Jefferson County Public Schools

# Strategic Plan
# Vision 2015

The journey to becoming the best urban district in the nation begins with the first step—Vision 2015!

Jefferson County Public Schools
Shaping the Future

# To Our Community,

The Jefferson County Public School (JCPS) District is at a critical point in its history. On May 29, 2012, the Jefferson County Board of Education adopted this Strategic Plan to set a course for the district through 2015.

This is the result of months of work that started in July when we commissioned a Curriculum Management Audit, which provided us with an external, objective view of how well our current systems and structures support student achievement. Auditors spoke with community leaders, employees, parents, and students. From that feedback, the first priority was to improve the current Central Office organizational structure to better support schools. These reviews compared our current status against audit standards, which reflect the characteristics of a high-performing organization. Those reviews provided us with very specific actions to take to ameliorate any discrepancies between where we are and the standards to which we aspire. Those recommendations are an integral part of this plan.

Why do we need a Strategic Plan? The governance role of the Board of Education is to set the direction for the system and to monitor the progress. Every dollar we spend, including every position, needs to be focused on the goals and strategies that will best prepare all of our students for college and career and life in a globally competitive environment. This plan makes our priorities clear, ensures full transparency, and will use measurable outcomes to hold us accountable for maintaining a focus on what will benefit our students. This Strategic Plan will guide and focus our daily work. It will align our efforts to successfully reach our Commonwealth Commitment to the Kentucky Department of Education (KDE) and our commitment to the 55,000 Degrees goals.

The success of this plan calls for a commitment from the community and families to work with us as partners to ensure that every student gets the extended learning time and the support needed to master the learning that is expected of him or her.

When we work together and implement this plan, we will increase student learning and ensure that "All JCPS students graduate prepared to reach their full potential and contribute to our society throughout life." Our expectations for our students, our school system, and our community need to be high. We should settle for nothing less than JCPS being the best urban school system in the nation. Our students deserve that.

**We invite you to commit with us!**

*Jefferson County Board of Education*
*and Superintendent Donna M. Hargens, Ed.D.*

# Vision 2015

**All JCPS students graduate prepared** to reach their full potential and contribute to our society throughout life.

# Mission

To provide relevant, comprehensive, quality **instruction** in order to educate, prepare, and **inspire** our students to learn

# Core Values

These values guide our work:

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.

# JCPS has goals in four focus areas.

## Increased Learning

**GOAL 1:**

Every student progresses in his or her learning and meets or exceeds proficiency in all subjects.

## Graduation and Beyond

**GOAL 2:**

Every student graduates prepared for his or her post-secondary choice—for college or career, and life.

## Stakeholder Involvement/ Engagement

**GOAL 3:**

Parents, community, and partners enrich students' educational experiences and support their success.

## Safe, Resourced, Supported, and Equipped Schools

**GOAL 4:**

All schools are staffed, resourced, and equipped to support student needs.

# Our Strategy

## Focus Area: Increased Learning

### GOAL 1:

Every student progresses in his or her learning and meets or exceeds proficiency in all subjects.

### 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.

**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.

# Our Strategy

## Focus Area: **Graduation and Beyond**

### GOAL 2:

Every student graduates prepared for his or her postsecondary choice—for college or career, and life.

### STRATEGIES:

**2.1** Utilize predictive data (e.g., EXPLORE, PLAN, ACT) to inform interventions.

**2.2** Assess the effectiveness of interventions at all levels using appropriate measures (e.g., COMPASS, achievement of industry certifications, KOSSA, ASVAB, decrease in the number of students needing remediation in reading and math).

**2.3** Utilize 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.

# Our Strategy

## Focus Area: **Stakeholder Involvement/ Engagement**

### GOAL 3:

Parents, community, and partners enrich students' educational experiences and support their success.

### STRATEGIES:

**3.1** Design aligned, data-driven, and sustainable planning processes to provide a coherent focus in order to achieve the vision of the Board of Education. Align the Comprehensive District Improvement Plan (CDIP) and Comprehensive School Improvement Plan (CSIP) with the Strategic Plan, and ensure deep implementation of these strategies so that they have an impact on the work on each student's desk.

**3.2** Increase the number of out-of-school hours spent by students scoring at the Novice and Apprentice levels in reading, math, science, social studies, writing, ACT, and end-of-course subjects (Biology, Algebra II, English II, and U.S. History), including using such technological tools as SuccessMaker and Study Island.

**3.3** Increase the number of community-based opportunities/experiences to support student learning, including service learning, the arts, and enrichment experiences. Increase the use of Parent Portal.

**3.4** Think big! Plan with parents, teachers, administrators, and community stakeholders, and seek support and funding for major initiatives that will have an impact on student learning. Design community engagement— "a movement" around increased learning time—that includes tracking family activities that support learning. (Audit action 9.9)

**3.5** Collaborate 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.

**3.6** Increase the quality of teacher training and learning interventions by increasing the number of partnerships between our higher-education partners and specific schools.

**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.

# Our Strategy

## Focus Area: Safe, Resourced, Supported, and Equipped Schools

### GOAL 4:

All schools are staffed, resourced, and equipped to support student needs.

### STRATEGIES:

**4.1** Review and revise JCPS Board policies as the basis for quality educational programs and practices.

**4.2** Create Central Office structures and services to support high performance in all schools per Recommendation No. 1 of the Curriculum Management Audit and the Level II Organizational Review. Ensure that Central Office services exist to support and foster student achievement.

**4.3** Provide equal access to programs, services, and opportunities to advance achievement for all students.

**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.

**4.5** Develop and implement a three-year budget spending plan and a five-year overall revenue projection that aligns district- and building-level resources to curricular goals, strategic priorities, and financial responsibility for the return on investment.

**4.6** Collaborate with JCTA, JCASA, and KDE to develop and implement a teacher and principal evaluation system to promote effective student instruction and achievement.

**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.

**4.11** Create structures for ongoing engagement of stakeholders.

**4.12** Create communication strategies to inform and to rally all citizens of Jefferson County.

# Quality Indicators

JCPS has goals in four focus areas. Success measures and the corresponding leading indicators will be used to measure and monitor our performance.

## FOCUS AREA 1
## Increased Learning

### Success Measures

1. Increase in the achievement total by level as measured by the state assessments
2. Increase in the growth total as measured by the state assessments
3. Increase in the gap total by reducing the gap as measured by the state assessments

### Leading Indicators

1. Increase in the achievement total, growth total, and gap total as measured by CASCADE benchmark assessments
2. Increase in K Readiness and K–2 measures
3. Increase in monthly attendance as measured by monthly attendance reports
4. Decrease in the number of student suspensions as measured by monthly suspension reports
5. Decrease in the number of dropouts as measured by monthly withdrawal reports
6. Increase in the number of observed instructional best practices per month
7. Increase in the number of completed Curriculum Management Audit actions

## FOCUS AREA 2
## Graduation and Beyond

### Success Measures

1. Increase in the percentage of students who are college- and career-ready as measured by the state accountability system
2. Increase in the graduation rate as measured by the state accountability system

### Leading Indicators

1. Increase in the percentage of students reaching benchmarks on EXPLORE, PLAN, and ACT
2. Increase in the percentage of students passing college placement tests
3. Increase in the percentage of students receiving industry certifications
4. Increase in the percentage of students enrolling in postsecondary institutions
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
6. Include survey indicators regarding the satisfaction as well as other skills.

## FOCUS AREA 3
# Stakeholder Involvement/ Engagement

### Success Measures
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
2. Increase in the number of opportunities that support learning through community and parental involvement

### Leading Indicators
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
2. Increase in the number of enrichment and service-learning opportunities to support student learning
3. Increase in the use of Parent Portal and parent contacts

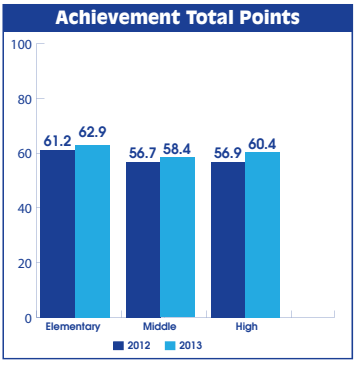
## FOCUS AREA 4
# Safe, Resourced, Supported, and Equipped Schools

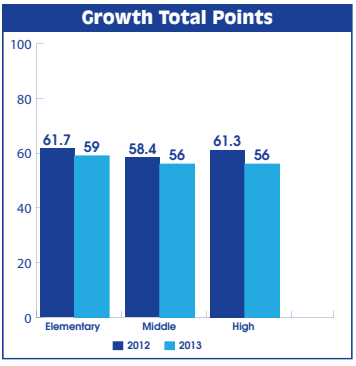
### Success Measures
1. Increase in the percentage of the budget directed to schools as measured by the final budget and increase in the percentage of the total general fund directed at instruction as measured by the final budget
2. Retain and recruit high-quality staff members who reflect the diversity of the student population as measured by increased retention rates, increased recruitment rates, and an increase in staff demographics that match student demographics.
3. Increase in the percentage of professional staff participating in targeted professional development as measured by pdCentral
4. Increase in school safety as measured by composite score derived from discipline data, survey data, and school building assessment data

### Leading Indicators
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
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
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. 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
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

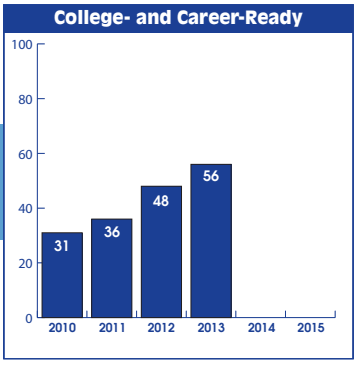
# Measuring Our Progress

## Increased Learning

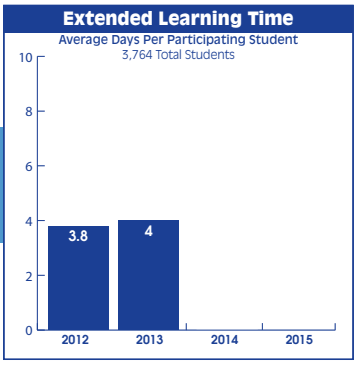


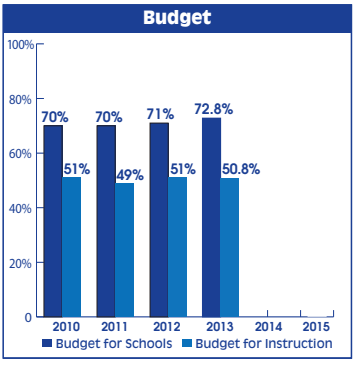

## Graduation and Beyond

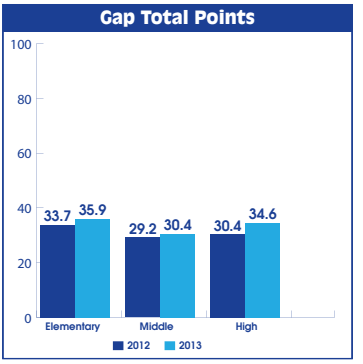


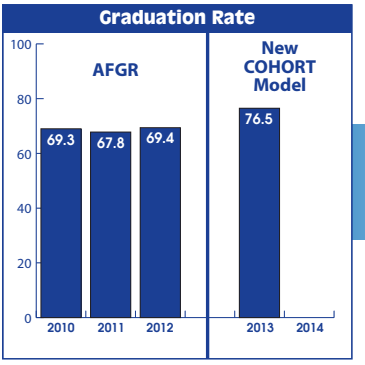

## Stakeholder Involvement/Engagement

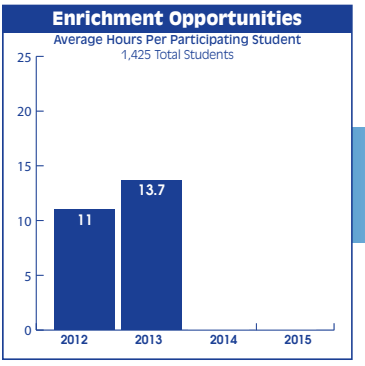


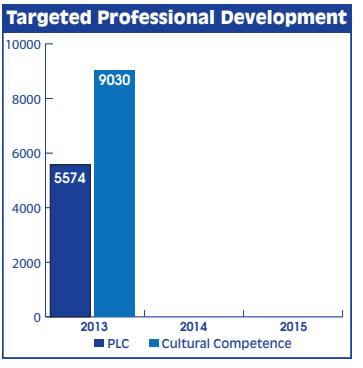

## Safe, Resourced, Supported, and Equipped Schools

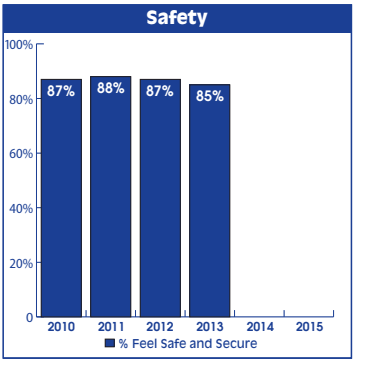



Gap Total Points
100
80
60
40
20
0
33.7
35.9
29.2
30.4
30.4
34.6
Elementary
Middle
High
2012
2013


Graduation Rate
AFGR
New COHORT Model
100
80
60
40
20
0
69.3
67.8
69.4
76.5
2010
2011
2012
2013
2014


Enrichment Opportunities
Average Hours Per Participating Student
1,425 Total Students
25
20
15
10
5
0
11
13.7
2012
2013
2014
2015


Targeted Professional Development
10000
8000
6000
4000
2000
0
5574
9030
2013
2014
2015
PLC
Cultural Competence


Safety
100%
80%
60%
40%
20%
0
87%
88%
87%
85%
2010
2011
2012
2013
2014
2015
% Feel Safe and Secure

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District 5

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District 2

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Donna M. Hargens,
Ed.D.
Superintendent

**Jefferson County Public Schools**
Louisville, Kentucky

Donna M. Hargens, Ed.D.
Superintendent

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