



District of Innovation Application

September 2016

Applicant Information

District Name:	<u>Jefferson County Public Schools</u>	<u>Jefferson County</u>
	<i>District Name</i>	<i>County/District #</i>
Address:	<u>Van Hoose Education Center, 3332 Newburg Road</u>	
	<i>Street Address</i>	
	<u>Louisville</u>	<u>Kentucky</u>
	<i>City</i>	<i>State</i>
		<u>40218</u>
		<i>ZIP Code</i>
Phone:	<u>(502) 485-3905</u>	Date of Application: <u>September 15, 2016</u>
Contact Person/Title:	<u>Jonathan Lowe, Director of Strategy</u>	

REQUESTED INITIAL IMPLEMENTATION DATE 2016-2017 School Year - Submission of New Plan Replacing Current Plan on File.

DISTRICT ASSURANCES

- É 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 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. Criminal background check requirements;
 - g. Open records and meetings requirements;
 - h. Purchasing requirements and limitations; or
 - i. Any plan to reduce the instructional time provided to students below the requirements outlined in KRS 158.070, except requests to implement competency-based strategies that measure a student's mastery on the curriculum standards, regardless of the amount of instructional time completed.

District's Vision/Mission

Vision 2020: Excellence with Equity

In December, 2015, The Jefferson County Board of Education adopted a new strategic plan, *Vision 2020: Excellence with Equity*, to guide the work of the district for the next five years. The nine-month development process for the plan was led by a guiding team of Board members, the Superintendent, Cabinet-level staff, and community thought leaders. Board-led work groups developed detailed proposals around three focus areas: Deeper Learning, Increasing Capacity and Improving Culture, and Improving Infrastructure and Integrating Systems. Data regarding JCPS student performance, well as data from leading and peer districts was closely analyzed, and research was conducted regarding best practices. *Vision 2020: Excellence with Equity* was shaped through an intentional process that used extensive stakeholder engagement to collect input, including twelve Board meetings, seven public forums, three student focus groups, as well as input from teachers, principals, and school and district administrators.

JCPS Vision Statement

All Jefferson County Public School students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world.

JCPS Mission Statement

To challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments.

To achieve the Vision and fulfill the Mission, *Vision 2020: Excellence with Equity* establishes three broad Focus Areas, all aligned toward increasing student success:

1. **Learning, Growth, and Development**, focused on Deeper Learning, to incorporate both mastery of academic content and the development of capacities and dispositions necessary for success in college, career, community, and life.
2. **Increasing Capacity and Improving Culture**, focused on: increasing the professional capacity of teachers, leaders, and staff to improve student learning through rigorous, engaging learning opportunities; the development of high-performing teams across different parts of the district; and improving the culture and climate of our schools.
3. **Improving Infrastructure and Integrating Systems**, focused on the use of technology and improved communications to improve teacher practice and increase student learning, and to improve performance and increase efficiency across all sectors of district operations

Within each of the focus areas, *Vision 2020* establishes specific goals, strategies, targets, and leading indicators to guide the work of the district. The JCPS Commonwealth District Improvement Plan is aligned with *Vision 2020*, setting forth the initial plans for operationalizing the strategic plan. A copy of *Vision 2020: Excellence with Equity*, is attached.

Deeper Learning

The fundamental goal of *Vision 2020: Excellence with Equity* is to develop and implement structures supporting Deeper Learning, whereby “each student will progress toward mastery of both academic standards and the development of the capacities and dispositions necessary for success in college, career, community, and life.” Deeper Learning is grounded in helping learners develop the social, emotional, and intellectual knowledge, skills, capacities, and dispositions needed to thrive in school and beyond. Caring relationships, personalized and challenging, real-world learning experiences, and supportive, equity-focused learning environments are defining features of deeper learning.

The second and third Focus Areas, Increasing Capacity and Improving Culture, and Improving Infrastructure and Integrating Systems, are necessary components of a system required to support the goal of Deeper Learning (academic achievement and development of capacities and dispositions).

JCPS is embarking on a truly significant re-framing of what we expect students to know and do. Work to develop the concept of Deeper Learning into actionable components will be the work of many months, and will require intensive, collaborative effort by JCPS leadership, Academic Services, Data Management, teachers, principals, and others. This work also needs to be informed by an in-depth analysis of national research and best practice, and done in consultation with recognized experts. The initial work around deeper learning and the development of definitions and measures for the "capacities and dispositions necessary for success in life" will form the basis for building a plan to adjust curricula, teaching practice, professional development, assessments, and other aspects of the way teaching and learning occurs in our schools. JCPS is committed to moving swiftly to engage in a deep, focused, collaborative process to place deeper learning for students, including progress toward mastery of academic standards and the development of the capacities and dispositions necessary for success in life, at the center of our work.

Coming out of the adoption of *Vision 2020: Excellence with Equity*, a critical first step was to define with operational specificity the meaning of deeper learning. A Deeper Learning Planning Group was formed in March 2016 (consisting of representatives from each of the JCPS divisions) to begin work around Deeper Learning. A synthesis of Deeper Learning history, work, and exemplars was developed to build our internal knowledge base around the work. A JCPS Convening was also held in July 2016 to gather stakeholders across the district, including principals, teachers, and district administrators for the purpose of dialoguing, planning, and reflecting the implications of Deeper Learning for JCPS. The synthesis and the Convening presentation are available on a Deeper Learning webpage (still in development) at

<https://www.jefferson.kyschools.us/department/data-management-planning-program-evaluation-services-division/planning-program-evaluation>

Deeper Learning Strategies and Structures

The planning group's Deeper Learning synthesis (available on the Deeper Learning Webpage), identifies and describes key strategies and structures that are found in Deeper Learning frameworks:

Personalized school culture supporting social-emotional learning (SEL): A supportive, engaging culture is the foundation of the student learning experience. In order to help students develop socially, emotionally, and intellectually, schools must intentionally provide learning opportunities in a safe and caring community of learners. Building these experiences into the structure, organization, and instructional core of the school provides the foundation that enables children to become successful lifelong learners

Project-based learning: Central to the deeper learning network schools, project-based learning are often student-driven projects that incorporate industry standards-based assessments, and often result in exhibitions of student work. Projects can range from independent short-term projects, to in-depth studies of an area for several weeks to a year. By applying multiple areas of knowledge to engaging projects, students are required to critically think and problem solve while taking risks and persevering through challenging work. Project-based learning is a central strategy in transforming teaching and learning in the JCPS Ford NGL Master Plan.

Collaborative group work: Frequent opportunities for students to connect with and work with their peers fosters students' respect for the

contributions of others, communication skills, and conflict resolution skills.

Flexible learning environments: Resources including staff, space, and time are flexible to support a personalized school culture. Aspects of the environment may be altered to enhance the implementation of personalized learning. Schedules and groupings may be changed to provide higher responsiveness to student needs, including regrouping based on data and assessment. Flexible learning environments have been enhanced by rapid technological advances, which allow for platforms and digital content to be personalized to student needs. Furthermore, students are able to make choices about the content and structure of learning because the school provides a variety of instructional approaches. There are opportunities for remediation and personal support as well as enrichment. Out-of-school opportunities involving real-world meaningful experiences are also provided to support student engagement and learning.

Learner profiles: In order to understand and deepen understanding of students, a profile may be developed of each student that delineates their strengths and motivations, tracks progress, and helps to set goals to improve learning and growth. Teachers and students work together to develop these profiles that typically use multiple sources of data such as projects, tests, presentations, and software performance to provide a richer, more detailed understanding of each student's needs.

Competency-based progression: In contrast to traditional progression schedules, deeper, personalized learning allows for students to advance at their own pace and earn credit when an adequate level of competency has been demonstrated. Assessments of competency may utilize multiple sources including project-based activities to traditional tests.

Emphasis on college and career readiness: As noted earlier, deeper learning was largely driven by the needs of the business and labor sector demanding a workforce with higher level skills such as problem-solving, critical thinking, creativity, and an ability to work collaboratively. Schools with a deeper learning emphasis typically have focused activities around the area of developing college and career readiness, including activities such as college visits, career surveys, career-based internships, provision of college-level courses, and supporting a college-going culture.

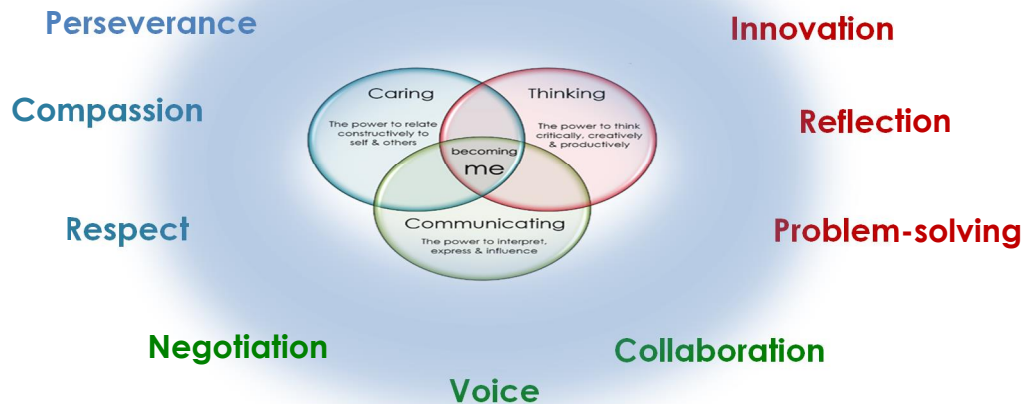
Authentic assessment: Deeper learning requires authentic, thoughtful, personalized assessments that are competency based and provide multiple opportunities for students to demonstrate, communicate, and refine their own learning. Assessments in a deeper learning school moves away from traditional multiple choice tests towards meaningful world-connected assessments such as demonstrations and portfolios.

Note: Work regarding the development of authentic assessments is just beginning. As that work progresses, JCPS may request to submit a revision to the District of Innovation plan, to include a waiver regarding assessment and accountability. Such a request would come after the impending revisions to the state assessment and accountability system are in place.

Deeper Learning Framework

In June 2016, the Jefferson County Board of Education adopted the Deeper Learning Framework, which provides our community with a common language and lens to jointly guide the development and dissemination of deeper learning throughout schools in the district. The framework focuses on improving the *powers* of learners to **think, communicate, and care** throughout the day and throughout their lives in JCPS and beyond. This includes the development of related success skills, capacities, and dispositions. Utilizing the strengths, passions, and interests of learners to build upon and harness the learner's intrinsic motivation and desire to make a difference, deeper learning comprises a powerful, proactive approach to improve student learning. By *embracing, engaging, and empowering* each and every learner *deeply*, in and beyond school, we can better ensure JCPS graduates possess the essential thinking, communicating, and caring capacities needed to thrive in college, career, community, and life.

JCPS Deeper Learning Framework



Realization of *Vision 2020: Excellence with Equity* will require both better execution and innovation

Some of the components of *Vision 2020: Excellence with Equity* are not, in fact, innovative. Rather they are about dramatically improving execution of the core functions of a school district. For example, *Deeper Learning Strategy 1.1.5 Improve Student Literacy*, calls for the development and implementation of a comprehensive strategy to ensure that all students are reading at grade level by the third grade. Implementation through the Bellarmine Literacy Project will build the capacity of elementary teachers to implement evidence-based literacy strategies in text comprehension, reading fluency, and academic vocabulary learning through weekly university-based coursework and onsite literacy coaching, and principal training to strengthen instructional leadership in schools. This is an

excellent strategy focused on a critical need to improve student learning, but it is really about improving performance to drive change rather than adopting an innovative strategy.

Another example of a critical but not innovative strategy is *Strategy 3.1.3 Improve Human Resources Infrastructure*, which directs the district to “develop and implement a responsive, time-sensitive educator recruitment and placement process; target recruitment to fill high-need positions; identify and hire a diverse workforce; and place and retain teachers in schools, taking into account teacher experience and student needs.” Significant human resources performance improvement will be gained, not through innovation per se, but rather through reorganization, systems and process redesign, and improved customer service.

That said, because Vision 2020 is a true change document, and achievement of the lofty goals it sets forth will only be possible through innovation. Indeed, the strategic plan itself, reflects a commitment to innovation. It creates space and the expectation for leaders to take informed risks to try new things.

Our Board is demanding of district and school leaders that they rethink what we do and how we do it, using research or evidence-based strategies and best practices to drive improved outcomes. Thus, the District of Innovation structure provides an excellent frame for those portions of *Vision 2020: Excellence with Equity* that require innovative solutions to challenging problems.

District of Innovation Plan Components

The JCPS District of Innovation Plan has several major new initiatives directly aligned with implementation of Vision 2020: Excellence with Equity.

Vision 2020 Strategy 3.1.1 - Personalize Learning
Ford NGL High School Career Academies

Vision 2020 Strategy 2.1.3 – Improve Culture and Climate
Implementation of Restorative Practices

Vision 2020 Strategy 2.1.1 – Personalize Deeper Learning by Increasing Educator Capacity
Hope Street Group District Fellows

Vision 2020 Strategy 3.1.1 – Personalize Learning

Ford NGL High School Career Academies

School Name(s)

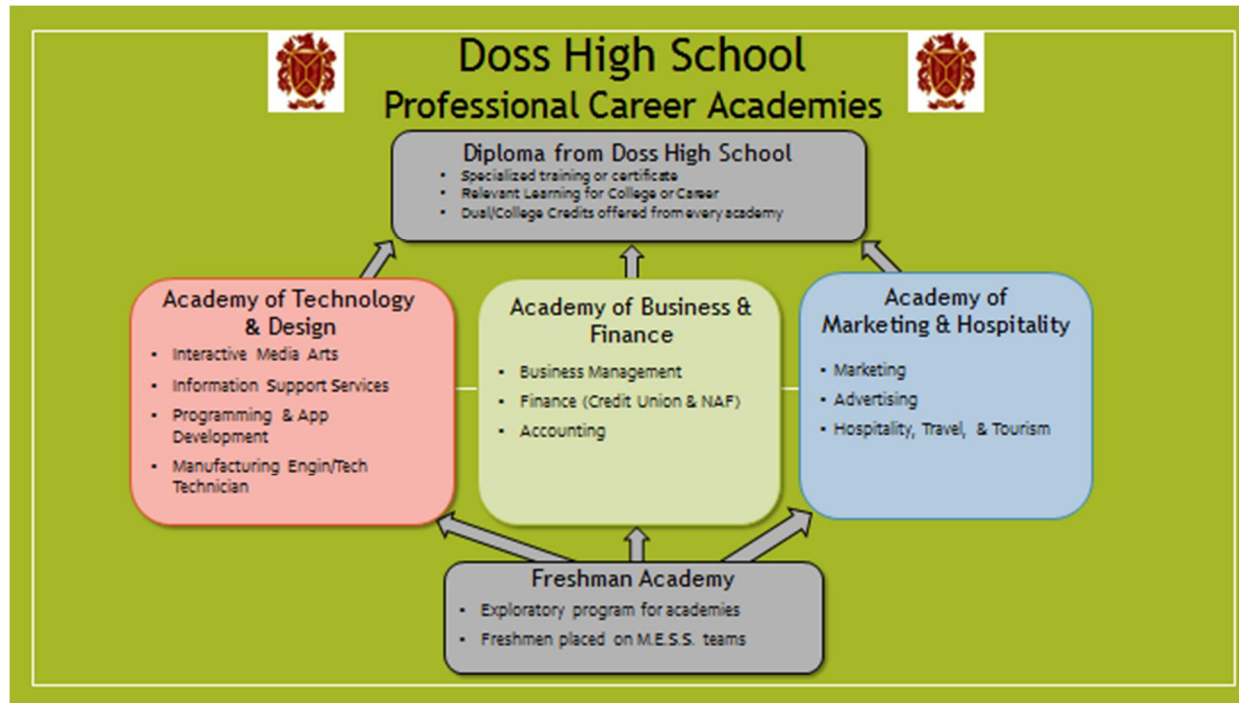
To be determined. High Schools will be required to apply to participate, as described below.

Innovation Strategy & Components

JCPS will build upon the existing Ford Next Generation Learning (Ford NGL) Framework to create a series of High School Career Academies across the district. Over the next 4 years, JCPS will provide an opportunity for all high schools to transform their school to the Academy Model. It is anticipated that we will be able to support 4-5 schools per year through this effort beginning with the 2017-18 school year. The 2016-17 school year will be used for planning, professional development, and determination of budgetary needs. Additional supports in the form of professional development, staffing resources, program development, and capital investments as needed, will be provided by the district to the school.

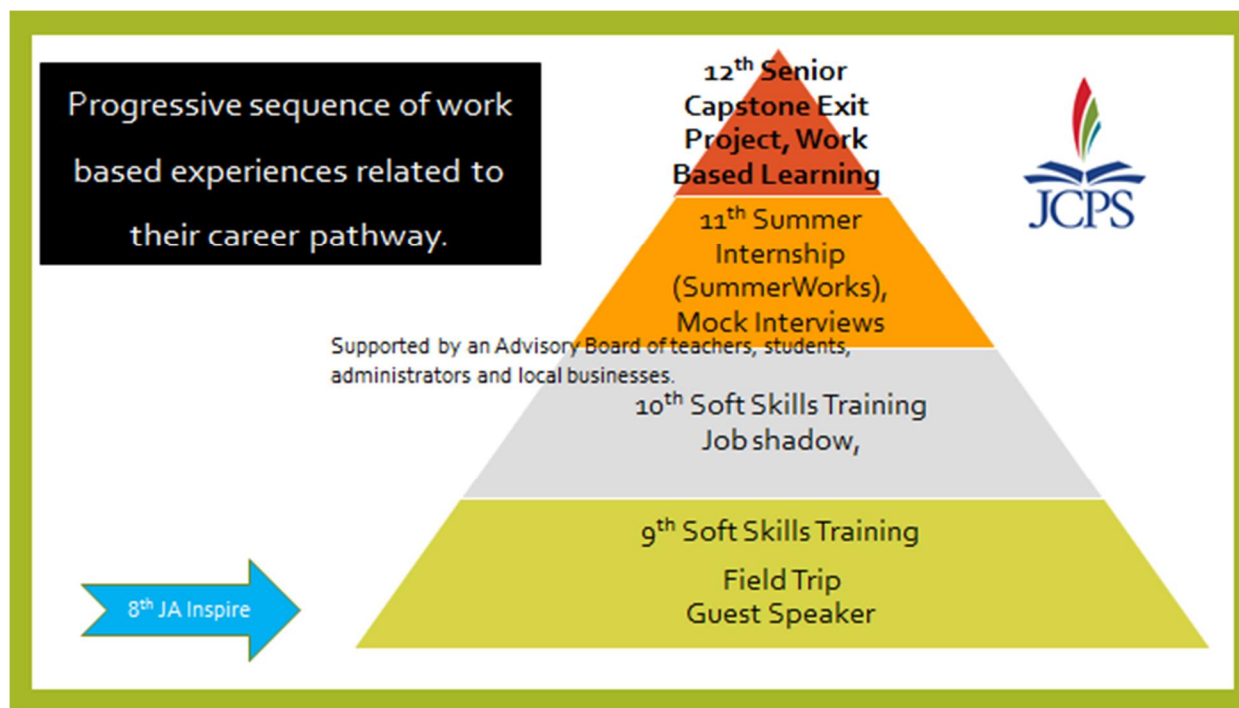
The Academy Model is based on a Small Learning Community design where all students and teachers are teamed together around a logical grouping of career pathways called an Academy. Students are enrolled in core academic classes (math, science, English, and social studies) along with career pathway course and also have the opportunity to participate in electives such as band, art, and languages as well as programs with high academic rigor such as Advanced Placement. A variety of pathways are offered in each school and students explore these pathways through the Freshman Academy before choosing their pathway as a sophomore. Students are expected to participate in a progressive series of work-based learning opportunities such as field trips, job shadows, internships, and a capstone project.

To focus resources on schools that are ready for transformation, an RFP process will be launched in fall 2016 for schools to indicate their commitment to the Academy Model. Principals, teachers, and SBDMs must fully commit to the transformation as outlined in the RFP. School will develop career pathways to serve all students in their school based on student interest, workforce needs, and availability of resources (teachers, facilities, equipment, etc.).



Instruction will be project based, applied, and integrated. Reflecting an initial investment in project-based learning, JCPS has contracted with the Buck Institute, a national leader in project-based learning (PBL), to conduct two three-day PBL 101 Workshops in summer/fall 2016, designed to provide participants with the skill and knowledge to design, assess, and manage rigorous, relevant, and embedded standard-based projects. The Buck Institute will also provide three-day sustained support visits to the nine high schools participating in Level II Ford NGL implementation (likely adopters of the Academy Model) in January 2017.

Schools adopting the Academy Model will provide the opportunity to grow the use of performance-based credit, where students will receive based on performance assessments and classes/work outside the school setting. As JCPS schools expand the use of performance-based credit, we will need to develop and district-level tracking and support system to ensure consistency and rigor of implementation. A focus will also be placed on creating opportunities to earn industry recognized certifications. In addition, opportunities for students to learn and practice “soft skills” needed to succeed in the modern workforce (e.g. collaboration, working in teams), will be embedded within a progression of work-based experiences.



The specific commitments each school will be required to make in order to adopt the Academy Model are currently in draft form, the outline of which is provided below:

A High School Career Academy of Louisville will have:

1. Defined Pathways and Academies - All students will have chosen a pathway by end of their freshman year that includes a 4 –course sequence which culminates in an industry certification or other credential. For Career & Technical Education (CTE) pathways, credential must be aligned with the pathway and eligible to receive the “Career-Ready” status. A non-CTE pathway should also include a credential tied to the pathway that demonstrates advanced learning in the field.
 - a. Freshmen are placed into a Freshman Academy, allowing for exploration of academies and pathways offered at the school. Freshman teachers/classrooms are grouped together by physical location.
 - b. Upperclassman Academy structures group pathways “thematically” and are cohort scheduled into cross-curricular teams according to guidelines in the National Standards of Practice with 80% purity based on the student schedule.
2. An Advisory program where all students are assigned a faculty advisor with whom they meet on a regularly scheduled basis. The content of the advisory structure should address the seven advisory goals (career exploration, financial literacy/FAFSA, college knowledge, 21st century capacities and dispositions, life skill development, progress monitoring, and intervention)

3. Project-Based Learning (PBL) will be the main instructional strategy in the Academies to support Vision 2020 Strategy I.1.2 to personalize learning.
4. Defined Administrative support and organization for each academy – i.e. an assistant principal and counselor that oversees all students and teachers in that academy.

Professional Development (PD)

1. A high quality, school-based PD plan is in place to increase the professional capacity in teachers and leaders supporting the Ford NGL Academy Structure. The plan should take advantage of district supports and includes the following topics:
 - a. College/Career Readiness – what it is and how to get kids there
 - b. Project Based-Learning/Externships
 - c. Cross-Curricular/Content-based PLCs/Effective Teaming
 - d. College/Career Advisement

Involvement from Business Partners & Post-Secondary

1. Academy Advisory Board - Each Upperclassman Academy will develop an advisory board of 10-12 members that consists of an academy lead teacher and/or pathway lead teachers, the school academy coach, academy administrators, 4-6 industry professionals (connected to the pathways offered in the academy) and at least 1 post-secondary partner (could include faculty in academy focus area). The advisory board should meet at least twice annually. Outcomes to include:
 - a. Defined plan for work-based learning opportunities for students
 - b. Advising curriculum relevant to the career pathways
 - c. 4-6 agreements with businesses for ongoing involvement of support
 - d. Ensure all pathways include viable credentialing
 - e. Fulfill any state CTE requirements as applicable

Student Exploration and Leadership

1. All students complete a pathway-related capstone
2. School selects at least 5 students for the Ambassador program and includes information about how the school will use ambassadors outside of the district obligations.
3. 11-12th grade students complete a job shadow related to that industry
4. Each Academy has multiple extra or co-curricular learning opportunities.

Communications

1. Schools will use the “High School Career Academies of Louisville” branded materials and templates for internal and external communications. These may include the Talent Development Academies of Louisville logo, scheduling materials, pathway outlines, and other tools. (note: branding remains in development and may change)
2. Students should be able to articulate their Academy Affiliation. Each Academy should be identifiably branded which may include signage, banners, wearables, or supplies.

Functions and roles for school business partnerships to support High School Career Academies

(Note: This is from a draft of the Ford NGL High School Career Academy Master Plan, which is under development, so this is subject to change)

Preparing students for careers requires collaboration and communication between education and business. Educators are highly skilled to deliver engaging content to students, while employers know the skills and dispositions they look for in potential employees. Building bridges between educators and businesses can result in higher community prosperity through graduates prepared for the jobs in the community and for post-secondary opportunities.

Establishing systems and structures to enable to exchange of information along with opportunities to connect students and employers is essential to student success. Supported by the Ford Next Generation Learning Framework, our community is committed to aligning efforts to support the talent development pipeline from high school through post-secondary to career.

In August 2016, a group of business, community, and education leaders convened to develop a shared understanding of the need for business engagement and to outline the systems and structures that will be developed to support and sustain the High School Career Academies. A list of 5 essential business partnership functions were identified and a discussion on what organization(s) should provide leadership to that function helped identify potential leaders. A Steering Committee with representation from business and industry, Louisville Metro Economic Development, JCPS leadership, and community partners will be formed in fall 2016 coming out of this convening.

Function/Role	Leader(s)
1. Information about workforce needs and opportunities to guide selection and design of academies and pathways	KentuckianaWorks (Regional WIB)
2. Programmatic Support of Academies a. Workplace learning opportunities for students and teachers b. Resources (human and material) for academies and pathways	Greater Louisville Inc. (Chamber of Commerce) and JCPS Office of School Business Partnerships
3. Assessments /competence validation (Is an Industry Certification meaningful to employers? How do we measure it?)	Industry Groups (e.g. KMCC Employer Advisory Group, KY Health Career Collaborative, IT Industry Council)
4. Advocacy - policy and community (for supportive policies and regulations) I.Unifying Group – one community voice	Policy – Business Leaders for Education (convened by GLI) and JCPS Legislative Team
5. Ongoing leadership/partnership/critical friend and Feedback Loop – How do we build it in?	Ford NGL Steering Committee

Goals for Improving Outcomes

High school career academies will be one of several strategies that will be implemented by the district, in alignment with Vision 2020 to increase high school graduation and college and career readiness.

Vision 2020: Excellence with Equity established the following targets:

- **High school graduation:** Increase the Four-Year Adjusted Cohort Graduation Rate from 79.0 percent in 2015 to 93.0 percent in 2020.
- **Graduates ready for college and career:** Increase the percentage of students who are college- and career-ready from 63.0 percent in 2015 to 90.0 percent in 2020.

Vision 2020 Strategy 2.1.3 – Improve Culture and Climate

Restorative Practice

School Name(s)

To be determined. Elementary, Middle, and High Schools will be required to apply to participate, as described below.

Background on Restorative Practice

Vision 2020 Strategy 2.1.3 Improve culture and climate – Use research- or evidence-based strategies and best practices to improve district, school. And classroom culture and climate to ensure that all students and staff work and learn in a safe and respectful, and equitable environment.

As part of implementing Strategy 2.1.3, JCPS is embarking on a major initiative to incorporate restorative practices into many of its schools. The International Institute for Restorative Practices describes restorative practices as follows:

Restorative practices, which evolved from restorative justice, is a new field of study that has the potential to positively influence human behavior and strengthen civil society around the world.

The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things *with* them, rather than *to* them or *for* them...

The IIRP distinguishes between the terms *restorative practices* and *restorative justice*. We view restorative justice practices as a subset of restorative practices. Restorative justice practices are *reactive*, consisting of formal or informal responses to crime and other wrongdoing after it occurs. The IIRP's definition of restorative practices also includes the use of informal and formal processes that precede wrongdoing, those that proactively build relationships and a sense of community to prevent conflict and wrongdoing.

Restorative practices can develop better relationships among...organizations' constituents and help the overall organization function more effectively. For example, in schools, the use of restorative practices has been shown to reliably reduce misbehavior, bullying, violence and crime among students and improve the overall climate for learning. Everyone who finds themselves in positions of authority — from parents, teachers and police to administrators and government officials — can benefit from learning about restorative practices.

Restorative practice creates a structure for people in organizations to repair harm, require accountability, and build community. Using a continuum of restorative communication practices, it trains people to:

- **Repair harm and relationships** using conferencing and problem-solving circles
- **Maintain relationships** when minor conflicts occur, using conflict resolution and informal mediation
- **Make and develop** relationships by encouraging a community of care and a sense of shared responsibility for each other’s wellbeing using circle meetings and other practices

Restorative communication consist of using affective statements between school officials and students, These statements are designed to cover the harm done, repair and resolve the conflict in an informal manner. Restorative communication serves to de-escalate, prevent, and resolve conflict (Dr. Cherie Dawson-Edwards and Ms. Vanessa Posey).

Continuum of Restorative Practices

<i>Informal</i>			<i>Formal</i>	
Affective Statements	Affective Questions	Small Impromptu Conference	Group of Circle	Formal Conference

Dr. Cherie Dawson-Edwards and Ms. Vanessa Posey

Restorative Practice has successfully reduced suspensions, expulsions and/or decreased court referrals in:

- Oakland CA (system-wide board resolution)
- Madison WI (circle)
- Denver CO (restorative culture/climate, circles)
- Minneapolis MN(conferences)
- Boston, MA (circles, mediation, conflict resolution)
- Chicago IL (system-wide peer jury program)
- Peoria IL (peer juries)
- New Orleans LA (discipline teams use restorative communication, accountability plans, circles, and conferences)
- New Your City NY (fairness committees)

Dr. Cherie Dawson-Edwards and Ms. Vanessa Posey

A recent study by Mikhail Lubansky, Ph.D. showed identified six benefits of school restorative justice programs, summarized below.

Six Benefits of School Restorative Justice

1. Ownership of the process/ bypassing adults

Students (but not adults) talked about using the Circle process to work through their conflicts because it was, at least some of the time, better than fighting. Students also talked about using the Circle process without adult involvement.

2. *Interrupting the school to prison pipeline*

Both students and adults spoke about a shift to less punitive methods of dealing with student conflict. Students discussed that a positive outcome of the RC program was that they were not getting suspended or “locked up.” Similarly, adults explained that a positive outcome of the RC program was not having to give as many suspensions or detentions. This category speaks to the negative consequences of zero tolerance policies contributing to the “school to prison pipeline”. Students seemed very aware of how the (punitive) methods that the school used for dealing with student conflict often resulted in them being suspended or “locked up.” Students attributed not being suspended or “charged” to the RC program. Similarly, adults stated being less reliant on punitive methods and more willing to talk things out using RC principles.

3. *Improved relationships*

One of the goals of the RC program is to restore relationships to how they were before the conflict. In this case, students and adults talked not only about restored relationships, but also about building better relationships with those with whom they experienced conflict.

4. *Less destructive conflict*

Students and adults identified several different themes related to lessening destructive forms of conflict. These included (1) having new skills/tools and (2) utilizing circles. The numbers in front of each quote correspond to the theme numbers above. Youth talked about learning to address conflict by talking it out rather than fighting it out. Adults discussed learning about and utilizing new tools because of RC and seeing students utilize new tools for conflicts. When adults spoke about the “tools,” they were not necessarily speaking about the circle process but about specific skills from the process, such as using reflection when listening.

5. *Meaningful dialogue*

For both students and adults, another positive outcome of RC was meaningful dialogue. Under this category three specific types of benefits emerged 1) understanding and connecting, 2) reducing rumors/boosting and 3) getting to the actual cause of the issue. The numbers in front of each quote correspond to the theme numbers above.

6. *Academic and social achievements*

One benefit that was reported only by adults was seeing a stronger focus on academic and social achievements among students participating in Circles. This category consisted of three themes, (1) maturity in students, (2) better behavior in students, and (3) confidence in students.

(Lubansky, Mikhail, 2016 <https://www.psychologytoday.com/blog/between-the-lines/201605/new-study-reveals-six-benefits-school-restorative-justice>)

Innovation Strategy & Components

Several JCPS staff and university faculty advocated for adoption of restorative practices, seeing it as a means to reduce inappropriate and disruptive student behavior, to change the way schools respond to bad behavior, and to improve the culture and climate of JCPS schools. Over the course of several years, JCPS leadership and staff conducted research regarding restorative practices to understand its components and determine its efficacy. Board members, teachers, and administrators visited and engaged with other districts that have implemented restorative practice. Community groups have been included in the ongoing discussions.

Ultimately, after extensive review and analysis, JCPS took several steps. First, a Director of Restorative Practice was hired within the Division of Diversity, Equity and Poverty to oversee dissemination and implementation of restorative practice in schools. And second, JCPS issued a Request for Proposals in summer 2016 for an external organization to provide intensive in-depth training, professional development, and support to implement school-wide restorative practice in JCPS schools. The contract was awarded on August 23, 2016, to the Institute for Restorative Practice, an internationally recognized leader in restorative practice training.

The investment being made in restorative practice is considerable:

	Training	Materials	Grand Total
Year 1	\$279,349	\$80,000	
Year 2	\$946,305	\$80,000	
Year 3	\$730,310	\$80,000	
TOTAL	\$1,955,964	\$240,000	\$2,195,964

JCSP schools and central office will receive a full spectrum of services, including leadership training, staff training, implementation support, data collection and monitoring, and educational resources and materials for both district and building staff. The primary goal is to reduce student discipline referrals, suspensions and expulsions -particularly students most at risk (i.e., African American, Latino, and IEP students) while improving relationships within the building. The results are positive student behaviors, increased instructional time, improved safety and staff consistency around managing expectations and addressing negative behaviors.

The program provides the following:

- Integrate restorative practices with existing positive school climate approaches (District Leaders).
- Assess school climate readiness through the lens of school safety, teaching and learning, school-wide interpersonal relationships, school environment, and professional relationships (Building Leaders).
- Build capacity for positive school-wide climate through a restorative practice frame (Restorative Leadership Team -RLTs).
- Teach and reinforce restorative pedagogy and explicit practice through professional development training and small group professional learning (Professional Learning Groups -PLGs).
- Monitor school climate progress and improve cultural domains (Building Leaders).

Goals for implementation

- Generate "buy-in" and establish norms, expectations and commitments to high-level implementation.
- Incorporate student, staff, and family voices on school climate plans.
- Advance social discipline policies and practices over "zero tolerance" approaches.
- Improve the social-emotional wellness for all students and staff.
- Reduce suspension rates overall and close the gap on racial discipline disparities.

Implementation will be phased in over time, beginning with a 3 school cohort and 14 additional schools in each subsequent year. Elementary, middle, and high schools will be represented.

Implementation Timeline

Year 1: District and Building Leadership (Starting in Fall 2016) - capacity building and sustainability with district and building leaders through program orientation, leadership development training, strategic planning and IIRP administrative support designed around high implementation.

Year 1: 3 Schools Cohort 1 (Starting in Fall 2016) - school-wide implementation through staff professional development training, comprehensive start up session, phone and onsite consultations, and ongoing coaching and monitoring designed to advance pedagogy, practice, and proficiency on the 11 "Essential Elements" of restorative practices.

Year 2: 3 Schools Cohort 1 (Starting in Fall 2017) - deepening and scaling restorative practices throughout the building through professional development training, continued phone and onsite consultations, and monitoring targets toward sustainable planning.

Year 2: 14 schools (Starting in Spring 2017) - school-wide implementation through staff professional development training, comprehensive start up session, phone and onsite consultations, and ongoing coaching and monitoring designed to advance pedagogy, practice, and proficiency on the 11 "Essential Elements" of restorative practices.

Year 3: 14 schools (Starting in Spring 2018) - deepening and scaling restorative practices throughout the building through professional development training continued phone and onsite consultations, and monitoring targets toward sustainable planning.

Activities to be undertaken

- School Readiness Assessment and Evaluation
 - Communication and Vision Alignment
 - Stakeholder Meetings (e.g., district, school administration, union reps, etc.)
 - School Selection
 - School Profile and Discipline Data (baseline & trends)
 - District and/or School Administration Orientation, Planning and Training
 - Training Event - Restorative Leadership: Authority with Grace
 - Logistics and Operations Planning

- Restorative Leadership Team Support (Starts Fall 2016)
 - Monthly Phone Consultations
 - School-based Consultations
 - Strategic Planning and Review
 - Observation and Reflection
 - Modeling and Coaching
 - Sustainability Preparation and Planning

- Training and Facilitation (Starts Spring 2017)
- Implementation of 11 "Essential Elements" of Restorative Practices (Starts Spring 2017)
- Ongoing Monitoring (Starts Spring 2017)
- Building Support and Deeper Implementation (Starts Fall 2017)

Professional Development Training

- Introduction to Restorative Practices (for up to 90 attendees per school)
- Using Circles Effectively (for up to 90 attendees per school) -
- Facilitating Restorative Conferences (for up to 90 attendees per school)
- Family Engagement & Empowerment (for up to 90 attendees per school)
- Restorative Responses to Adversity and Trauma (for up to six attendees per school)
- Restorative Leadership Development: Authority with Grace (for up to four attendees per school)

On-Site Consultation Days

In addition to the above, each school will receive four consulting days during each of the two years, plus an implementation start-up session and Training of Trainers for up to 24 staff focused on sustainability. Monthly consultation calls, data collection and monitoring are part of the program, which are designed to help staff maintain ongoing support toward program benchmarks. The onsite consultation days are led by the assigned IIRP Instructor and are an opportunity to model good practice to ensure staff becomes proficient practitioners in their educational setting. It is also a time for the IIRP Instructor to meet with the restorative leadership team (RLT) to review work plans, address program challenges and celebrate good practices.

Sustainability through the Training of Trainers

Part of the program is creating a sustainable restorative school culture. One aspect of this is for up to 24 district and building staff to become licensed trainers of the IIRP in order to train other new staff on Introduction to Restorative Practices, Using Circles Effectively, Facilitating Restorative Conferences, and Family Engagement & Empowerment. In this way, the school can keep going with the program for only the cost of the books that accompany the basic restorative training.

School Selection

To ensure school buy-in, and increase the likelihood of implementation with fidelity, schools will be selected for participation based on their responses to a Request for Proposals that outlines specific commitments the school must make to participate. The districts similarly will a commitment to schools regarding the supports that will be provided. While the RFP is still in draft form, the initial draft includes the following commitments:

A Restorative Practice School (RP) school will have:

1. A willingness to implement RP schoolwide
2. Positive Behavioral Intervention and Supports (PBIS) commitment (preferred)
3. Administrators as an active team participant (attend trainings and team meetings)
4. A secure agreement from the staff to commit to RP training and practices
5. Agree to have all staff RP trained this includes both certified and classified staff

6. Daily morning proactive circles which enable students to get to know each other, build relationships and allows for the development of mutual respect, trust, sharing and concern.
7. An RP implementation support team and an RP site leader
8. Willingness to conduct monthly RP meetings with the school staff
9. The RP team will collect and analyze data example behavior, attendance etc...
10. The RP team will measure proficiency using the IIRP self –assessment surveys for both staff and students. The categories of self-assessment relate directly to the 11 “Essential Elements.”
11. RP strategies as the main discipline strategy in the RP cohort to support Vision 2020 strategy 2.1.3 Improve Culture and Climate.
12. Support coaching opportunities
13. A high quality, school-based PD plan is in place to increase the professional capacity in teachers and leaders supporting RP. The plan should take advantage of district supports and includes the following topics: RP framework for practice, Community building activities, RP and PBIS.

The following supports will be provided to schools that commit to the RP cohort # 1

1. Ongoing support from the Director of RP
2. Access to District RP Resource Teachers which includes site visits to help with coaching, modeling and support
3. IIRP will integrate restorative practices with existing positive school climate approaches
4. IIRP will assess school climate readiness through the lens of school safety, teaching and learning, school-wide interpersonal relationships, school environment, and professional relationships
5. IIRP will build capacity for positive school-wide climate through a restorative practice frame (Restorative Leadership Team- RLTs)
6. IIRP will teach and reinforce restorative pedagogy and explicit practice through professional development training and small group professional learning (Professional Learning Groups – PLGs)
7. IIRP will monitor school climate progress and improve cultural domains
8. Each school will receive 4 IIRP consulting days during each of the 2 years
9. Each school will receive an IIRP implementation start-up session
10. Each school will receive monthly consultation calls from IIRP
11. Each school will administer the IIRP Self-Assessment tool used to measure RP growth towards proficiency for both staff and students

Goals for Improve Outcomes

The primary goal is to reduce student discipline referrals, suspensions and expulsions -particularly students most at risk (i.e., African American, Latino, and IEP students) while improving relationships within the building. The results are positive student behaviors, increased instructional time, improved safety and staff consistency around managing expectations and addressing negative behaviors.

Data regarding culture and climate will also be collected through the JCPS Comprehensive School Surveys, one for teachers and one for students. In addition, IIRP has survey instruments it uses to determine student and staff perceptions of the program and its effectiveness in improving culture and climate.

Vision 2020 Strategy 2.1.1 Personalize Deeper Learning Increasing Educator Capacity

Hope Street Group District Fellows

Background

During 2015-16, as part of the Cohort I Districts of Innovation Plan, JCPS reported on JCPS Forward, which offers a variety of teacher- initiated leadership and professional development initiatives, many of which have a technology component. JCPS Forward components include:

- JCPS Voice – A pilot initiative wherein 10 teachers have been trained to lead online Virtual Learning Communities, creating professional learning opportunities for teachers to interact within and across grade levels, schools, and content areas.
- #JCPSSchat – A monthly twitter chat (third Tuesday of each month at 8 pm), which is the largest district chat in the nation, having had over 1.1 million impressions during typical chats.
- Monthly meet-ups – Informal opportunities for teachers to have professional conversations and collaborate.
- EdCampJCPS – Scheduled for June 29, this is a day-long, entirely teacher-led professional learning forum. All teachers are welcome to lead a session or participate. EdCampJCPS events are planned for each semester beginning in 2016.
- ECET2JCPS – Supported by the Gates Foundation, and planned for the 2016-17 school year, this is similar to EdCampJCPS, but is by invitation only, allowing teacher-leaders to share ideas with other teacher-leaders.
- New Teacher Needs Assessment – Designed to run parallel to the *Tenured Teacher Needs Assessment*, the goal is to provide supports to reduce attrition rates of non-tenured teacher by providing resources and mentoring beyond KTIP.

Many of the teacher leaders that organized JCPS Forward are Hope Street Group Fellows for Kentucky. The Hope Street Group is a national organization that trains professionals, including teachers, to actively and effectively engage in the policy development process within their field of expertise at the state and national level. The Hope Street Group believes that creating new education policy and practice for teachers should include multiple perspectives – particularly those of teachers themselves. They use a four-step process that engages educators, identifies innovations, fosters the implementation of good ideas, and creates new policies for both teacher and student success.

- Peer Surveys - HSG's Teacher Fellows send out online surveys to a wide group of teachers to gather and utilize teacher suggestion and perception data for system improvement and gauge teacher satisfaction. Quantitative data results from surveys are analyzed.
- Virtual Engagement -Building from the survey data, HSG Teacher Fellows then ask teachers to provide more detailed examples, experiences and opinions through online conversations using well known social media tools and platforms. HSG Teacher Fellows act as virtual facilitators, engendering trust and ensuring peer voices are heard and acted upon.
- Convenings - With initial teacher feedback and ideas in hand, HSG convenes teachers, state Department of Education leaders, association and political leaders, funding executives and stakeholders to discuss, design and drive game-changing solutions.

- Better Education Policy - Giving teachers the opportunity to contribute to new policies and refine those that exist builds trust and solidifies partnerships between teachers and policymakers. It also ensures that policies are effectively implemented and sustained where it matters most – the classroom.

The Hope Street Fellows within JCPS, and indeed, across the state, discovered that the network of communication between teachers was not only an effective means to engage with and help shape education policy, but is also a powerful platform to engage in deep, meaningful, relevant professional learning with peers. The use of technology creates the opportunity to have Professional Learning Communities (PLCs) with hundreds or thousands of participants. It facilitates just-in-time input from experienced teachers to help solve instructional challenges in the classroom. It allows for new configurations of people to connect around issues of common interest, moving beyond PLCs structured around content area of grade level. None of this replaces the valuable professional learning that takes place in face-to-face interactions; rather it augments and supports that learning.

Innovation Strategy & Components

In order to take advantage of the expertise of JCPS teachers in developing district policy and programs, to foster and empower teacher-leaders, and to support the development of strong peer-to-peer professional learning opportunities, JCPS is planning to enter into a partnership with the Hope Street Group to create a first-in-the-nation Hope Street Group District Fellowship Program. Leveraging its experience connecting policy to practice, educator engagement, communication, online collaborative technology, and mobilization capabilities, Hope Street Group (HSG) will partner with Jefferson County Public Schools (JCPS) to support and enhance JCPS's educator policy decisions.

HSG will provide critical, scaffolded training to Local Teacher Fellows (LTFs) focused on: interacting and engaging with peers, data collection, use of virtual platforms and social media, hosting and facilitating focus groups, interacting with the media, engaging with policymakers, understanding state and local education reforms, and how to write persuasively. HSG will also provide deeper training that builds and refines LTFs' teacher leadership skills and positions them as trained, teacher leaders in their schools and the LEA follows. Those training modules include: *Developing and Facilitating Effective Professional Learning for Colleagues*, *Mentoring Peers*, and *Managing Difficult Conversations*. With these specific training modules, HSG will provide LTFs the eligibility to earn HSG micro credentials if they successfully submit high quality evidence that they mastered the skills taught in each training. Further, HSG will provide follow-up one month after each training is provided as is ongoing support and coaching.

The Hope Street Group (HSG) will provide a district program which includes:

- Local Teacher Fellows (LTFs): Manage a JCPS HSG Local Teacher Fellowship. The LTFs each organize a Professional Learning Network (PLN) comprised of their local peers. The LTFs engage their PLNs to gather data and drill deeper towards solutions orientated recommendations. The program runs in coordination with JCPS. LTFs are distinct from the HSG's National and State Teacher Fellows and utilize the following HSG engagement tools:
 - Surveys: LTFs survey their respective PLNs to gather key information needed improve implementation and to utilize for deeper engagement with their PLNs towards solutions orientated data and recommendations.
 - Focus Groups: LTFs design and implement a series of local in-person focus groups to dig deeper into the data collection topic(s). The Program works with each LTF to convene, collect, and analyze the data elicited from their respective convenings. The data from these focus groups continue to narrow the possible outcomes towards solutions orientated recommendations.
 - Virtual Engagement: Using the data from their focus groups and surveys, participants LTFs solicit and moderate social media and online dialogue with their PLNs. This virtual engagement opens up the maximum opportunity for the LTFs' PLNs to engage.

- **Communication:** In addition to word-of-mouth communication with colleagues, LTFs engage in social media, write letters to the editor, and participate in forums to advocate for education policy initiatives.
- **Advocacy:** LTFs meet with building, district, and elected officials to explain their role, share the program's intent and process, and request their engagement and support in the work.

JCPS will provide:

- **Press Releases/Communications:** Collaborate with HSG to issue press releases and/or public communications after milestone activities and events.
- **JCPS LTF Program Lead:** Designate a program lead from JCPS central office that has the ability to access the Superintendent and senior JCPS staff to move decisions needed for the program. This includes access to a complete JCPS teacher email list and the ability to effectuate communication to all JCPS staff regarding key program activities (including, but not limited to, LTF application opportunities, surveys, and deliverables from data collections, etc.)
- **Regular Meetings:** Engage in regular senior leadership meetings where project status and metrics are reviewed, best practices and insight are shared, and overall relationship fidelity is ensured.
- **Opportunities to Share and Use Recommendations from the STF Data Collections:**
 - Identify specific areas of focus for LTFs data collection topics.
 - Use recommendations from data collections for policy and implementation decisions.
 - Identify opportunities to share positive experiences with others about the program.
 - Openly share ideas and experiences with HSG to compiling best-practices information (including the independent evaluation of the LTF program).

Local Teaching Fellow Selection

JCPS envisions having 20-25 Local Teaching Fellows. All classroom teachers will be encouraged to apply. All applications will be scored by HSG State and National Fellows. A cut score will be determined and applied, and all teachers above the cut score will have a phone interview, after which HSG will provide recommendations to the district. JCPS will not be involved in selection at all, to ensure a fair, equitable, and transparent process.

Local Teacher Fellow Trainings - five convenings

Once LTFs are selected, HSG provides critical, scaffolded training. Initial training focuses on: interacting and engaging with peers, data collection, use of virtual platforms and social media, hosting and facilitating focus groups, interacting with the media, engaging with policymakers, understanding state and local education reforms, and how to write persuasively. Deeper training that builds and refines LTFs' teacher leadership skills and positions them as trained, teacher leaders in their schools and the LEA follows. The training modules include: Developing and Facilitating Effective Professional Learning for Colleagues, Mentoring Peers, and Managing Difficult Conversations. With these specific training modules, LTFs are eligible to earn micro credentials if they can successfully submit high quality evidence that they mastered the skills taught in each training. Follow-up one month after each training is provided as is ongoing support and coaching.

HSG believes that micro credentials are a powerful approach to helping teachers grow professionally and will position them to take on roles in their schools and districts that permit them to stay primarily in the classroom but also spend some part of their day working with colleagues to improve their instructional practice and thereby, student outcomes. HSG sees teacher leaders as a significant, untapped resource in schools. They are potentially key to helping schools improve their performance and student outcomes, particularly in traditionally low-performing schools. Having teacher leaders in low-performing schools has the potential to effectively distribute instructional leadership and improve the quality and quantity of support less experienced teachers receive. It is also an effective retention strategy for teachers who want to remain in the classroom, but also want to take on additional roles in support of their colleagues. HSG works with two external, national organizations to provide these trainings: Learning Forward and Digital Promise. This partnership diversifies the program and provides unique professional learning opportunities that could eventually be replicated with other LEA teachers.

The LTF training cycle session details, per convening, are below:

Convening I -As LTFs engage in the first half of the professional learning (Convenings I through III), the focus of the learning focuses on LTFs ability to self-reflect on their own leadership capacities and their ability to engage and mobilize their peers.

- *Capturing Your Narrative: The Power of Storytelling* - LTFs construct and articulate their teacher leadership story: the students for whom they advocate, their experience and expertise, the purpose of their teacher leadership story, and communicating their teacher leadership story to various community and system shareholders.
- *Engaging Your Colleagues: The Power of a Professional Learning Network* - LTFs map out their current Professional Learning Network, design strategies for building relationships with their peers, articulate the motivation and needs of system shareholders and take first steps towards engaging shareholders across system hierarchies.
- *The Work of a Fellow: Clarity of Purpose & Role* - To be determined by strategic partners and Hope Street Group education leadership.

Convening II

- *Writing About Your Expertise* - LTFs construct and articulate their teacher leadership story (the students for whom they advocate, their experience and expertise, the purpose of their teacher leadership story, and communicating their teacher leadership story to various community and system shareholders) through blogging, writing articles and op-eds, constructing email and social media messages.
- *Speaking About Your Expertise* - LTFs articulate their teacher leadership story (the students for whom they advocate, their experience and expertise, the purpose of their teacher leadership story, and communicating their teacher leadership story to various community and system shareholders) through simulations of engaging media, non-educators in the community and positions of authority in a system.
- *Engaging Your Colleagues in a Virtual Environment* - LTFs learn how to amplify expertise, facilitate deeper engagement and build virtual relationships with their peers through sharing of resources, teacher perspectives and professional learning opportunities across multiple social media platforms
- *Facilitating Group Conversations* - LTFs learn the nuances of collecting data in each of their states as well as receive valuable facilitation training on how to run a focus group. This interactive training allows LTFs to practice running a focus group with the actual questions they will be using while dealing with challenging characters portrayed by their peers.

Convening III -As LTFs transition into the second half of the professional learning calendar (Convenings III through V), the focus of the learning amplifies the ability of LTFs to lead and facilitate their peers to lead professional learning.

- *JCPS Leadership Sharing Action Plan from LTF Data Collection Report*

- *JCPS Celebration of LTFs' Work and Impact*
- *Micro Credential I: Facilitating Difficult Conversations* -Teachers, like all professionals, often find themselves in uncomfortable conversations where emotions are heightened. As teacher leaders, opportunities to take a lead role in leading difficult conversations with colleagues, education leaders, and policymakers will be abundant. Taking on the critical role of facilitating challenging conversations requires a unique set of skills that must be well understood and practiced. The session focuses on identifying effective listening habits and common patterns of communication that produce difficult conversations. Participants will practice a variety of communication strategies, including skills and strategies for better dealing with difficult conversations. Participants will also understand the stages of resistance, their impact on individuals and teams and how to prepare a Laser Talk.

Convening IV

- *Micro Credential II: Coaching and Mentoring Colleagues* -Teacher leaders share responsibility for effective learning and teaching in their schools and systems. As peer mentors, teacher leaders promote and model effective, collaborative teaching practices; advocate for professional learning; contribute to the development of capacity in others; and apply change research to address opportunities and solve problems of practice. The session focuses on developing the knowledge, skills and techniques for mentoring and coaching peer educators. Participants will conduct a self-assessment to measure their levels of implementation of the Standards for Professional Learning. Participants will also practice strategies and techniques while engaged in effective collaboration, and plan for the assistance and support needed to continue to grow as a teacher leader and peer mentor and coach.

Convening V

- *Micro Credential III: Designing Professional Learning for Your Peers* -Professional learning leaders must be skilled at facilitating group decision making, modeling effective professional development and teaching strategies, and engaging adult learners, among other skills. With a foundation in the Standards for Professional Learning and adult learning theory, participants in this two-day session will learn to plan and design learning experience that engage adult learners and focus on improved instructional practice and student achievement. The session focuses on multiple strategies and techniques for advancing successful professional development. Participants will examine the attributes of results-driven professional learning while modeling tips and tools for engaging adult learners.

Timeline for 18 Month Cycle, FY17 and FY18

Date	Program Item
FY17	SY16-17
10/16	LTF application opens
11/16	LTF application closes, screen & interview
12/16	Finalize LTF cohort I members
1/17	Convening I (orientation)
2/17	Convening II (data collection training)
3/17	Data Collection I opens
4/17	Data Collection I closes, data processed
5/17	Data Collection I report drafted, then finalized
6/17	Convening III (JCPS leadership present & MC I)

FY18	SY17-18
8-9/17	LTF roll out of JCPS action on Data Collection Report I
10/17	Convening IV (MC II)
1/18	Convening V (MC III)
2/18	Data Collection II opens
3/18	Data Collection II closes, data processed, LTF application (cohort II) opens
4/18	Data Collection II report drafted, then finalized & LTF application closes, screen, interview
5/18	Finalize LTF cohort II members

Cost

JCPS will pay \$135,000 to the Hope Street Group, \$67,000 in FY 2016-17 and \$67,000 in FY 2017-18. The additional cost of the program will be covered through donations from private philanthropies solicited by the Hope Street Group in collaboration with the Jefferson County Public Education Foundation. Formal fundraising is only beginning, but preliminary conversations with potential funders look very promising.

Memorandum of Understanding

A Memorandum of Understanding is being finalized, and will need to be approved by the Jefferson County Board of Education before the initiative can begin.