | Fall 2014<br><br>Fall 2015 | Teachers of grades 7-12                | <ul style="list-style-type: none"> <li>• Develop knowledge of tool capabilities.</li> <li>• Share classroom strategies for tool use.</li> </ul>   | CES and Gheens staff                           |

| Strategy                                  | Delivery Process   | Timeframe               | Participants<br>(Number, grade levels) | Purpose/<br>Effectiveness Measures  | Lead staff                         |
|---|--|-------------------------|--|---|------------------------------------|
| <i>Strategy 2 –<br/>Extended Learning</i> |  |                         |  |   |                                    |
| <i>CatSpan™</i>                           | Train Development Teams at 2 TZ schools (comprised of 2-3 teachers for each core content area and select students) on purpose and goals of the CatSpan™ partnership and meet bi-monthly or monthly as needed to impact tool development. | Fall 2013 - Spring 2014 | Teachers and students for grades 10-11 | <ul style="list-style-type: none"> <li>• Identify student and teacher needs for CatSpan™ tool;</li> <li>• Prioritize design elements;</li> <li>• Test the components as they are developed;</li> <li>• Identify issues; and</li> <li>• Problem-solve solutions</li> </ul> | CES, Gheens and CatSpan™ Developer |
|   | Face-to-face Just-in-Time teacher training on CatSpan™ for first group of 6- 8 TZ middle and high schools to implement the tool in Y2. Follow-up modules created to be available for online or face-to-face training.                    | Fall 2014               | Teachers of grades 7-12                | <ul style="list-style-type: none"> <li>• Develop knowledge of tool capabilities.</li> <li>• Share classroom strategies for tool use.</li> </ul>   | CES and Gheens staff               |
|   | Repeat cycle with an additional 6-8 TZ schools in Y3 and remaining 6-8 TZ schools in Y4  | Fall 2015<br>Fall 2016  | Teachers of grades 7-12                | <ul style="list-style-type: none"> <li>• Develop knowledge of tool capabilities.</li> <li>• Share classroom strategies for tool use.</li> </ul>   | CES and Gheens staff               |

| Strategy  | Delivery Process   | Timeframe        | Participants (Number, grade levels) | Purpose/ Effectiveness Measures  | Lead staff  |
|---|--|------------------|-------------------------------------|--|---|
| <i>Strategy 3 – School of Innovation Design Content</i> | Communicate contest internally and externally. Provide information to interested participants via press release, social media, PTA, SBDMs and other regular partner meetings as well as specially convened community meetings. | Late Summer 2013 | K-12                                | Generate community-interest and widespread involvement.  | Director of Student Assignment, Executive Director of Communication; Superintendent, Chief Academic Officer, Executive Director of Data Management and Program Evaluation |
|   | Provide technical assistance to School of Innovation design contest finalists  | Fall 2013        | Community Stakeholders              | Assist teams in identifying necessary action steps to establish planned School of Innovation, including: waivers, staffing, recruiting and similar considerations. | Director of Student Assignment, and Executive Director of Data Management and Program Evaluation  |
|   | Train members of team with winning concept to act as an Advisory Group to the new School of Innovation.  | Fall 2014        | Community Stakeholders              | Ensure fidelity to concept; Trouble-shoot issues; Assess performance   | Director of Student Assignment and district staff.  |

| Strategy                              | Delivery Process  | Timeframe  | Participants (Number, grade levels)  | Purpose/ Effectiveness Measures   | Lead staff                                 |
|---------------------------------------|---|--|--|---|--|
| <i>Strategy 4 - Louisville Linked</i> | Article Monday Memo, Principal Memo and Feature on JCPS website   | Y1 - Fall  | District instructional and administrative staff  | Building District-wide Awareness  | Communications Staff                       |
|                                       | Training for frontline district staff. Face to face PD, how-to/step-by-step use of Louisville Linked                    | Y1 – Initial training Fall of 2013 and ongoing training at least twice per year. | Elem, Middle and High School Teachers, Counselors, FRYSCs, Assistant Principals and Principals along with other members of Students Response Teams | <ul style="list-style-type: none"> <li>Working knowledge of Louisville Linked tool</li> <li>Embed tool use as an academic support strategy</li> </ul>   | Computer Education and Support Staff (CES) |
|                                       | Open Lab Training Face-to-face PD, explain role of strategy, introduction to use of tool, and hands-on practice         | Y1 – Fall and ongoing as needed  | Community Service Providers and Business Partners  | <ul style="list-style-type: none"> <li>Working knowledge of Louisville Linked tool</li> <li>Embed tool use as an academic support strategy</li> </ul>   | Computer Education and Support Staff       |
|                                       | Video-based how-to/step-by-step instruction via link on JCPS website  | Y1 – Fall and ongoing as needed  | Parents via Parent Portal, Business Partners, Community-based Service Providers  | Enhance community collaborations to improve achievement   | Computer Education and Support Staff       |
|                                       | Additional help and TA support via Mgt Info System (MIS) response center  | Y1 – Fall and ongoing as needed  | Available to all users   | <ul style="list-style-type: none"> <li>Working knowledge of Louisville Linked tool</li> <li>Embed tool use as an academic support strategy</li> </ul>   | MIS and CES                                |
|                                       | Training for frontline district staff. Face to face PD, how-to/step-by-step use predictive data dashboard aka “pop-up.” | Y1 – Spring and ongoing as needed  | Elem, Middle and High School Teachers, Counselors, FRYSCs, Assistant Principals and Principals along with other members of Students Response Teams | <ul style="list-style-type: none"> <li>Working knowledge of “pop up” that daily IDs students with absences, low scores on assessments, family emergencies, etc who are in need of assistance</li> <li>Embed tool use as an academic support strategy</li> </ul> | CES  |

*4.2. Specifically and clearly explains why proposed professional development will prepare faculty and staff for increased success in innovation and student learning.*

Explain how the professional development will increase the level of success in student learning and innovation.

JCPS's innovation efforts are grounded in the district's strategic plan and comprehensive district improvement plan, which describe the district's PD priorities in detail.

A key imperative for the district is the development of a systematic PD plan and schedule to meet the needs of principals, teachers, resource teachers/staff developers/clarity coaches and other staff. Three focus areas for this PD include 1) affirming the Professional Learning Community (PLC) Process, 2) Standards Based instruction, and 3) Equipping teachers with tools for formative assessments. A Teacher Quality Institute is planned to gather district-wide input on 4-6 key characteristics for quality classroom instruction. The results will be analyzed with the Jefferson County Teachers Association (JCTA) to identify characteristics that define quality instruction. The characteristics will be infused across the district through targeted PD sessions, embedded in walk-through instruments, supported in schools, and implemented in classrooms to improve instruction. District PD will also support PLC teams with school-based Resource Teachers and protected PLC time for analysis of student work and assessment of data for targeted interventions.

The professional development proposed specifically for the District of Innovation strategies, dovetailed with the district's overarching PD plans, provide a reliable roadmap to improve student achievement.

*4.3. Comprehensively and systematically prepares adult learners to service a variety of students (grade level or special population).*

Professional development will be provide to teachers of all grade levels at the 32 Transformation Zone schools, which include 12 elementary schools, 11 middle schools and 9 high schools.

*4.4. Exceptionally reflects a commitment to equity and demonstrates an appreciation for diversity.*

JCPS's PD imperatives include providing, monitoring, and supporting initial Cultural Competence training (that includes pedagogical strategies) for 100 percent of staff. The district is using the expertise of JCPS staff, community partners, and institutions of higher education to develop and deliver the training. The district is developing and implementing an evaluation of cultural competence training, including participant feedback surveys and case studies. As the initial training is completed, JCPS will collaborate with community partners and university faculty to provide leadership development, targeted follow-up training, and further develop and refine cultural competency training.

## 5. Timeline

*A district successful in meeting this standard establishes a timeline that is specific, attainable, reflective of best practice, based on data, and support for 21<sup>st</sup> Century learning*

*5.1. Timeline thoroughly outlines a plan of innovation implementation*

Please see tables below for detailed timeline and implementation plans.

*5.2. Evidence of very strong sense of urgency at all levels of the school district community for innovation plan*

When developing the strategies with parents, community partners and district staff, action steps were developed with a sense of immediacy to reshape the learning experience in ways that support every child's success. In addition the scale of the district's proposed innovations – targeting 32 Transformation Zone schools – is extensive and designed to serve a substantial portion of district students. The project's graduation, gap, total achievement and college- and career- ready delivery targets are especially ambitious and are driven by a powerful resolve to advance student achievement.

Please see timeline and implantation tables below.

*5.3. Evidence of significant levels of risk taking and focus on innovation*

The proposed educational innovations empower teachers, students, staff and the community to be the agents of change. In particular, the proposed School of Innovation design contest is an especially adventurous innovation. Please see tables below.

## Timeline and Implementation Plan – Jefferson County Public Schools – District of Innovation (DOI)

Y1 = SY 2013-14      Y2 = SY 2014-15      Y3 = SY 2015-16      Y4 = SY 2016-17      Y5 =SY 2017-18

| <b>Strategy 1: Creating Equal Access to Highly Effective Instruction through Professional Collaboration –<br/>Champion: Computer Education Support (CES) - Sharon Shrout and Jana Hickey</b> |   |  |   |   |
|--|---|--|---|---|
| <i>Timeframe</i>   | <i>Activities</i>   | <i>Outcomes and Milestones</i>   | <i>Staff Responsible</i>  | <i>Resources Needed</i>   |
| Y1 - Spring  | Identify classrooms and Professional Learning Communities (PLCs) at Transformation Zone (TZ) Schools to participate in collaboration and mentoring via web-conferencing | Complete by May 2014   | Chief Academic Officer (CAO), Asst Superintendent Curriculum/Instruction, 6 Area Asst Superintendents & 32 Principals | Staff time  |
| Y1 - Spring  | Non- PLA Transformation Zone Schools vote to participate in DOI program activities, as required.  | Complete by May 2014   | CAO & Jefferson County Teachers Assoc   | Survey monkey or similar tool   |
| Y1 - Summer and continuing each Summer through Y5  | PD for teachers participating in web-conferencing, including how to use technology and methods for highly effective teachers to mentor less experienced teachers        | <ul style="list-style-type: none"> <li>• Re-enforce HETL</li> <li>• Using data to improve curriculum and instruction using CIITS and other tools</li> <li>• Effective Coaching</li> <li>• Reflective Dialog</li> <li>• Content Facilitation</li> <li>• Instructional Strategies to personalize instruction and address equity and diversity</li> </ul> | Computer Education Support (CES) as well as Gheens Staff  | Staff time<br>Training space (Gheens or Jaeger)<br>web cameras<br>conferencing software |
| Y2   | Implement PLC web-conferencing and Teacher/Leader Mentoring of new Teachers at 33% of Transformation Zone schools   | # Classrooms<br># Transformation Zone Schools participating  | CAO, Asst Sup C/I, CES & 11 TZ principals   | Teacher time; TIP computers; web cameras, conferencing software                         |
| Y3   | Implement PLC web-conferencing and Teacher/Leader Mentoring of new Teachers at 66% of TZ schools  | # Classrooms<br># TZ Schools participating   | CAO, Asst Sup C/I, CES & 22 TZ principals   | Same as above   |
| Y4-5   | Implement PLC web-conferencing and Teacher Leader Mentoring at all TZ schools   | # Classrooms<br># TZ Schools participating   | CAO, Asst Sup C/I, CES & 32 TZ principals   | Same as above   |
| Y5   | Assess impact of strategy & explore applying to other district elementary, middle & high schools  | End of project assessment completed summer 2018  | CAO, Asst Sup C/I, CES, Area Asst Sups, Principals & Data Mgt   | Staff time  |

| <b>Strategy 2: Extending Learning Opportunities so Students Learn Anywhere/Anytime They Have Access to Instructional Materials –<br/>Champion: Assistant Superintendent for Academic Support Programs – Dr. Carol Montgomery and Naomi Brahim and Pam Royster</b> |   |   |  |   |
|---|---|---|--|---|
| <i>Timeframe</i>  | <i>Activities – CatSpan™, OpporTeen™ and Competency-Based Learning</i>  | <i>Outcomes and Milestones</i>                  | <i>Staff Responsible</i>   | <i>Resources Needed</i>   |
| <b>OpporTeen™<br/>Y1</b>  | District works with developer of OpporTeen™ (or comparable application) to assure compatibility needs and IT standards are met in preparation for roll out of the instructional tool.                           | Fall 2013                                       | Management Information System (MIS) and CES staff  | OpporTeen™ Developer, CES and MIS staff time                        |
| Y1  | Identify ways to tie OpporTeen™ in with “I Go To College” summer melt, 8 <sup>th</sup> grade transition and other relevant initiatives.   | Fall 2013                                       | CES, College Access Specialist II and Counselor Specialist II  | Staff time  |
| Y1  | Identify initial group of middle and high schools to use OpporTeen™ for virtual mentoring.  | Fall 2013                                       | Chief Academic Officer (CAO), Asst Superintendent for Curriculum/Instruction, Asst Superintendent for Student Academic Support Programs, 6 Area Asst Superintendents & 32 Principals | Staff time  |
| Y1  | Identified schools and their counselors begin to recruit mentors. Mentors undergo records check as appropriate. Provide training to mentors.  | Winter 2014                                     | Business Partnerships, Counselor Specialist II and CES staff   | Staff time<br>Mentors   |
| Y1  | Train teachers and counselors at identified Transformation Zone schools how to use OpporTeen™. Begin with face-to-face Just-in-Time training and follow-up with training modules usable online or face-to-face. | Winter 2014                                     | CES, Gheens staff and Counselor Specialist II  | Staff time<br>Training space (Gheens or Jaeger)<br>Software license |
| Y1  | Implement OpporTeen™ and virtual mentoring at 10 Transformation Zone schools  | Spring 2014                                     | CES, Gheens staff and Counselor Specialist II  | Teacher, Counselor and Mentor time                                  |
| Y2  | Repeat cycle at an additional 10-12 TZ schools  | Fall 2014 - Spring 2015                         | CES, Gheens staff and Counselor Specialist II  | Teacher, Counselor and Mentor time                                  |
| Y3  | Repeat cycle with final 10-12 TZ schools  | Fall 2015 – Spring 2016                         | Same as above  | Teacher, Counselor and Mentor time                                  |
| Y4-Y5   | Y4 – Continue implementation<br>Y5 - Assess impact of strategy & explore applying to other district middle and schools  | End of project assessment completed summer 2018 | CAO, Asst Sup C/I, CES, Counselor Specialist II, Area Asst Sups, Principals & Data Mgt   | Staff Time  |



| <b>Strategy 2: Extending Learning Opportunities - continued</b> |  |   |  |   |
|---|--|---|--|---|
| <i>Timeframe</i>  | <i>Activities</i>  | <i>Outcomes and Milestones</i>                  | <i>Staff Responsible</i>   | <i>Resources Needed</i>   |
| <b>CatSpan™<br/>Y1</b>  | Phase I- Create developmental partnership with CatSpan™ (or comparable) developer. Establish Focus Groups to provide initial input into system design.   | Late summer to Fall 2013                        | CES  | Staff time  |
| Y1  | Phase II – Create Development Teams at 2 TZ high schools. Involve 2-3 teachers for each core content area @ sophomore or junior levels. Focus on EOC classes (Algebra I, Biology, English II and US History). Include student users on Development Team and meet regularly (possibly bi-monthly) to discuss system needs and trouble-shoot issues with CatSpan™ developer. | Fall 2013- Spring 2014                          | CES, Gheens staff and Counselor Specialist II  | Staff time  |
| Y2  | Phase III – Add 8 more high and middle schools using CatSpan™ application.   | Fall 2014 – Spring 2015                         | CES, Gheens staff and Counselor Specialist II  | CES, Gheens and Counselor Specialist II Staff time; Teacher and Student time<br>Software licenses<br>Current tablets & additional tablets as needed |
| Y3  | Add final 10 TZ high and middle schools  | Fall 2015 - Spring 2016                         | CES, Gheens staff and Counselor Specialist II  | Teacher and Student time<br>Software licenses<br>Current tablets & additional tablets as needed   |
| Y4-Y5   | Y4 – Continue implementation<br>Y5 - Assess impact of strategy & explore applying to other district middle and schools   | End of project assessment completed summer 2018 | CAO, Asst Sup C/I, CES, Counselor Specialist II, Area Asst Sups, Principals & Data Mgt | Staff time  |

| <b>Strategy 2: Extending Learning Opportunities - continued</b> |   |   |  |  |
|---|---|---|--|--|
| <i>Timeframe</i>  | <i>Activities</i>   | <i>Outcomes and Milestones</i>                  | <i>Staff Responsible</i>   | <i>Resources Needed</i>                              |
| <b>Competency-based learning (CBL)</b><br><b>Y1</b>             | Phase I – Explore: Evaluate current district efforts (i.e., Jefferson County High School); identify areas in both high school and middle school where CBL is a strong fit; review KDE and national data on best practices, including New York Performance Standards Consortium work; develop protocols and systems for schools to follow. | Fall 2013- Spring 2014                          | Asst Sup C/I, College Access Specialist II, Counselor Specialist II, and CTE staff           | Staff time   |
| Y2  | Phase II – Pilot: Select 2-4 TZ schools to “own the project.” Work with these schools to solve the challenge within the set of parameters established in Year 1.  | Fall 2014 – Spring 2015                         | College Access Specialist II, Counselor Specialist II, CTE staff, TZ Principals and Teachers | Staff time<br>Standards-based assessment instruments |
| Y3  | Phase III – Scale-up: Add an additional 8-10 TZ middle and high schools   | Fall 2015 – Spring 2016                         | College Access Specialist II, Counselor Specialist II, CTE staff, TZ Principals and Teachers | Standards-based assessment instruments               |
| Y4  | Add remaining TZ middle and high schools. Refine parameters and needed supports   | Fall 2016 – Spring 2017                         | College Access Specialist II, Counselor Specialist II, CTE staff, TZ Principals and Teachers | Standards-based assessment instruments               |
| Y5  | Assess impact of strategy & explore applying to other district middle and high schools  | End of project assessment completed summer 2018 | CAO, Asst Sup C/I, CES, Counselor Specialist II, Area Asst Sups, Principals & Data Mgt       | Staff time   |

| <b>Strategy 3: Creating Schools of Innovation –<br/>Champion: Director of Student Assignment - Jonathan Lowe</b> |  |                                |  |   |
|--|--|--------------------------------|--|---|
| <i>Timeframe</i>   | <i>Activities</i>  | <i>Outcomes and Milestones</i> | <i>Staff Responsible</i>   | <i>Resources Needed</i>   |
| Y1   | Open Call for Proposals – extensive promotion of opportunity within Jefferson County   | Summer 2013                    | Superintendent, CAO, Directors of Student Assignment and Communications  | Media support<br>Community engagement   |
| Y1   | Using KDE District of Innovation Scoring Rubric recommend finalists  | Early Fall 2013                | Panel of Community Stakeholders, including: members of the Board of Education; district staff; parents; teachers; KDE District 180 staff; business, government & nonprofit sectors | Staff and community partner time  |
| Y1   | Finalists spend 4 months preparing detailed proposal to flush out their ideas and outline the steps necessary to implement the School of Innovation. District provides technical assistance. | Late Fall 2013                 | Dir. of Student Assignment & Ex Dir Data Mgt & Prog Eval provide technical assistance. Superintendent & Resource Development identify funding source.                              | Stakeholder volunteer time, Staff time, and up to \$25,000 for finalists to fully develop their concept |
| Y1   | Board of Education Selects Best School of Innovation concept/proposal  | January – February 2014        | Board of Education   | Board Member time   |
| Y1   | Prepare to open School of Innovation – recruit principal, teachers & staff, identify students, prepare an existing site  | Spring 2014                    | CAO, Area Asst Sup, Chief Operations Officer, Human Resources  | Staff time<br>School start-up costs   |
| Y1   | Staff at new school vote to participate in District of Innovation, as required.  | Late Spring 2014               | CAO and Jefferson County Teachers Assoc  | Survey Monkey or similar tool   |
| Y2   | School of Innovation Opens and Instruction begins  | Fall 2014                      | Principal and teachers   | School Site, Principal, Teachers & Students   |
| Y3-5   | School of Innovation operates and assesses student impacts   |                                | Principal, Teachers and Data Mgt & Prog Eval   | Staff time  |
| Y3-5   | Community Advisory Group provides ongoing input and feedback on School of Innovation   |                                | Area Asst Sup and Principal  | Advisory Group volunteer time   |

**Strategy 4: Creating a System of Support for Each Student to Be Successful (Resiliency Quadrants and Louisville Linked) – Champion: Director of Family Resource and Youth Services Centers (FRYSC) - Carol Bartlett**

| <i>Timeframe</i> | <i>Activities</i>  | <i>Outcomes and Milestones</i>  | <i>Staff Responsible</i>  | <i>Resources Needed</i>   |
|------------------|--|---|---|---|
| Y1               | Recruit community partners   | Summer 2013   | CAO & Dir FRYSCs  | Community Partners  |
| Y1               | When student needs assistance, school staff at all Transformation Zone schools access Louisville Linked by connecting with Metro United Way Community Resource web page.   | Fall 2013   | Dir FRYSCs, Management Information Systems (MIS), & CES   | Partnership with Metro United Way and community agencies                      |
| Y1               | Develop database to track referrals to community resources - Louisville Linked Cares or similar name.  | Early Fall 2013   | Dir FRYSCs, CES and MIS   | Staff time  |
| Y1               | Training on Louisville Linked/MUW community resource listings and case tracking database for principals, asst principals, school counselors, FRYSC Coordinators, and other Student Response Team staff(SRT) from all TZ schools  | Fall 2013 - Ongoing principal, counselor, FRYSC Coordinator & SRT leader training at least twice a year | Dir FRYSCs and CES  | Staff time<br>Training space (Gheens or Jaeger)<br>Current computer equipment |
| Y1               | Use referral database - Louisville Linked Cares - to track outcomes of community referrals. If a need is met, close the case. If need is not met, database connect schools with the larger community. School posts needs on a regular basis (weekly, bi-weekly or monthly) to a specific segment of the community (for example, health care providers) or to entire group of partner agencies. Interested partners log-in to offer assistance. | Fall 2013   | Dir FRYSCs, CES, Principals, SRT members, Counselors, FRYSC Coordinators and community agency partner staff | Staff time<br>Current computer equipment<br>Community partner staff time      |
| Y1               | Referral database is a two-way street. Community groups can use database to post available services or donations to assist with school and district needs. For example, a community center receives 50 backpacks and can post this availability on the referral database to identify a participating school in need of the item. A school would log-in and claim the donation.   | Ongoing recruiting of community partners and training of staff at community agencies                    | Dir FRYSCs, CES, Principals, SRT members, Counselors, FRYSC Coordinators and community agency partner staff | Staff time<br>Current computer equipment<br>Community partner staff time      |
| Y1               | Develop dashboard for school administrators that identifies needs of individual students or identified student groups. This pop-up will occur daily identifying students with specific risk-factors: absences, low scores on assessments, family emergency, etc.   | January 2014  | Dir FRYSC, MIS and CES  | Staff time  |
| Y1               | Train school staff on use of data pop-up   | Spring 2014   | CES   | Staff time & training space   |
| Y2 – Y5          | Continue implementation. Y5 Assess long-term impact  | End of project assessment completed summer 2018   | Data Mgt  | Staff time  |

## 6. Data/Accountability

*A district successful in meeting this standard has determined the outcomes its plan will attain and how the strategies of the plan are designed to improve student learning to a greater degree than the district's traditional strategies.*

### **6.1. In-depth explanation for how innovation plan will improve student learning required by the accountability system.**

Innovation 1: Equal Access to Highly Effective, Rigorous Instruction through Professional Collaboration – Research has shown that effective instruction and course rigor lead to higher student achievement. Strong mentor teachers provide inexperienced teachers with instructional tools and models that increase the inexperienced teachers' instructional capacity and the rigor of their instruction. Teacher teaching capacity and course rigor will increase the learning required for the accountability system in all areas including proficiency, gap, growth, college and career ready and graduation rate.

Innovation 2: Extending Learning - OpporTeen™ and CatSpan™ – Research has shown that by increasing student career knowledge and providing relevance of learning student engagement increases. Additionally, the technology will increase communications between school personnel and the student and their family. This increased access to professionals, experts in the field through OpporTeen™, will increase student learning, especially in the area of college and career readiness. The increased access to their teacher, through CatSpan™, will enable students to get timely feedback, which in turn will lead to higher accountability scores.

Innovation 3: School of Innovation Design Contest – This will be determined by the type and quality of the contest submissions.

Innovation 4: System of Support for Student Success - Louisville Linked - Research has consistently shown that if students' physical and emotional needs are not being met that their learning will be severely hindered. By connecting students to service agencies that are best suited to meet the student's physical and emotional needs, then the students will be more capable of focusing on the content being taught, have increased attendance, and have the ability to engage in their learning at a higher level. These factors will increase the learning required for the accountability system in all areas including proficiency, gap, growth, college and career ready and graduation rate.

#### Works Consulted

Allen, J. P., Pianta, R. C., Gregory, A., Mikami, A.Y., & Lun J. (2011). An interaction-based approach to enhancing secondary school instruction and student achievement. *Science*, 333, 1034-1037.

National Research Council (2012). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. Author: Washington, DC.

### **6.2. Gives in-depth explanation for how innovation plan will improve student learning NOT required by accountability system.**

Innovation 1: Equal Access to Highly Effective, Rigorous Instruction through Professional Collaboration – Some of the *JCPS Strategic Plan Leading Indicators* that will be tracked for participating schools that this innovation will affect include: benchmark assessments,

attendance, suspensions, withdrawals, observed best practices, college and career readiness rates, extended learning time rates, increased retention of high quality staff, and increased targeted professional development.

Innovation 2: Extended Learning - OpporTeen™ and CatSpan™ – Some of the *JCPS Strategic Plan Leading Indicators* that will be tracked for participating schools that this innovation will affect include: benchmark assessments, college and career readiness rates, extended learning time rates, and number of enrichment opportunities.

Innovation 3: School of Innovation Design Contest – This will be determined by the type and quality of the contest submissions.

Innovation 4: System of Support for Student Success - Louisville Linked – Some of the *JCPS Strategic Plan Leading Indicators* that will be tracked for participating schools that this innovation will affect include: benchmark assessments, attendance, suspensions, withdrawals, college and career readiness rates, and extended learning time rates.

**6.3. Student learning and performance will be comprehensively measured by multiple sources of evidence/data.**

**Leading Indicators and Alignment of Innovation Strategies with District Strategic Plan**

| JCPS District Plan Leading Indicator   | Innovation Strategy 1: <i>Equal Access to Highly Effective Instruction through Professional Collaboration</i> | Innovation Strategy 2: <i>Extending learning– OpporTeen™ CatSpan™ and Competency-Based Learning</i> | Innovation Strategy 3: <i>Creating Schools of Innovation</i> | Innovation Strategy 4: <i>System of support for student success – Louisville Linked</i> |
|--|---|---|--|---|
| 1.1. Increase in the achievement total, growth total, and gap total as measured by CASCADE benchmark assessments | ✓   | ✓   | ✓  | ✓   |
| 1.3. Increase in monthly attendance as measured by monthly attendance reports                                    | ✓   |   |  | ✓   |
| 1.4. Decrease in the number of student suspensions as measured by monthly suspension reports                     | ✓   |   |  | ✓   |
| 1.5. Decrease in the number of dropouts as measured by monthly withdrawal reports                                | ✓   |   |  | ✓   |
| 1.6. Increase in the number of observed instructional best practices per month                                   | ✓   |   |  |   |

|   | Innovation Strategy 1:<br><i>Equal Access to Highly Effective Instruction through Professional Collaboration</i> | Innovation Strategy 2:<br><i>Extending learning—Opporteen™ CatSpan™ and Competency-Based Learning</i> | Innovation Strategy 3:<br><i>Creating Schools of Innovation</i> | Innovation Strategy 4:<br><i>System of support for student success – Louisville Linked</i> |
|---|--|---|---|--|
| 2.1. Increase in the percentage of students reaching benchmarks on EXPLORE, PLAN, and ACT   | ✓  | ✓   |   | ✓  |
| 2.2. Increase in the percentage of students passing college placement tests   | ✓  | ✓   |   | ✓  |
| 2.3. Increase in the percentage of students receiving industry certifications   | ✓  | ✓   |   | ✓  |
| 2.4. Increase in the percentage of students enrolling in postsecondary institutions   | ✓  | ✓   |   | ✓  |
| 2.5. Increase in the number of students scoring 3 or better on Advanced Placement tests and scoring 24 or better on International Baccalaureate (IB) tests  | ✓  | ✓   |   | ✓  |
| 2.6. Include survey indicators regarding the satisfaction as well as other skills.  | ✓  | ✓   |   | ✓  |
|   |  |   |   |  |
| 3.1. Increase in extended learning time as measured by the number of hours engaged in out-of-school time instruction (e.g., SuccessMaker, Study Island) on a monthly basis in the core content areas and on the ACT | ✓  | ✓   |   | ✓  |
| 3.2. Increase in the number of enrichment and service-learning opportunities to support student learning  | ✓  | ✓   |   | ✓  |
| 3.3. Increase in the use of Parent Portal and parent contacts   |  | ✓   |   |  |

|   | Innovation Strategy 1:<br><i>Equal Access to Highly Effective Instruction through Professional Collaboration</i> | Innovation Strategy 2:<br><i>Extending learning—Opporteen™ CatSpan™ and Competency-Based Learning</i> | Innovation Strategy 3:<br><i>Creating Schools of Innovation</i> | Innovation Strategy 4:<br><i>System of support for student success – Louisville Linked</i> |
|---|--|---|---|--|
| 4.2. Increase in the retention and recruitment of high-quality staff as measured by retention rates, recruitment rates, and staff with advanced degrees or certifications   | ✓  |   |   |  |
| 4.3. Increase in the number of targeted professional-development opportunities per the schools' identified priorities as measured by monthly reports from pdCentral. This should include an assessment of the impact of the professional development. | ✓  |   |   |  |
| 4.4. Increase in the implementation of culturally responsive practices/principles and a decrease in race and poverty gaps in students' sense of belonging as measured by survey data  | ✓  |   |   |  |
| 4.5. Increase in school safety as measured by a composite score derived from discipline data, survey data, and school building safety assessment data on a monthly basis  | ✓  |   |   |  |

**6.4. Uses detailed comparison and/or trend data to evaluate student learning and improve student learning.**

The leading indicators above will be used for formative trend (at least quarterly) data to determine if the innovations are having a positive impact on student learning so in-year adjustments can be made as needed. The trend data using the accountability components will be followed year-to-year to determine success of the innovations and to make end of year adjustments.

**6.5. Excellent assessment system, aligned with learning expectations, will yield reliable, valid and timely and information.**

District of Innovation goals and outcomes will be evaluated by Specialists from the Data Management, Planning and Program Evaluation Division, a unit of JCPS. The division serves as



a data and evaluation resource for both internal and external projects of JCPS. Because the division operates as an independent unit from other JCPS departments, the evaluators are outside the chain of command from project directors. JCPS evaluators manage a comprehensive state of the data warehouse that includes cognitive data (e.g., achievement scores) and non-cognitive data (e.g., attendance) on each individual student. As evidenced by the Leading Indicators above, by the Student Service Plan (page 25) and Monitoring Plan (page 53), Evaluation Specialists will regularly collect and assess data and provide it to project staff to inform adaptations and adjustments.

***6.6. Comprehensive support systems, using student data/results is evident and allow for continuous measuring for effectiveness.***

The leading indicators are currently being developed into a dashboard. Once completed, a school could access their leading indicators, which will include trend data. Additionally, the district and state report cards will contain the state accountability data.

## **7. Resources**

*A district successful in meeting this standard has a detailed plan for the effective use of human, fiscal and physical resources to meet the demands of its plan.*

*7.1. Detailed and focused description of how human, fiscal, and physical resources will be utilized by the innovation plan.*

The district's innovation strategies will require personnel, equipment, space and external funding. Resources to support and deliver this plan include:

Strategy 1 Equal Access to Highly Effective Instruction through Professional Collaboration:

Students, Staff time (Computer Education Support Staff, Chief Academic Officer, Assistant Superintendent Curriculum and Instruction, 6 Area Assistant Superintendents, 32 Principals at Transformation Zones schools, Gheens Academy staff, K-12 teachers at TZ schools) survey monkey or similar tool, training space at Gheens Academy or Jaeger Education Center, current web cameras and additional cameras as needed, conferencing software, and teacher TIP computers are all needed to identify schools and classrooms for teacher and PLC web-conferencing, to provide the training necessary for the work to be effective, to engage in the teacher and PLC collaborations, monitor the impact and adjust activities to meet project targets.

Strategy II: Extending Learning Opportunities so Students Learn Anywhere/Anytime:

Students, Staff time (Assistant Superintendent for Academic Support Programs, Counselor Specialist II, College Access Specialist II, Management Information Systems staff, Computer Education Support staff, Chief Academic Officer, Assistant Superintendent for Curriculum and Instruction, 6 Area Assistant Superintendents, 32 Principals at TZ schools, Business Involvement staff, grades 7-12 teachers at TZ middle and high schools, counselors at TZ middle and high schools), mentors (professionals, corporate and college representatives), OpporTeen™ and CatSpan™ Developer, OpporTeen™ and CatSpan™ licenses, training space at Gheens Academy or Jaeger Education Center, and standards-based assessment instruments to evaluate skills

mastery will be needed to implement the extended learning and competency-based learning components.

### Strategy III: School of Innovation Design Contest

Parents, government, businesses, nonprofits, universities and other community stakeholders are needed to establish design teams for the School of Innovation contest. Members of the Board of Directors, KDE District 180, and district staff (Superintendent, Director of Student Assignment, Executive Director of Communications and Community Relations, Chief Academic Officer and Executive Director of Data Management and Program Evaluation) are needed to promote the contest, provide technical assistance to finalists, review the design team proposals and select contest winners.

Outside funding of approximately \$100,000 will be needed to provide finalists with up to \$25,000 to fully develop their concepts for final consideration. The Superintendent and Resource Development staff will secure this funding.

### Strategy IV: Comprehensive System of Student Supports – Louisville Linked

Metro United Way and Community Services Providers, district Staff (Director of Family Resource and Youth Service Center Coordinators; Management Information Systems staff; Computer Education Support staff; Principals; School-Based, Achievement Area and District Level Student Response Teams; FRYSC Coordinators and Counselors), training space at Gheens Academy or Jaeger Education Center, and current computer equipment are needed to deliver student supports through Louisville Linked at 32 TZ elementary, middle and high schools.

In addition, Data Management, Planning and Program Evaluation Staff will be needed for all strategies to collect data, evaluate progress towards outcomes and share information with project staff to identify successes and make necessary refinements.

*7.2. Plan clearly describes how district personnel will be utilized effectively to advance innovation efforts.*

See resources column of Timeline and Implementation tables beginning on page 37.

*7.3. If appropriate, plan clearly and specifically establishes a process to assign professional and support staff based on student learning needs and outcomes.*

Strategy 3.5 in *Vision 2015* focuses on Collaboration with the Parent Teacher Association (PTA), Jefferson County Teachers Association (JCTA), Jefferson County Association of School Administrators (JCASA), community organizations, and institutions of higher education to increase the “concerted cultivation mindset” among parents in the community so that they become our partners in the “educational cultivation” of our children.

We know that JCTA fully supports a rigorous curriculum, effective instruction, adequate resources, willing students, and a social and cultural climate in which education is encouraged and respected, which is what we are striving for with our District of Innovation application.

JCTA continues to be a valuable partner and recognizes that teachers are key players in creating successful learning environments. The district considers teachers an important partner in decision making and a positive force as we look at different ways of doing things in schools. We will work closely with JCTA, among other organizations, to consider alternative ways to assign professional and support staff based on student learning needs and outcomes.

*7.4. Thorough discussion of how budgetary planning and sufficient resources are employed to ensure effective implementation of innovation plan.*

Through the development of the district's strategic plan, special attention was given to how resources are directed to schools. An important success measure associated with strategic Focus Area 4 is increasing the percentage of the budget directed to schools and increasing the percentage of total general funds directed at instruction as indicated in the final budget.

Beginning in the 2012-13 academic year, substantial staff and financial resources have been moved from district central offices to the school level. This included basing Resource Teachers and Global Clarity Coaches in schools and adding Assistant Principals at the elementary level.

The district will continue to identify ways to reduce central office expenses in order to devote more resources directly to schools and instruction. We are committed to providing sufficient resources to this District of Innovation Plan to meet the needs and optimize the achievement of every student.

*7.5. If appropriate, plan fully establishes a process for providing facilities, services, and/or equipment/technology for successful implementation of innovation plan.*

Current facilities should be adequate to house project activities. Slight adaptations may need to be made to an existing site to accommodate the School of Innovation produced by the design contest, but this is yet to be determined. For the most part, current equipment and technology will serve project needs. Some web cameras and tablets may need to be purchased.

## **8. Outcomes for Learning**

*A district successful in meeting this standard establishes learning expectations and opportunities for students that are reflective of best practice, based on data, and support for 21<sup>st</sup> Century learning*

*8.1. Focused and thorough description of how the innovation plan will lead to greater improvement in student learning.*

In July 2012, JCPS commissioned a Curriculum Management Audit, which provided an external, objective view of how well district systems and structures support student achievement. Auditor reviews compared our current status against audit standards, which reflect the characteristics of a high-performing organization. Those reviews provided very specific actions to ameliorate any discrepancies between where the district is and the standards to which it aspires. Those recommendations have been incorporated into this plan.

Every dollar the district spends, including every position, needs to be focused on the goals and strategies that will best prepare each student for college, career and life in a globally competitive environment. This plan includes recognized best practices, ensures full transparency and will use measurable outcomes (See Student Service Plan page 25.) to assure accountability for maintaining focus on what benefits students. The proposed strategic innovations will guide our daily work, aligning efforts to successfully reach our Commonwealth Commitment to the Kentucky Department of Education (KDE) and our commitment to the 55,000 Degrees goals.

*8.2. Exceptionally reflects a commitment to equity and demonstrates an appreciation for diversity, particularly for special populations.*

The Jefferson County Board of Education is committed to a world class school system which supports educational excellence regardless of ethnicity, gender, national origins, different abilities, or religion. Equitable academic programs and services which respond to the needs of a diverse student population and which prepare all students for a changing workplace within a global economy are essential.

The Jefferson County Board of Education defines multicultural education as that which recognizes, values and affirms diversity in a pluralistic environment. Education that is multicultural fosters:

- intergroup understanding, awareness, and appreciation by students and staff of diverse ethnic, cultural, and linguistic groups represented in JCPS;
- positive attitudes toward cultural diversity, especially in early grades by dispelling misconceptions, stereotypes, and negative beliefs about themselves and others.
- dialogue about the impact of racism and other barriers to acceptance of our common humanity;
- development of positive, productive interaction among people and experiences of diverse cultural groups, and;
- understanding of historical, political and economic bases of current inequities.

The Jefferson County Board of Education believes that multicultural education has an immediate and direct connection to student learning and staff development that cultivates high expectations for all students, especially students from low income families and students of color.

The Jefferson County Board of Education recognize that multicultural education is not a limited experience but a continuous process that embraces and accepts the interdependence of national and global groups. We also recognize that multicultural education is an integral reform necessary in transforming the educational process to sustain an environment where diversity is valued and the commitment to multicultural education is evident.

Our surveys of JCPS parents and high school students about their attitudes and experiences showed a very strong desire for diverse schools and for school choice. Students felt well prepared for the community's diverse future and strongly supported integration. JCPS is nationally for accomplishments in operating diverse schools for nearly four decades.

*8.3. Systematically addresses educational opportunities for all students.*

The Department of Diversity, Equity, and Poverty Programs (DEP) provides resources for diverse student populations and prepares faculty to work in a culturally diverse environment. Through Diversity, Equity and Poverty, cultural competence training has become a priority in the district. The DEP also provides services over 12,000 homeless students each school year to support their learning success. Likewise the district offers extensive services to English Language Learners and their families as well as to students eligible for Exceptional Child Education programs.

*8.4. Plan provides a focused description of non-traditional learning opportunities.*

Through the district's proposed innovation strategies and requested waivers, JCPS will significantly modify where, when, how, and with whom learning occurs. Web-conferencing will

expand how teachers are supported in enhancing their content knowledge and instructional practice, affirming high expectations for all classrooms. Innovations such as CatSpan™, OpporTeen™ and competency-based learning will promote student curiosity to seek out information, offer motivation to participate in their own learning and supply encouragement to persist in reaching short- and long-term learning objectives. The School of Innovation community design challenge flips the traditional decision-making process so community input shapes district practice. Finally, Louisville Linked recognizes that every child has distinct needs both inside and outside the classroom and delivers the individualized supports they require to achieve at high levels.

## 9. Communication Plan

*9.1. Describe the activities/processes the district plans to utilize to communicate the innovation plan to each of the following groups: students, parents and families, staff and faculty, feeder schools, school board members, teachers, teacher organizations/associations, community-based organizations, local philanthropy, and other education partners.*

See table below.

*9.2. Describe what has been completed to date to communicate the innovation plan to all stakeholders.*

See table below.

## COMMUNICATION PLAN

2013

2014

| Communication Strategy   | Jan  | Feb | Mar  | Apr  | May | Jun  | July | Aug | Sept | Oct | Nov | Dec. | Jan | Feb |
|--|------|-----|------|------|-----|------|------|-----|------|-----|-----|------|-----|-----|
| Preliminary planning begins  | 28th |     |      |      |     |      |      |     |      |     |     |      |     |     |
| Superintendent’s planning meetings   |      |     | 6th  | 15th |     | 15th | X    | X   | X    | X   | X   |      |     |     |
| Communicate with community partners – 55,000 Degrees, Mayor’s Office, Metro United Way, and University of Louisville |      |     | 5th  |      |     |      |      |     |      |     |     |      |     |     |
| Update to Board  |      |     | 11th |      |     |      | X    |     |      | X   |     |      | X   |     |
| Update principals  |      |     |      | 19th |     |      | X    |     |      |     |     |      |     |     |
| Update & solicit input from 15th District PTA  |      |     |      | 18th |     |      | X    |     |      | X   |     |      | X   |     |
| Board approval to submit   |      |     |      | 22nd |     |      |      |     |      |     |     |      |     |     |
| National Public Radio (NPR) Broadcast  |      |     |      | 29th |     |      |      |     |      |     |     |      |     |     |
| Submit application   |      |     |      |      | 1st |      |      |     |      |     |     |      |     |     |
| Jefferson County Teachers Association (JCTA) Board will review application for approval                              |      |     |      |      | 9th |      |      |     |      |     |     |      |     |     |
| Convene district champions for each strategy   |      |     |      |      |     |      | X    |     | X    |     | X   |      | X   |     |
| Convene community based organizations and postsecondary education partners.  |      |     |      |      |     |      |      | X   |      | X   |     | X    |     | X   |
| Update at 2013-14 JCPS Administrator’s Retreat   |      |     |      |      |     |      |      | X   |      |     |     |      |     |     |
| Ongoing updates at Cabinet meetings, Superintendent’s circle and monthly central office staff meeting.               |      |     |      |      |     |      |      |     | X    | X   | X   | X    | X   | X   |
| Ongoing communication via District’s Twitter account, webpage, email and <i>Monday Memo</i>                          |      |     |      |      |     |      | X    | X   | X    | X   | X   | X    | X   | X   |

Table A. **Monitoring Plan**

| Data Source   | Rationale for selection of data source   | How the data source will be used in relation to proposed plan  | How the data source will be reviewed over 5 years to gauge implementation success    |
|---|--|--|--|
| Infinite Campus   | This system has the necessary information.   | Students served: total number and by <ul style="list-style-type: none"> <li>• socio-economic status,</li> <li>• race or ethnicity,</li> <li>• gender,</li> <li>• disability and</li> <li>• grade level.</li> </ul>                                 | Beginning at the end of Year 1 and reported annually for the term of approved status |
| Infinite Campus (Persistence to Graduation Too)                   | This system has the necessary information.   | Students not on track to graduate from high school by <ul style="list-style-type: none"> <li>• socio-economic status,</li> <li>• race or ethnicity,</li> <li>• gender,</li> <li>• disability and</li> <li>• grade level.</li> </ul>                | Annually for term of approved status   |
| Infinite Campus (IC) & College and Career (CCR) Ready Dashboard   | Graduation – data (i.e., credits & grades) are in IC and the dashboard contains the most up-to-date information on CCR | Document student progress towards graduation and college and career readiness.   | Annually for term of approved status   |
| LEAD Report and Infinite Campus                                   | LEAD Report has necessary teacher information and IC has mater schedule.   | Total number of participating, certified teachers as well as roles and responsibilities.   | Annually for term of approved status   |
| LEAD Report, Infinite Campus and possibly survey                  | These data sources will provide the necessary information.   | Document certified and classified staff operating in non-traditional school environments.  | Annually for term of approved status   |
| Survey of schools, Technology Records when available, ESS records | Survey to determine specifics of each school, use reports from extended time programs, and ESS data.                   | Document extended learning opportunities provided for purpose of earning or recovering credit, including <ul style="list-style-type: none"> <li>• qualifications of instructors,</li> <li>• time spent and</li> <li>• student outcomes.</li> </ul> | Annually for term of approved status   |



OFFICE OF THE MAYOR  
LOUISVILLE, KENTUCKY

GREG FISCHER:  
MAYOR

March 7, 2013

Donna M. Hargens, Ed.D., Superintendent  
Jefferson County Public Schools  
VanHoose Education Center  
3332 Newburg Road  
Louisville, KY 40232

Dear Dr. Hargens:

On behalf of Louisville Metro Government, I am pleased to support Jefferson County Public Schools' (JCPS) application to the Kentucky Department of Education to become a District of Innovation. This designation will give the district flexibility to make systemic changes to better support its strategic plan. The many partnerships between the city and district attest to successful collaborative efforts designed to meet the unique needs of a large urban district. Three recent examples include:

- **Grade Level Reading Louisville (GLRL)**, which is a joint effort between JCPS, the city and Metro United Way, addresses school readiness, summer learning loss, and chronic absenteeism. The GLRL plan won an All-America City Award in Denver last summer.
- The **Out-of-School-Time (OST) Coordinating Council of Louisville**, also a partnership between the city, JCPS and Metro United Way, received a four-year, \$765,000 grant from the Wallace Foundation to improve coordination between in-school and out-of-school time to improve education outcomes. This partnership has resulted in designating more than 80 OST venues as JCPS Learning Places, which help children use two on-line tools – SuccessMaker and Study Island – that extend the learning day, allowing children extra time to work on reading and math skills.
- **55,000 Degrees (55K)** works to move Louisville into the top tier among its competitive cities by 2020 by increasing the number of bachelor's degrees by 40,000 and associate's degrees by 15,000. JCPS is heavily involved in 55K efforts to create a strong college-going culture and prepare students for success in college, career, citizenship and life.

I applaud the district's efforts to reach *Vision 2015: All JCPs students graduate prepared to reach their full potential and contribute to our society throughout life*. This opportunity to become a District of Innovation will allow JCPS to change systems and structures within the district to better address gaps in student achievement. It is exciting to see the district pursue a plan to transform current models of student learning in ways that produce better prepared students for next generation learning and prepare students to meet the rigorous standards of college- and career-readiness when they graduate.

JCPS Letter of Support - Page 54

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LOUISVILLE METRO HALL 527 WEST JEFFERSON STREET LOUISVILLE, KENTUCKY 40202 502.574.2003

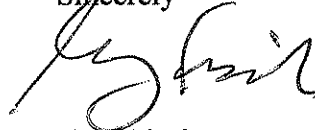


Page 2  
Dr. Donna Hargens  
March 8, 2013

The success of any JCPS initiative must include meaningful engagement from the community and it is a positive step to see the district enthusiastically seek input from the community as they pursue becoming a District of Innovation. The city is pleased to become a partner in creating new ways to deploy learning and to help relate that learning to real world experiences. Last summer, we took a first step to do just that by adding the Kauffman Foundation's *Ice House Entrepreneurship Program* training to our *SummerWorks* jobs program for teens. SummerWorks, which is a partnership between JCPS Adult Education and KentuckianaWorks, not only provided jobs for 400 youngsters, but also introduced them to fundamental concepts of an entrepreneurial mindset through an eight-day curriculum. These youngsters learned about business, and they applied those skills and concepts in the workplace. We hope to work with you to double the number of teens that participate this coming summer.

I appreciate the partnerships the city and JCPS have forged in the past and look forward to working with you in new, creative and innovative ways. I wish you the best as the district pursues designation as a District of Innovation.

Sincerely

A handwritten signature in black ink, appearing to read "Greg Fischer". The signature is fluid and cursive, with a large initial "G" and "F".

Greg Fischer  
Mayor

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Worthington Law Firm, PLLC

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Mary Gwen Wheeler

March 11, 2013

**Donna M. Hargens, Ed.D**  
Superintendent  
Jefferson County Public Schools  
VanHoose Education Center  
3332 Newburg Road  
Louisville, KY 40232

Dear Dr. Hargens:

55,000 Degrees enthusiastically supports Jefferson County Public Schools' (JCPS) application to the Kentucky Department of Education to become a District of Innovation. As a founding partner of 55,000 Degrees, Jefferson County Public Schools has joined a business, education and civic partnership aspiring to increase economic prosperity and improve our quality of life by raising the educational level of Louisville's citizens. The public-private partnership depends on JCPS to prepare students for college and career, yet recognizes our community must overcome historically low levels of education attainment and accelerate the pace of change to move its education profile into the top tier of American cities by the year 2020.

The Districts of Innovation application offers a unique opportunity for JCPS to not only make progress toward its strategic Vision 2015: All JCPs students graduate prepared, but moreover to transform the system of teaching and learning to prepare all students with 21st century skills. It is exciting to see JCPS explore new uses of technology to enhance (and personalize) student learning and engagement, and to expand learning time; new approaches to professional collaboration to enhance teacher effectiveness and equal access to quality instruction; and a redesign of schools that leads to increased achievement for all students.

Transformation cannot occur through incremental change. It requires innovation--and collaboration. The 55,000 Degrees movement is an expression of a shared sense of responsibility and alignment of goals and activities, and it is encouraging to see JCPS asking for stakeholder support to be a District of Innovation. We must seize this opportunity to dramatically improve student outcomes, and together, we can reach our ambitious 2020 goal of a college-educated and prosperous community.

I look forward to working with you and wish you the best as the district pursues designation as a District of Innovation.

Sincerely yours,

**Mary Gwen Wheeler**  
Executive Director

JCPS Letter of Support - Page 56

March 15, 2013

Donna M. Hargens, Ed.D.  
Superintendent  
Jefferson County Public Schools  
VanHoose Education Center  
3332 Newburg Road  
Louisville, KY 40232

Dear Dr. Hargens:

I wholeheartedly support the Jefferson County Public Schools' (JCPS) application to the Kentucky Department of Education to become a District of Innovation. This designation should give the district the flexibility to make systemic changes to better support your strategic plan. With your encouragement and support, our College of Education and Human Development and the University of Louisville have worked with JCPS on a number of initiatives, most recently as a state "Center for Leadership Excellence" (CLE) and through the Signature Partnership Initiative (SPI).

I know the district is progressing to reach *Vision 2015: All JCPS students graduate prepared to reach their full potential and contribute to our society throughout life*. This opportunity should give JCPS the opportunity to change systems and structures within the district and better address gaps in student achievement. It is exciting to see the district pursue a plan to transform current models of student learning in ways that produce better prepared students for next generation learning and prepare students for meeting the rigorous standards to be college and career ready when they graduate.

The success of any JCPS initiative must include meaningful engagement from the community. It is a positive step to see the district enthusiastically seeking input from the community as they pursue the goal of becoming a District of Innovation. Together we have experienced significant advances in innovation through our SPI with JCPS and continue to advance what is already nationally recognized work in engagement with high poverty areas.

I look forward to working with you and wish you the best as the district pursues designation as a District of Innovation.

Sincerely,



W. Blake Haselton, Ph.D.  
Interim Dean



March 11, 2013

Donna M. Hargens, Ed.D.  
Superintendent  
Jefferson County Public Schools  
VanHoose Education Center  
3332 Newburg Road  
Louisville, KY 40232

Dear Dr. Hargens:

GLI supports the Jefferson County Public Schools' (JCPS) application to the Kentucky Department of Education to become a District of Innovation as we understand it. This designation should give the district the flexibility to make systemic changes to better support your strategic plan. We have long been a partner with JCPS and we look forward to seeing the fruits of their plan in the form of more college and career ready students.

We know the district is working toward *Vision 2015: All JCPS students graduate prepared to reach their full potential and contribute to our society throughout life*, and this opportunity should give JCPS the chance to change systems and structures within the district to better address gaps in student achievement. It is exciting to see the district pursue a plan to transform current models of student learning in ways that produce better prepared students for next generation learning and for meeting the rigorous college and career ready standards.

The success of any JCPS initiative must include meaningful engagement from the community and it is a positive step to see the district enthusiastically seeking input from the community as they pursue becoming a District of Innovation.

We look forward to working with you and wish you the best as the district pursues designation as a District of Innovation.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eileen Pickett', is written over a horizontal line.

Eileen Pickett  
Executive Vice President  
Community and Economic Development

JCPS Letter of Support - Page 58

# Metro United Way



Metro United Way

**LIVE UNITED®**

March 8, 2013

Donna M. Hargens, Ed. D.  
Superintendent  
Jefferson County Public Schools  
VanHoose Education Center  
3332 Newburg Road  
Louisville, KY 40232

Dear Dr. Hargens:

On behalf of Metro United Way, I am writing to say that we wholeheartedly support Jefferson County Public Schools' (JCPS) application to the Kentucky Department of Education to become a District of Innovation. This designation should give the district the flexibility to make systemic changes to better support your strategic plan. As you know, Metro United Way has a long history of collaboration with JCPS around initiatives designed to improve academic outcomes for all JCPS students, especially those with the highest need. Most recently we have worked together to build a system to increase the quality of and participation in out-of-school time (OST) programs. As two of the three anchor organizations on the Louisville OST Coordinating Council, we have been working together to discover how OST programs can support students academically and how best to ensure that quality programs are accessible to the students who need them where they live.

I know the district is progressing to reach *Vision 2015: All JCPS students graduate prepared to reach their full potential and contribute to our society throughout life*. This opportunity should give JCPS the chance to change systems and structures within the district to better address gaps in student achievement. It is exciting to see the district pursue a plan to transform current models of student learning in ways that produce better prepared students for next-generation learning and that prepare students for meeting the rigorous standards for being college- and career-ready upon graduation.

Metro United Way  
334 East Broadway  
PO Box 4488  
Louisville KY 40204-0488  
ph: 502 583-2821  
fx: 502 583-0330

Oldham County  
PO Box 431  
LaGrange KY 40031  
ph: 502 222-7172  
fx: 502 633-1406

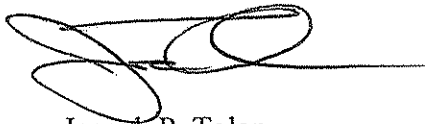
Shelby County  
179 Alpine Drive  
Shelbyville KY 40065  
ph: 502 633-4484  
fx: 502 633-1406

Clark, Floyd and  
Harrison Counties  
405 E. Court Avenue  
Suite 3, PO Box 476  
Jeffersonville IN  
47131-0476  
ph: 812 282-7587  
fx: 812 206-7415

The success of any JCPS initiative must include meaningful engagement from the community, and it is a positive step to see the district enthusiastically seeking input from the community as they pursue becoming a District of Innovation. Three of our community aspirations focus on education and are, thus, inextricably linked to your work: All children will enter kindergarten ready to learn; all youth will complete high school on time and ready for college, work, and life; and, all parents and caregivers will have the knowledge, skills, and abilities to maintain family stability and help their children succeed. It is only through innovative collaborations that we can accomplish these goals. We are committed to being a part of this initiative.

We look forward to working with you and wish you the best as the district pursues designation as a District of Innovation.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joseph P. Tolan', with a long horizontal line extending to the right.

Joseph P. Tolan  
President and CEO



VanHoose Education Center  
3332 Newburg Road | Louisville, Kentucky 40218  
(502) 485-3995

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Company

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Zeon Chemicals

**Paul Thompson**  
LG&E and KU Energy

**Jeff Uligian**  
Genentech

March 7, 2013

Donna M. Hargens, Ed.D.  
Superintendent  
Jefferson County Public Schools  
VanHoose Education Center  
3332 Newburg Road  
Louisville, KY 40232

Dear Dr. Hargens:

I am writing on behalf of the Jefferson County Public Education Foundation. I want to reflect our support for the Jefferson County Public Schools' application to the Kentucky Department of Education to become a District of Innovation. As you know, the Foundation provides financial support, program support and advocacy for JCPS initiatives. Given the Foundation's mission, our endorsement of this application makes tremendous sense.

As the district strives for Vision 2015 with higher student achievement goals, JCPS will need to make changes to address performance gaps. It is exciting to see the district pursue a plan to transform the current models of student learning to produce better prepared students that can meet more rigorous standards of being college and career ready after graduation.

As we have in the past, the JCPE Foundation can provide meaningful support in your quest to engage the community as part of this valuable designation and initiative. We look forward to working with you as a District of Innovation.

Sincerely,

James R. Allen  
Board Chairman

Cherie Dimar  
15th District PTA  
Cell: (502) 693-8104  
cbcdimar3@aol.com



319 South 15th Street  
Louisville, Kentucky 40203  
Office: (502) 485-3535  
Fax: (502) 485-7062

April 30, 2013

*every child. one voice.*®

Donna M. Hargens, Ed.D.  
Superintendent  
Jefferson County Public Schools  
VanHoose Education Center  
3332 Newburg Road  
Louisville, KY 40232

Dear Dr. Hargens:

We support the Jefferson County Public Schools' (JCPS) application to the Kentucky Department of Education to become a District of Innovation. This designation should give the district the flexibility to make systemic changes to better support your strategic plan. The 15th District PTA has enjoyed a long partnership with JCPS, having 140 PTAs in Jefferson County. Over the last year we have spent a great deal of time in the schools talking to parents about the new rigorous standards and the importance of all students being college and career ready.

We know the district is progressing to reach *Vision 2015: All JCPs students graduate prepared to reach their full potential and contribute to our society throughout life*, and this opportunity should give JCPS the chance to change systems and structures within the district to better address gaps in student achievement. It is exciting to see the district pursue a plan to transform current models of student learning in ways that produce better prepared students for next generation learning and prepare students for meeting the rigorous standards to be college- and career-readiness when graduating.

The success of any JCPS initiative must include meaningful engagement from the community and it is a positive step to see the district enthusiastically seeking input from the community as they pursue becoming a District of Innovation. PTA's vision is to make every child's potential a reality, so our vision is very much aligned with the vision of JCPS. As an important parent organization in Jefferson County, we are very excited to be involved with this process.

We look forward to working with you and wish you the best as the district pursues designation as a District of Innovation.

Sincerely,

A handwritten signature in cursive script that reads "Cherie Dimar". The signature is written in black ink and is positioned below the word "Sincerely,".

Cherie Dimar, President  
15th District PTA





JEFFERSON COUNTY BOARD OF EDUCATION

April 22, 2013

Agenda Item: VI.C. Approval of District of Innovation Application

Recommendation: Superintendent Donna Hargens recommends that the Board of Education approve the District of Innovation application due to the Kentucky Board of Education by May 1, 2013.

Rationale: The district's application aims to provide an opportunity to use non-traditional approaches to curriculum, instruction, assessment, and governance to improve student achievement.

District of Innovation status, which can be granted for five years, will exempt the district from certain administrative regulations and statutory provisions in an effort to improve the learning of students.

After receiving District of Innovation status, school level plans, focusing on the 30 schools designated as Transformation Zones, can be developed. The plans must be approved by at least 70 percent of the staff in order to be implemented.

JCPS developed its District of Innovation application around four strategies that align with the District Strategic Plan: Vision 2015.

- Creating equal access to highly effective instruction through professional collaboration;
Extending learning opportunities so students may learn anywhere/any time they have access to instructional materials;
Creating Schools of Innovation; and
Creating a system of support for each student to be successful.

Submitted by: Dr. Dewey Hensley and Dr. Robert Rodosky

Attachment

Order #2013-068 - Motion Passed: Superintendent Donna Hargens recommends that the Board of Education approve the District of Innovation application due to the Kentucky Board of Education by May 1, 2013. The recommendation passed with a motion by Mrs. Carol Ann Haddad and a second by Mr. David Jones.

Table with 4 columns: Name, Yes/No, Name, Yes/No. Rows include Mr. Chris Brady, Mrs. Carol Haddad, Mr. David A. Jones, Jr., Mrs. Debbie Wesslund, Mrs. Linda Duncan, Mr. Chuck Haddaway, Ms. Diane Porter.

Certified to be true copies of business duly adopted by the Board of Education of Jefferson County, Kentucky, on the 22nd day of April 2013 and is on record in the Official Minute Books of said Board of Education.

Handwritten signature of Katherine M. Smith

Katherine M. Smith
Assistant Secretary to the Board