

Jefferson County
Public Schools



Shaping the Future

JCPS Self-Study Report

Prepared for the District Leadership Assessment Team
Kentucky Department of Education

APRIL 2010

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JCPS District Leadership Assessment Team
Kentucky Department of Education

Dear Team Members:

On behalf of the Jefferson County Public School District (JCPS), we look forward to welcoming you to our community and our schools next week. We take tremendous pride in our district—its students and staff, its programs and facilities, its vision and can-do attitude—and we are eager to share with you just where we are, how we got there, and where we're headed. Until we meet in person, we hope this self-study report will provide an overview of both our strengths as a district and the challenges we face. We are confident that the insights you will convey at the close of your site visit will facilitate the accomplishment of our goals.

In broad terms, JCPS wants students to be prepared to achieve their goals, follow their dreams, and help create a more just society. The school district intends that students not only develop the skills and talents to be personally successful in post-secondary education or employment, but also become thoughtful and contributing members of the community. The school district's role in achieving these outcomes is to nurture students on many levels so they graduate with a high level of academic performance, a confident and principled character, and an ingrained sense of social responsibility.

Undergirding and guiding the daily work of all district employees is *Our JCPS Culture*, particularly those components we refer to as our "Core Beliefs" and our "Theory of Action." The principles embedded within these documents, links to which are included in our evidentiary list, bespeak a common philosophy and lexicon that lend coherence to a district whose employees number in the thousands.

The district support provided to all schools, and in particular to those identified as "persistently low-achieving schools (PLAS)," follows our Theory of Action. District assistance for these schools can be considered a whole-school approach and encompasses the following areas.

DISTRICT SUPPORT

- **Theory of Action** – change agent for reform initiatives
- **Professional Development** – resource teachers, principals, priority managers, SBDM mentors
- **Financial Resources** – building renovations, career themes, trimesters, partnerships, student recovery funds
- **Restructuring Plan** – CARE for Kids, Freshman Academies, Schools of Study, inquiry-based curriculum

- **Diversity** – student assignment plan that promotes a wide range of student populations (socio-economic level, race, ability) within each school
- **Teacher Evaluation** – strong district support on non-renewal procedures
- **Partnerships** – with parents, businesses, universities, community-based organizations, cultural groups, and faith-based organizations
- **Rigor** – accountability teams, learning walks, Classroom Instructional Framework (CIF)
- **Data** – CASCADE, Quality Indicators, program evaluations
- **Principal/Teacher Support** – new-teacher induction, aspiring principal preparation, mentoring of new principals by retired principals, priority managers, liaisons, MOA with JCTA

The district and the six identified schools have collaborated closely and tirelessly over the past few years to put in place dramatic changes that have restructured the schools and positioned them to enhance achievement for all students. Each school's leadership and faculty began the process of integrating changes in structure, curriculum and instruction to effectively improve student performance. Below are the reform efforts that are either already being implemented, or are in the development and planning stages, in most or all of our six persistently low-achieving schools.

SCHOOL REFORM EFFORTS—NEW STRUCTURES

- Freshman Academy
- 3x5 trimester schedule
- Advisor-Advisee program
- Professional career theme/magnet programs
- Schools of Study
- Teacher location by department/core content area
- Early college initiatives
- Changes to master schedules

SCHOOL REFORM EFFORTS—CURRICULUM

- Literacy: Ramp Up to Advanced Literacy
- Social studies and social responsibility: Facing History and Ourselves
- Math and Science: Inquiry-based curriculum
- CARE for Kids at the middle school level

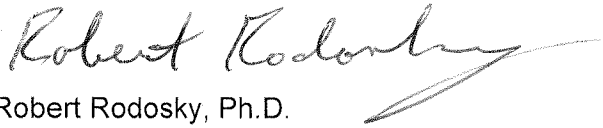
SCHOOL REFORM EFFORTS—INSTRUCTION AND ASSESSMENT

- Classroom Instructional Framework
- Learning Teams/Instructional Leadership Teams
- Learning Walks
- Tracking Proficiency

The changes in structure are all designed to provide personalized instruction, greater depth in content, and a meaningful focus on career path goals. Building on the structural changes, schools have instituted a number of important modifications in curriculum and instruction that enhance academic rigor, provide appropriate intervention for students requiring remediation, improve the quality of instruction, and assist in creating a positive learning environment for students. The next steps planned for these schools include deepening district support through instructional coaches, embedded professional development, individual student support sessions, observer reflections among groups of teachers, and leadership development with staff.

We are confident you will observe many fine examples of teaching, learning, and leading as you visit our schools and meet with our staff members. We appreciate your willingness to join hands with us in our quest to help what we believe is an outstanding school district do an even better job of serving the students of this community.

Sincerely,

A handwritten signature in cursive script that reads "Robert Rodosky". The signature is written in black ink and has a long, sweeping underline that extends to the right.

Robert Rodosky, Ph.D.
Executive Director
Accountability, Research, and Planning

JCPS District Leadership Assessment Self-Study Report

Overview

The KDE Leadership Assessment Self-Study Report was prepared by the JCPS senior leadership team. The purpose was to provide specific information concerning the 88 indicators of the District Level Performance Descriptors for Kentucky's Standards and Indicators for School Improvement.

The JCPS leadership team revised the draft document and shared the revised document with their staff. The review process provided opportunities for JCPS staff to become informed about a wide array of JCPS programs.

Organization of the Document

Due to the number of authors and the timeline, the style is slightly different for each standard, but as a whole, the document follows a similar format. Each Standard and indicator is listed, along with an explanatory narrative. Each indicator has the following sections:

- District Overview – provides information about the district as a whole
- PLAS Focus – provides specific information for the persistently low-achieving schools
- Supporting Evidence – provides a list of evidence supporting the indicator

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JCPS District Leadership Assessment
April 11, 2010 – April 16, 2010

Evidence List

[2010 JCPS District Leadership Assessment – Self Study](#)

[Board Policy Manual](#)

[Board Meeting Minutes](#)

[JCPS Mission statement, Core Beliefs, Goals](#)

[Our JCPS Culture: Shaping the Way We Learn, Teach, and Lead](#)

[2009 Administrator’s Retreat Message](#)

[External Reviews of District Programs and Services: Informing the Progress of the Jefferson County Public Schools](#)

[2009-2010 Comprehensive District Improvement Plan](#)

[2009-2010 Comprehensive School Improvement Plans](#)

[Progress Report on 2008-09 CDIP and Strategic Action Plan](#)

[2009 Annual Progress Report](#)

[2009-2010 Data Book](#)

[2009-2010 Elementary School Profile Book](#)

[2009-2010 Middle School Profile Book](#)

[2009-2010 High School Profile Book](#)

[2009-2010 Interim Performance Reports](#)

[2009-2010 No Child Left Behind Reports](#)

[School Report Cards](#)

[2008-2009 Comprehensive School Survey Results](#)

[School Profiles and Driving Directions](#)

[Comprehensive Annual Financial Report \(For the Fiscal Year Ended June 30, 2009\)](#)

[JCPS Function Chart](#)

Other Data Available Upon Request:

Restructuring Plan

CASCADE

PD Central

JCPS Online

ACADEMIC PERFORMANCE STANDARD 1 – CURRICULUM

ACADEMIC PERFORMANCE STANDARD 1: CURRICULUM

Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

1.1a There is evidence that the curriculum is aligned with the *Academic Expectations, Core Content for Assessment, Transformations, and the Program of Studies*.

DISTRICT OVERVIEW:

- JCPS ensures that all curriculum documents in all content areas are based on and aligned with the current content standards contained in the *Academic Expectations, Core Content for Assessment, Transformations, and the Program of Studies*. The JCPS Core Content Guides, Curriculum Maps, Pacing Guides, and other instructional support materials are all aligned with the *Kentucky Program of Studies*, address all *Academic Expectations*, and support the *Core Content for Assessment 4.1*. JCPS is committed to a high quality curriculum; the District employs one or more content area specialists in each of the tested areas and one or more resource teachers in many areas. One of the primary responsibilities of these educators is to develop curriculum materials, ensure their proper implementation, continuously assess the effectiveness of the materials, and revise materials and/or create new ones to address identified needs. In order to maintain current knowledge of state standards, the JCPS specialists and resource teachers are in contact with KDE content area consultants and regularly attend state meetings about curriculum issues regarding their content area. Many of the specialists and resource teachers routinely serve on state committees that create statewide curriculum materials such as the revised Core Content for Assessment and the *Program of Studies*. Having first-hand knowledge of state curriculum materials enhances the JCPS Specialists' and Resource Teachers' ability to maintain a district curriculum that is aligned with state standards.

A common K12 reading, writing, math and science core curriculum has been implemented in most schools. (Reading & Math 145 of 155 schools – Science 151 of 155 schools). Curriculum maps, aligned with Kentucky Core Content/*Program of Studies*, have been developed and distributed to all teachers. The Curriculum maps show teachers how to pace instruction, identify interdisciplinary connections, and time assessments appropriately. When correlated with Kentucky Core Content, Curriculum Maps identify gaps in the program and contain lists of content missing from these programs; which are taught from supplementary materials. Assessments aligned to the programs and to the Kentucky Core Content/*Program of Studies* are provided at every grade. Assessments are scored and entered in the Classroom Assessment System and Community Access Dashboard for Education (CASCADE) District assessment system in order to provide teachers with feedback about content gaps for adjustments in instruction.

- Teachers receive materials and professional developments designed to strengthen their content knowledge, clarify program implementation and identify teaching strategies. To supplement the curriculum, core content vocabulary lists with age-appropriate definitions were developed and distributed to teachers. Teachers also receive core content posters to use with instruction and professional development addressing the use of the posters.

Support for Persistently Low Achieving Schools:

- Schools have adopted and implemented District supported curricular programs. District Resource Teachers provide school and individual teacher support for use of the curriculum in planning, implementation, pacing and assessment.
- Reading, Science and Math teachers use the aligned inquiry-centered curriculum. District Resource Teachers collaborate with each school's content teacher leads or department chairs to provide professional development and instructional coaching to build capacity.
- Reading/Math/ECE Resource Teachers support the ECE teachers by targeting professional development designed to improve their content knowledge, prepare them to teach reading, math or science to all students and identify strategies to engage students.

SUPPORTING EVIDENCE:

- Curriculum maps/pacing guides
- Professional development rosters, evaluations, agendas, PowerPoint presentations, hand-outs
- CASCADE data
- Work plans for specialists and resource teachers
- Exit Slips
- Embedded PD Agendas
- Roles and responsibilities of resource teachers
- Core Content Vocabulary Guides and posters
- Additional curriculum materials, program units, support materials, resource documents
- District Support teams' documentation from each school in assistance
- JCPS Online folders and web pages

1.1b The District initiates and facilitates discussion among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).

DISTRICT OVERVIEW:

- JCPS initiates and facilitates continuing discussions among District school staff members to ensure state and local curriculum standards are carefully planned and sequenced between grade levels P-12 and within grade levels P-12. The District schedules regular meetings of cohort groups such as department chairs, teacher leaders, principals, and resource teachers. These meetings provide opportunities for groups to address curriculum, instruction, and assessment issues. The primary vehicles for addressing curriculum sequence between and among grade levels are the curriculum maps and pacing guides, which are provided to all teachers of core content. As curriculum materials are written and revised, the District ensures that all materials are focused on enabling all P-12 students to achieve proficiency on state standards.
- Specialists and Resource Teachers provide and facilitate on-going discussions to ensure curriculum standards are planned and sequenced through the following regularly scheduled sessions:
 - Elementary and middle principal professional development
 - Resource Teacher professional development
 - Content Teacher Lead and Department Chair professional development
 - School-based and embedded professional development for teachers
 - District professional development for teachers
- Directors and Specialists also communicate with Resource Teachers to coordinate curriculum and instruction throughout the district.
- Content Teacher Leads meet regularly throughout the school year. Meeting agendas include work involving curriculum alignment, standards, and best practices.
- Resource Teachers meet weekly with specialists and directors to refine and revise support activities for all schools.
- Specialists and Resource Teachers follow-up with teachers who attend professional development to provide ongoing support and determine next steps in instruction.
- Curriculum maps and pacing guides are introduced during the New Teacher Induction professional development sessions for new teachers across the district. The curriculum documents are web-based; therefore, revisions and updates are posted on the website, allowing guides to remain current when changes occur in core content for assessment or resource links are no longer active. Teachers have immediate access to revisions.

Support for Persistently Low Achieving Schools:

- Resource Teachers help schools plan both embedded (during the work day) PD and after school PD to support curriculum implementation and to model best practices.
- Resource Teachers are assigned to schools based on a needs assessment.
- Specialists provide additional support for all schools.

SUPPORTING EVIDENCE:

- Curriculum Maps/Pacing Guides
- Exit Slips
- Content Teacher Lead Meeting Agendas
- Professional development rosters and evaluations from *PdCentral*
- Professional development agendas, power point presentations, hand-outs,
- CASCADE data
- Roles and Responsibilities of Resource Teachers
- District Support Team reports

1.1c The District initiates and facilitates discussions between schools in the District in order to eliminate unnecessary overlaps and close gaps.

DISTRICT OVERVIEW:

- District leadership, in consultation with schools, develops, communicates, and implements a systematic process to eliminate unintentional curricular overlaps and close gaps. In order to sequence and pace instruction and prevent gaps in learning for students as they transition from grade to grade or, perhaps, from school to school, committees of District teachers and administrators developed elementary and middle school curriculum maps for all contents and grade levels. At the high school level, pacing guides/curriculum maps were developed to help structure the time allocated for course units and underscore the important concepts of each course. The use of curriculum maps and pacing guides eliminate overlaps and gaps and ensure that all students receive the same curriculum. All teachers have the appropriate curriculum maps and/or pacing guides.
- Additional content-specific curriculum materials are available to ensure that all students receive instruction that will prepare them for state assessments. All curriculum support material is available through JCPS Online.
- The District has offered and continues to offer district-wide and school-based professional development on the effective use of the maps, guides, and other JCPS curriculum materials. Content-based District professional development is designed to be grade level and core content specific to help teachers avoid overlaps and gaps in their instruction. District content department chairperson sessions at the middle and high school levels allow for communication and discussion to help ensure elimination of curriculum gaps or overlaps. Gap analysis professional development is offered to lead teachers at the elementary level.
- The District provides assessments in all content areas to be given at least twice per year. These assessments further encourage teachers to follow the sequence of instruction outlined in the curriculum maps and pacing guides. Systematic analysis of student responses to uniform assessments allows teachers to determine possible gaps in curriculum and identify areas for re-teaching. Teachers meet by department at least once every six weeks to form Learning Teams which compare and contrast student work in all classes.

Support for Persistently Low Achieving Schools:

- Schools receive regular support from District specialists and resource teachers.
- Schools receive the opportunity for professional development in all content areas either at the school level or at the district level. Resource Teachers and building administrators encourage teachers to attend.
- Assigned resource teachers are available for coaching on the units.

SUPPORTING EVIDENCE:

- Curriculum Maps and Pacing Guides in all content areas
- Writing units
- Curriculum materials on JCPS Online
- Other resource documents, course materials, content vocabulary guides, curriculum posters from all content areas and all grade levels
- CASCADE data
- Agendas, rosters, hand-outs, materials, and evaluations for meetings of department chairs and teacher leaders
- Professional development agendas, rosters, hand-outs, materials, and evaluations
- Exit Slips and data collection reports of specialists and resource teachers
- *pdCentral*
- District Support Team Reports

1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

DISTRICT OVERVIEW:

- The District provides a number of regularly scheduled meetings throughout the year to facilitate discussion within and between schools to identify key curriculum transition points. These district-wide meetings are held for teacher leaders and department chairpersons.
- In addition to participating in discussions among their peers from other schools, the people listed above chair meetings in their own schools among cohort groups to extend the discussions held during district-wide meetings. Resource teachers routinely attend District-wide meetings and meetings at the school(s) to which they are assigned. They provide a link between the District and school level discussions and share their insights with District content area specialists on a regular basis.
- In addition to regularly scheduled meetings of groups of school representatives, the District organizes other opportunities for teachers to learn together with teachers from other schools.
- The District leadership facilitates discussions within and between schools to address and resolve curriculum issues at key transition points.

Support for Persistently Low Achieving Schools:

- Representatives from schools participate in District-wide meetings and professional development. These representatives then present the information gained at the meetings to their school colleagues and chair further discussions on curriculum issues. Resource teachers assigned to the school assist in school presentations.
- Schools in assistance use summer sessions and orientations for incoming sixth graders to administer SRI assessments for early placement and/or intervention support for literacy.
- In order to assure proper placement of students, the Ramp Up resource teacher and District reading specialist met with middle school counselors to explain placement procedures.
- Resource Teachers are trained in curriculum materials at multiple grade levels with a focus on transition grades.

SUPPORTING EVIDENCE:

- Agendas, rosters, hand-outs, materials, and evaluations for meetings of department chairs and teacher leaders
- Professional development agendas, rosters, hand-outs and materials, and evaluations
- Work plans and data collection reports of specialists, instructional coaches, and resource teachers
- Weekly reports of district support teams
- KCCT and SRI data
- Feeder cards for incoming sixth-graders
- Sixth grade summer orientation rosters
- 9th grade summer orientation rosters

DISTRICT OVERVIEW:

- JCPS ensures that the curriculum of every school has intentional connections (e.g., dual credit courses, articulation agreements, early college courses) to familiarize all students with a variety of post-secondary education and career options. JCPS offers Advanced Placement courses at all comprehensive high schools and International Baccalaureate courses at Atherton High School. JCPS partners with Bellarmine University, University of Louisville, and Jefferson Community College to offer a number of dual credit courses in the areas of English, mathematics, science, social studies, arts and humanities. JCPS also has a joint program with Jefferson Community College called College Now! This is an e-learning partnership that allows JCPS high school students to earn both high school and college credit for courses taken online.
- Career assessments are administered to all eighth grade students. The JCPS Career Assessment Center has two locations and offers a variety of counseling and testing services to students searching for career advice.
- To address the *Program of Studies*, the JCPS Practical Living specialist worked with teachers to develop high school courses in consumerism and vocational studies. The PL specialist also created an online middle school vocational studies course. The JCPS School-to-Career Department coordinates the technical course offerings at the middle and high schools. Every middle and high school has at least one vocational/technical course available for students. Most schools have a wide variety of courses of this type.
- A number of JCPS high schools are magnet career academies, offering a complete program of study in a wide variety of areas including such diverse areas as: aeronautics, interior design, culinary arts, and machine tool and dye technology. Some high schools partner with community agencies to offer apprenticeships as part of their magnet program curriculum:
 - Carpentry: Iroquois High School and Associated Builders and Contractors of Kentuckiana, Inc.; Jefferson Community & Technical College; and Kentucky State District Council of Carpenters, AFL-CIO
 - Electricity: Iroquois High School and Louisville Electrical Joint Apprenticeships Training Committee; Independent Electrical Contractors of Kentucky and Southern Indiana, Inc.
 - Heavy Highway Equipment/Construction Science: Fairdale High School and Associated Builders and Contractors of Kentuckiana, Inc. and International Union of Operating Engineers Local 181
 - Masonry: Iroquois High School and Mason Contractors Association of America Construction Training Institute
 - Plumbing: Iroquois High School and Jefferson Community & Technical College; Kentucky Association of Plumbing, Heating and Cooling Contractors; and UA Plumbers Local Union No.107
 - Welding: Iroquois High School and Jefferson High School and Jefferson Community & Technical College and Kentucky State District Council of Carpenters AFL-CIO, Millwright Apprenticeship
- In order to allow students to participate in authentic experiences in the arts and to expose students to career options in the arts, the District provides opportunities for students to demonstrate artistic skills and talents through programs such as: Scholastic Art Awards, All-State Band, Orchestra and Choir; All-County Band, Orchestra and Choir; Instrumental and Vocal Solo and Ensemble Assessment, District Band, Orchestra, Chorus Large Ensemble Assessment, Youth Art Month; and individual school performance and artistic programs. Information on dance, drama, music and visual art competitions, exhibitions and performances open for P-12 student participation was provided to schools and arts teachers.
- Eighty-seven articulation agreements exist for dual credit purposes at the high school level.
- JCPS ensures that school leadership implements a curriculum that integrates opportunities for application of skills, knowledge, processes, and life skills (e.g., budgeting, problem solving, consensus building) that prepares all students to be self-sufficient and productive citizens.
- The Kentucky Program of Studies mandates that students have skills in reading practical workplace texts as well as informational and persuasive texts. JCPS reading curriculum for all grades ensure that students are

taught the necessary skills to read these types of texts. For example, 65% of the middle school reading program, Read XL, is made up of nonfiction passages with “text to world” connections in all units. Both 9th and 10th grade Comprehensive/Honors English curriculum contain units on informational and persuasive reading, including lessons concerning graduation requirements, driver's manual, conflict resolution, problem solving, and recognizing persuasion. Schools at all levels identify and purchase periodicals and magazines to provide additional informational and persuasive reading materials.

- The JCPS writing curriculum focuses on preparing students to write the kinds of writing he/she will be called on to do not only as students but also as adults. All of the types of writing included in the curriculum must be *authentic*, that is, written to a real person for a real purpose in a form that exists in the real world of print. Students learn to apply their knowledge and skills to the writing of authentic pieces such as: letters, editorials, speeches, brochures, testimonials and advertisements.
- The most recent JCPS mathematics curriculum materials and assessments contain an increased number of real-world applications. The new high school mathematics Pacing Guides contain an increased number of American Diploma Project Standards. These mathematics standards are nationally recognized as necessary for success in post-secondary education and higher-paying career options.
- K-12 science curriculum includes:
 - Real-world applications to science concepts
 - “Why do I have to know this?” rationales
 - A focus on higher-order processes such as problem solving, questioning, and analyzing
 - Regular cooperative learning investigations
- The District collaborates with community agencies to provide students with opportunities to apply their knowledge and skills in real-world settings and to see alternative career paths available throughout the county. The District has an incredible 2,840 partnerships with local businesses and community agencies. One of those partners is Junior Achievement. Through that partnership, all fourth-grade students attend Sam Swope Exchange City, and all seventh-grade students attend Finance Park. Also, the District mathematics specialist and resource teacher collaborated with Junior Achievement to create a career and job exploration unit to be used in 7th grade mathematics classes.
- The District Music Specialist collaborated with the Louisville Orchestra to provide the opportunity for high school instrumental students to perform with professional musicians. The District Arts and Humanities collaborated with the St. James Court Art Show to have artists teach elementary students about art careers and processes, culminating in an exhibition of student artwork at the St. James Court Art Show.
- JCPS staff have worked with a number of other community partners to create curriculum materials that provide students with community-based educational experiences. A few of these partners include Six Flags Over Kentucky, Waterfront Park, Louisville Science Center, Louisville Zoo, Falls of the Ohio, and the Louisville Water Company. The PL specialist developed a community connection directory and community partners actively participated in PD.
- JCPS ensures that each student in grades 6 – 12 has an Individual Learning Plan (ILP) that is developed collaboratively by the student, parents, and an advisor, and implemented properly. Each high school student is required to have an ILP that emphasizes his or her career plans and that lists the courses he or she intends take in high school. The ILP is monitored and updated yearly. School counselors have traditionally handled the development of ILPs, but because ILPs are now part of *Practical Living Core Content 4.1*, practical living teachers are being trained to assist students in this process.

Support for Persistently Low Achieving Schools:

- High Schools offers AP courses for dual credit.

SUPPORTING EVIDENCE:

- JCPS course numbers and course descriptions
- Data and curriculum materials for dual credit, Advanced Placement, and International Baccalaureate courses

- College Now! brochure
- Curriculum guides for high school courses in consumerism and vocational studies and English
- 8th grade career assessment data
- JCPS Career Assessment Center materials
- School-to-Career publications
- List of Magnet Career Academy programs
- JCPS Apprenticeship materials
- Programs from JCPS artistic events
- ACT, Explore, and PLAN
- Junior Achievement
- JCPS Middle School Vocational Course Changes on JCPS On-line
- Curriculum Maps and Pacing Guides for all content areas
- Child Development Project texts and lesson plans
- Genre-specific writing units for all levels
- High School Partnership Concert with the Louisville Orchestra at Buechel Metropolitan High School
- St. James Court Art Show web site
- Junior Achievement curriculum units, training sessions, and records of schools' participation in field trips
- Kentucky Character Traits law and materials
- List of community partners on JCPS web site
- Cultural Consortium materials
- Louisville Science Center field trip guide
- Curriculum materials from informal science community partners
- PL Elementary and Secondary Community Directories
- *High School Student Progression, Promotion, and Grading Handbook 2008-2009*
- Guidance materials on Individual Learning Plans
- Professional Development materials for practical living teachers
- *Practical Living Core Content 4.1*

DISTRICT OVERVIEW 1.1.f.1:

- The local board of education has written policies, and District leadership implements procedures to address curriculum issues in each school. Four board policies in particular address curriculum issues:
 - JCPS Board Policy IF: Curriculum Adoption
The superintendent/designee shall develop a District program of studies that establishes course descriptions and requirements consistent with state regulations. This program of studies shall be the District curriculum and shall be submitted to the board of education for approval.
 - JCPS Board Policy IFD: Curriculum Development and Implementation
The board of education shall have the final authority to adopt or revise any component of the District curriculum. The superintendent shall develop curriculum frameworks and make them available to schools. The frameworks shall translate state learning goals and academic expectations into a curriculum useful to teachers and accessible to parents. The frameworks, program of studies, content guides, ancillary materials, and textbooks shall support the curriculum to be used at the schools, as well as school-based decision making councils in the development of local school curriculum policy.
 - JCPS Board Policy IG: Curriculum Design
Schools are responsible for local curriculum design, as provided for in the Kentucky Education Reform Act. The superintendent shall provide the schools with curriculum frameworks and model curriculum, and support through professional development, to ensure that all students receive a challenging curriculum in language arts, mathematics, science, social studies, arts and humanities, and practical living and vocational studies.
 - JCPS Board Policy IGA: Basic Instructional Program
A basic instructional program shall be designed and implemented to meet the needs of students in P-12 and preschool as required by law. This program shall include, but not be limited to, instruction in the foundations skills of language arts, mathematics, science, social studies, arts and humanities, and practical living and vocational studies. Deviation from this basic instructional program shall have the approval of the superintendent/designee or school-based decision making council.
- It is understood that the school-based decision making councils have the responsibility to determine the school's curriculum but, because of the size of the District and the number of students moving between schools daily, the District has developed a District-wide curriculum that meets the needs of all students. It is flexible enough to allow for individual differences yet still provide the continuity to deliver the *Academic Expectations, Program of Studies, and Core Content for Assessment* to all students.

DISTRICT OVERVIEW 1.1f.2:

- JCPS has reviewed each school council policy to ensure that each council has adopted a curriculum policy and that school leadership has implemented procedures to address curriculum issues. The SBDM Office conducts an annual SBDM policy review at each school. The District uses the KDE *SBDM Required Policy and Best Practice Checklist* to ensure that schools have all mandatory policies. (Curriculum is a required policy that is reviewed.) A District representative is assigned to observe council meetings for schools in assistance and gather data regarding council actions and policy implementation. A report is issued to the SBDM Chairperson and the assistant superintendent.
- Annual SBDM surveys are sent to all schools, and council members are asked to indicate the effect that specific policies have on student achievement and reducing the achievement gap. (Curriculum is a policy area.) Results of the survey are reported in the *SBDM Connections* newsletter.
- JCPS provides assistance from central office staff to school-based decision making councils. District staff conducts training for councils and provides councils with materials that indicate roles and responsibilities for the council. Each school council in the District is aware that it must adopt a curriculum policy. JCPS

publishes the *SBDM Policy Manual* that contains sample policies that SBDM councils can copy or adjust to meet their specific needs. The sample SBDM curriculum policy includes the following statements:

- Sample SBDM Policy Curriculum Development and Implementation
A curriculum committee shall be established yearly as a standing committee. The curriculum committee shall have the responsibility for the following:
 - Gathering, compiling, and evaluating information related to curriculum, instruction, and assessment
 - Developing and recommending the Comprehensive School Improvement Plan, including identifying funding sources and professional development to the SBDM council
 - Reporting bi-monthly (orally and in writing) to the SBDM council on issues surrounding the curriculum at Sample Elementary School
 - Reviewing all assessment data when they become available and recommending changes when needed
 - Reviewing curriculum and new programs and recommending the adoption of such, as needed, to the SBDM council
 - Utilizing ad hoc committees to complete the task and make recommendations to the curriculum committee as needed.

DISTRICT OVERVIEW 1.1f.3

- District leadership monitors each school's curriculum and facilitates ongoing revision as needed. JCPS has a systematic process in place for monitoring, evaluating, and revising curriculum.
- STEP ONE – ASSURING THAT THE SCHOOLS OFFER A COMPLETE CURRICULUM
The process begins with the Comprehensive School Improvement Plans. District-level staff reviews each CSIP before they are submitted to the state. This review ensures the quality of each CSIP. The principal of each JCPS high school is required to submit a Letter of Assurance listing all of the courses offered at the school that meet the requirements of the state *Program of Studies*. This ensures that a complete curriculum is offered at each school.
- STEP TWO – MONITORING AND EVALUATING THE EFFECTIVENESS OF CURRICULUM IMPLEMENTATION AT EACH SCHOOL
The District uses multiple methods to monitor the effectiveness of curriculum implementation at the school. Many of the district's efforts used to observe and evaluate instruction also produce findings that impact curriculum development and implementation. As District staff engages in the activities below, they provide immediate assistance to teachers who demonstrate instructional needs. At the same time, however, they are collecting information that indicates areas of the curriculum in need of revision.
- Schools in assistance are involved in a coaching/monitoring process. The coaching/monitoring team visits the school weekly, bi-monthly, or monthly, depending on the level of assistance needed. Monitors collect information about a variety of issues, including curriculum implementation, which is shared with the Assistant Superintendents of Instruction.
- District staff regularly analyzes CASCADE data to determine areas of the curriculum that are not being successfully taught at each school.
- Analysis of CATS data from each school produces information about curriculum implementation.
- Analysis of student work also offers information about curriculum implementation.
- Content area specialists and school administrators have created walkthrough instruments (e.g., Literacy, Science, and Mathematics Walkthrough, Best Practices Observation Tool for Mathematics and Science, Ramp Up Implementation sheet) to assess classroom instruction during an observation visit. District administrators regularly use the walkthrough instruments, document their observations, and report the findings. Among the findings is often information related to curriculum implementation.

- Content area specialists and resource teachers regularly go into schools to conference with teachers individually or in small groups. These conversations often produce information about curriculum implementation.
- Content area specialists and resource teachers often meet with small groups of teachers at a school to analyze student work in order to determine next steps for teaching. This analysis often provides implications for curriculum revision.
- Content area specialists and resource teachers also learn about schools' implementation of the curriculum through discussions during meetings with department chairs, teacher leads, principals, SBAT groups, assistant superintendents and principal liaisons, resource teachers, teacher focus groups, HSEs, and other groups.
- Content area specialists and resource teachers gain information about the curriculum during professional development sessions and on the PD evaluation forms.
- Content area specialists and resource teachers also learn about curriculum through individual conversations with teachers and through email and other correspondence.
- Throughout the school year, teachers and principals are continuously evaluating the effectiveness of the curriculum. As principals conduct formal observations and walkthroughs, they note curricular problems. Teachers are quick to uncover problem areas in the curriculum. Teachers share their curricular concerns with principals, department chairs, lead teachers, content area specialists, resource teachers, and others. Principals make requests for curriculum revision to principal liaisons and assistant superintendents, and content area specialists.
- STEP THREE – CREATING NEW CURRICULUM, REVISED CURRICULUM, AND ADDITIONAL CURRICULUM MATERIALS
Existing curriculum is revised, new curriculum is created, and/or additional curriculum materials are written as a result of one or more of the following:
 - Information collected by district-level staff indicates the need.
 - Principals and teachers request district-level revisions or new materials.
 - Core Content is changed at the state level.
 - New textbooks are adopted.
- When new or revised curriculum is instituted, the District provides teachers and principals with professional development. The process of monitoring, evaluating, and revising curriculum then begins again.

DISTRICT OVERVIEW 1.1f.4:

- Content specialists facilitate regular opportunities for discussion of curricular issues among constituent groups: department chairs, teacher leaders, and others. In addition, the Superintendent's Instructional Cabinet meets weekly to discuss instructional and curricular issues and to plan next steps.
- Teams of teachers and administrators from across the District collaborate to write new curriculum and/or major curriculum revisions. During the writing process, team members continuously seek feedback from colleagues at their school or in their department.

Support for Persistently Low Achieving Schools:

- Schools have resource teachers assigned to the school to provide support with pacing, planning, professional development, and program implementation.
- Schools have adopted and implemented District supported curricular programs. District resource teachers provide school and individual teacher support for implementation, pacing and assessment issues.

SUPPORTING EVIDENCE:

- *Policy Manual of the Jefferson County Board of Education, Kentucky*
- SBDM policies on curriculum development and implementation
- SBDM Policy Manual
- Reports of SBDM reviews and observations of SBDM meetings
- *SBDM Connections* newsletter
- CSIPs and reviews of CSIPs
- Letters of Assurance
- Coaching/monitoring team documentation
- CASCADE and KCCT data
- Points to Proficiency reports
- Descriptive Review of Writing Folders reports
- Walkthrough instruments and results data
- Exit Slips
- Agendas, rosters, hand-outs and materials, and evaluations for meetings of department chairs and teacher leaders
- Professional development agendas, rosters, hand-outs and materials, and evaluations
- All JCPS curriculum documents

1.1g The curriculum provides access to a common academic core for all students.

DISTRICT OVERVIEW:

- District leadership ensures that all students have access to and are enrolled in classes in a core curriculum that is aligned with Kentucky's *Academic Expectations, Program of Studies, and Core Content for Assessment*. Information contained in the District Response to Indicator 1.1a of this report explains that all JCPS curriculum documents are based on and aligned with the *Academic Expectations, Program of Studies, and Core Content for Assessment*. District specialists ensure that all teachers have the necessary curriculum documents and instructional materials. These materials are usually distributed through department chairs, lead teachers, and/or principals. District specialists and resource teachers provide professional development sessions on the use of new materials and newly revised materials.
- All students have access to a common academic core. All elementary students (including students in special programs such as ECE and ESL) have access to a core curriculum that is aligned with the *Academic Expectations, Program of Studies, and Core Content for Assessment*. After school opportunities (i.e. Saturday school, ESS, safe school clubs and other co-curricular programs) are provided to address multiple content areas.
- High school students are required to successfully complete the following courses in order to graduate:
 - English I, II, III, and IV
 - Algebra I, Geometry, Algebra II, and a senior year mathematics elective
 - 3 credits of science to include life sciences, physical science, earth/space science and unifying concepts (each to incorporate lab-based investigation)
 - 3 credits of social studies from U. S. History, Economics, Government, World Geography, and World Civilizations
 - Health and Physical Education
 - History and Appreciation of Visual and Performing Arts (or another arts course that incorporates such content)
 - 2 nonnative language electives (or demonstrated competence)
 - 5 electives
- All students who successfully complete the courses required for graduation will have had access to learning the knowledge, skills, and processes mandated in the *Academic Expectations, Program of Studies, and Core Content for Assessment*.
- Middle school students have access to an aligned curriculum through their core courses in language arts, mathematics, science, and social studies. Students receive instruction in arts and humanities and practical living/vocational studies core content through their related arts courses. Students in some JCPS middle schools do not have access to a full complement of related arts courses because they choose to enroll in a year-long related arts course such as band, chorus, orchestra, or foreign language. In these cases, District specialists provide the teachers of core courses with interdisciplinary instructional materials designed to assure complete coverage of A & H and PL/Vocational School (VS) core content for all students. District specialists also provide teachers with professional development on how to use the materials and provide sample schedules for including A & H and PL/VS core content across the curriculum.

Support for Persistently Low Achieving Schools:

- District specialists and resource teachers work with all schools to ensure teachers are pacing lessons and covering core content appropriately and to provide support where needed.

SUPPORTING EVIDENCE:

- All JCPS curriculum materials for all courses and all grade levels
- *Academic Expectations, Program of Studies, and Core Content for Assessment*
- *High School Student Progression, Promotion, and Grading Handbook*
- *Master schedule*

ACADEMIC PERFORMANCE STANDARD 2 – CLASSROOM EVALUATION/ASSESSMENT

ACADEMIC PERFORMANCE STANDARD 2 – CLASSROOM EVALUATION/ASSESSMENT

Standard 2: The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

2.1a - Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.

DISTRICT OVERVIEW:

- The District provides Core Content Assessments (CCAs)/Common Assessments in reading, mathematics, science, social studies, arts & humanities and practical living/vocational studies for all schools to use. The District has implemented and maintains an Item Bank (currently being updated), containing assessment items that are aligned with *Kentucky's Core Content for Assessment*. These items have always been accessible to JCPs teachers as well as educators outside of Jefferson County. The district's curriculum maps are aligned with *Kentucky's Core Content for Assessment*. Resource teachers work with assigned schools to analyze student work and implement classroom assessments that are aligned with *Kentucky's Core Content for Assessment*.
- The district's Comprehensive School Improvement Plan (CSIP) web-based tool is designed to have schools review and use data in their planning process and Implementation and Impact checks. Middle School CSIPs are reviewed by district Middle School Instructional staff and feedback is given to principals. School plans must be approved by the school councils.

Support for Persistently Low Achieving Schools:

- Schools use CASCADE as a web-based assessment tool and collect benchmark data to assess the level of proficiency of their students at least three times a year. These benchmarks provide school staff with data in order to inform instruction regarding instructional strategies and interventions needed.
- School staff and Resource Teachers monitor the implementation of all activities designed to improve student achievement including:
 - Analyzing assessment results and teacher use of assessment results on an ongoing basis.
 - Teachers' use of student work to change instruction
 - Walk-throughs and student/teacher interviews
- Middle Schools (Persistently Low achieving) – Submit the Assessment Report for Coached Schools to the Priority Manager and the Assistant Superintendent on a regular basis.
 - Western Middle School
 - CCAs are administered on a regular basis. The Assessment Report for Coached Schools is submitted regularly and includes disaggregation of CCA data. This report is given to the Priority Manager and Assistant Superintendent. Content-based competitions are being held to reinforce learning and to ensure content coverage.
- High Schools: Our persistently low achieving schools (Fern Creek, Valley, Western and Shawnee) continue to place heavy emphasis in the area of math while also stressing literacy. The Leadership Intervention Team reviews implementation and impact checks throughout the year. These teams consist primarily of the assistant superintendent, principal, priority school manager, and resource teachers. The resource teachers may be permanently assigned to the schools as well as be assigned from the Gheens Academy. An SBDM mentor is also assigned to each school to ensure each council is focusing on student achievement. The District Math Team develops action plans to guide classroom teachers. Training has been provided to support the implementation of inquiry-based curricula. Much of this training has been in the area of CPM (College Prep Math).
- CASCADE data is used by all high schools to determine the achievement level of students. These grading period assessments are then analyzed at periodic learning team meetings to determine areas in need of

reinforcement. A major part of the CASCADE analysis is the item level analysis to determine areas that need to be retaught.

SUPPORTING EVIDENCE:

- Middle Schools
 - Restructuring Plans
 - ePD Schedules
 - Priority Manager Monthly Reports
 - Core Content Assessment/Common Assessment Samples
 - Assessment Reports for Coached Schools
 - CASCADE Data
 - Exit Slips submitted by Resource Teachers and other district support personnel to Principals and Priority Managers
- High Schools
 - Priority Manager monthly Reports
 - Exit Slips from Resource Teachers in math and reading
 - Core Practice Summaries
 - Training sign in documents
- CASCADE data (for benchmarking)
- Classroom Instructional Framework (CIF) data
- Comprehensive School Improvement Plans (on JCPS web)
- Core Content Assessment Map
- Core Content Assessment/Common Assessment samples
- Embedded Professional Development Agendas
- Entry Slips, Exit Slips
- Flashbacks
- Journal Entries
- NCLB Reports
- Restructuring Plan and Implementation and Impact Check
- Priority manager for high schools attends ILT meetings and meetings with the principal
- Sample of JCPS Curriculum Map
- Teacher made assessments

DISTRICT OVERVIEW:

- Teachers and administrators have attended some Rick Stiggins formative assessment trainings this year.
- All individual teachers are invited to submit items for the Item Bank. Assessment items can be submitted to the Item Bank at any time during the year. The items are reviewed and quality controlled before being placed in the item bank.
- Content specialists meet with school-based content leads and department chairs during the school year to review and revise Core Content Assessments.

Support for Persistently Low Achieving Schools:

- School staff and Resource Teachers train staff on the use of CASCADE and its implications for making instructional adjustments.
- At each school site Resource Teachers collaborate with classroom teachers to develop or revise formative assessments aligned with core content and units of study.
- Middle Schools
 - Professional development conducted on using open response items to inform instruction.
 - Western Middle School has created some items for their content area reviews.
 - Formative Assessment has been a focus of professional development this year.
- High Schools
 - ILTs conduct monthly meetings in part to design learning walks and teacher exchanges. ILTs study usage of the Core Practice Summaries that include assessment tasks. Learning Teams identify potential stumbling blocks with upcoming units and plan ways to formatively assess along the way to monitor student progress and address deficiencies.

SUPPORTING EVIDENCE:

- ePD schedule
- Resource Teacher exit slips
- Jefferson County Core Content Item Bank Items
- Agendas from Content Lead and Department Chair meetings
- Agenda from high school ILT team meeting indicating training received by the entire ILT team regarding developing Learning Team protocols, understanding CASCADE data, adapting questions in science modules manuals and CMP2 for additional open response questions for PLAS middle schools.
- Core Practice Summaries
- Learning Team Summary documents

2.1c - Students can articulate the academic expectations in each class and know what is required to be proficient.

DISTRICT OVERVIEW:

- Items from the Item Bank and the district's Core Content Assessments/Common Assessments are accompanied by scoring rubrics that articulate performance standards. The Core Content Assessments and items from the Item Bank remain in the classroom and teachers may use the results of assessment, combined with the rubrics, for instruction. Teachers are posting objectives/learning targets and daily agendas in their classrooms.

Support for Persistently Low Achieving Schools:

- The resources stated above are available to the Persistently Low Achieving and other identified schools. These schools are assigned a Priority Manager, a Highly Skilled Educator and central office Resource Teachers for extra support.
- Schools are using the Classroom Instructional Framework (CIF) in order to establish rituals and routines school wide.
 - High Schools: Classrooms use CIF charts to identify the day's learning targets. Teachers are expected to post these charts and refer to them periodically in each lesson.
 - Learning Walks and teacher exchanges afford an opportunity to question students regarding their learning.
- Schools focus on teaching the use of rubrics to students. In addition, students are instructed how to recognize proficient work. Schools are expected to display student work and teach students how to articulate what they are learning and how to make intentional connections to the real world.
- Learning targets/essential questions are routinely posted in classrooms, classrooms daily agendas are posted and teachers share proficient examples of student work so that students can understand the expectations.

SUPPORTING EVIDENCE:

- Classroom Instructional Framework (CIF)
- Rubrics
- Student work
- Learning Walks or Walkthroughs
- High schools: Teacher syllabi
- Middle Schools: Displays of student work both in and out of the classroom, student surveys, data from parent survey (Comprehensive School Improvement) and walkthroughs; walkthrough data to show evidence of postings of objectives and agenda, rubrics developed by the teacher with student input to determine proficient work, CIF walkthroughs, ePD schedules (Unpacking Standards, Establishing Learning Targets)

DISTRICT OVERVIEW:

- Assessment results data are regularly disaggregated. Our CASCADE reporting system includes the capability of disaggregating data by core content objective, down to the individual student level. Teachers, school leadership and district leadership have ready access to our CASCADE system to get benchmark results. In addition, special reports can be created. Teacher developed assessments (CCAs) are loaded onto CASCADE through the use of individual scanners at every school. This tool provides immediate access to data to assist schools in identifying curriculum gaps. Schools are provided with the IPR Staff Workshop Model and School Findings Form to support their obligation to disaggregate data and identify curricular gaps. Some schools choose to use the Red Flag Analysis as well.

Support for Persistently Low Achieving Schools:

- Schools implement instructional change and interventions based upon the results from the IPR and CASCADE analysis.
- CCA data sheets are reviewed by district staff.
- Assessment Reports are submitted to Dr. Ledford to support analysis of middle school student work at these schools.
- High Schools:
 - IPR Red Flag analysis is used to identify curricular gaps. English departments examine district curriculum units for the second half of the year to identify gaps and develop lessons in order to address those gaps and shore up areas where students are still struggling.

SUPPORTING EVIDENCE:

- Presentation on JCPS CSIP process
- IPR Staff Workshop Model
- School Findings Form
- Red Flag Analysis
- Screenshots of CASCADE assessment data summary
- Disaggregated KCCT Results (Overall, Reading, Mathematics) for 2007 – 2009 with Trends
- Sample of CASCADE data disaggregation
- School Meeting Agendas
- Priority Manager Reports
- Assessment Reports for coached middle schools
- ePD schedule
- Resource Teacher exit slips
- CASCADE worksheet - Western MS
- High Schools
 - CASCADE, ACT, ACT-practice, ACT-PLAN, report cards
 - Red Flag Analysis forms/documents
 - English Department PD forms and session notes

2.1e - Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

DISTRICT OVERVIEW:

- The District has a variety of reporting systems to provide data to schools from multiple assessments for their use in providing meaningful feedback on student learning. Resource teachers are working in the schools to assist with appropriate use of this data by the schools. Local assessment results (CCAs and DIBELS) and reports are stored on CASCADE. State and local individual student results are readily accessible to school staff through the assessment tab located on Infinite Campus. Most middle schools use the Scholastic Reading Inventory (SRI) two to three times per year to assess student reading progress and group students for instruction.

Support for Persistently Low Achieving Schools:

- Teacher made formative and summative assessments. “Checking for understanding” is an ingredient in the CIF that is used several times per class period to ensure student understanding.
- Middle schools are using CCA results and other formative assessments to help inform instruction.

SUPPORTING EVIDENCE:

- Screenshot of Infinite Campus assessment tab
- High school :
 - CASCADE Analysis
 - Teacher Audit Binders
 - Anecdotal data from peer observations and learning walks (checking for understanding primarily)
- Middle school formative assessments (e.g. teacher-made assessments), Resource Teacher exit slips.

2.1f - Performance standards are clearly communicated, evident in classrooms and observable in student work.

DISTRICT OVERVIEW:

- The district's Core Content Assessments/Common Assessments and the items from the Jefferson County Item Bank are accompanied by rubrics. The Core Content Assessments/Common Assessments and the items from the Item Bank remain in the classrooms with their rubrics and are used to ensure that student performance standards are clearly communicated.

Support for Persistently Low Achieving Schools:

- Schools use the Common Assessments each grading period to inform instruction.
- Teachers post daily learning targets or essential questions.
- High Schools:
 - Course syllabi (available to students and parents in hard copy and electronically), assessment rubrics, CIF (including the performance daily for the students in chart form), and learning walks and teacher exchanges (teacher cohorts between and among schools) look for this component.

SUPPORTING EVIDENCE:

- CASCADE reports from the core content areas
- Learning walks or walkthrough data
- Middle school walkthrough data showing posting of objectives/learning targets and agendas in classrooms.
- High school:
 - Course syllabi
 - CIF posted daily in classrooms and referred to periodically during lessons
 - Data analysis from peer walkthrough
 - Administrative learning walks
 - Teacher Exchanges

2.1g - Implementation of the state-required Assessment and Accountability Program is coordinated by school and District leadership.

DISTRICT OVERVIEW:

- District personnel at the Testing Unit are thoroughly trained on the administration of and ethical procedures for state required assessments. The Testing Unit staff thoroughly trains all Building Assessment Coordinators on the administration of and ethical procedures for state required assessments. In turn, the Building Assessment Coordinators (BAC) train staff members at the building level on the administration of and ethical procedures for state required assessments.
- The Testing Unit provides to all schools at the beginning of each school year copies of the Administration Code for Kentucky's Educational Assessment Program (Administration Code) and a signature sheet. All building staff members who will be involved in the state testing program are required to sign the signature sheet, affirming that he/she has received a copy of the Administration Code, has read the Administration Code and will comply with the Administration Code. The signature sheets from the schools are sent to and kept on file by the Testing Unit. In addition, at the time of testing, all building staff members who are involved in the state testing program sign copies of the Appropriate Assessment Practices Certification Form. These forms are returned to and kept on file by the Testing Unit.
- Teachers, instructional assistants and district personnel are trained in test administration modifications and adaptations. The Exceptional Child Education and English as a Second Language departments have initiatives and procedures to keep parents informed regarding assessment programs. Teachers are provided copies of the Individual Education Plans of students. Testing modifications and accommodations are used during classroom instruction throughout the year and implemented during state assessments. The Testing Unit collaborates with the Exceptional Child Education and ESL departments to ensure appropriate strategies are used by teachers.
- The BAC Advisory Group was created this year to promote a closer collaboration between the Testing Unit and its work with the schools. The BAC Advisory Group provides specific feedback about test materials handling and other testing related issues. The Testing Unit uses this feedback to increase its support to the schools.
- A Research, Accountability and Planning Work team was created recently to support a closer collaboration between principals and this department. Various issues which may affect schools are discussed. Principal feedback is shared and implemented at the district level when possible.
- The Counselor's Assessment Committee and the Testing Unit meet three times per year to discuss testing issues and to collaborate on providing support to the Building Assessment Coordinators.
- The local Board of Education for the Jefferson County Public Schools has adopted a policy that states, "testing program shall be administered...in accordance with state regulations."

Support for Persistently Low Achieving Schools:

- In view of the extensive support provided to all schools by the Testing Unit in this matter, no additional focus is made on the Persistently Low Achieving schools for this indicator.

SUPPORTING EVIDENCE:

- JCPS Board of Education selected policies
- JCPS System wide Assessment Calendar
- Sample of BAC Wednesday Email
- Sample of BAC Advisory Email
- Assessment Presentation schedule for Lou Spencer and Erica Thompson
- Agenda from BAC trainings
- Registration list for BAC training
- EILA record for BAC trainings
- Samples of BAC manuals
- JCPS PD Central sign-in sheet

2.1h - Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

DISTRICT OVERVIEW:

- Priority Managers and resource teachers are assigned to specific schools. Resource teacher and in-house instructional coaches lead the analysis of the student work process. The District has an embedded professional development model that trains teachers in the knowledge and skills required to analyze student work. The training is delivered by district content specialists or resource teachers. District monitoring of teacher practice is enabled by the CASCADE system.

Support for Persistently Low Achieving Schools:

- Schools use the CASCADE system to inform instructional change and identify gaps in student achievement.
- District and schools have systems in place to analyze student work.
- Resource Teachers are assigned more time at identified schools to support the analysis and use of student work to inform instruction.

SUPPORTING EVIDENCE:

- School meeting agendas
- Priority Manager Reports
- Protocols for analyzing student work
- Professional Development agendas
- High Schools:
 - Departmental meetings
 - Learning Team meetings
 - ILT meetings (Consistently address student work and “what comes next”)
 - Core Practice summaries
 - Summer retreats prior to the school year to address the analysis of student work
 - Book studies (e.g. “Professional Learning Communities at Work” by DuFours – Addresses using student work analysis to change instructional practice)
- Middle Schools:
 - ePD schedule
 - Department meeting agendas
 - Embedded PD
 - Evidence collections:
 - Western Middle School – curriculum binder; assessment boxes
 - Protocols for analyzing student work
- High Schools:
 - Teacher Audit binders
 - Agendas from department, learning team, retreat, and ILT meetings
 - Learning walks and follow-ups to monitor changes in instructional practice
 - CASCADE assessments administered in a timely manner and the Teacher Reflection Tool utilized
 - Learning Team members that conduct walkthroughs provide feedback to improve teacher skills

ACADEMIC PERFORMANCE STANDARD 3 - INSTRUCTION

ACADEMIC PERFORMANCE STANDARD 3 - INSTRUCTION

Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

3.1a - There is evidence that effective and varied instructional strategies are used in all classrooms.

DISTRICT OVERVIEW:

- The District provides instructional materials and tools to schools that include a broad variety of effective, student-centered, culturally responsive, research-based instructional strategies.
-
- Schools identified as low achieving receive a Priority Manager and prioritized support of core content resource teachers and may be assigned a District coaching team weekly, bi-weekly or monthly at the middle school level.
- Assistant superintendents and District liaisons use a "Coaching Rubric" and join principals on walkthroughs and observations that include monitoring classroom use of effective instructional strategies.
- Priority managers, resource teachers, liaisons, and coaching teams make recommendations to schools to improve practice. They collaborate with the school's ILT to assess the school's needs and resources, and identify and secure additional resources that a school needs to improve practice.
- Priority managers, resource teachers, liaisons and coaching teams provide reports to the Assistant Superintendents.
- Content Resource teachers are assigned to schools to assist with the promotion of effective use of instructional strategies, to provide school based professional development and classroom support to teachers on how to use program materials and how to design effective and varied instructional strategies by modeling, observing and coaching.
- Education Technology Teachers (ETTs) are assigned to schools to assist with effective use of instructional technology strategies, to provide school based professional development and classroom support to teachers on how to use a tablet PC and projection device in instruction delivery, and how to design effective and varied instructional strategies by modeling, observing and coaching.

Support for Persistently Low Achieving Schools:

- Resource Teachers: Schools receive prioritized resource teacher assistance in the core content areas, as well as additional funding to free up a local literacy and math lead teacher to build local capacity and sustain instructional initiatives.
- Instructional Framework: Teachers are trained in the use of a District Classroom Instructional Framework (CIF) to establish efficient and effective rituals and routines for daily learning. The CIF organizes lessons and provides a common instructional language that promotes collaboration among practitioners.

SUPPORTING EVIDENCE:

- Resource teacher and lead teacher assignments
- Classroom Instruction Framework design
- Resource teacher exit slips
- Material orders, Every 1 Reads binder, interviews
- District Support Team assignments, work plans, calendars, observation tools
- Priority Manager reports
- Education Technology Teacher assignments and work plans
- Walkthroughs specifically designed for literacy, science and math classrooms

3.1b - Instructional strategies and learning activities are aligned with the district, school and state learning goals, and assessment expectations for student learning

DISTRICT OVERVIEW:

- The District has collaborated with schools on alignment documents and additional materials to ensure instructional strategies and learning activities are aligned with program of studies and Core Content 4.1.
- The District provides stipend for school based core content leads in literacy (or a released period in high school), writing, math and science to collaborate with District specialists and resource teachers to provide input and feedback on curriculum and instructional resources.
- Content resource teachers, ECE consulting teachers, and core content leads provide support to teachers in their schools.
- The District provides professional development opportunities to introduce new teachers to all curriculum materials.
- The District provides training and assistance to STCs and school personnel to support Computer Application Skills Assessment (CASA) and substitutes to release STC staff to administer CASA
- JCPS eSchool provides access to high school eScrimmages aligned to all core content.

Support for Persistently Low Achieving Schools:

- Schools receive focused, collaborative support from the priority manager, the assistant superintendent, the high school liaison, the District resource teachers, and the HSE. Content-specific resource teachers from the District spend the greatest percentage of their time in these schools and regularly provide professional development for instructional growth, recommendations for local lead teachers, and support for shaping a local collaborative culture. The resource teachers provide to the priority manager and the principal an “exit slip” to inform them of their activities during the day, their area(s) of focus and concern, and a reflection of their visit(s) to designated school(s).
- Core Content 4.1 and course-specific pacing guides are provided to every instructor, and weekly content checklists are provided to principals for monitoring curriculum.
- Items on District common assessments are each identified with a core content bullet allowing instructors to perform an item analysis and monitor the learning of the core content.
- Schools have core content leaders that participate in District meetings.

SUPPORTING EVIDENCE:

- Curriculum maps
- Core Content Leader meeting schedules, Agendas, stipend log sheets
- Content Resource Teacher work plans, Core Content Leader meeting handouts
- PD reports
- District Support Team Reports
- JCPS Online log reports, training sign-in sheets
- Payroll sheets
- e-Scrimmage access log reports on JCPS eSchool

3.1c - Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

DISTRICT OVERVIEW:

- Learning Walks occur regularly in all classrooms to assess implementation of the district's CIF as well as the engagement level of the students and the challenge level of the activities.
- District content specialists, resource teachers, assistant superintendents and other instructional staff develop observation tools for schools to use to monitor instructional strategies.
- Assistant superintendents for each level provide training and support to principals in designing a data-driven process for monitoring of effectiveness of instructional strategies.
- Through the Technology Integration Project (TIP), the District provided laptops and projectors for all MS core content teachers.

Support for Persistently Low Achieving Schools:

- Priority high schools completed a self-study of their plans, systems, and processes, developed a written restructuring plan, and revised their CSIPs. In addition to being directly supervised by the assistant superintendent or the high school liaison, each was assigned a Priority Manager to regularly follow up on progress throughout the year. Also, each principal is assigned to an Accountability Team of four principals who hold one another accountable for implementing systems to build a professional learning community, track student proficiency throughout the year, analyze and learn from student work, and move quality teaching to scale.
- Learning Walks occur regularly in all classrooms to assess implementation and effectiveness of the district's CIF. Observers look for content recommended by the curriculum maps as summarized on the weekly content checklists, challenge level of the activities, levels of student engagement, and instructional adjustments suggested during the previous Learning Team reflection process. Accountability Team principals also visit one another's school to walk through classrooms and challenge each other with meaningful feedback. The High School Priority Manager for the "persistently low achieving" schools also conducts Learning Walks with the principal and offers feedback.
- Priority high schools are implementing a new daily schedule, the 3x5 Trimester, to better ensure and protect instructional time. The new schedule provides time for each student to access the required core content but still have access to valuable electives. It allows acceleration for some students, while allowing a different pace for remediation for struggling learners. It also allows for a 70-minute period which is enough time for in-depth learning while still building in a lighter load for both students and staff.
- District content specialists and resource teachers provide school based professional development and classroom support to Persistently low achieving school staff on using data to develop instructional strategies that address individual student needs.

SUPPORTING EVIDENCE:

- Classroom observation tools, CIF, Coaching walk-through, CIF Learning Walk tool, walk-throughs specific to math and science classrooms
- Principal meeting agendas/minutes
- Coaching reports
- Principal Accountability Team assignments and protocols

3.1d - Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

DISTRICT OVERVIEW:

- JCPS has put in place a deliberate plan for teacher recruitment:
 - JCPS observe all district-level student teachers and offer early hire contracts to those with exceptional talent.
 - JCPS conduct on-site recruitment visits to universities within a 300 mile radius
 - To expand alliances with HBCU sites to increase the pool of minority teachers, the District has met with Deans of Schools of Education and students from their respective programs.
 - JCPS have expanded our collaborations with local universities to produce teachers in critical needs areas.
 - 54 recruits certified in critical needs areas each were given a \$2000 stipend to relocate to JCPS.
- JCPS has expanded efforts to retain highly qualified teachers:
 - All newly hired teachers attend the JCPS New Teacher Induction Institute, a 5-day training that introduces them to JCPS programs, expectations, and teaching strategies. This program is a collaborative effort between the JCPS Human Resources, Instructional Support, and Curriculum and Assessment departments.
 - All newly hired teachers participate in New Teacher Orientations, a 3-hour training that introduces new teachers to District culture and goals.
 - Our BEST Mentor program was expanded. This is a cadre of retired teachers who are employed for the specific purpose of supporting new teachers, with emphasis on those who are assigned to underperforming schools. Mentors are chosen for their demonstrated expertise in areas known to be problematic for new teachers, as well as for their disposition (i.e., caring and nurturing to both new teachers and their respective students) and are assigned based on the needs of the school and/or individual teachers.
- JCPS has designated a project coordinator who provides both organizational and implementation support for this project:
 - Information packets are sent to those who express interest in the program.
 - Mentors are trained and assigned to those who become candidates.
 - Some professional development related to attaining certification is reimbursed (Jumpstart, Writing Workshop).
 - All candidates and mentors are given a copy of Toolkit for Success.
 - Teachers earning certification are recognized publicly at a JCPS Board meeting and are awarded a certificate.
 - Those achieving certification status will have their name placed on a plaque that will be sent to their school for public display. Currently, plaques have been ordered and will be distributed when this year's recipients are announced.
 - Teachers successfully completing their certification earn a \$2000 bonus each year for 10 years.
- Non-renewal of non-tenured teachers occurs where necessary
- Gheens Academy was restructured so that the resource teachers can go deeper into their content.
- There are 98 Nationally Board Certified Teachers.
- In addition to New Teacher Induction and New Teacher Orientation, professional development for new teachers includes on-going job-embedded professional development by BEST Mentors. Mentors help novice teachers make the transition from theory into instructional practice as they set up literacy-rich classrooms, design and implement classroom rules and procedures, and incorporate instructional strategies proven to be effective with diverse student populations. Although BEST's primary focus is creating support mechanisms for new teachers, they also provide support to second and third-year teachers on an as-needed basis.

- Professional Development for BEST Mentors is extensive. A group of high performing mentors was selected to assist in the planning and development of this year's cohort. All mentors attended one of the summer sessions of New Teacher Induction. Additional training taking place throughout this school year includes establishing mentoring relationships, mentoring strategies, ECE-specific support, brain research, science modules, literacy, assessment, and action-research.
- District based PD includes summer institutes, workshops, booster sessions in all content areas to support implementation of best practice instruction. Stipend or credit is available to encourage participation.
- District PD is followed-up by school-based PD, and classroom support (coaching and modeling) and is provided by District content specialists, resource teachers, instructional coaches and school-based content leads.
- School-based PD is also provided to focus on the needs of the school.

Support for Persistently Low Achieving Schools:

- Schools not meeting all of their goals receive priority hiring rights from qualified teacher applicants.
- Persistently low achieving high schools receive focused, collaborative support from the priority manager, the assistant superintendent, the high school liaison, the District resource teachers, and the HSE. Content-specific resource teachers from the District spend the greatest percentage of their time in these schools and regularly provide professional development for instructional growth, recommendations for local lead teachers, and support for shaping a local collaborative culture. The resource teachers provide to the priority manager and the principal an "exit slip" to inform them of their activities during the day, their area(s) of focus and concern, and a reflection of their visit(s) to their designated school(s).
- Intentional collaboration exists between priority school managers, instructional coaches, principals and mentors to ensure that every available means of support for teaching excellence is available to new teachers at persistently low achieving schools.
- Due to the large number of new hires at schools, these schools are each assigned an "on-site" mentor to ensure new teachers have extra measures of support and professional development.
- Principals, HSE's, resource teachers, and priority managers communicate teachers' new and successful instructional strategies with the entire faculty, adding to the collective instructional knowledge base of the school. They are asked to follow up by scheduling ongoing, job-embedded PD support sessions throughout the year in order to address instructional challenges and adjustments that are generated by the Learning Teams on their Reflection Tools.
- Persistently low achieving schools receive additional days of services from District resource teachers.
- Persistently low achieving schools receive additional support from content specialists and other District staff to provide school-based PD and classroom support for teachers.
- Support from Priority School Managers is available to all persistently low achieving schools

SUPPORTING EVIDENCE:

- Recruitment: Student teacher observations, recruitment visits, relocation stipends
- Retention: New Teacher Induction (NTI)/New Teacher Orientation (NTO) attendance, NTI planning, BEST mentors
- National Board Professional Teaching Standards (NBPTS)
- Title II Budget
- Budget
- Mentor logs
- Agendas
- New Teacher Induction & Orientation

- District offerings, participation and evaluation forms.
- Resource teacher work reports
- District Support Team reports
- Learning Team Reflection tools
- District resource teacher assignments
- Priority School Manager reports

3.1e - There is evidence that teachers incorporate the use of technology in their classrooms.

DISTRICT OVERVIEW:

- All schools are required to have a School Technology Coordinator (STC). STCs are required to attend quarterly meetings. The role of the STC is to support technology integration and use, and to ensure availability.
- It is recommended that all schools have technology committees to monitor technology purchases and instructional uses of technology within the school.
- The District manages the technology inventory. STCs are required to keep the school computer inventory updated on a web-based server. The District monitors the student to computer ratio to meet KETS standards of 6:1 ratio.
- Schools use the coaching rubric to conduct self-assessments about their practices. Several practices focus on use and integration of technology.
- The CASA assessment is administered to students in grades 3, 5, and 8. All high school students are required to take this assessment prior to graduation.
- Assistant superintendents and liaisons use the coaching rubric and the CASA to monitor the use of technology and the use of technology for instructional purposes.
- The SBDM Office conducts an annual SBDM review at each school. The District uses the KDE *SBDM Required Policy and Best Practice Checklist* to ensure that schools have all mandatory policies (use of technology is a required policy that is reviewed).
- A SBDM Mentor is assigned to observe a minimum of three council meetings ~~for~~ at schools falling under Tier III, IV, or V status and gather data regarding council actions and policy implementation. A report is issued to the SBDM specialist, priority school manager, and the appropriate assistant superintendent.
- Annual SBDM surveys are sent to all schools. Council members complete the School Council Productivity Scale (Johnson & Logan, 2000) to indicate the affect specific policies have on student achievement and reducing the achievement gap. Technology Utilization is one of the- legally-required policies listed in this scale. The results of the survey are reported in the *SBDM Connections* newsletter and the information is further analyzed to determine how to best support the Councils.

Support for Persistently Low Achieving Schools:

- Persistently low achieving schools are assigned SBDM Mentors to regularly review, monitor, and assist the SBDM Council in areas such as policies and practices. Observation reports are then forwarded SBDM specialist, priority school managers, and the appropriate assistant superintendent.
- All persistently low achieving schools participate in the Technology Integration Project (TIP).
- All priority schools have a designated STC and each teacher has been provided a tablet PC and projector.
- Based on Scholastic Audit recommendations, coaching teams follow-up with next steps for practices that score a 1 or 2.
- Coaching teams use the CIF to monitor the use of technology for instructional purposes.

SUPPORTING EVIDENCE:

- SBDM annual reviews

- Council observation sheets/notes and report
- SBDM Surveys
- SBDM Connections Newsletter
- Coaching rubric
- CASA
- Classroom Observation Tools based on CIF

3.1f - Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

DISTRICT OVERVIEW:

- The SBDM Office annually reviews SBDM Council policies. Best practice is that the school Council adopts policies to determine which textbooks, instructional materials, and student support services shall be provided to the school. KRS 160.345 (2) (i) (9) requires councils to have a policy that establishes procedures, consistent with local school board policy for determining alignment with state standards, technology utilization, and program appraisal. All SBDM Council chairpersons receive a written report indicating the status of each required policy at their school and are assigned Level of Efficiency score. Scores are sent to the appropriate assistant superintendent.
- The SBDM Office provides district-wide SBDM training approved through KDE approximately every six weeks. These training occur during the day, evenings, and weekends to accommodate the diverse needs of our Council members. Areas of Council responsibility and policy development are part of training objectives. Additionally, many of these trainings (e.g. Advanced Bylaws and Policies and School Council Policy) focus specifically on the development of Council policies.
- The SBDM Office reviews agendas and minutes of all SBDM Council and Committee meetings.
- The District requires Council approval and sign off for all fiscal responsibilities. Council decisions are reflected in the school's approved Comprehensive School Improvement Plan, General Budget, Flexible Focus Funds, and council minutes.
- District provides leadership to support KETS standards: student/computer ratio meets the standards of 6:1 and teacher/computer ratio meets the standards of 1:1.
- District provided all middle school core content teachers a tablet PC and projection device along with training and Education Technology Teacher (ETT) support throughout the year.
- District provided all elementary school teachers a tablet PC and projection device along with training and Education Technology Teacher (ETT) support throughout the year.
- The JCPS Writing Department publishes units with daily lesson plans to offer teachers guidance in teaching, pacing, and assessing forms of writing.
- The District has provided the following to schools aligned to Core Content 4.1:
 - Rigby Literacy, Reading Mastery, Earobics, Leap Into Literacy, Pinnell & Fountas Phonics program, writing lessons, science modules (Elementary Schools)
 - Read XL, Read 180, Corrective Reading, 9 Good Habits, Rewards, Power-Up, writing lessons, Connected Math, CHAMPS, science modules (Middle Schools)
 - Ramp-Up program materials, 9th and 10th grade English Units, writing lessons, College Preparatory Math - Algebra and Geometry, Its About Time Active Physics, Its About Time Chemistry, and BSCS Biology (High Schools)
- In addition, the District provides instructional resources for the Care for Kids and SuccessMaker programs.

Support for Persistently Low Achieving Schools:

- The SBDM Office conducts SBDM Council meeting observations with persistently low achieving schools and reports on areas of Council actions.
- Persistently low achieving schools are assigned SBDM Mentors to regularly review, monitor, and assist the SBDM Council in areas such as policies and practices. Observation reports are then forwarded to the SBDM specialist, priority school managers, and the appropriate assistant superintendent.

- Resource teachers meet regularly with the assistant superintendent to review progress and needs regarding curriculum, instruction, assessment, and resources.
- Low achieving schools receive annual SBDM Reviews. The results of the review indicate that these schools have adopted a technology policy.
- SBDM Council meeting agendas and minutes of persistently low achieving schools are reviewed by the SBDM Office.
- Low achieving schools have approved their Comprehensive School Improvement Plans and the school budget which is reflected in Council minutes.
- Low achieving school core content teachers have a tablet PC and projection device.
- Low achieving schools receive the same instructional resources for writing, plus additional support from the District Writing Specialist and the District Writing Resource Teacher in adapting curriculum to meet students' individual needs.

SUPPORTING EVIDENCE:

- Priority manager monthly reports
- Resource teacher exit slips
- SBDM Annual Review reports, Council policies
- Training Offering, Participant roster, pdCentral
- Council meeting, observation sheets
- Schools CSIP
- Budgets, flexible focus, funds, Title 1 budgets, SBDM Council and, committee minutes and agendas
- Web based computer inventory database

3.1g - Teachers examine and discuss student work collaboratively and use this information to inform their practice.

DISTRICT OVERVIEW:

- Resource teachers/District content area specialists, and School-based content leads participate in school based Quality Teams/Grade Group Teams/Departments to analyze student work.
- The District facilitates lesson studies in core content subjects.
- District content specialists and resource teachers provide professional development for teachers on analyzing student work and using it to inform instruction

Support for Persistently Low Achieving Schools:

- Reflect on Student Work: Each grading period, Learning Teams of teachers follow specific protocols to examine common assessment results and student work samples and identify instructional implications and adjustments needed. This design promotes both collaborative reflection and collective action among instructors.
- Each school establishes an ILT that reviews data and student progress from CASCADE data, student work samples, Learning Team reflections, and Learning Walk observations in order to have vigorous debate and discussion about the school's next steps. Members of the ILT are then responsible for dispensing findings and other information from their ILT meetings to their constituents.
- Resource teachers, HSE's, Priority Managers, and Assistant Superintendents collaborate with school's ILT in planning for literacy lesson design, next steps for literacy PD as it relates to classroom instruction.

SUPPORTING EVIDENCE:

- Resource teacher plans and exit slips
- Teacher Learning Team Reflection Tools
- Videoconference and JCPS online logs
- Coaching reports, minutes of ILT meetings, classroom observations
- PD agendas
- Specialists and resource teachers schedules/reports

3.1h - There is evidence that homework is frequent and monitored and tied to instructional practice.

DISTRICT OVERVIEW:

- The SBDM approved training module: Research, Instruction, and Action is provided for Council members. This module stresses homework as an effective instructional strategy and improving student achievement through policy development. Three hundred and thirty-two council members have attended this training since January 2005. This training has also been provided at principal meetings.
- Annual SBDM reviews are conducted at each school using the *SBDM Policy and Best Practice Checklist*. Homework is a “best practice” policy.
- An SBDM Mentor has been assigned to designated schools. Observers lend technical assistance and communicate Council needs to the SBDM Office. Observers use the Standards and Indicators in School Improvement (SISI) as a tool for monitoring Council decisions and actions. Final reports are submitted to the SBDM specialist, priority school manager, and appropriate assistant superintendent. All middle school principals participated in a PD discussion regarding homework and homework policies. Principals reflected in their professional journals on conversations that they initiated with their school’s leadership teams around the topic of homework.

Support for Persistently Low Achieving Schools:

- Priority schools are monitored for SBDM homework policies. All but one of these schools has a policy on homework.
- Persistently low achieving schools receive annual SBDM reviews at their schools.
- Persistently low achieving schools have been assigned a District representative to observe council meetings and keep records of policy implementation through observation sheets designed around the SISI document.
- Persistently low achieving schools are assigned a weekly District Coaching Team and a Priority School Manager.

SUPPORTING EVIDENCE:

- SBDM Training participant rosters
- Principal meeting agendas
- SBDM annual review
- SBDM observer notes and report
- Coaching notes/documentation
- Council meeting minutes and agendas
- SBDM Council Policies
- Middle School principal meeting agendas

LEARNING ENVIRONMENT STANDARD 4 – SCHOOL CULTURE

LEARNING ENVIRONMENT STANDARD 4 – SCHOOL CULTURE

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

4.1a - There is leadership support for a safe, orderly, and equitable learning environment (e.g., culture audits/school opinion surveys).

DISTRICT OVERVIEW:

- The Jefferson County Public School District has written guidelines for student conduct and attendance as outlined in the *Code of Acceptable Behavior and Discipline and Student Bill of Rights* and the District Attendance/Tuancy-Prevention Plan. The guidelines set forth in these documents are applicable to elementary, middle and high school and based on district policy as adopted by the Jefferson County Board of Education.
 - The *2009 Code of Acceptable Behavior and Discipline and Student Bill of Rights* addresses the following: Code of Acceptable Behavior and Discipline; Student, Staff and Parent/Guardian Responsibilities; Misbehavior on the School Bus; Local School Rules; Due Process and Appeal; Right of Counsel; Physical Restraint; Bully/Hazing; Harassment/Discrimination; Retaliations; The Discipline Process; Parent/Guardian Conference; Role of the School Guidance Counselor; Suspension Procedures; Expulsion; Zero Tolerance; Alternative Programs; Youth gangs; Weapons/Dangerous Instruments; and Criminal Violations.
 - The *2009 Student Bill of Rights* addresses the following: The Right to an Education; The Right to Academic Grades Based on Academic Performance; The Right to Make Up Work; The Right to Confidentiality of/Access to Student Records; The Right of Access to Services for All Students With Disabilities/Child Find; The Right to Representation and Involvement; The Right to Freedom of Expression; The Right to Freedom From Abuse; The Right to Participate; The Right to Freedom From Unreasonable Search and Seizure; The Right to Due Process and Appeal; The Right to Freedom From Harassment and Discrimination.
- Explanations of violations and definitions of terms have been included to assist students and parents in understanding expected school behaviors and the disciplinary process and consequences for violations. The Code of Acceptable and Discipline and The Student's Bill of Rights provide specific information concerning the various provisions of the HB 91 legislation that focuses on students who are victims of felony offenses. This legislation also more clearly defines harassment and harassing communications. Training was provided for all school administrators to apprise of these requirements. Schools are required to review the *Code of Acceptable Behavior and Discipline and Student Bill of Rights* with all students and all parents/guardians receive a copy of this document at the beginning of each school year. Parents are required to sign a form within the document and return it to school.
- In addition to the *Code of Acceptable Behavior and Discipline and Student Bill of Rights* and the District Attendance/Tuancy-Prevention Plan, each school develops a set of standards and expectations for student conduct and attendance which is in accordance with the district's plan, yet unique to the culture of that school. Schools are expected to have SBDM policies that ensure safe learning environments.
- The District has adopted *The Student Management Plan*. This three-tiered plan represents a framework in which to provide behavioral support and techniques to three distinct groups characterized as: Universal, Targeted, and Intensive. The district has developed and is piloting a Response to Intervention program around student behavior. This program will support staff as they create innovative ways to meet individual student needs. The data for this program will be collected on CASCADE so that schools can monitor their success and make adjustments to help support students. This framework is now being incorporated into the development of Response to Intervention process.
- The District has a policy of NO expulsions and monitors suspension rates carefully, working with schools whose suspensions are high. The District has programs in place to support schools in learning how to provide appropriate interventions for students with behavior issues (e.g., POPS, BEST team, Behavior Coaches, Mental Health Counselors, etc.).

- During the 2009-10 school year, the district implemented its second year of CARE for Kids, which focuses on helping students develop socially, emotionally, ethically and intellectually. The foundation for this initiative is building positive relationships between and among adults, and students. The second phase of rollout involved 55 elementary schools, all 6th and 7th grade teachers, and whole school implementation for Olmsted North & South, Westport, Western, and Carrithers Middle Schools. District-wide professional development sessions were held during summer, 2009 to support implementation. School staff received a resource binder, books and materials to support implementation. There have been several professional development opportunities provided to staff. Selected elementary schools staff members and all middle schools have been trained on and use either CHAMPs, Fred Jones' Tools for Teaching, and/or CARE for Kids. The District has trained high school administrative staffs on Fred Jones' Tools for Teaching, and they are expected to use these strategies. All middle school administrators received their second year of training in Developmental Designs for Middle Schools.
- Several middle and high school teams participated in cultural competence training with Gary Howard, a nation consultant, and all middle school principals participated in a six-hour training with Mr. Howard in March, 2010.
- All schools are required to develop safety plans, procedures and policies. This is accomplished through completing the *Safety Procedures Manual* and the *Building Manager's Technical Guide*. Training is offered quarterly on assisting in the development of these documents.
- School administrators are required to complete mandatory drills, secure an evacuation site, and update safety plans.
- It is recommended that all schools have a Building Level Incident Management Team.
- Staff is assigned extra duty, in compliance with the Agreement with the Teachers' Union, to supervise common areas before and after school to ensure the safety of students.
- Safety and security in-service training is conducted quarterly. The JCPS website has links to Safety and Environmental, Security and Investigations, and Compliance and Investigations. All safety documents, forms etc. can be obtained through these sites.
- School personnel emergency contact information and building floor plans can be obtained from the *School Safety Information System* website.
- A *Facility Compliance Manual* assists school administrators with the overall safety requirements of the Kentucky fire codes, OSHA, EPA regulations and Board policies.
- Various offices work together on a District level to form the District Level Management Team, whose duty is to assist schools with resources and assets in times of crisis. District staff participates with community members in planning, training and various drills to prepare for a school and/or community-wide disaster.
- Various crisis response teams are provided to schools to care for students following crisis events (Crisis Assistance Team, Early Childhood Crisis Team, Suicide Crisis Team, ESL Crisis Team, and Bus Accident Team).
- JCPS Facilities department conducts Thursday walk-throughs in schools to assess physical plant and safety needs, and advise administrators on next steps.
- Schools are expected to have handbooks/agendas for both staff and students to explain safety expectations.
- If an accident occurs, schools are expected to fill out an Accident Report that is to be sent to the Safety Office.
- There are regular inspections of facilities by both in-district and external inspectors (e.g., fire marshal, health department, etc.)

- When schools have a safety or physical plant issue, either a simple work order or a Building Modification is submitted for the District to address the issue.
- The JCPS Comprehensive School Survey is conducted annually to gather information from district and school staffs, parents and students.

Support for Persistently Low Achieving Schools:

- The above district services apply to the Persistently low achieving schools.
- The district has provided consultants services and/or CARE for Kids Resource Teachers for Frost, Thomas Jefferson, Stuart, Westport, and Western Middle School to support implementation of CARE for Kids.
- The district provided funding for surveillance cameras at Frost to support the implementation of a safe learning environment. Cameras and phone security systems have also been placed at Shawnee, Western, Valley, and Fern Creek High Schools.
- A Human Resources survey is scheduled to be conducted at Westport during the current school year to assess climate needs and help the school determine next steps.
- School resource officers and security guards have been assigned to PLAS schools
- Students at Persistently low achieving schools are expected to follow the process outlined above.
- Several walk-throughs and assessments were conducted at Persistently low achieving schools during the past biennium, and physical plant improvements have been made by the district.
- Weekly support teams are assigned to Persistently low achieving schools. These team members conduct regular walk-throughs, often in conjunction with principals at the schools.

SUPPORTING EVIDENCE:

- Code of Acceptable Behavior
- Student Bill of Rights
- Student Discipline Reports
- Suspension Report
- School Discipline Plan
- CARE for Kids Vision, Practices and Principles, Roll out Plan
- Registration Forms, Evaluation Forms, Agendas
- Staff Extra Duty Schedule
- Budget
- Culture Audits
- School Safety Assessment and Website
- Facility Compliance Manual
- Emergency Drill Plans
- Thursday Walk-Thru Schedule and Reports
- JCPS Management Plan
- Accident Reports
- Fire Marshall, Health Dept, Facilities Inspection Reports
- SBDM Policies, CSIP's
- Facility Work Orders, Building Modification
- School Safety Plan
- Comprehensive school Survey reports
- Coaching Reports
- HR Survey report

4.1b - Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

DISTRICT OVERVIEW:

- The district's mission statement is: *The Jefferson County Public School District is committed to education and the well being of students. This commitment is evidenced by our focus up student success, family/guardian and community collaboration, and employee efficacy, and by the infusion of each into every aspect of the District's programs and activities.*
- This Mission Statement, Core Beliefs, 2008-09 District Goals and Strategies, and our We Won't Stop Until... statement are well-publicized both on the district web site and in hard copies in the schools. The mission, beliefs and goals underlie the efforts of the district in promoting continuous improvement.
- The uniform *JCPS Student Progression Promotion and Grading Handbook (SPP&G)* is developed by a comprehensive committee composed of local school staff members, central office representatives, and members of the Parent Teacher Association.
 - The *JCPS SPP&G* is distributed to all JCPS families and outlines expectations for students to be graded and promoted to the next grade level. For example, students must receive a passing grade in language arts and mathematics and achieve above the Novice level on the CATS test in the areas of reading, writing, and mathematics.
 - Middle and high school students who fail to meet promotion standards must successfully complete a set of recovery modules in the appropriate content area in order to be promoted.
- The district recommends that student progress, based on Core Content Assessments (CCA's), the Princeton Review, and Scholastic Reading Inventory (SRI) is tracked throughout the year. Schools are strongly encouraged to use the district's Classroom Assessment System and Community Access Dashboard for Education (CASCADE) system to track CATS-like assessments.
- District Support Teams work with ILTs (Instructional Leadership Teams) to ensure high expectations are held for all students.
- There are a variety of opportunities for district staff to collaborate with each other to foster an attitude of continuous improvement:
 - The District's Technology Department has created an on-line environment, called the Angel Environment, which has a myriad of offerings designed to meet the individual needs of adult learners.
 - Core Content Focus groups meet throughout the year to provide cross-school PD to share successes and improve student learning.
 - During the Middle School Summer Institute in 2009, teachers and administrators from across middle schools shared best practice ideas with each other.
 - Teacher exchange days were provided to middle schools to visit other teachers' classrooms for job-embedded P.D.
 - Each high school principal developed and submitted his/her own "Core Practice Model" and implementation timeline. Each had to prioritize goals and strategies and match them with the leadership competency area where he/she needed the most improvement. Principals developed personal growth plan objectives based on where they were, and where they wanted to be on the continuum rubric for the targeted competency.
 - In Accountability Teams, high school principals regularly shared ideas about structures and systems such as CASCADE data for gauging grading-period progress, teacher Learning Team protocols for analyzing student work and its instructional implications, and a Learning Walk tool for observing the level of classroom challenge and student engagement.
 - Principals', Assistant Principals', Counselors', and FRC Coordinators' meetings are organized to promote administrators learning from each other. These meetings offer opportunities to share projects, systems, and other learning.
 - The District offered Reading Institutes in the summer for all three levels where teachers shared best practices.

- The District has videotaped reading teachers across the District and used these videos as professional development for teachers in other schools.
- In addition, there are numerous opportunities to recognize efforts and celebrate successes of student learning.
 - The district regularly publishes Kudos in the weekly e-newsletter Monday Memo which is distributed electronically to district employees. The publication recognizes both schools and individuals for awards, honors, and a job well-done.
 - The district provides schools with banners to display promoting the school's accomplishments. The school selects the data for the banner.
 - The district sponsors public recognitions such as the PTA Reflections Programs and the Board Of Education's recognition of students, staff, and schools at its regular televised board meetings.
 - The District publishes numerous newsletters that celebrate successes and inform the community (e.g., Parent Connection (print and electronic versions, ECE newsletter, etc.)
 - The assistant superintendents send certificates and congratulatory notes to students for exemplary achievements.

Support for Persistently Low Achieving Schools:

- The staffs at Persistently low achieving schools are required by the district middle school office to track student failures throughout the year and establish intervention plans for each failing student.
- Failing students at Persistently low achieving schools participate in the course recovery program.
- Persistently low achieving schools are required to use the District's Classroom Assessment System and Community Access Dashboard for Education (CASCADE) system to track CATS-like assessments. The district requires that student progress, based on Core Content Assessments (CCA's), and Scholastic Reading Inventory (SRI) is tracked throughout the year.
- Persistently low achieving schools have been given professional leave for teachers and administrators to attend conferences and visit other schools that implement best instructional practices.
- District specialists were assigned to work with teachers at Persistently low achieving schools to enhance their instructional practices.

Frost and Western Middle Schools formed Cultural Competency teams that were trained by Gary Howard, a national trainer. These teams led efforts at their schools to promote cultural competency among their staffs. Teams from Frost Middle, Western Middle, Olmsted, Fern Creek High, and Valley High attended the *2009-10 institutes for Cultural Competence and Courageous Practice: Working Together for inclusion, equity, and excellence*. Each school received the *Leadership Manual for Inclusion, Equity, and Excellence*, which serves as the foundation for them to build internal capacity for Cultural Competence leadership to deliver high-quality, long-term, and systemic professional development in their schools.

- Persistently low achieving School counselors were assigned to learning groups with counselors of higher-scoring schools.
- PLAS School principals are assigned to heterogeneous principal cohort groups for professional development experiences.
- The assistant superintendent provided funds to support Girl Power, Young Ladies Like Us II, and other motivational activities for students at PLAS middle schools.
- YSC funds support programs such as Student Counseling Services, Peer Mediation, Conflict Resolution, Just Between Teens, Girl Power and other skill development programs for students.

SUPPORTING EVIDENCE:

- Mission, Core Beliefs, 2008-09 District Goals and Strategies, and our We Won't Stop Until...statements
- *JCPS Student Progression Promotion and Grading Handbook*
- District Assessment Landscape
- CASCADE Reports
- SRI Reports
- Support Team Reports
- Cultural Competency Institute
- Summer Institute Agendas
- Administrator Mtg. Agendas
- Staff Meeting Agendas
- List of Professional Development Offerings
- Professional Leave forms
- Principal PD plans
- Monday Memo newsletter
- Parent Connection newsletter
- Board Recognition reports
- FRYSC Coordinator district monthly meeting agendas

4.1c - Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.

DISTRICT OVERVIEW:

- The Superintendent and the assistant superintendents expect all schools to perform well and communicate this to administrators through principals' meetings, in individual and small group meetings and through newsletters and other written communications.
- The Superintendent and assistant superintendents share cognitive data and expectations at administrators' retreats, principals' meetings, newsletters, schools visits, evaluation team meetings, and other venues.
- The district uses coaching teams comprised of district administrators, content specialists and/or resource teachers to facilitate the monitoring of management, academic, and discipline policies and procedures.
 - The District uses a self-study for the Coaching Process that asks schools to reflect on a number of areas including classroom management, academic and discipline policies and procedures.
 - The teams conduct walk-throughs, look at lesson plans and discuss discipline/management plans. These teams report to the Assistant Superintendents at each level.
- The Assistant Superintendents monitor the Assessment system (CASCADE) to determine the effectiveness of Academic Policies. Teachers, administrators, and students know that proficiency is the goal and are working toward it using the Assessment System as a tool. If a school appears to be performing unsatisfactorily, the assistant superintendent will work with the administration on the appropriate policy.
- The middle and high school liaisons work closely with the Assistant Principals to focus on classroom management and discipline.
- Behavioral and academic expectations are expected to be posted in classrooms and shared in staff and student handbooks.
- The SBDM Office reviews school policies and minutes and sends communication to the school administrator about areas that need improvement (i.e., polices that are missing or need re-working).

Support for Persistently Low Achieving Schools:

- The Assistant Superintendents and liaisons work closely with the Support team leads at Persistently low achieving schools to help identify and address needs.
- The Middle and High School Liaisons work closely with the administrators at Persistently low achieving schools to ensure that discipline policies and procedures are carried out in an equitable manner.
- Persistently low achieving schools have a Process Observer for SBDM.
- Persistently low achieving schools receive written feedback from the SBDM office and policies and minutes submitted.
- Persistently low achieving schools have a SBDM Mentor. This Mentor will observe Council meetings and provide regular feedback to the principal on ways to improve Council effectiveness.
- Persistently low achieving schools receive additional feedback from the SBDM Office to assist in increasing Council effectiveness.
- Additional school-based training is available to all schools in assistance through the SBDM Mentor.

SUPPORTING EVIDENCE:

- Coaching Team Reports
- Walk -Through Observations
- School Discipline Plans
- CASCADE Reports
- Principals' Meeting handouts
- Newsletters
- Sample SBDM Reviews
- SBDM Policies
- Process Observes Schedules

4.1d - Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

DISTRICT OVERVIEW:

- The district uses a variety of stakeholders on committees such as: Calendar Committee, *Code of Acceptable Behavior and Discipline* and the *Student Bill of Rights* Committee, Head Start Advisory Council, SBDM Committees, Family Resource Center Councils, Textbook Consideration Committee, etc.
- The District has included a number of stakeholders on the GE grant committee to determine the future course of math and science instruction, including: GE employees and consultants, teacher union representatives, Urban League, University of Louisville, teachers, building-level and district-level administrators, and national education consultants. Every committee has been jointly headed by an administrator and a Teacher union representative.
- Principals serve as members of School-Based Administrative Teams (SBAT), Principals Work Teams, Cohorts, Accountability Teams, Executive Board (HS), and Liaison Principals
- Counselors serve on committees, work teams, and do special projects.
- The school-based core content leads meet with Specialists to give feedback.
- The ECE (Special Education) Department has an advisory committee comprised of university staff, parents, and community organizations.
- The assistant superintendent for middle schools assigned her staff to make regular, unannounced visits to ILT meetings in order to monitor the effectiveness of those meetings and to provide support.

Support for Persistently Low Achieving Schools:

- Teachers and administrators comprise the Instructional Leader Teams (ILT) at Persistently low achieving schools
- The Family Resource Center coordinators at Persistently low achieving schools are intricately involved in decisions regarding teaching and learning.
- Priority manager, liaisons, and assistant superintendents regularly attend ILT meetings at Persistently low achieving schools.

SUPPORTING EVIDENCE:

- Roster of JCPS Standing Committee Members
- Interviews
- Roster of GE Committee Members, Minutes
- SBAT, Agendas, Minutes
- ILT Minutes
- List of FRC Activities

4.1e - Teachers recognize and accept their professional role in student success and failure.

DISTRICT OVERVIEW:

- The Code of Ethics is distributed to all staff and is on the District web site. This Code provides a clear understanding of the expectations of staff and their professional role in the success and failure of students.
- Staffs have access to job description and work schedules on the JCPS web site.
- Role in student success is addressed in staff development for leadership, teaching, and non-teaching staffs.
- The District expects building administrators to work closely with staff to write Individual Growth Plans and to review these periodically to ensure that they are affecting student achievement.
- Certified staff signs a contract upon employment with the District indicating their acceptance of their professional role.
- District has offered numerous professional development opportunities to analyze student work and then make instructional implications from the analysis. The Instructional Support staff has created a tool for analyzing data from the Princeton Review to identify the next steps to address areas where individual students struggled. The Instructional Support Coaches led this analysis in many schools.
- Schools are expected to track student progress throughout the year and to intervene with students who are underachieving. The district's use of the CASCADE system has allowed teacher and administrators to compile data and see where students have not understood content. Teachers then go back and re-teach the information with which students struggled.
- The district has provided a tool for principals and their staffs to use in analyzing the Interim Performance Report (IPR).

District staff is facilitating the development, implementation and monitoring of the Response to Intervention (RtI) process in the District for Reading, Math and Social Development/Behavior across all levels. RtI is being utilized to organize current structures for providing interventions into a systematic process utilizing a Tiered approach which includes intensive progress monitoring. This process will accelerate student achievement and address achievement/behavioral disparities.

Support for Persistently Low Achieving Schools:

- All Persistently low achieving middle schools are expected to implement a data room that lists every student by name and recorded assessment data. This facilitates collaborative ownership of student results. (
- Persistently low achieving school staffs spend time analyzing their IPR reports in the fall of each year and discussing an achievement improvement plan.
- Persistently low achieving School staffs are expected to review and analyze cognitive and non-cognitive data throughout the year and to develop plans to intervene with underachieving students. Persistently low achieving schools track lists of students who are failing language arts and mathematics, by grading period, and offer course recovery modules to help them catch up.
- Support teams and priority managers work with administrators at Persistently low achieving schools to hold them accountable for meeting student learning needs
- Content specialists and Resource Teachers work with teachers at Frost, Conway, Myers, Farnsley, Thomas Jefferson, Stuart, Western, and Westport Middle Schools and Shawnee, Fern Creek, Valley, Waggener, & Western High Schools to help them enhance their instruction to increase student learning and improve results.

SUPPORTING EVIDENCE:

- Code of Ethics
- Staff Handbooks
- Job Descriptions
- Work Schedules
- Faculty and Dept. Meeting Agendas
- Listing of PD offerings
- Sample CASCADE report
- Sample IPR Tool
- Support Tram Reports
- Response to Intervention Resources

4.1f - The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.

DISTRICT OVERVIEW:

- The District maintains records of teacher certification and experience to Persistently low achieving schools in meeting student needs.
- The district, with the support of the teachers' union, is vigilant about maintaining appropriate class size.
- Schools are expected to maintain a master schedule, along with class rosters and daily schedules, which demonstrates that all students have access to Program of Studies and Core Content.
- The District Support teams work closely with administrators to maximize the strengths of specific teachers in regards to assignment. The coaches are in the building regularly and know the teachers and their strengths.
- The SBDM Office reviews school policies and minutes and sends communication to the school administrator about areas that need improvement (i.e., polices that are missing or need re-working).

Support for Persistently Low Achieving Schools:

- Persistently low achieving schools (e.g., Valley, Shawnee, Western, and Waggener).have been given priority hiring privileges from the district's new applicant pool. They also receive prioritized resource teacher assistance, as well as additional funding to free up a local literacy and math lead teacher to build local capacity and sustain instructional initiatives.
- After analyzing teacher's strengths, including certifications, Persistently low achieving schools consulted with their councils to develop the master schedule, strategically assign teachers and other staffs and used Title I funds to best meet individual students' needs.
- Persistently low achieving schools consulted with their councils and used Title I funds to reduce class sizes below the contracted levels and to provide interventions in the areas of literacy and math.

The SBDM Office provided SBDM Mentors to all priority schools in the 2009-2010 school year.

SUPPORTING EVIDENCE:

- District Data Book on Student/Teacher Ratio
- Reports from District SBDM Office
- Class Offerings List
- Master Schedule
- Interviews
- Records of Certification and Experience
- Council Minutes

4.1g - Teachers communicate regularly with families about individual students' progress (e.g., engage through conversation).

DISTRICT OVERVIEW:

- The uniform *JCPS Student Progression Promotion and Grading Handbook (SPP&G)* is developed by a comprehensive committee composed of local school staff members, central office representatives, and members of the Parent Teacher Association. The JCPS SPP&G is distributed to all JCPS families and outlines expectations regarding regular reporting of student progress.
- The District's Student Progression, Promotion, and Grading (SPP&G) document emphasizes that communication with students and parents is critical. This document states that the reporting process for all students needs to be clear, consistent and ongoing. Student progress is reported to parents in a variety of ways that includes phone conversations, conferences, Agenda Planner, and report cards. Parents/Guardians are notified annually of the procedures used to evaluate the academic performance of students. If a student is exhibiting unsatisfactory performance or is experiencing changes in performance, parents/guardians are notified in a timely manner prior to the distribution of report cards.
- Parents/Guardians of students receiving ECE services receive report cards on the same schedule as parents/guardians of non-disabled students. Regular and ECE co-teachers work collaboratively to assign academic and social-development grades for these students. In addition to these reports, parents/guardians also receive IEP progress data, through the mail, on the same schedule. This information provides specific information regarding progress toward IEP goals as recorded on the goals and objectives/benchmark page(s) of the IEP.
- Two district Parent-Teacher conference days are held yearly to facilitate conversations between teachers and administrators and parents/guardians. Through conferences, the teachers and parents can discuss areas of concern and develop plans to ensure the student makes progress toward achievement.
- The District sends home formal statements of student progress for each student every six weeks. The District Testing Unit sends individual student reports for any district mandated assessment to parents per Board policy.
- Agenda Planners are used at many elementary middle, and high schools to communicate between schools and home on a regular basis.
- The District is piloting a "parent portal" in schools this year to strengthen the communication between the schools and parents regarding individual students.

Support for Persistently Low Achieving Schools:

- All Persistently low achieving schools adhere to the procedures described above.

SUPPORTING EVIDENCE:

- JCPS Website
- District Technology Plan
- *JCPS SPP&G Handbook*
- Sample Report Cards and Interim Reports
- Sample ECE Reports
- Sample Agenda Planner
- Interviews
- ECE Procedures
- Parent-Teacher Conference participation data
- IEP Progress Report

DISTRICT OVERVIEW:

- The District coaching teams work closely with principals to determine specific ways to nurture relationships to inspire the best work of students.
- Beginning last spring, the District offered professional development to teams from 24 middle schools, including Persistently low achieving schools, to discuss effective methods for building relationships through the CARE for Kids initiative. The district is transitioning from extrinsic motivational strategies from CHAMPs to intrinsic motivational strategies from CARE for Kids. Modules 5 and 8 of CHAMPs address motivation and affirmation of students.
- To promote social responsibility and a caring culture, every JCPS high school, with the exception of two magnet schools, has implemented a 9th grade civics course entitled, “Facing History and Ourselves.” The goals of the course include helping students make the connection between history and the moral choices they confront in their own lives. Students improve their abilities to analyze and think critically, speak and write effectively, and conduct research collectively. The culminating performance event and application of their learning is a meaningful service learning experience through which students work together to make a difference.

Sixteen high schools have implemented a Freshman Academy to effectively transition students from middle school and provide coherent support systems to foster student connectedness and successful progression throughout high school.

- As part of the CARE for Kids initiative, district staff is developing walk-through tools to measure this standard with specific feedback provided to school staff.
- Counselors and FRC Coordinators address the topic of nurturing relationships and inspiring students at monthly meetings.
- The district looks carefully at results of KDE Audits, Culture Surveys, Human Resource Exit Surveys, Safety Audits, and other relevant tools to determine how to best support schools.
- The district conducts a Comprehensive School Survey (CSS) annually to gather perceptions from all staff, parents, and students. With the district’s commitment to educating the whole child in JCPS, the CSS captures data that goes beyond the common focus on academics. Educating the whole-child cannot happen if emphasis is placed solely on academic achievement. The new CSS weaves together the threads that connect not only reading, writing, math, science, social studies, practical living, and arts/humanities, but also the important social-emotional, civic, and moral connections that tend to be fragmented in our more accountability-oriented approach. In this effort, parents and community members are encouraged to become partners with JCPS.
- A survey is sent to all SBDM members to gauge their perceptions of Council efficacy and productivity on which they serve. This data will be analyzed to determine the needs for the following school year.

Support for Persistently Low Achieving Schools:

- Beginning last spring, all Persistently low achieving middle schools participated in professional development to discuss effective methods for building relationships through the CARE for Kids initiative. Westport has implemented CARE for Kids school-wide.
- Shawnee, Valley, Western, and Fern Creek High Schools have all successfully implemented the “Facing History and Ourselves” program and a Freshman Academy.
- Teams use incentives that motivate students to maintain good attendance, good behavior, and good grades.

- The Family Resource Centers (FRC) and counselors at Persistently low achieving schools have various programs throughout the year to motivate students to do better in school.

SUPPORTING EVIDENCE:

- Comprehensive School Survey
- Culture and safety audits/assessments
- Scholastic Audits
- Non-Cognitive Reviews
- Interviews
- PD Rosters, evaluations, agendas, handouts, etc.
- Listing of Partnerships
- FRC Activities List
- FRYSC Coordinator Meeting Agendas
- School Newsletter
- Student Handbooks
- Recognition Program Documentation
- Student Work Display

DISTRICT OVERVIEW:

- The Communications Department's Press Relations Office regularly sends out news releases to inform the public about upcoming events and/or celebrating successes of schools and/or individuals. Schools simply contact the department with the information about events and activities to be publicized.
- The Superintendent works closely with the community in general and with Greater Louisville Inc. (the business community) to do presentations and speeches about the school system and its vision.
- The Community Relations Department works closely with the entire community to share information about the schools. They have worked tirelessly to get volunteers in buildings for Every1 Reads.
- The Communications Department's Press Relations office has a close relationship with the local media and often facilitates positive stories in the paper, on the radio and on television.
- The District's electronic sign in front of the VanHoose Education Center that is visible to motorists and passersby conveys current information about district events.
- The District has placed a number of banners both inside and outside school buildings announcing the achievements of the school and/or district.
- The District's web site shares information about schools and the home page is updated regularly.
- The Communications Department helps schools create a variety of promotional brochures and materials that highlight achievements and accomplishments.
- Each year the middle schools host Make the Connection which has local business people and volunteers going to middle school and talking to students in groups of two or three to discuss their future. This not only helps students connect with an adult who shows interest in their future but it lets the community know of the programs available through the public schools and the state.
- The district sets aside two extra days each year for parent teacher conferences.
- The district produces two TV programs, "Our Kids" and 'Inside JCPS' that are televised weekly on Metro-TV, WYCS-TV, and Insight cable. Our Kids features JCPS student reporters. Both programs communicate information about the schools to the community.
- The district televises all Board of Education meetings on cable television.
- All Schools are expected to participate in the annual Showcase of Schools.
- District staff has monthly meetings with community-based organizations to discuss math, reading, science, and College-Bound programs.
- The District holds three major college and career fairs to share information with students and families.
- JCPS schools and students are regularly featured on the Courier-Journal's Education Page published every Monday.
- Gheens Academy has library and media centers that are open to the public.
- A Parent University program is offered by the middle school office to both give information and assist in transitions to and from middle school.

- District-wide programs are offered centering on all major transitions (pre-school to primary; primary to intermediate; 5th to 6th grade; 8th to 8th grade.) These programs are presented by counselors and FRC coordinators.

Support for Persistently Low Achieving Schools:

- All Persistently low achieving schools have access to the services described above in the district overview.
- Persistently low achieving schools have sign boards out front and/or bulletin boards to recognize and celebrate school events. The district works particularly with staffs at Persistently low achieving middle schools to recruit volunteers for the Make the Connection Project.
- Persistently low achieving Middle Schools use the Agenda Planner to communicate between school and home.

SUPPORTING EVIDENCE:

- JCPS Website
- Sample banners
- Sample brochures
- Sample new release
- Interviews with GLI members and Every1Reads Tutors
- List of Volunteers, Make the Connection brochures and evaluations
- Interviews with Middle School Coalition Coordinator
- Cable TV program listings
- Interview with Persistently low achieving schools' staff and students

4.1j - There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

DISTRICT OVERVIEW:

- Students are recognized regularly at the beginning of televised Board of Education meetings, which are held throughout the school year.
- Students receive certificates and/or letters of commendation from the Superintendent, Assistant Superintendents and other district staff.
- Students are recognized through the “Our Success is Public Knowledge” section of the Parent Connection newsletter.
- Students are recognized through other venues such as: academic awards banquets, music concerts, art shows, work displayed in public buildings, etc.
- The Title I office has an annual ceremony to recognize outstanding Title I students and it showcases talents of students throughout the district
- Student art work is displayed in public offices, and students participate in Derby post card competitions each spring.

Support for Persistently Low Achieving Schools:

- Students at Persistently low achieving schools participate in the activities cited above in the district overview.
- Persistently low achieving schools award tee shirts and certificates to students who excel academically. They also post pictures and names of students publicly in their buildings.
- Activities are held throughout the year to recognize students that reach certain achievement levels. Students at Persistently low achieving School participate in the district recognitions listed above.
- Valley, Western, Shawnee, Fern Creek, and Waggener High Schools and all Persistently low achieving middle schools regularly promote and recognize staff and students who achieve and are tracking toward proficiency with signage, letters, and awards programs.

SUPPORTING EVIDENCE:

- Board of Education Agendas
- Monday Memo
- Parent Connection newsletter
- Trophy Cases, Displays, Exhibitions, school websites, yearbooks
- Interviews
- Program Documentation

4.1k - The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

DISTRICT OVERVIEW:

- **Prevention and Intervention Services** include the following: Assistant Directors of Pupil Personnel; Behavior Coaches; Behavior Education And Support Team (BEST); Co-and Extra-curricular Activities; Course Recovery Modules; District Attendance/Drop-out Prevention Committee; Every 1 Reads Program; Extended School Services; Homeless and Migrant Office; iSAFE; Limited English Proficiency Program; Positive Outreach Program (POP); Safe and Drug Free Schools; School Based Attendance Committees; School Guidance Counselors; School and Community Nutrition Services; School Psychologists; Suspension Truancy Off-site Program (STOP); Student Agenda Planners; Student Assessment Center; Student Staff Support Teams; Teaching Learning Centers; Title I and Title V; Student/Staff Support Teams (SST); Response to Intervention (Rtl).
- **Family Services** include the following: Commonwealth Institute for Parent Leadership; Family Resource Youth Service Centers; Family Service Workers (Family & Community Partnership); Liaisons at Each Level - Elementary, Middle, and High; Parent Assistance Center; Parent Teacher Student Association; Parent University; PTA Clothing Assistance Program (CAP); Showcase of Schools; Transition Timeline; ECE Parent Liaisons.
- **Early Childhood Services** include the following: Childhood Obesity Program; Fatherhood Male Initiative; Kentucky Intervention for Social Strategies and Emotional; Development Training (KISSED); National Literacy Night; Oasis; Parent Cluster Meetings; Parent Liaisons (ECE Program); Peewee Camp; PNC Grow UP Great 5th Grade; Mentoring Program; Teenage Parent Program (TAPP)
- **School Health Services** include the following: Health Condition Trainings (medication administration, diabetes/glucagon, seizures/diastat, asthma/rescue inhaler, allergies/epipen, gastrostomy, tracheostomy), Created online health condition trainings (individuals who attend an in-person training can complete the annual (by school year) online training thereafter, secure Contract Agency Nursing Services, adding 13 elementary school nurses, conduct immunization and physical clinics for students, conduct vision screenings (3rd, 4th and 5th grade students and Exceptional Child Education students (both resource and self-contained) and hearing screenings (P1, P2, P3, Exceptional Child Education, and teacher referrals in Grades 3, 4 and 5). Sight for Student certificates are available to help get students full eye examination and glasses if eligible (based on medical insurance coverage). Scoliosis screenings (6th and 8th grade, and follow-up rescreen in the spring for any student identified as needing it). Follow-up letters are sent to parents for vision, hearing and scoliosis, if further evaluation is needed. Kosair Spine Institute (free clinic offered for students who need further evaluation after scoliosis screening is conducted); Anthem Booster Club; CardsFit; Childhood Obesity; Women 4 Women and Anthem Blue Cross and Blue Shield Foundation's Fit4 Me Program; Green City Partnership; Health Promotion Schools of Excellence (HPSE) (53 schools participate and plan Coordinated School Health programs including fitness assessments (including height and weight to measure body mass index) and conducting student health behavior surveys, along with conducting an annual summer health institute; Home Hospital; Influenza Surveillance and Community Health Advisories (In Conjunction with The Health Department); Medfest; Recently Board Adopted Nutrition Guidelines; Safety City; School Council Adopted Wellness Policy (In All Schools) and annual Nutrition/PE Report; Smile Kentucky; The Portland Project Tommy Smith Project; Walk This Way with the Louisville Metro Department of Public Health and Wellness, Mobile Health Unit (offers immunizations and dental screenings to students); health fairs; Kentucky Cervical Cancer Prevention Coalition; Medicaid and KCHIP Task Force; Kentuckiana Health Alliance; Louisville Metro Tobacco Free Coalition/Schools and Youth Task Force; Social Norms Campaign; SAFE Kids Coalition; Database Maintained of students Health Conditions; Greater Louisville Medical Society Community Health Committee; Immunization Certificate out of state and country rewrites; health education sessions for students (hand washing, puberty, etc.); BABES (safety program to prevent substance abuse); Signature Partnership with U of L; Head Lice Task Force; District Leadership Incident Management Team; Health and Fitness for Accelerated Learning Magnets; YMCA Activate America (Y5210 Fitness and Nutrition Program in HPSE schools); Foundation for a Healthy Kentucky Coordinated school Health Institute; American Heart Association CPR/CPR Anytime/AED; We Work Well Employee Wellness Program: CLOUT; Kentucky Child Now School Based Health Center Coalition; Drop Out Prevention Committee; Mayors Healthy Hometown

Movement; Run Louisville Run (middle schools running and mentoring program in HPSE schools); Fairdale Health Fair Planning Group; JCPS Family Fun Run; HPSE Program Advisory and Oversight Committee; Healthy Kids Survey (4th and 5th graders) and Youth Risk Behavior Survey in HPSE schools (6th – 12th graders); Kentucky Association for health, Physical Education, Recreation and Dance Conference Presentation; State PTA; Louisville Metro Department of Public Health and Wellness Center for Health Equity; IEP/ARC/504 Meetings; Home Visits; Kentucky Board of Nursing Unlicensed Personnel Medication Subcommittee; Trainers for Kids; University of Louisville Medical, Dental, Nursing and Health Promotion Exercise Science; CPR and First Aid Trainings; Home Visits; Family Literacy Nights; ESL Family Program Nights; Blessings in a Backpack; Healthy Hoops; Passport; Small Smiles; Children and Youth Project; District Wellness Committee (for students); Pennyryle Allied Community Service Nutritional Outreach and Wholeness Program (We Can, Eat Five and Thrive, etc.); Recharge!; Norton Women's Heart Center cardiovascular screenings; Jewish Hospital and St. Mary's Healthcare; Epilepsy Foundation of Kentuckiana collaboration; University of Kentucky Center for Research Prevention; Kosair Children's Hospital and Office of Child Advocacy Risk Watch and Fatal Vision Goggles; Kentucky Department for Public Health Obesity and Chronic Disease Cardiovascular Task Force; Louisville Science Center; Norton Cancer Institute screenings; Kentucky Cancer Program A Smoking Prevention Interactive Experience (ASPIRE); Leukemia and Lymphoma Society Back to School program (helps teachers with students with cancer who are returning to school); American Lung Association of Kentucky Tools for Schools; Seven Counties Services; Metro Parks fitness on the go program; Pancreatic Cancer Action Network; Questions, Persuade, Refer (QPR) Suicide Prevention Program; i-safe; Coordinated Approach to Child Health (CATCH); Sports, Play and Active Recreation for Kids (SPARK); USDA Fruit and Veggies Grant; Louisville Cardiovascular and Diabetes Regional Partnership; Bellarmine School of Nursing; Jefferson Community College; Spalding Nursing School; Lassiter Asthma Project; Aquatics Advisory Council; Governor's Get Healthy Kentucky Summit Obesity.

- **Extended Learning Programs** include the following: Academic Competitions; After School Activities Program; Athletics; Childcare Enrichment Program; Daytime and After School Extended School Services; E1R Endorsed – Community Based Organization Programs; Oasis; Peewee Camp; Starfish Program; STARS Club; UPS Co-op
- **Diversity Initiatives** include the following: Department of Diversity, Equity, and Poverty Programs; Historically Black Colleges and University Showcase; Minority Teacher Recruitment Program; Project REACH; Student Assignment Plan; The Rising 5th Graders; The Street Academy at Phyllis Wheatley; 100 Black Men, and Men of Quality.
- **Community Collaboration** includes the following: Champions for Children; Childcare Enrichment Program; Cultural Consortium; Every 1 Reads Volunteers; GE College Bound District Program Grant (Mathematics & Science Initiative); Junior Achievement; Kentucky Psychological Association Heads Up! Project; Louisville Education and Employment Partnership; Make the Connection; PNC Grow Up Great; UPS Co-op; Volunteer Talent Center, Parent University, Girl Power, Young Ladies Like Us II
- **Alternative Schools/Optional Programs** include the following: Breckinridge Metropolitan; Buechel Metropolitan; Kennedy Metropolitan; Exceptional Child Education; JCPS eSchool; Jefferson County High School; Liberty High School; Liberty High School's 7th Grade Transition Program; Liberty High School's 8th Grade Preparatory Program; Limited English Proficiency; Option, Magnet, and Advance Program; Showcase of Schools; State Agency Schools; Student Assignment Plan; TAPP (Teenage Parent Program) Schools
- The District, in conjunction with the Metro Government, has instituted Community Schools in several high-poverty communities. These Community schools offer programs free of charge in a variety of areas (academics, sports, special interest, music, etc.) This program keeps students involved in positive activities and invited the community into the school.
- In conjunction with Seven Counties Services, counseling services provided by health care professionals, are provided in many high-poverty schools.
- Schools with high poverty rates have a FRYSC that provides services to students and families. The FRYSCs are organized in regions so that Coordinators can share ideas, resources, and help coordinate services for families.

- The schools with the highest percentage of free/reduced lunch students receive the most Title I money. Schools use this money to support student learning particularly in the areas of reading and math.
- The schools with the highest poverty also receive the most ESS money. Schools use this money to support low-achieving students in daytime, before-school, after-school, and/or summer programs.
- The schools with the highest poverty rates are supported by receiving more help from district instructional support (i.e., Resource Teachers, Title I resource teachers and specialists, Curriculum and Assessment Specialists, Priority School Managers, etc.)
- The district has provided multiple curricular materials for schools including core literacy materials; reading intervention materials; math materials; science materials; etc.
- The district has created Curriculum Maps to help teachers/schools vertically and horizontally address the Program of studies and the Core Content for Assessment.
- The District has provided Core Content Guides designed to provide sample lessons, assessments, and suggestions for diverse learners. These Guides are easily accessed on the district web site.
- The District has provided teachers with a bank of Open Response items designed to assess students' knowledge of content. Teachers use these questions then go back and re-teach items that students do not understand.

Support for Persistently Low Achieving Schools:

- Students at Persistently low achieving schools have an opportunity to receive the services described above in the district overview.
- Persistently low achieving schools received Student Recovery Program (SRP) allocations, which provided them additional funding to support students most in need.
- The FRCs at Persistently low achieving schools provides numerous programs throughout the school year to assist students and their families.
- In total, the Persistently low achieving schools received \$1,768,820 in Title I funds in 2008-09, \$1,828,052, in 2007-08 and \$434,583 in ESS funds in 2007-08.
- Persistently low achieving schools are allocated additional time for resource teachers and specialists from the Curriculum and Assessment department to come work weekly in the classrooms to help implement and refine curriculum/lessons/assessments based on student needs.

SUPPORTING EVIDENCE:

- Attendance Records
- Board Policies
- CCA's
- Support Team Reports
- Community Schools Records
- Curriculum Maps
- ECE Records
- ESS Records
- FRYSC Cluster Meeting Records
- Grants and Awards Records
- Health Promotion Schools of Excellence program booklet and supporting data documents
- Home Hospital Information
- Immunization and Physical Clinics data
- Influenza and Community Health Advisory documentation

- Interviews
- Nursing Agency Contracts
- Open Response Item Bank Samples
- PD Central Listing of Trainings
- Referral Letters to parents
- Resource Teacher Assignments
- Respective Board Reports
- School Guidance Plans, Records
- Scoliosis Clinic flyer
- Seven Counties Records
- Sight for Student Vision program flyer
- Sleep Study letter
- Smile Kentucky Program Results
- Social Norms Campaign poster (copied)
- Sub Center Records
- Title I Records
- University and College memorandum of Agreements
- Vision, Hearing and Scoliosis Screening Schedule
- Walk This Way picture
- Walk -Through Observations
- Y5210 Program information

**LEARNING ENVIRONMENT STANDARD 5:
STUDENT, FAMILY AND COMMUNITY
SUPPORT**

LEARNING ENVIRONMENT STANDARD 5: STUDENT, FAMILY AND COMMUNITY SUPPORT

Standard 5 The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of the students.

5.1a - Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

DISTRICT OVERVIEW:

- JCPS has a long history of reaching out to the Jefferson County community including parents, businesses, universities, community based organizations, cultural organizations and the faith community to engage partners in the education of our students. These partnerships are illustrated by the following:
 - Nearly 4,000 school business partnerships
 - ESS, Title I and Title V Parent Nights – 6 special, planned parent nights
 - Cultural Consortium – 1,800 programs serving 101,000 students
 - Louisville Education & Employment Partnership Mentoring Program
 - Parent University – twice a year – 600 participants
 - 15th District PTA support and Clothing Assistance Program – 5,058 students served district-wide
 - Every 1Reads community-wide partnership – 10,100 volunteers over 4 years
 - KidTrax community based organization partnership – 11,590 students served district-wide
 - Neighborhood Place partnership
 - Title I supplemental service providers – 23 providers serving 3,968 students
 - Family Resource/Youth Service Center partnerships and contracts for services
 - Health Promotions Schools of Excellence – at 56 schools
 - Child Enrichment Program – 52 locations with 6,746 students attending at least once through a 12 month period
 - Volunteer Talent Center – More than 4,000 active volunteers in schools
 - Louisville Alliance for Youth – 14 CBO organization serving 3,800 students
 - Community Schools – 11 locations serving 2,800 students
 - Active Parenting Program – counselors use this resource to work with parents in a variety of formats (Evidence is local school counselors' artifacts)
 - U of L Signature Partnership serving 5 schools
 - College Day Out – partnered with 13 colleges
 - Add it Up Math & Science 4 business partnerships
- The Exceptional Child Education (ECE) department also has developed numerous partnerships with community agencies and families, such as:
 - Partnering with community agencies for **Parents As Partners** workshops for parents of students in ECE programs.
 - Meeting 4 times per year with the ECE Advisory Committee to get input on issues that impact student achievement. The ECE Advisory Committee is comprised of parents of students with disabilities, community agencies representatives, and local universities staff.
 - Partnering with local universities to work jointly on grants, being a part of their advisory committees, working with staff on placement of students for their field work and student teaching.
 - ECE Parent Liaisons provide Surrogate Parent Training to individuals who will represent children with disabilities in all matters relating to special education services when parents rights have been terminated or parents are unable to be located.
 - ECE staff provides informational trainings on Exceptional Child Education services to university classes, and community agency groups.
- Family Resource/Youth Service Center partnerships and contracts for services, these services included in the FRYSC Action plan approved at the school and state level.
- JCPS has worked with school leadership and staff through a variety of district review and support programs. Among the programs in this area are:

- District coaching system
 - ESS Coordinator targets students to be served and monitors use of ESS funds
 - Counselors and Family Resource Youth Service Center role groups meet regularly to coordinate district service programs to the schools and provide training for role group responsibilities that promote needed programs and services for all students.
 - Extensive district supported Professional Development to enhance student achievement JCPS supported SBDM Training for council members
 - District monitoring and evaluation system to assure SBDM legal compliance
 - Project LEAD training aspiring and current administrators
- JCPS continually promotes parent and community participation and support for individual schools; activities such as the following:
 - Parent Connections Newsletter mailed to all parents 9 times a year
 - Annual survey of all parents and staff – results provided to individual schools
 - District planning document for Consolidated District Plan
 - District guidelines for implementation of SB 180
 - Title I and Head Start governing an advisory committees
 - District provided iSafe training for all school counselors including parent outreach session to assure that schools, parents and students are aware of proper utilization of the internet to assure student safety while using this resource
 - Parent Teacher Conference days – 2 per year
 - Parent Web site
 - Every 1 Reads Volunteer Tutoring

Support for Persistently Low Achieving Schools:

- The Persistently low achieving schools participate in several of the activities described above in the district overview. In addition, other partnerships include:
 - KidTrax Community-Based Organization Partnership
 - PTA Clothing Assistance Program
 - FRYSC Partnerships
 - FRYSC Small Cluster Meetings
 - College Day Out
 - Junior Achievement
 - Business partnerships
 - U of L Signature Partnership
 - Cultural Consortium programs
 - Counselor SBAT networking and mentoring
 - Smart Start Program
 - Open House
 - Community Schools Programs
 - Make The Connection
 - PTSA
 - Every 1 Reads Volunteers
 - Community volunteers assist during CATS testing.
 - Childcare Enrichment Program
 - Health Promotion School of Excellence
 - 21st Century Learning Center
 - Young Ladies Like US II
 - TCP Scholars Program with U of L
 - Advisor-Advisee Program
 - School Newsletter
 - Close the Deal
 - School Open House
 - Showcase of Schools

- Visits to Colleges
- Service-oriented extracurricular organizations such as Future Educators of America
- School Clubs such as Debate, MTRP, Scholarship Club, Art Club

A more detailed list by school can be provided upon request.

SUPPORTING EVIDENCE:

- Parent University Program, KidTrax data base, Cultural Consortium Guide, Parent Connection Newsletter, LEEP Mentor & Business Partnership listing
- Counselor, FRYSC agendas, CBO partnership list, Leadership Louisville and Focus Louisville agendas, CDIP agendas and sign-in sheets, District Comprehensive Survey results for District by school, GLI Every 1 Reads and Math/Science agenda, Master school calendar and Principal Planner, CDIP, JCPS Web site
- JCPS & Title I parent involvement policy, Parent Advisory Council Agenda & Minutes i.e. FRYSC, Head Start, Title I, FRYSC intervention data, Parent Night Agendas, Minutes & Training packets, Students served by ESS, Early Childhood/Head Start Advisory Council minutes & Agendas, Supplemental Services list, CSBAT Minutes, Agenda, Project Works, Volunteer Talent Center lists
- Seven Counties BRIDGES at Bridges of Hope, Every 1 Reads Volunteer list, GE College Bound Packets & Agendas, SBDM & PTA Workshop Agendas & sign in sheets, College & Career Fairs, Showcase of Schools, "Our Kids" TV Program, ECE Parent Assistance Center, CSBAT Minutes, Agendas, Project Work, 1 page Close the Deal document

5.1b - Structures are in place to ensure that all students have access to the entire curriculum (e.g., school guidance, Family Resource/Youth Services Centers, Extended School Services).

DISTRICT OVERVIEW:

- JCPS District leadership provides tools and has established systems to support and monitor the delivery of programs to ensure all students have access to the schools educational program by removing barriers to student learning. The following programs are implemented and monitored to support student success:
 - FRYSC staff are trained and provided information on resources to eliminate barriers to student's education
 - FRYSC coordinators can access attendance information from Infinite Campus to determine those students whose attendance has become a barrier to learning.
 - FRYSC Coordinators in JCPS have helped develop and pilot the FRYSC Infinite Campus program for the state during 2009-2010 school year. This program allows for centers to monitor intervention data.
 - The Every 1 Reads program provides district-wide support for district-wide literacy program
 - GE Math Plus Science for All provides district-wide support for unified math program
 - Counselors and FRYSC receive lists of students that have non cognitive indicators indicating barriers to students.
 - District leadership provides training and school by school monitoring visits for ESS funds
 - District staff provide cognitive and non cognitive data to schools to PLAS schools in selecting priority students for special assistance
 - The District monitors the use of state and federal funds to assure funds are being targeted at students most in need
 - The district uses coaching teams to assess the effectiveness of program implementation and provide direction to schools to improve program delivery
- District counselors at all levels are provided training and networking opportunities on how to develop and implement appropriate school and student schedules and programs and interventions to remove/minimize barriers. They are also given training and opportunities to improve and troubleshoot problems with scheduling/working with students. Training and networking occurs in counselor meetings and work teams created around the particular challenges of the content area, grade level, and/or system(s) being used.
- The District provides support for every school to have a school technology coordinator (STC) by providing a stipend then supports these STC's through bi-monthly meetings; email updates; online resources; and help desk.
- The District provides leadership in technology skills through the Computer Applications Skills Continuum, where technology skills are aligned to the grade levels to provide minimum technology competency. The District provides leadership through coordination of the Computer Applications Skills Assessment (CASA) which measures student ability at the 4th, 8th and 10th grade level.
- In addition, the District provides a variety of technology tools to address different student populations: eSchool tutorials/eScrimmages; Earobics; Read 180; Brain Pop; eSchool middle school credit; recovery modules; JCPS student web; Virtual middle & high school; Core Content Guides; Curriculum Maps; College Now - online college courses; ILP Career Cruising; SuccessMaker Math; Fast Forward; Adobe Photoshop Elements; Movie Maker; Google Earth; History Alive; CPA Math online; InDesign; Publisher; Understanding Math; MS PhotoStory3; Smart Notebook software; NetTrekker; Encyclomedia; PhotoStory 3; MS Office (Word, Excel, PowerPoint); JCPS Online; Comic Life; Smart Notebook software.

Support for Persistently Low Achieving Schools:

- The Persistently low achieving schools have access to the structures and opportunities describe above in the district overview. In addition, other structures include:

- AB Tutor
 - Adobe Go Live and Photo shop
 - Career Cruising
 - Comic Life
 - Counselor SBAT networking and mentoring (as evidenced by CSBAT agendas and minutes)
 - Counselors have open door policies giving students access for both curriculum and social issues
 - Encyclomedia
 - E-school
 - Exam View
 - Fast forward
 - File Maker Pro
 - ID Maker
 - Ink Flash Cards
 - Inspiration
 - Instant Recall
 - JCPS Online
 - Learning Essentials
 - Microtype
 - Movie Maker
 - MS Office (Word, Excel, PowerPoint, Publisher)
 - NetTrekker
 - PhotoStory3
 - Read 180
 - Read Write Gold
 - Smart notebook software
 - SRI(Scholastic Reading Inventory)
 - Success Maker
 - Understanding Math
 - V-math
- Persistently low achieving schools use a systematic approach based on current assessment data that is used to place students in content classes. Students are also strategically placed in intervention classes to insure that all students are working towards proficiency.
 - In addition, at persistently low achieving High Schools, the Senior Counselor meets with each senior to discuss credit requirements and post-secondary education/career opportunities and school-wide guidance is offered via the advocacy period. Also, transcripts are reviewed with individual students, class assemblies are held to include discussion of credit requirements for diploma and classroom visits occur for ILP development and transition goals beyond high school.

A more detailed list by school can be provided upon request.

SUPPORTING EVIDENCE

- FRYSC Coordinator meeting agendas and individual center action components
- FRYSC intervention data reports (group and individual)
- PAS school reports
- ESS local audits
- Counselor SBAT agendas, group agendas & District Guidance Action Plan
- iSafe presenters schedule and work log
- STC database from CES
- STC meeting agendas, sign in sheets; online resources through STC digital
- Web resources located on district website
- Login reports, assessment reports

- ESS daytime program profile – in ESS office
- Student Technology Acceptable Use Policy
- 95 individual FRYSC Grant Proposals
- Extended School Services program overview
- Title I program plan
- District Guidance Plans
- Perception survey results
- Technology plan
- Kentucky Performance Report
- CSBAT Minutes, Agendas, Project Work

5.1c - The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

DISTRICT OVERVIEW:

- JCPS, through district leadership, provides support to schools to address cognitive and non-cognitive student needs. Every 1 Reads provides a strong instructional base for literacy. The program includes instructional materials, assessment tools and intervention tools. The program is supported by financial resources raised in the community and volunteers to tutor students. The instructional classroom program includes providing instructional coordinators. E-tutorials are also an intervention to assist struggling students. Numerous programs are in place to reduce barriers to student learning. They include:
 - Counselors, FRYSC and staff plan and implement Care for Kids.
 - FRYSC's support public health fairs focused on students and parents of at-risk students.
 - Through Infinite Campus FRYSC staff can identify students whose attendance has become a barrier to learning.
 - District staff, through "Parent Connection", FRYSC school newsletters, and the District web site communicates programs available to families and students.
 - Neighborhood Place district supported health, human services and education program coordinates family support services with FRYSC coordinators and counselors.
 - Through the Career Assessment Center, the district Gifted and Talented Unit, and the ESL assessment and ECE assessment and placement plans, students are assigned to services and programs that address individual student needs.
 - The District provides a multicultural specialist to provide advice on multicultural issues, district-wide and school-based training to staffs to understand the importance of cultural differences in the school and the classroom.
 - Counselor planned and supported initiatives in the areas of bully prevention, peer mediation, student leadership, appropriate use of technology, positive student social skills, relationship building, and safety, and college workshops.
 - Neighborhood Places provide integrated health and mental health support.
 - District use Career Cruising for Individual Graduation Plan.
 - District use Childfind Services.
 - The ECE department provides collaboration grant funds to support the inclusion of ECE students in core content instruction to reduce achievement gaps for students with disabilities. There are 135 schools that have written and implemented collaboration plans that incorporate strategies for moving students to proficiency.
 - The ECE department maintains procedures which ensure that students with disabilities are educated in the Least Restrictive Environment (LRE) maximizing the amount of time spent in the regular program accessing core content.

Support for Persistently Low Achieving Schools:

- The Persistently low achieving schools have the access to the structures and opportunities describe above in the district overview. In addition, other structures include:
 - ESS office made site visits/phone conferences
 - Counselor SBAT Networking and Mentoring (as evidenced by CSBAT agendas and minutes)
 - Counselors collaborate with school staff to coordinate ESS for math and reading interventions which are provided during and after school. Counselors in conjunction with the Youth Service Center work to reduce the barriers to learning by providing attendance support, clothing assistance, and additional tutoring services.
 - CATS Volunteers
 - Read 180
 - Fast Forward
 - Success Maker
 - Student Recovery Program
 - Student Staff Support Team

- Student Contracts
- Freshman Academy
- Ramp-Up to support reading comprehension
- Algebra II labs
- Co-Op Opportunities for real world and community connection
- Empowering students to monitor their own behavior and attitude
- Zero tolerance for profanity and classroom disruptions
- Classroom instruction observation daily

A more detailed list by school can be provided upon request.

SUPPORTING EVIDENCE

- FRYSC intervention data found on Infinite Campus
- Sample FRYSC flyers to show support for health fairs focused on students and parents
- Sample FRYSC's newsletter show the evidence of the various programs available to students and parents at the school and other locations as well
- Board Policy E, J
- FRYSC intervention data
- FRYSC program documentation
- Copies of Parent Connection
- Neighborhood Place Annual Report and Referral Report
- Career assessment reports
- PD offerings
- District-wide survey results
- Records of/procedure for referrals to health and social services
- Textbook/ Instructional resources purchasing plans
- School and district budgets
- Technology plans
- Comprehensive district and school improvement plans
- Student Information System reports
- Individual Learning Plan documentation
- Gifted and Talented Services Plan
- Media & Printed materials
- CSBAT Minutes, Agendas, Project Work

5.1d - Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.

DISTRICT OVERVIEW:

- The District coordinates a number of external and internal programs that support the education in the classroom.
- The District works with and contracts with external programs to support closing the educational achievement gap. These programs include:
 - KidTrax assessment programs with community-based programs
 - Saturday Academy and Street Academy partnership with Louisville Urban League
 - Volunteer Talent Center volunteer development program
 - Louisville Education & Employment Partnership (LEEP)
 - SRO contracts for police support
 - STARS Program
 - Community Schools partnership with Metro Louisville
 - FRYSC contracts with extra service providers
 - Safety Programs (prevention of bullying, appropriate use of technology, Stranger Danger, ECHO and the prevention of child abuse, SAFE.)
 - Regular monthly meetings with after school providers to coordinate and strengthen after school offerings
 - The Cultural Consortium to coordinate external learning experiences are aligned with the core content Training in Core Content – dates in ESS office
 - The District contracts with a variety of Title I supplemental service providers and provides parents with information about the availability of the providers and FRYSC coordinators assist parents in finding appropriate services. (Due to current regulations related to FRYSC Coordinators not having access to F/R priced meals, coordinators are not as effective in assisting students and parents in connecting with the SES programs as they have been in the past. This is an issue we have addressed with the JCPS Nutritional Services Director (who has addressed it with the State Nutritional Services Director) and with the State FRYSC Director)
 - Four 21st Century Schools
 - Eight Community Schools
 - 24 Childcare Enrichment Program (CEP)
 - 14,517 Dual Credits were received by JCPS high school students
 - Early Years Initiative
- The District directs internal resources to provide Extended School Services and co-curricular activities to support students. Examples of these programs include:
 - District supported co-curricular programs at the middle and high school level – 102,080 students participate
 - Extended School Services through state funding provided during school, after school, Saturday and summer programs all school data regarding programs are in the ESS office
 - All middle schools are provided access to credit recovery for struggling students as an instruction for students who have not been successful in the prior grading period
 - Struggling high school students are provided access for open entry-open completion recovery courses
 - JCPS Student Web Page
 - NetTrekker DI
 - Junior Achievement Partnership
 - CSIP & CDIP Review
 - Every 1 Reads Web Page

Support for Persistently Low Achieving Schools:

- The Persistently low achieving schools have the access to the opportunities describe above in the district overview. In addition, examples of other structures include:
 - 21st Century School

- Alelante Achievers-tutoring
- AmeriCorps Member
- AmeriCorps VISTA Volunteer
- Art Grants
- Black Achievers
- Character Education
- College Prep-Lincoln Foundation
- Cooperative Learning
- Credit and Course Recovery
- Dual credit opportunities
- EduCare
- E-School
- ESS
- Explorers/ACT
- Freshman Academy
- HBCU Showcase
- High School Transition
- ILP/Career Cruising
- Men of Quality
- Mercy Academy-Mentoring/tutoring program
- Reserve Office Training Corps
- ROTC Mentoring Program
- SES-Supplementary Education Tutoring Service
- STARS Club
- Variety of co-curricular opportunities
- Young Ladies Like Us II
- Youth Towards Excellence
- Counselor SBAT networking and mentoring (as evidenced by CSBAT agendas and minutes)
- Counselors work with support staffs i.e. Seven Counties, district resource teachers, and other JCPS personnel to provide additional assistance to families.
- Smart Start Program gives students a head start by helping them address and adjust to academic and social issues that may hinder them from having a successful beginning to the school year.
- College Day Out offers exposure to a multiplicity of universities and colleges (offered on an out of school day).
- Eighth graders who scored Novice in key areas on KCCT are put in special program with 8th grade counselor to make up deficient grades
- Students having academic difficulties can attend after mini class to strengthen areas where they are failing. Students given weekly progress reports to highlight missing or incomplete work that need to be addressed allowing them to focus on increasing failing grades.

A more detailed list by school can be provided upon request.

SUPPORTING EVIDENCE:

- List of co-curricular programs
- List of volunteers and business partners
- Contracts with external providers for after school programming
- LEEP Mentors & Business Partnership listing
- ESS Program profile and master schedule
- Cultural Consortium web site
- SRO contracts
- KidTrax participation data
- E-school access files
- Master Schedule
- CSBAT Minutes, Agendas, Project Work

- ESS Coordinator Manual
- Counselors School-Based Groups
- Record sheet for Co-curricular activities
- See 5.1.a for information related to contracts for service providers

5.1e - The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

DISTRICT OVERVIEW:

- The District, through its planning and research department, has developed and provided to schools and after school providers a secure data information system. The system referred to as CASCADE provides up to date cognitive and non cognitive data for the school to analyze student progress. The system provides school-wide, classroom and individual data on students. The data is gathered through use of a teradata warehouse. The same technology system provides KidTrax partners cognitive and non cognitive information about students in after school programs.
- Advance Program, ECE, ESL, and ESS directors, and Counselors work to see that all schools maintain accurate record systems that provide timely information pertinent to the student's academic and educational development
- This year the JCPS FRYSC Coordinators are piloting for the state the FRYSC use of IC to assist coordinators with needed information to target service to students most in need. The District has an online volunteer registration system.
- The District maintains secure, accurate, and complete student records in accordance with federal and Kentucky laws/regulations. School counselors, who are the records officers in the local schools, receive on-going training and update on The Family Education Rights and Privacy Act (FERPA) and Kentucky laws dealing with the confidentiality and the maintenance of students' records. Written policies and procedures are available to district and local school staffs via the employee intranet as well as via the Jefferson County Public Schools' Code of Acceptable Behavior and Discipline and the Student Bill of Right, copies of which are provided to every student/parent and school staff member as well as to the community via the JCPS web page.
- The district guarantees that transcripts are available for any student who ever attended a Jefferson County Public School or former Louisville Public School. The district has archived all permanent records in a centralized, secure location as well as being microfilmed with copies of the film archived both within the district and at the Kentucky Department of Libraries and Archives in Frankfort, Kentucky. A centralized district student records/transcript office is open daily from 7:30 a.m. to 4:30 p.m. to fill walk-in and mail-in requests for official student transcripts needed for postsecondary education and job applications, documentation in order to obtain various types of identification, and subpoenas/court orders.
- Career Cruising was used for the Individual Graduation Plans

Support for Persistently Low Achieving Schools:

- The Persistently low achieving schools have the access to the district student record system through the CASCADE and Infinite Campus websites. In addition, all persistently low achieving school records regarding ESS programs exist in ESS office.
- The Persistently low achieving schools also maintain systems at their individual schools for record-keeping. Examples of which include:
 - Copies of progress and grades reports are kept on file by both the team and grade level counselor
 - Behavior logs are kept allowing tracking of behaviors that may hinder students academic or social development. They are used during team meetings to determine behaviors contributing to failing grades.
 - Agendas are collected on Mondays and checked to insure that parents are kept informed of student progress and questions and responses are noted by teachers.
 - ILT/Mission Possible/War Room designed for students to raise their academic scores in reading, math, and writing skills.
 - Counselor monitors the Course Recovery program used to raise novice scores.
 - Freshman Academy students receive bi-weekly progress reports and a follow-up letter by freshman counselor
 - Progress reports for individual students sent home to parents on a regular basis.

SUPPORTING EVIDENCE:

- Cascade reports
- Board Policy J
- Written communications to state and STI on student data system
- FRYSC intervention data
- KidTrax reports
- Preschool assessment reports
- PAS reports
- Counselor Meeting Agendas, Program plans, minutes and training packages
- CSBAT Minutes, Agenda, Project Work
- JCPS webpage
- JCPS Code of Acceptable Behavior and Discipline and the Student Bill of Rights
- Writing Diagnostic
- Scholastic Inventory

LEARNING ENVIRONMENT STANDARD 6 – PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION

LEARNING ENVIRONMENT STANDARD 6 – PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION

Standard 6 The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

6.1a - There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

DISTRICT OVERVIEW:

- Professional development (PD) is provided for staff members at both the district and school levels. Decisions about the types of PD to offer are made through the analysis of various forms of data. JCPS embeds PD in each component of the CDIP.
- JCPS provides every employee (classified & certified) multiple and varied opportunities to participate in PD sessions to enhance their abilities to be more successful in improving student achievement.
- District initiative PD sessions frequently are offered during the summer through three to five day institutes. Ongoing follow-up sessions are offered throughout the school year. Some examples include:
 - Every1Reads
 - Math/Science Initiatives (Math Investigations, CMP2, Science Modules, College Prep Math, Active Physics, Active Chemistry, BSCS Biology)
 - CARE for Kids
 - Institute for Cultural Competency
 - Implementation of emphasis on lesson study and strategies for instruction focused on inquiry-based learning
- Two Gold Days, three flexible PD days and one non-flexible PD day are built into the calendar for schools to focus on PD that is vital for their students' success.
- The total number of sessions provided from May 30, 2007 through Nov. 1, 2008 for selected content areas were as follows:
 - Mathematics – 531
 - Reading – 547
 - Science – 265
 - Writing – 124
 - Social Studies – 165
 - CARE for Kids - 123
- SBDM approved school-based PD occurs throughout the year. There are opportunities for job-embedded PD as well as formal presentation sessions. The district encourages/advises schools to implement job-embedded PD whenever possible.
- School content-area leads (mathematics, science, reading, and writing) attend advanced training opportunities in order to provide leadership and training for their schools.

Support for Persistently Low Achieving Schools:

- Persistently low achieving schools have been assigned a Priority Manager to mentor principals, collaborate on revision of restructuring plans and monitor implementation of those plans. The priority manager reviews the PD offered by the school and the types of PD that teachers and staff are attending.
- The district offers Shawnee High School, Western High School, Valley High School, Waggener High School, Frost Middle, Thomas Jefferson Middle, Stuart Middle, Westport Middle, and Western Middle additional funds and opportunities for staff to learn and implement new strategies.

- The district coordinates the services of resource teachers and content specialists so that teachers receive PD tailored to their needs for implementing inquiry-based programs for persistently low achieving schools.
- Staff has access to the training needed to use new electronic tools in the classroom (such as interactive whiteboards, tablet PCs, digital projectors, and video-conferencing equipment) and seek ways to sustain funding for these tools.
- The eight persistently low achieving schools held a varying number of local school-based sessions with a variety of content emphases. Based on data retrieved from pdCentral for 2007 – 2008, the following schools held the total number* of sessions.
 - Frost (2)
 - Thomas Jefferson (19)
 - Stuart Middle (100)
 - Western Middle (13)
 - Westport Middle (25)
 - Waggener High School (25)
 - Western High School (65)
 - Valley High School (30)
- Based on data retrieved from pdCentral for the 2007-2008 year, the persistently low achieving schools had the following percentages* of teachers earning the required number (24) of PD hours.
 - Frost Middle (45%)
 - Stuart Middle ((49%)
 - TJ Middle (81%)
 - Western Middle ((60%)
 - Westport Middle (67%)
 - Waggener High School (54%)
 - Western High School (57%)
 - Valley High School (60%)

**These numbers and percentages are approximate and are based on data furnished by the schools to be entered into pdCentral.*

SUPPORTING EVIDENCE:

- List of PD offerings
- PD proposal form
- CDIP/CSIPs
- Budget records
- PD evaluation results
- Data from pdCentral, a web-based PD data management system
- IPR including NCLB
- District tests
- SBDM minutes and agendas
- PD evaluation results, Levels 1 and 2
- Local school PD Records
- School calendar
- Master schedule
- Budget reports
- Title 1 Allocation and Accountability report
- Needs Assessment
- Priority Manager reports

6.1b - The school has an intentional plan for building instructional capacity through on-going professional development.

DISTRICT OVERVIEW:

- District leadership and all school stakeholders work together to create PD content offerings that build competence in the instructional staff at the schools. The district is implementing a focus on professional learning communities and lesson study.
- District initiative PD sessions frequently are offered during the summer through three to five day institutes. Ongoing follow-up sessions are offered throughout the school year. Examples include:
 - Every1Reads
 - Math/Science Initiatives (Math Investigations, CMP2, Modules, College Prep Math, Active Physics, Active Chemistry, BSCS Biology)
 - CARE for KIDS
 - Institute for Cultural Competency
- School content-area leads (mathematics, science, reading, and writing) attend advanced training opportunities in order to provide leadership and training for their schools.
- The district encourages/advises schools to implement job-embedded PD whenever possible. Job-embedded activities occur on an on-going basis, facilitated by district staff (content area specialists and resource teachers, ECE resource teachers, ESL resource teachers, Early Childhood Resource teachers, and Computer Education resource teachers).

Support for Persistently Low Achieving Schools:

- Persistently low achieving schools have been assigned a Priority Manager to mentor principals, collaborate on revision of restructuring plans and monitor implementation of those plans. The priority manager reviews the PD offered by the school and the types of PD that teachers and staff are attending.
- The district coordinates the services of resource teachers and content specialists so that teachers receive PD tailored to their needs for implementing inquiry-based programs for those schools that are not meeting all of their goals.
- The persistently low achieving schools varied in the amount of connection between their school-based PD offerings and the strategies listed in their school plan based on data retrieved from pdCentral and a review of their CSIPs,

SUPPORTING EVIDENCE:

- CDIP
- CSIP
- List of district and school-based PD offerings
- IPR
- Growth plans and evaluation reports
- District Assessment Results
- I & I's
- Data from pdCentral
- Priority Manager reports

6.1c - Staff development priorities are set in alignment with goals for student performance and the individual growth plans of staff.

DISTRICT OVERVIEW:

- Jefferson County Board of Education (JCBE) reviews the growth plan of the superintendent and conducts an annual evaluation.
- The superintendent reviews and monitors the growth plans of designated district staff.
- The assistant superintendents review the growth plans of all principals to ensure a connection to the CDIP and CSIP goals.
- All other JCPS staff members submit their growth plans to their supervisors for review, revision and monitoring.
- District staff (assistant superintendents, leadership development staff, etc.) assist school leadership to ensure that growth plans are based on student learning goals that are identified in schools' CSIP's. They are monitored and revised in a professional setting between the immediate supervisor and the local school staff member, one-on-one.

Support for Persistently Low Achieving Schools:

- Persistently low achieving schools have been assigned a Priority Manager to mentor principals, collaborate on revision of restructuring plans and monitor implementation of those plans. The priority manager will review the PD offered by the school and the types of PD that teachers and staff are attending.
- District staff (content specialists and resource teachers, ECE resource teachers, Early Childhood resource teachers, ESL resource teachers, and Computer Education resource teachers) provides support to school staffs on how to modify and/or adjust teaching strategies based on assessment data and reports from the priority managers.
- In addition, persistently low achieving schools staff members attend district content area PD.

SUPPORTING EVIDENCE:

- List of PD/EILA offerings
- Growth plans
- Evaluation forms-I & I
- Counselors', assistant principals' and principals' meeting agendas
- Data from pdCentral
- CSIP/CDIP
- Personnel records
- Priority Manager reports
- IPR and other assessment data

6.1d - Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

DISTRICT OVERVIEW:

- JCPS monitors the implementation of the PD activities in the CSIP's and encourages building leadership to do follow-up observations in classrooms to determine implementation of new learning.
- A district team reviews CSIPs and Priority Managers review the Implementation and Impact checks of persistently low achieving schools.
- JCPS implements a leveled evaluation system (based on the work of Thomas Guskey) to measure the effectiveness of components of literacy PD.
- All participants in both school and district PD must complete an evaluation of each session attended to earn credit hours. This includes a question about needing/requesting more assistance with the content of the PD.
- The district encourages and expects district PD providers to use evaluation results to revise current trainings and to create new learning opportunities for staff.

Support for Persistently Low Achieving Schools (PALS):

- PALS have been assigned a Priority Manager to mentor principals, collaborate on revision of restructuring plans and monitor implementation of those plans. The priority manager reviews the PD offered by the school and the types of PD that teachers and staff are attending.
- District staff (content specialists and resource teachers, ECE resource teachers, Early Childhood resource teachers, ESL resource teachers, and Computer Education resource teachers) provides support to school staffs on how to modify and/or adjust teaching strategies based on assessment data and reports from the priority managers.
- The PALS varied in the amount of connection between their school-based PD offerings and the strategies listed in their school plan based on data retrieved from pdCentral and a review of their CSIPs,

SUPPORTING EVIDENCE:

- CSIPs
- I & Is
- List of school-based offerings
- Data from pdCentral.
- CSIP review logs
- Evaluation reports from Accountability, Research, and Planning unit
- Priority Manager reports

6.1e - Professional development is ongoing and job-embedded.

DISTRICT OVERVIEW:

- PD sessions provide experiences that are long-term, sustained, results-oriented, job-embedded and collegial.
- The district is focusing on lesson study and establishing professional learning communities.

Support for Persistently Low Achieving Schools:

- Persistently low achieving schools have been assigned a Priority Manager to mentor principals, collaborate on revision of restructuring plans and monitor implementation of those plans. The priority manager reviews the PD offered by the school and the types of PD that teachers and staff are attending.
- Through Title I (section G) funds are used to provide an in-house literacy or math coach to support and improve teachers' instructional practice.
- District staff (content specialists and resource teachers, ECE resource teachers, Early Childhood resource teachers, computer education resource teachers) provides support to school staffs on how to modify and/or adjust teaching strategies based on assessment data and reports from the priority managers.
- Schools utilize specialists and resource teachers to offer structured assistance, observation, feedback, discussion, and support to teachers as they begin to incorporate new skills in their classrooms.
- Persistently low achieving schools are encouraged to offer job-embedded PD for teachers.
- Job-embedded PD is monitored by the Priority Manager.

SUPPORTING EVIDENCE:

- List of PD offerings
- Proposal form
- CDIP
- Data from pdCentral.
- Priority Manager reports
- School schedules
- CSIPs

6.1f - Professional development planning shows a direct connection to an analysis of student achievement data.

DISTRICT OVERVIEW:

- PD offerings are directly connected to the analysis of student achievement data. NCLB data revealed a need to emphasize and offer PD focused on strategies to support improved achievement in ECE and ESL.
- District teams review all CSIPs to ensure the direct connection to student achievement data.
- Assistant superintendents plan principal meetings focused on increasing student achievement, including the achievement gap among subpopulations.
- All administrative groups, in order to receive EILA credit, must attend PD that is connected to student achievement data, including the achievement gap among subpopulations.

Support for Persistently Low Achieving Schools:

- Asst. superintendents select members of teams to review school improvement plans. If the plans are not connected to improved student achievement, the schools are asked to revise their plans and resubmit them.
- Persistently low achieving schools have been assigned a Priority Manager to mentor principals, collaborate on revision of restructuring plans and monitor implementation of those plans. The priority manager reviews the PD offered by the school and the types of PD that teachers and staff are attending.
- District staff (content specialists and resource teachers, ECE resource teachers, Early Childhood resource teachers, ESL resource teachers, and Computer Education resource teachers) provides support to school staffs on how to modify and/or adjust teaching strategies based on assessment data and reports from the priority managers.
- All three persistently low achieving high schools and two persistently low achieving middle schools offered school-based PD on data analysis.

SUPPORTING EVIDENCE:

- CDIP/CSIPs
- List of PD offerings
- Data from pdCentral
- CSIP review rubrics
- Agenda minutes from principals, assistant principal, and counselor meetings
- EILA records from Administrator Recruitment and Development unit
- Local school Dialogue Reports
- Priority Manager reports
- IPR's and district assessment results

6.2a - The school/district provides a clearly defined evaluation process.

DISTRICT OVERVIEW:

- The district has a clearly defined evaluation process. Jefferson County Board of Education (JCBE) establishes policies for the implementation for a clearly defined process of evaluation of personnel in the Jefferson County Public Schools. This process has been evaluated and approved by the Kentucky Department of Education and the Jefferson County Board of Education.
- There is an entire goal in the district plan dedicated to enhancing effective leadership, part of which involves improving the evaluation process. For instance, administrators will review and continue to strengthen the employee evaluation process by fostering more effective growth plans, practicing more quality observations, engaging in more in-depth post-observation conferences, and crafting more meaningful, written recommendations and challenges for continuous growth.

Support for Persistently Low Achieving Schools:

- All eight persistently low achieving schools implement the JCBE approved evaluation process and have the support of the Priority Manager to guide them through this process as needed.

SUPPORTING EVIDENCE:

- Local board of education policy, procedures and meeting minutes
- Evaluation process documents
- Communication of evaluation process within 30 days
- Documentation of development, review and revision of evaluation process
- Staff member interviews
- District evaluation committee roster
- Record of Kentucky Department of Education approval of district evaluation process
- JCBE/JCTA Agreement 2005-2010

6.2b - Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.

DISTRICT OVERVIEW:

- Schools most in need and identified by district planning can request additional funds for specific needs with exact student goals through the Student Recovery Program, included in local schools' CSIP. This program is superior to programs in the past that were reliant upon one-time designated funds. This program is embedded in the recurrent budget in order to ensure continuance of the program and an isolated cache for the exact purpose of assisting our schools with the greatest concentration of students who are statistically at-risk of dropping out.
- Schools most in need have direct access to top administrative approval for potential supplementary budgetary provisions. The district has implemented a Budget Request Form that can be submitted to the top administrator of the school level and then to the superintendent for final approval at any point in the year.

Support for Persistently Low Achieving Schools:

- As part of their restructuring plans, persistently low achieving schools have access to additional funds (Title I, section g) that can be utilized for PD depending on the individual school needs. Some examples of this support may include:
 - Content coaches in all areas, particularly focusing on Reading and Math, who will work with school leadership teams, department chairs and individual teachers to close achievement gaps
 - In-school coaches that could teach part-time and be released to provide mentoring/coaching to teachers within the building
 - Substitute teachers that will allow teachers from these schools to visit other school teams that exhibit best practices or engage in job-embedded PD
 - Funds for targeted PD resources (i.e. book studies, video studies) for school leadership teams
 - Funds available for consultants and conferences to build teacher and administrator capacity in implementing programs
 - Other district administrators that act as leadership mentors to the principal and the instructional leadership team
- Assistant Superintendents ensure PD strategies reported in the persistently low achieving schools' CSIPs have associated funding amounts and sources attached to them during the CSIP review process.
- Sixty-five percent (65%) of KERA PD funds are allocated to schools on a per capita basis for use in meeting school staff PD needs.
- Fifty percent (50%) of Title II funds are allocated for content area training for teachers and administrators.
- The persistently low achieving schools varied in the amount of their flexible focus funds that were allocated to PD, from 0% to 65%.

SUPPORTING EVIDENCE:

- Student Recovery Program Application, Submittals and Budgets
- Budget Approval Form 10-14-2005
- Dialogue/Coaching report
- CSIP
- IPR
- District budget
- School budgets
- Restructuring plans

6.2c - The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

DISTRICT OVERVIEW:

- Assistant superintendents meet with principals to review documentation and evaluation of growth plans at all levels. Evaluation procedures include requirements to address significant deficiencies in staff performance. District leadership provides direct assistance to the principals throughout the process.
- There is an entire goal in the district plan dedicated to enhancing effective leadership, part of which involves improving the evaluation process. For instance, administrators will review and continue to strengthen the employee evaluation process by fostering more effective growth plans, practicing more quality observations, engaging in more in-depth post-observation conferences, and crafting more meaningful, written recommendations and challenges for continuous growth.

Support for Persistently Low Achieving Schools:

- Priority managers work with the principals in the persistently low achieving schools to maximize the use of the evaluation process to improve teaching and learning.
- Administrators at the persistently low achieving schools attended evaluation training and then implement the JCBE approved evaluation process.

SUPPORTING EVIDENCE:

- Personnel files, which can include:
 - Comprehensive Teacher Performance Evaluation, Form D
 - Pre/post-observation conference notes
 - Meeting agenda from conference
 - Formative Evaluation, Form E-2
- Priority Manager Reports

6.2d - Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.

DISTRICT OVERVIEW:

- The district provides numerous opportunities for evaluation training for administrators.
 - Example: Human Resource personnel attended monthly principal meetings in order to answer any questions that may arise regarding the subject of evaluations.
- Human Resource Department also provides ongoing assistance to administrators as they implement the evaluation process.
- The Kentucky Department of Education approved the personnel evaluation process that is fully implemented in JCPS. District leadership monitors the process to ensure it is used appropriately.
- District and school leadership use individual professional growth plans and the employee evaluation process to improve the proficiency of every staff member.
- Employee relations office staff review evaluations to ensure the full implementation of the evaluation process.
- There is an entire goal in the district plan dedicated to enhancing effective leadership, part of which involves improving the evaluation process. For instance, administrators will review and continue to strengthen the employee evaluation process by fostering more effective growth plans, practicing more quality observations, engaging in more in-depth post-observation conferences, and crafting more meaningful, written recommendations and challenges for continuous growth.

Support for Persistently Low Achieving Schools:

- Priority managers work with the principals to maximize the use of the evaluation process to improve teaching and learning.
- Administrators at the eight persistently low achieving schools attended evaluation training and implemented the district evaluation process.

SUPPORTING EVIDENCE:

- List of evaluation/ certification trainings
- Staff member interviews with principals
- Personnel records
- Principal meeting agendas
- Principal portfolios
- Interview with ER staff
- Evaluations
- Interviews
- Priority Manager reports

6.2e - The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and uses the Effective Instructional Leadership Act requirements as a resource to accomplish these goals.

DISTRICT OVERVIEW:

- There is an entire goal in the district plan dedicated to enhancing effective leadership by providing a system that recruits, selects, prepares, supports and retains highly effective principals and leaders. The leaders will be equipped with the knowledge and skills to be designers of high-performing schools, characterized by a positive, collaborative culture where quality teaching maximizes student learning, growth, and development. Strategies under this goal include: nurturing a professional culture, enriching the quality of leadership, enhancing the leadership capacity of Instructional Leadership Teams (ILTs) and improving the quality of aspiring leadership development.
- All PD for school leaders and aspiring school leaders will focus on the JCPS “Theory of Action” and “The Leadership Competencies and Core Practices for a Great School.”
- The CDIP embeds PD at all levels in all components.
- EILA is focused on the identified leadership needs.

Support for Persistently Low Achieving Schools:

- Priority managers work with the leaders of the persistently low achieving schools to collaborate, revise, implement, and evaluate restructuring plans.
- Instructional leadership teams will receive PD provided through the KyCLS grant.
- The CDIP embeds strategies specifically for the persistently low achieving schools in all for goals of the “Theory of Action.”

SUPPORTING EVIDENCE:

- CDIP
- List of EILA offerings
- Budget records
- Priority Manager reports

6.2f - Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

DISTRICT OVERVIEW:

- School administrators use the formative evaluation component of the district evaluation process to provide assistance to teachers.
- Priority School Managers, HSE's, and other district personnel monitor the implementation of the evaluation process and require corrections when necessary.
- There is an entire goal in the district plan dedicated to enhancing effective leadership, part of which involves improving the evaluation process. For instance, administrators will review and continue to strengthen the employee evaluation process by fostering more effective growth plans, practicing more quality observations, engaging in more in-depth post-observation conferences, and crafting more meaningful, written recommendations and challenges for continuous growth.

Support for Persistently Low Achieving Schools:

- Persistently low achieving schools have been assigned a Priority Manager to mentor principals, collaborate on revision of restructuring plans and monitor implementation of those plans. The priority manager reviews the PD offered by the school and the types of PD that teachers and staff are attending.
- District staff (content specialists and resource teachers, ECE resource teachers, Early Childhood resource teachers, ESL resource teachers, and Computer Education resource teachers) provides support to school staffs on how to modify and/or adjust teaching strategies based on assessment data and reports from the priority managers.
- PD providers can access the "Request for Follow-up" information from PD participants provided in pdCentral.
- District leadership supports persistently low achieving schools in their staffing processes.
- Persistently low achieving schools implement the district evaluation process.

SUPPORTING EVIDENCE:

- CDIP
- School Based Administrative Teams (SBAT)
- Evaluation records
- List of PD offerings-individual teacher PD histories
- PD evaluations
- Priority Manager reports

EFFICIENCY STANDARD 7: LEADERSHIP

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Standard 7 School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, developing leadership capacity.

7.1a - Leadership has developed and sustained a shared vision

DISTRICT OVERVIEW:

- For the past year, the superintendent has worked closely with his leadership team to develop a coherent statement and deep understanding of the directions they want the Jefferson County Public Schools (JCPS) to pursue. This discussion extended for many hours throughout the year and was sometimes assisted by a consultant recommended by Harvard University and the Wallace Foundation. As a result of these meetings, and after much internal dialogue, the superintendent and his cabinet arrived at a statement of Core Beliefs—those guiding principles by which district employees carry out their day-to-day responsibilities. Next, the JCPS leadership team developed four district goals to drive their work in 2007-08 and beyond. Simply stated, these four goals are to enhance effective teaching, enhance effective leadership, strengthen organizational culture, and improve organizational effectiveness.
- In the summer of 2008, the leadership team and their consultant again grappled with the philosophical and pragmatic issues that will shape the direction of the Jefferson County Public Schools in the years ahead. The outgrowth of this concentrated work is a coherent Theory of Action that encompasses the district's long-term goals for students as citizens of the world, the more immediate outcomes that the district desires for the students by the time they graduate from JCPS, and the change processes that the school district must implement to ensure that students attain those goals and outcomes.
- The Core Beliefs, Theory of Action, Comprehensive District Improvement Plan, and Strategic Action Plan for 2008-09 was developed by the JCPS leadership team, discussed at several public board meetings, distributed to all principals, approved by the Board of Education, and posted on the website for the general public. Included with the Comprehensive District Improvement Plan are action steps to ensure that the shared vision is communicated to various stakeholder groups and organizations throughout the community.
- The District's leadership developed a set of Core Beliefs, A Theory of Action, four new goals, and a Strategic Plan to guide the district's work. The district's core documents drive the curricular and instructional priorities established in the 2008-09 Comprehensive District Improvement Plan (CDIP). The district's Core Beliefs, Theory of Action, goals, and Strategic Plan are sustained by displaying these throughout district buildings, on the district web site, in publications, and shared during public presentations by district personnel.
 - The *Leadership Competencies and Core Practices for a Great School* and the *JCPS Theory of Action* were used to shape collaborative, professional learning for principals, assistant principals, and counselors at all three levels. Cohorts established shared performance goals and periodically met to collaboratively reflect on each other's progress, jointly learn from one another, analyze continuing challenges, and collectively commit to adjusted strategies. Elementary, middle, and high school principals also refined their master schedules to provide time for embedded professional development (PD) for their instructors. Schools that were not meeting all their goals were assigned a Priority Manager or other coaching help to mentor principals, collaborate on revision of restructuring plans, and monitor implementation of those plans.

Support for Persistently Low Achieving Schools:

- Every persistently low achieving school has been assigned a priority school manager as a component of their restructuring plan. The responsibilities of the priority manager include monitoring the implementation of all school activities aimed at improving student achievement. More specifically, the priority manager may:
 - Review Implementation and Impact (I&I) checks ongoing throughout the year.

- Analyze the ongoing proof of progress work and reports (ongoing assessment results, teacher's use of assessment results, teacher's use of student work to change instruction, walkthroughs, interviews, observations).
 - Provide feedback to the superintendent, assistant superintendents, and the principal about Instructional Leadership Team activities, PD, curriculum alignment, instructional methods, and school/class student management issues.
 - Provide direction to principal for improving student achievement.
 - Monitor the different school systems to ensure the systems support student achievement.
 - Coordinate the various resources flowing into the school to make sure all resources work in a systematic way to support student achievement.
 - Provide follow-up on NCLB provisions concerning school choice and supplemental services.
 - Facilitate the school's self assessment.
- The assistant superintendent or a designated administrator from central office reviewed the CSIPs of persistently low achieving schools to ensure that strategies selected would lead to positive student achievement using the CSIP Review Rubric.
 - A district SBDM specialist (along with 2 additional retired administrators serving as School Council Mentors) has been assigned to support and monitor SBDM activities at persistently low achieving schools.
 - District leadership has provided direct coaching support to assist schools in completing their school improvement planning processes such that their visions and missions can be displayed throughout their communities. For persistently low achieving schools, the principal evaluations are tied to the district's beliefs, mission and goals.

SUPPORTING EVIDENCE:

- 15th District P.T.A. minutes and newsletter
- Board Policy Manual
- CDIP and CDIP summary
- Coaching reports/ work plans for persistently low achieving schools
- Family Resource and Youth Service Center (F.R.Y.S.C.) publications
- JCBE meeting agenda and minutes
- JCPS Web Site
- Monday Memo
- Parent Connections
- Principal evaluations
- SBDM publications and training sessions
- Various district power point presentations, posters, pamphlets, principal meeting agendas

7.1b - Leadership decisions are focused on student academic performance and are data-driven and collaborative.

DISTRICT OVERVIEW:

- District leadership requests from each school principal, regular measures of academic progress each grading period, and at some levels, multiple measures each grading period. District-generated CATS-like learning assessments are administered across the district, and the results are electronically submitted to the district research and planning department, where they are analyzed, disaggregated, and converted into indices for local school evaluation. In addition, grade level reading is regularly measured at elementary, middle, and high school levels to measure progress of each student for the district's "Every 1 Reads" initiative. Finally, regular measures of student writing are monitored throughout the school year. Results from all of the above-mentioned assessments not only provide reports of student progress toward proficiency, but also provide district leadership and support staff insight for their ongoing support and PD offerings.
- The school performance data described above are reported regularly in school board meetings and periodically in weekly updates to district and local leadership by the district research, planning, and accountability department.
- As schools analyze data, district leadership confers with local leadership about implications for curriculum and instruction through coaching team visits and self-assessments.

Support for Persistently Low Achieving Schools:

- District Leadership has provided specific assistance and recommendations to persistently low achieving schools on how to guide their faculties to analyze the State IPR regarding student performance. ILT meetings are used throughout the year to share, analyze, and develop next steps based on benchmarking data. Priority School Managers and Highly Skilled Educators work with persistently low achieving schools to assist them in analyzing and using the student data to track toward proficiency for all students. SBDM Councils disaggregate state IPR performance data, establishing next steps, goals, strategies, and activities reflected in their schools' Comprehensive School Improvement Plan.
- In work sessions, the local board regularly engages in discussions with local school SBDM representatives, typically including those from lower performing schools, about their student academic achievement.
- Persistently low achieving schools were asked to submit a self-assessment of their instructional systems which was followed by weekly Coaching Team visits for ongoing conversation about curricular and instructional adjustments.

SUPPORTING EVIDENCE:

- CASCADE
- CDIP
- Support Team reports
- District comprehensive survey results
- District IPR
- I & I checks
- ILT meeting agendas
- Local school analysis of periodic results
- SBDM minutes and agendas
- School board minutes, agendas, board updates

7.1c - There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.

DISTRICT OVERVIEW:

- JCPS has a collaborative district evaluation process to provide principals with opportunities to experience growth in their leadership abilities and to ensure that high quality leaders serve in every school in the district. This evaluation process includes:
 - Formative Growth Planning
 - Corrective Growth Planning
 - Interim Summative Evaluation
 - Major Summative Evaluation
- Peer review is an integral part of the District's administrative evaluation process.
- The JCPS Formative Principal Growth Planning process is a yearly, ongoing planning and monitoring process for a principal and evaluator to set growth targets that address individual principal needs and specific school needs impacting student success. Individual school/principal growth targets align with the school CSIP and CDIP. The assistant superintendents recommend specific foci for principals to include in their IGPs. IGPs are collaboratively modified as need by the principal and evaluator.
- The JCPS Professional Growth Plan will be developed and implemented by each principal in both Major Summative and Interim Summative evaluations. The plan is reviewed and revised collaboratively with the appropriate persistently low achieving Assistant Superintendent each year and during the year as needed. Plans may be based both on long-range and short-range growth goals that are aligned to the ISLLC Standards and Performances identified as evaluation criteria. Also, the plan may be revised based on a principal's changing growth needs.

Support for Persistently Low Achieving Schools:

- District leadership provides leadership training and development to principals during monthly principal PD meetings focused on the teaching and learning process and promoting student achievement. Priority School Managers are assigned to mentor and advise persistently low achieving school principals.
- District leadership met with persistently low achieving school principals during August to explain the evaluation process. Expectations for the growth plan were discussed with the principals. Specific target development was covered in relation to benchmarking for growth and monitoring progress. Principal Growth Plans from persistently low achieving school principals are closely monitored by the assistant superintendent and/or liaison.
- Persistently low achieving school principals meet regularly with the assistant superintendent and/or liaison to monitor growth targets to address school needs.
- The support tram process at the middle level includes a progressive reporting form that requires at the Priority School Manager and the persistently low achieving school principal to meet monthly to reflect upon progress and record evidence of that progress. This process is designed to ensure connection between school action plans and progress toward meeting goals. These monthly reports are shared each month with the Assistant Superintendent, by the priority manager.
- District leadership has met with individual principals regularly to discuss growth and improvement. A first meeting occurs in August for the principals to learn about the process of developing growth plans tied to district goals and school targets. A second meeting is held in early fall for the principal to provide evidence toward meeting growth targets. A third meeting occurs in the spring for the principals to provide evidence and their portfolio of work toward meeting growth targets. At this final meeting a discussion occurs around revising the growth plan to address specific growth needs.

SUPPORTING EVIDENCE:

- Appropriate assistant superintendent documentation
- Persistently low achieving schools' Support Team Reports/Meeting minutes
- HR/Employee Relations/Evaluations/Principals
- Individual Principal Growth Plan Documents
- JCPS Website
- Monthly Principal PD
- PD Agendas for Asst. Superintendents
- Selected principal evaluations and growth plans

7.1d - There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.

DISTRICT OVERVIEW:

- District leadership analyzes and disaggregates district IPR data and individual school data (Classroom Assessment System and Predictive Assessment Series) to assist schools in developing local CSIP's.
- District leadership uses the above-mentioned disaggregated district data to compare subgroup achievement and gaps, and analyzes the subgroup data for individual schools to assist their planning to meet SB 168 expectations and their revision of local school plans to align with NCLB expectation. The district also guided schools in setting appropriate achievement targets and timelines to reduce novice performance and gaps.

Support for Persistently Low Achieving Schools:

- Persistently low achieving schools maintain a system of data collection and analysis (including disaggregation by subgroups), communicate results and implications to their stakeholders, and incorporate the information into local plans and reports. Achievement results are regularly reported to the board of education.
- The assistant superintendents expect schools to maintain visible, yet protected, displays of on-going student data. Instructional staffs are expected to use these data to collaboratively track student progress toward proficiency.
- Persistently low achieving schools are provided focused training and guidance on revising local plans, achievement gap targets, and timelines based on implications of disaggregated data of their subgroup populations.

SUPPORTING EVIDENCE:

- CASCADE data
- CDIP/ CSIPs
- District IPR
- District training materials for guiding schools to revise plans abased on disaggregated subgroup data
- NCLB disaggregated data
- PD agendas

7.1e - Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the learning goals for Kentucky public schools.

DISTRICT OVERVIEW:

- The district provides school leadership and staff curricular resources to include curriculum guides and maps aligned to the KDE Program of Studies and Core Content for Assessment 4.1 as well as assessment tools to include benchmarks to assist staff in determining student learning of core content skills and the necessary resource materials to deliver the curriculum. District leadership provides extensive PD (on-line, on-site, after school, and on Saturdays) and follow-up coaching to assist staff build capacity in the effective use of the curriculum and data resources available.
- Training was provided to elementary and middle school principals on the KDE Combined Curriculum Documents during 2007-2008.
- Content-neutral and content-specific Classroom Instruction Frameworks have been developed by literacy, math, and science specialists to enable teaching to become more inquiry-based.

Support for Persistently Low Achieving Schools:

- Persistently low achieving schools have access to the curriculum documents and maps and have selected to participate in the district literacy, math, and science initiatives. Through these initiatives, staffs at these schools have received the curricular materials as well as extensive training and coaching to effectively use the curricular resources and materials to support student achievement.

SUPPORTING EVIDENCE:

- CASCADE
- CCGs
- CDIP
- Support Team reports/ work plans for persistently low achieving schools
- Curriculum documents
- Documentation of PD
- JCPS Web Site
- Middle School principal meeting agenda

DISTRICT OVERVIEW:

- KRS 160.345 requires SBDM Council to adopt a school schedule policy. Annual SBDM reviews are conducted using the *SBDM Policy and Best Practice Checklist*. The status of the School schedule policy is reviewed and communicated to the Council with recommendations if required. Annual SBDM surveys are distributed to Council members in order to gather data on council perceptions regarding effectiveness of instruction policy and school schedule policy. Council members indicate the extent to which SBDM policies have effected student achievement: schools schedule; staff time, and instructional practices. Three district representatives attend Council meetings to lend technical support, provide training, and acts as communication between the SBDM Council and District Office. Using KASC SBDM training modules approved by KDE, the SBDM Office provides SBDM trainings to council members that promote teaching and learning and the maximizing of instructional time.
- Annual SBDM Reviews and *SBDM Connections Newsletter* provided schools with sample “Protection of Instructional Time” policies and encouraged their development. An SBDM specialist presented findings of the 2006 District Audit to principals and encouraged the development of time protected policies. In 2007, the Superintendent held a SBDM Training session for all council members with a focus on scheduling for high schools and the implications for maximizing teaching and learning.
- Additional strategies implemented to ensure that time is protected and allocated to focus on curricular and instructional issues include:
 - Presentations at principal meetings, classroom walkthroughs, and discussions (review of 2008 scholastic audit) by Support teams provide feedback to schools regarding use of instructional time.
 - Schools are required to submit a schedule of their Extended School Services (ESS) plan for review to the Districts’ ESS Office.

Support for Persistently Low Achieving Schools:

- Persistently low achieving school council members have received SBDM trainings that stress the importance of maximizing time as a resource for contributing to student achievement.
- Persistently low achieving school principals participated in SBDM training.
- Persistently low achieving school principals participate in discussions with their peers on efficient use of time.
- District information regarding training opportunities is sent directly to schools through memos and the *SBDM Connections Newsletter*.
 - Councils are encouraged to review and develop new policies that would support academic achievement. *All persistently low achieving middle schools* were asked to modify their master schedule to facilitate a longer instructional block to maximize instructional time and provide collaborative staff time.
 - The persistently low achieving high schools and Shawnee High School have implemented the 3x5 trimester schedule to make better use of time. The 3x5 trimester schedule offers a number of critical advantages for improving student performance. Because of the longer period, it provides additional time for in-depth learning and personalization. At the same time, it reduces the student-teacher ratio and the number of courses that students have to focus on at one time. This factor enables both teachers and students to concentrate their efforts on a narrower range of coursework at any given time. It also provides more flexible pathways for both acceleration and remediation.

SUPPORTING EVIDENCE:

- Agendas at Principal Meetings
- Coaching Notes
- Council minutes and agendas
- ESS Plan

- *SBDM Connections Newsletter*
- SBDM Council meeting observations and summary report
- SBDM District Policy Reviews
- SBDM Surveys
- SBDM training rosters
- Walkthrough Observations

7.1g - Leadership plans and allocates resources, monitors progress, provides organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

DISTRICT OVERVIEW:

- A) Alternative formula - The Jefferson County Board of Education uses an Alternative Funding Formula under the provisions of 702 KAR 3:246 to allocate funds to local schools. Utilizing this formula does not require a waiver of existing statutes. The law provides all districts the opportunity to have an alternative formula approved by the Kentucky Board of Education. The Kentucky Board of Education approves the formula annually and has commended the District for its formula. The following aspects are relevant and important to ultimate student success.
- The district funds above minimum required school staffing and provisions - This underlines our belief that the most vital, indispensable aspect of our district is at the instructional level. A sample budget is run for each school. These are located on the Financial Planning and Management intranet.
 - Funding priorities – schools first, central office second – The sample budget process for each school guarantees that schools have adequate funding.
 - Schools have financial incentive to maintain and improve attendance through per-pupil allocation, and attendance bonuses. This component makes student attendance a financial asset to the school. Students can learn only if they are in attendance. Since implementing the change in the formula to ADA (average daily attendance), attendance has risen from 92.7% to 93.6%.
 - Monthly attendance bonus (Elementary schools only) – Elementary schools receive a monthly attendance bonus when they accomplish one of the following: increase the attendance percentage by at least 0.1% in comparison to the same pupil month the previous year; meet the state attendance percentage standard without decreasing from the previous year; achieve 96 percent attendance which is the standard for JCPS elementary schools, with no decrease from the previous year's attendance percentage.
 - Perfect attendance days – Schools receive additional funding when they meet high attendance standards set for each school on four perfect attendance days.
 - Funding to ensure success of at-risk students - At-risk students are those that qualify for free and reduced price lunches. The At-risk portion of our formula recognizes that At-risk students statistically have a lower attendance rate and higher dropout rate, necessitating extra effort and additional resources to maintain their attendance and to support principals, school staff and school councils in seeking strategies for improvement. The District provides monetary incentives to schools to encourage aggressive action to increase At-risk student attendance. The message that no child is expendable and no child will be left behind is pushed to the instructional level.
 - Fee waiver allocation – Funds are provided to pay school fees for students in the free and reduced lunch program. This allows full participation by every student in classroom and enrichment activities like field trips.
- B.) Student Recovery Program will increase accountability of resources usage for student success – This pilot program focuses on specific goals for specific high at-risk students, connecting the success of identified students with accountability for General Fund dollars provided to the school, based on submitted plans and the subsequent level of success meeting goals. All persistently low achieving schools receive SRP funding.
- C.) Connectivity of district planning, resources and student learning
One of the four goals outlined in the district plan focuses on improving the organizational effectiveness of the district by aligning district resources (i.e. human, fiscal, time, physical space) in ways that bring coherence and clarity to efforts to improve instruction and school culture, particularly for schools not meeting all their goals. Strategies to accomplish the goal of improving organizational effectiveness include but are not limited to: promoting student diversity across the district, driving curricular reform, reducing class size, redesigning the high school structure, enhancing student and employee health and increase attendance, enhancing the capacity for innovation and instructional improvement. Several specific action steps under the broader categorical strategies include monitoring and evaluating the implementation of new initiatives in order to extend to other schools as needed.

- D.) General fund carryover – Carryover is provided to schools on surpluses of flex codes only. Schools must submit a council-approved plan for usage in the subsequent year.
- Add-on programs - In addition to the Alternative Formula, each school may receive, at its discretion, additional funds for pupil needs as identified by school councils and approved by the instructional administration and the Jefferson County Board of Education. JCPS has crafted school choice and magnet school initiatives designed to recognize the various interests, skills, and learning styles of our students. We also focus on the specific needs of the individual student with our Exceptional Child Education (ECE), and English as a Second Language (ESL) programs. Schools are allocated add-on fund for school operations like the office, custodial services and the building.

Support for Persistently Low Achieving Schools:

- Persistently low achieving schools are not only supplied an appropriate site-based allocation based on enrollment, SRP funding, but are also provided Title I money as well as district At-Risk funding based on their concentrations of poverty students. All persistently low achieving schools are recipients of the Student Recovery Program. In addition to the district's site-based allocations, for 2006-07 through 2008-2009, the Asst. Superintendent for middle schools has provided a combination of nearly \$80,000 for persistently low achieving schools for math and literacy materials, personnel, student activities, and school climate support. The Asst. Superintendent for high schools has provided a total of 6 FTE for each persistently low achieving school and for Shawnee High School to establish literacy and math lead teachers at each site to "shepherd" their "Ramp Up to Literacy" and "CPM" initiatives.
- The Asst. Superintendents approve the CSIP, including the budgets of persistently low achieving schools, and regularly monitor the effectiveness of the plans and strategies by benchmark measurements throughout the year.
- Title I, Section G funds are used to pay for priority school managers assigned to persistently low achieving schools as well as to provide an in-house resource teacher for math or literacy support.

SUPPORTING EVIDENCE:

- 2008-09 JCPS Alternative Formula
- CSIP for each individual school (see JCPS web-site)
- FY 2008-2009 Alternative formula for each individual school (see Finance intra-net web-site)
- General fund add-on lists for each individual school, CDIP (see JCPS web-site)
- Grant Budgets
- History of carryover allocations by school site
- Individual carryover plans
- Sample budgets for general fund allocation of each site-based school – (see Finance intra-net web-site)
- Student Recovery - FY 2008-2009 budget and CDIP Components
- Student recovery application (and explanation)
- Title 1 Budget Allocation Application

7.1h - The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

DISTRICT OVERVIEW:

- There are several district structures in place to ensure the implementation and maintenance of a safe and effective learning environment. Some examples are included below:
 - The Housekeeping Department trains all custodians and plant operators before they are assigned to schools. Summer Institutes are conducted annually to re-visit or teach cleaning techniques.
 - All schools have plant operators who are trained to high levels in order for them to maintain equipment and manage school custodians.
 - High schools are assigned an area maintenance technician who performs maintenance tasks at those facilities.
 - A second-shift Preventative Maintenance team visits schools after hours and inspects all building systems and adjusts and repairs as necessary. In addition, they will also complete outstanding work orders.
 - Aggressive Indoor Air Quality (IAQ) procedures are in place, including our IAQ Advisory Committee which has representation from all bargaining units.
 - A comprehensive Facility Compliance Manual has been published and distributed to all principals to assist them in managing their facility needs.
 - An integrated Pest Management Program has been implemented that has resulted in the elimination of pesticides being used in our schools.
 - A program is in place to manage and oversee all chemical disposals within the District.
 - A program is in place to manage and oversee the District's comprehensive recycling program.
 - A program is in place to manage and oversee the solid waste disposal program.
 - All OSHA 300 accident reports are collected, coordinated and analyzed with a view to eliminating reoccurrences.
 - All work order requests are generated electronically through our new Web-based Work Order Management System.
 - The district has hired an interim director as well as resource teachers to support the CARE for Kids initiative.
 - The district allocated funds for training and supporting CARE for Kids at 24 middle schools.
 - During our Thursday Site Visit Program, teams comprised of all maintenance disciplines visit and tour every school, meeting with plant operators and principals to assess and document building condition.
 - Three Quality Control Inspectors randomly check work performed. They also serve as principal liaisons, consulting with principals whenever schools have needs beyond regular work orders.
 - An on-call staff is available that can respond to any emergency situation 24 hours, 7 days a week.
 - An annual Facility Retreat is conducted whereby all department directors, managers, foremen, and inspectors list all needs of the District and then prioritize projects.
 - Every four years, an in-depth Long Range Facility Plan is produced.
 - An auditing process has been established for all science and chemical storage rooms.
 - We have formalized a system for playground inspections, in addition to daily oversight by the school plant operator.
 - The Building Modification Committee reviews and then approves, modifies, or rejects all building modification requests.
 - All Student Accident Cards are collected, coordinated and analyzed with a view to eliminating reoccurrences and avoiding accidents.
 - A Crisis Response Team plans for disaster response and also conducts table top and site exercises.
 - Monthly discipline data are reviewed, analyzed, and shared with principals by assistant superintendents and liaisons.
- Annually, the SBDM Office conducts reviews of all council policies that are required under KRS 160.345. The Discipline and Safety policy are among those policies reviewed. Councils receive a written report indicating whether the Discipline and Safety policy is present or in need of amending.

- Council meetings are attended by District representatives and through council observations, gather information (using the Standards and Indicators in School Improvement) which includes the school's focus on discipline. Observation reports are submitted to the SBDM Office which provides a lens for identifying implementation of Council policies. Final observation reports have been forwarded to the Council chairpersons, Deputy to the Superintendent and the Assistant Superintendents.
- A SBDM Council Survey is distributed each spring. Council members are asked to respond to opinions regarding the effectiveness of their schools policies (Discipline and Safety are among those policies). A summary of the school survey is generated to all Council members through the *SBDM Connections* Newsletter. A complete data report is provided to the Superintendent.
- District coaches and priority managers provide feedback to schools regarding effectiveness of classroom management and discipline processes.
- Between 2004 and 2008, the District provided Professional Development in the areas of CHAMPS and Foundations to assist in classroom management. SBDM Councils approve the allocation of Professional Development funds and this is reflected in the schools' Comprehensive School Improvement Plan and Council meeting agendas and minutes.
- Beginning in spring 2008, middle school principals and assistant principals participated in PD on creating and fostering caring, safe, and civil learning environments.
- The district has established the Code of Acceptable Behavior and Discipline and the Student Bill of Rights.
- The District has established Safety, Health, and Emergency procedure. For example:
 - Student Accidents
 - Employee Injury
 - Disaster Procedures
 - Emergency plans
 - Building Inspection
 - Equipment Maintenance
 - Building and Grounds
 - Security of Facilities
 - Grief Counseling
 - Suspected abuse

Support for Persistently Low Achieving Schools:

- All the above elements apply to persistently low achieving schools.
- Preventative Maintenance visits are conducted at persistently low achieving schools
- All persistently low achieving schools are implementing CARE for Kids
- School Safety Assessments were conducted at Frost, Thomas Jefferson, Stuart, Westport, and Western Middle between 2006-07 and 2007-08.
- The district provides on-going support via materials, books, posters, in-classroom assistance, etc. to teachers struggling with classroom management in persistently low achieving schools.
- Persistently low achieving schools included a Culture, Climate and Safety component in their CSIP, which was approved by their SBDM Councils.
- Each persistently low achieving school was assigned a district representative to observe Council meetings and lend technical support. Council discussions and actions were recorded using the (SISI) document and written feedback was provided to Councils.

- SBDM District observer and/or the District Specialist would contact the Middle School liaison if further support was needed regarding discipline and safety.
- All persistently low achieving schools have established District Safety Plans.

SUPPORTING EVIDENCE:

- 24 Hour On-call Roster
- Accident Reports
- AFIF (Annual Facilities Improvement Fund) Plan
- Building Mod Reports
- Chemical Audit Reports
- Custodial Handbook
- Facilities Manual
- Indoor Air Quality Guidelines
- Integrated Pest Management Handbook
- Long-Range Facility Plan
- OSHA 300 Reports
- PD plans and agendas
- Plant Operator's Handbook
- Playground Inspection Reports
- Preventative Maintenance Reports
- Quality Control Procedures
- Recycling Reports
- School Safety Assessments
- Science Audit Reports
- Thursday Site Visit Reports

7.1i - Leadership provides a process for the development and the implementation of council policy based on anticipated needs.

DISTRICT OVERVIEW:

- The District annually reviews all SBDM Council policies, bylaws, agendas, and minutes using the Kentucky Department of Education (KDE) *SBDM Policy and Best Practice Checklist*. A rating score is given based on a Council Efficiency rubric. A written report is submitted to the SBDM Council Chairperson and the schools rating scores are submitted to the Assistant Superintendents. Councils are required to submit any newly developed or amended policies to the SBDM Office. Board policy requires SBDM Councils to forward all minutes and agendas to the Superintendent's Designee.
- A District representative (School Council Mentor) has been assigned to each school in assistance for the purpose of observing Council meetings and lending technical support. The District representative gathers observation data of Council meetings using the (SISI) data collection sheets and information is forwarded to the SBDM Office. The SBDM Specialist then forwards progress reports outlining activities/strategies in place, next steps, person(s) responsible and a timeline to the persistently low achieving schools Priority Manager, who in turns shares the information with the Assistant Superintendents. Communication between the SBDM Specialist and district representative assigned to schools is frequent. Policy implementation is evaluated based on discussions and actions of the Council.
- The District SBDM Specialist provided persistently low achieving schools with a sample SBDM Component for their Comprehensive School Improvement Plan to be used as a guide for strengthening SBDM. Strategies and activities were then included and based on 2006 Scholastic Audit and annual SBDM District Reviews.
- The District has increased the number of SBDM Endorsed Trainers from (10) in 2006 to (12) in 2008 in order to increase training opportunities for Councils. The SBDM Office (on a monthly basis) conducts District, school site trainings, and trainings for principals throughout the school year. This includes Saturday trainings to accommodate parent schedules. All trainings delivered are approved Kentucky Department of Education modules and focus on council responsibilities as they relate to policy development
- A Comprehensive SBDM Survey is distributed to all school council members. A report of survey results is compiled by the Accountability and Research department. Results are reported to council members through the SBDM Connections Newsletter and delivered to the Superintendent in the Community Development and Governmental Relations Systems meetings. Results of the survey help indicate the type of training and technical support that would be most beneficial for councils based on their needs.

Support for Persistently Low Achieving Schools:

- A District representative (the School Council Mentor) has met with each school council of persistently low achieving schools and outlined their role as school council mentors and a plan of action for the council. Persistently low achieving schools receive annual SBDM Reviews of all policies, bylaws, Council and standing committee meeting agendas and minutes. These reviews indicate the presence of policies and bylaws, the need for revisions and the extent to which Council minutes reflect such actions of the Council as they pertain to Consultation for Hiring Personnel, approval of Comprehensive School Improvement Plan, and Budget approval. At the completion of each review, a written report is submitted to the SBDM Chairperson of each Council with a Level of Council Efficiency rating indicated.
- A district representative (School Council Mentor) has been assigned to persistently low achieving schools. The role of the representative is to attend SBDM council meetings, lend technical support, and gather data based on council meeting observations using the Standards and Indicators in School Improvement as a guide.
- District representatives (School Council Mentors) act as a liaison between the school and the District. After meeting with a school council, a restructuring progress report is issued to the SBDM Chairperson, Priority Manager, and assistant superintendent. These reports offer next steps, technical support provided and a reflection of Council actions for the year.

SUPPORTING EVIDENCE:

- Board Policy (BL Implementation of School Based Decision Making)
- Comprehensive District Improvement Plan (CDIP)
- District memos sent to schools SBDM Connections Newsletters
- District SBDM Reviews/Level of Efficiency ratings
- Restructuring progress reports
- SBDM Survey and Results
- School Comprehensive School Plans
- School Council policies and bylaws
- Training Rosters and evaluation
- Trainings Offerings PD Central

7.1j - There is evidence that the SBDM council has an intentional focus on student academic performance.

DISTRICT OVERVIEW:

- A District representative (School Council mentor) has been assigned to each school in assistance for the purpose of observing Council meetings and lending technical support (reflected in the Comprehensive District Improvement Plan). The District representative gathers observation data of Council meetings using the (SIS) data collection sheets and information is forwarded to the SBDM Office along with a restructuring progress report. Progress reports contain activities/strategies in place, next steps, persons responsible and a timeline. Progress reports are then forwarded to the persistently low achieving School's Priority Manager who shares them with the Assistant Superintendents. School Council Mentors stay in communication with Priority Managers regarding issues that arise. Determination of policy implementation is based on discussions and actions of the Council.
- Council meeting dates are located on the SBDM website
- All School Councils participate in regular scheduled SBDM Board Work Sessions on a rotating basis (elementary, middle, and high). Councils are invited to dialogue with board members regarding Council actions and the academic direction of the school.
- Board Policy (BL Implementation of School Based Decision Making) requires Councils to submit copies of council meetings and standing committee agendas and minutes to the Superintendent's Designee (The SBDM Specialist). The SBDM Specialist reviews all SBDM policies, Council and committee agendas and committee minutes for 132 schools.
- All documentation received is kept on file in the SBDM Office, a copy of the reviewed documents are forwarded to each school's school board member and the main public library.
- All SBDM Councils approve the Comprehensive School Improvement Plan. Implementation and Impact Checks are completed by school Councils.
- Annual SBDM reviews monitor the responsibility of the SBDM councils to analyze their school's performance data. Results of the review are forwarded to the SBDM Chairperson and rating scores forwarded to the Assistant Superintendents.
- The *SBDM Connection* newsletter is provided to all Council members and contains articles related to topics such as:
 - Council responsibilities in reviewing CATS data according to KRS 160.345 (2) (j).
 - Policy Review
 - Planning Calendar for Councils

Support for Persistently Low Achieving Schools:

- A district representative has been assigned to persistently low achieving schools. The role of the representative is to attend SBDM council meetings, lend technical support, and gather data based on council meeting observations using the Standards and Indicators in School Improvement. Observations of persistently low achieving schools' Council meetings have been forwarded to the SBDM Office, the Assistant Superintendent, and the Deputy to the Superintendent. Progress Reports conducted by the school council mentor are also forwarded to the school's priority manager and the assistant superintendents.

SUPPORTING EVIDENCE:

- Board Policy implementation of SBDM
- Comprehensive District Improvement Plan
- SBDM Connections Newsletter and website
- SBDM Council Observation Summaries
- SBDM Council policies, minutes, and agendas
- SBDM Efficiency Reviews

7.1k - There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

DISTRICT OVERVIEW:

- The Superintendent and Assistant Superintendents established accountability foci for all district administrators. These foci were emphasized and supported through administrator PD throughout 2007-2008 and 2008-2009.
- The JCPS Principal Evaluation Process is in place to define the principal's role by high standards of performance and reflect the complex responsibilities of a principal's daily work as it impacts student achievement and success. For the purpose of identifying principal performance criteria, the Kentucky Administrator Standards, taken from the ISLLC Standards are used to judge the job performance of our principals. District assistant superintendents and the superintendent hold all principals accountable for student achievement through the district evaluation process.
- The JCPS Evaluation Process includes a Corrective Growth Planning Process. This process is initiated by the Assistant Superintendent for principals whose performance in one or more ISLLC Standards is inadequate and whose job performance may be impeding student success. The process is well-defined and provides support requiring specific targets and results. The process may run short-term or long-term based on the growth needs of the principal and the learning opportunities needed to develop skills in the identified area(s).
- JCPS leadership provides all principals with training in evaluation and leadership development. Professional development is provided to principals through each Assistant Superintendent for EILA credit.
- HR Administrator Recruitment and Development is responsible for State Evaluator certification each year.
- All JCPS Employees are required to receive 24 hours of JCPS Professional Development each year
- There is an entire goal in the district plan dedicated to enhancing effective leadership.

Support for Persistently Low Achieving Schools:

- Monthly/weekly Support teams were assigned to persistently low achieving schools during 2008-09 and 2009-10.
- Cognitive data are reviewed regularly by the school principal and district leadership through the CASCADE system to determine if schools are meeting their growth targets and to make needed adjustments.
- Attendance and suspension data are reviewed by the assistant superintendent, and/or liaison and school principal to track student progress and make needed adjustments.
- Persistently low achieving school principals meet regularly with the Assistant Superintendent and/or liaison to monitor growth targets to address school needs.
- Persistently low achieving schools are assigned a KDE Priority School Manager to oversee progress and management of the schools and leadership.
- Persistently low achieving schools receive the services of Gheens content resource teachers. Monthly meetings are held with the resource teachers, principal and appropriate priority manager to inform school progress toward meeting targeted goals.
- Team meetings at persistently low achieving schools, attended by the HSEs, priority managers, principals, assistant superintendent and/or liaison, and other KDE support staff, and are held monthly to provide better coordination of services to persistently low achieving schools.

- HSEs and priority managers assigned to persistently low achieving schools are invited to attend monthly principals' meetings.
- Persistently low achieving schools' Principal Growth Plans are closely monitored by the Assistant Superintendent.
- Principals of persistently low achieving Middle Schools are assigned to cohort groups with other principals and work to resolve an adaptive challenges around a common theme, but unique to their schools.
- The principals of persistently low achieving schools earned their additional PD as assigned by the Assistant Superintendent.

SUPPORTING EVIDENCE

- Superintendent, Assistant Superintendent, principal and assistant principal meeting agendas
- Website: HR/Employee Relations/Evaluations/Principals
- Individual Principal Growth Plan Documents
- Coaching Reports
- ILT meeting agendas
- PD Plans
- Middle School Adaptive Leadership Case Consultation Protocol
- EILA PD Offerings and Credit Records
- State Evaluator Training and Certification Records
- PD Central Records
- CDIP/CSIPs
- Priority Manager Reports
- Persistently low achieving schools Weekly/Monthly Coach Reports/Meeting Minutes

**EFFICIENCY STANDARD 8:
ORGANIZATIONAL STRUCTURE AND
RESOURCES**

EFFICIENCY STANDARD 8: ORGANIZATIONAL STRUCTURE AND RESOURCES

Standard 8 There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

8.1a - There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance

DISTRICT OVERVIEW:

- One of the four goals outlined in the district plan focuses on improving the organizational effectiveness of the district by aligning district resources (i.e. human, fiscal, time, physical space) in ways that bring coherence and clarity to efforts to improve instruction and school culture, particularly for schools not meeting all their goals. Strategies to accomplish the goal of improving organizational effectiveness include but are not limited to: promoting student diversity across the district, driving curricular reform, reducing class size, redesigning the high school structure, enhancing student and employee health and increase attendance, and enhancing the capacity for innovation and instructional improvement. Several specific action steps under the broader categorical strategies include monitoring and evaluating the implementation of new initiatives in order to extend to other schools as needed.
- The District coaching process includes a review of the organization and behavioral structures within a school to determine their potential impact on the achievement of students. The SLST monitors administrative practices such as an ILT and SBDM functioning. Student behavior and classroom management are monitored by establishing best practices which include the implementation of CARE for Kids strategies and other proactive initiatives to ensure the school is an organized and safe environment in which all students can learn.
- Jcps Curriculum maps are provided in all content areas to insure appropriate pacing of instruction and organization. Additionally, the District provides assessments to monitor student progress towards proficiency. This data is tracked via the CASCADE system.
- The District provides support to schools and training in the SBDM process. The District and KRS 160.345 (SBDM Law) requires all SBDM councils to approve the general budget and all other fiscal responsibilities. This must be documented on the agendas and in the minutes and supporting documentation must be provided. Board policy requires SBDM councils to forward all council meeting and standing committee agendas and minutes to the SBDM office.
- The District encourages all SBDM councils to adopt a budget policy. Training is provided using KDE approved SBDM training modules. Information regarding budgeting is provided through training opportunities, SBDM Connections newsletter, SBDM Best Practice Manual and SBDM Policy Manual (and sample policies). To receive the highest score (4) on their annual SBDM review, each Council must adopt a budget policy.
- The Exceptional Child Education (ECE) Department assigns all ECE Consulting Teachers to levels and clusters in order to maximize the use of district resources and to work more efficiently with other District Instructional staff.
- ECE content specific instructional resource teachers, focusing on differentiated instruction, were added to help build capacity of school staff, working with students with special needs to implement all components of personalized instruction while providing rigorous core content.
- The District ESL resource teachers focus their support on the schools with large numbers of ESL students who enter school with low levels of English and limited prior schooling.
- The district provides collaboration grant funds to support the inclusion of ECE students in core content instruction to reduce achievement gaps for students with disabilities. 143 schools have been receiving collaboration funds during the 2009-10 school year. Additionally, nine of these schools (4 elementary, 3 middle, 2 high) were selected to participate in the Co-teaching Model Project. Cohort groups were formed to

share co-teaching video lessons, lesson planning, and instruction. These learning communities continue to enhance the use of co-teaching strategies and procedures.

- FRYSC funds are allocated based on December 1 free lunch count each year. Support for the most at-risk students is provided via collaboration with other school and District programs.
- District staff is facilitating the development, implementation, and monitoring of the Response to Intervention (Rtl) process in the district for Reading, Math, and Social Development/Behavior across all levels. Rtl is being utilized to organize current structures for providing interventions into a systematic process utilizing a tiered approach which includes intensive progress monitoring. This process will accelerate student achievement and address achievement/behavioral disparities.

Support for Persistently Low Achieving Schools:

- Five of the six persistently low achieving schools have completed a Restructuring Plan that included a focus on use of resources to impact student achievement.
- School has been assigned a priority school manager as a component of their restructuring plan. The responsibilities of the priority manager include monitoring the implementation of all school activities aimed at improving student achievement. More specifically, the priority manager will monitor the different school systems to ensure systems support student achievement and coordinate the various resources flowing into the school to make sure all resources work in systematic way to support student achievement.
- These five schools developed a restructuring plan that utilizes a modified School Leadership Support Team (SLST) intervention model to provide the school with an intensive, collaborative assistance plan designed to build capacity at the school and provide essential support and oversight for immediate and sustained improved student achievement. The SLST met with school leadership, conducted observations, reviewed documentation and shared information with the Assistant Superintendent. These teams provided guidance in the key areas which impact student achievement.
- The Assistant Superintendent or a designated administrator from central office reviewed the CSIPs of persistently low achieving schools to ensure that strategies selected would lead to positive student achievement using the CSIP Review Rubric. The CSIP Review Rubric contains a section regarding whether the school's targeted use of funds (state/federal/discretionary) is consistent with identified goals and objectives & needs identified by data review and also whether Title I funds are identified to support student achievement and school wide reform.
- Schools' FRYSC action plans are on file with the District. The District monitors allocations and requires a sign-off on all large expenditures.
- Persistently low-achieving schools have submitted council approved budgets to the Financial Planning and Management Office.
- Annual SBDM reviews indicate that persistently low-achieving schools have adopted a budget policy. All of the schools listed have adopted a budget policy. With the exception of one school that plans to review their policy in April, all of these schools have policies that have been reviewed during the past eighteen months.
- The persistently low achieving schools were monitored by district support teams during the 2009-10 school years.
- PLAS schools implement the proactive discipline strategies as a part of their behavior management system.
- Response to Intervention (Rtl) is being piloted in two of the persistently low-achieving schools. One school is piloting a small group in Reading and another is piloting for behavior interventions. These schools have been assigned a District Rtl Guide who provides professional development, assists with intervention plan development, monitoring of data, and determining next steps for interventions.

- Two of the persistently low-achieving schools were provided support through the Co-teaching Model Project via cohort groups, embedded PD, co-teaching walk-throughs, and follow-up conferencing.
- ECE content teachers provided additional instructional support to specific persistently low-achieving schools.
- Schools have conducted classroom walk-through observations to monitor for use of JCPS curriculum maps and instructional organization. Observations were conducted by administrators, HSEs, and Priority Managers.
- Each high school principal is assigned to an Accountability Team of four principals who hold one another accountable for implementing systems to build a professional learning community, track student proficiency throughout the year, analyze and learn from student work, and move quality teaching to scale.
- Each school establishes an Instructional Leadership Team (ILT) that reviews data and student progress from CASCADE data, student work samples, Learning Team reflections, and Learning Walk observations in order to have vigorous debate and discussion about the school's next steps. Members of the ILT are then responsible for dispensing findings and other information from their ILT meetings to their constituents.
- Principals communicate teachers' new and successful instructional strategies with the entire faculty, adding to the collective instructional knowledge base of the school. They are asked to follow up by scheduling ongoing, job-embedded PD support sessions throughout the year in order to address instructional challenges and adjustments that are generated by the Learning Teams on their Reflection Tools.
- Five of the six persistently low achieving schools receive focused, collaborative support from the priority manager, the assistant superintendents, the elementary/middle/high school liaisons, the district resource teachers, and the HSE. Content-specific resource teachers from the district spend the greatest percentage of their time in these schools and regularly provide professional development for instructional growth, recommendations for local lead teachers, and support for shaping a local collaborative culture. The resource teachers provide to the priority manager and the principal an "exit slip" to inform them of their activities during the day, their area(s) of focus and concern, and a reflection of their visit(s) to their designated school(s).

SUPPORTING EVIDENCE:

- Annual SBDM Reviews
- CASCADE Data System
- CDIP/CSIPs
- Coaching Reports
- Co-teaching Model Project letter
- ECE Collaboration Grants
- ECE department staff assignment rosters
- FRYSC Budgets & Action Plans
- IDEA Budgets
- JCPS Restructuring Plan
- On-line Training Registration-pd Central
- Response to Intervention Resources
- SBDM Best Practice and Policy Manual
- SBDM Council/Standing Committee Agendas and Minutes
- SBDM Polices & Training Rosters
- Title 1 Budget

8.1b - The master class schedule reflects all students have access to the entire curriculum.

DISTRICT OVERVIEW:

- The District has provided sample schedules to all principals providing a model to assist schools in allocating instructional time and access to core curriculum courses for students.
- District counselors at all levels are provided training and networking opportunities on how to develop and implement appropriate school and student schedules. They are also given training and opportunities to improve and troubleshoot problems with scheduling students. Training and networking occurs in counselor's meetings and work teams created around the particular challenges of the content area, grade level, and/or system(s) being used.
- ESS funding is able to be flexed to allow for appropriate adaptations to support master schedules based upon school need. Schools developed ESS plans which allow for the implementation of before-school, during-school and/or after-school programs to enhance the master scheduling plan of the school.
- All students eligible for ECE services under IDEA-Part B have IEPs in place which include a least restrictive environment (LRE) component outlining the student's participation/location for instruction in core curriculum areas. All ECE staff received training in LRE, including an "ECE Technical Guide" to assist teachers in determining least restrictive environment. Additionally, ESL students have in place an ESL Program Services Plan (PSP) which details the supports provided to those students in core curriculum courses. The ESL PSP outlines the instructional model, type and accommodations provided to students. This plan is monitored by the District ESL resource teachers. The PSP is developed by the ESL teacher in collaboration with the student's content teachers and is shared with all the teachers who serve the student.
- The district provides collaboration grant funds to support the inclusion of ECE students in core content instruction to reduce achievement gaps for students with disabilities. 143 schools have been receiving collaboration funds during the 2009-10 school year. Additionally, nine of these schools (4 elementary, 3 middle, 2 high) were selected to participate in the Co-teaching Model Project. Cohort groups were formed to share co-teaching video lessons, lesson planning, and instruction. These learning communities continue to enhance the use of co-teaching strategies and procedures.
- Annual SBDM reviews are conducted by the SBDM Office to measure the efficiency of each council and monitor the presence of a school schedule policy and a curriculum policy. These policies are a statutory required policy under KRS 160.345 (2) (i).
- SBDM council meeting observations for Tier V schools (including 5 of the 6 persistently low achieving schools) are conducted by SBDM District representatives (school council mentors). Council discussion and action is recorded using the Standards and Indicators for School Improvement (SISI). A progress report is submitted to the school's priority manager by the school council mentor outlining activities/strategies used, next steps, person(s) responsible, and timeline/due date. Priority managers share this information with the assistant superintendents.
- The District implemented the process for converting from the paper/pencil Individual Growth Plan (IGP) process to the computerized Individual Learning Plan (ILP) which outlines student participation and completion of the core curriculum courses.

Support for Persistently Low Achieving Schools:

- The master schedules for persistently low achieving schools have been reviewed as part of the weekly/monthly coaching process.
- As part of the School Leadership Support Team for the persistently low achieving schools, the priority manager monitors the different school systems to ensure the systems support student achievement (including providing assistance for the master schedule if necessary to ensure that all schools have access to instruction in the core curriculum courses).

- Each of the persistently low achieving schools has a collaboration grant in place which is being implemented and monitored by ECE department staff members.
- Five persistently low achieving schools are assigned a district representative to observe council meetings. There is currently one of three SBDM council mentors assigned to one of these schools as part of the District's restructuring plan for tier V schools. School council mentors observe a minimum of three visits per year. School council members observe, deliver training, advise, and lend other technical support as needed.
- The PLAS high schools have been supported to implement a new daily schedule, the 3x5 Trimester, to better ensure and protect instructional time. The new schedule provides time for each student to access the required core content, but still have access to valuable electives. It allows acceleration for some students, while allowing a different pace for remediation for struggling learners. It also allows for 70-minute periods which are enough time for in-depth learning while still building in a lighter load for both students and staff.
- Counselors participate in monthly special afternoon sessions where small groups of counselors meet (C-SBAT) to reflect on and to discuss challenges concerning schedules, student progress, curriculum, instruction, gaps, interventions, special services (ECE, ESL, ESS, etc.) and how to improve practices and services to students, school, and community. Networking and project work also occurs to promote the sharing from schools with more student success (as measured by assessments) with those that are in more need of improvement so that effective and efficient ideas for continuous improvement are used.
- Extra supportive services are provided to persistently low achieving schools from the District Guidance Department. This support is provided in the way of consultation and materials to help organize, plan, and use resources and in some cases modify/reorganize services provided by counselors. Site visits continue to be made by the MS and HS Counselor Specialist on timely and needed topics which need "one-on-one advisement;" and, training also occur throughout the year, especially in the areas of schedules, Infinite Campus, trimester organization, ILPs, and the like.
- District staff recently provided training for high school administrators on scheduling small populated groups such as ECE, ESL, etc. A scheduling guide, developed by a cross role group of district staff, was presented. This included scheduling tips and suggested monthly timeline to ensure, for example, that IEP requirements are met as well as providing time to make appropriate adjustments to the IEP in order to better meet the needs of these students.
- Five persistently low achieving schools received Student Recovery Program (SRP) allocations which provided them additional funding to use support students most in need.

SUPPORTING EVIDENCE:

- Master Schedules
- Principal Interview
- Collaboration Grants
- Council meeting observation sheets
- Counselor Meeting Agendas
- C-SBAT Agendas, Minutes and Project Work on File
- District Sample Schedules Provided by Asst. Superintendents
- ECE Collaboration Grants, Procedures Manual and Scheduling Guide
- ESL Procedures Manual
- ESS Budgets
- General Fund Add-on Budget and Sample Budgets
- IDEA Budgets
- JCPS Individual Graduation Plans
- JCPS Restructuring Plan
- KDE Individual Learning Plans
- SBDM Annual Reviews
- SBDM Connections Newsletter
- Work Team Minutes and Emails

8.1c - The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

DISTRICT OVERVIEW:

- The Jefferson County Board of Education and the Kentucky Department of Education annually approve staffing standards within the Jefferson County Public School Allocation Standards. The staffing standards meet or exceed staffing standards established by state statute as well as standards established by the Southern Association of Colleges and Schools.
- District support staff conduct observations in classrooms to help determine the effectiveness of staff assignments. Their findings are reported to the building principal who then makes adjustments as appropriate. All information and recommendations is shared with the appropriate assistant superintendent.
- The District assigns content resource teachers, ECE consulting teachers and ESL resource teachers to schools to support classroom staff with assessments, content instruction, and classroom management to raise student achievement. These support personnel provide professional development, observe in classrooms, gather resources/materials, analyze student work and model lessons in classrooms to assist school staff in meeting the needs of students.
- ECE content specific instructional resource teachers, focusing on differentiated instruction, were added to help build capacity of school staff, working with students with special needs to implement all components of personalized instruction while providing rigorous core content.
- The Exceptional Child Education (ECE) Department assigns all ECE Consulting Teachers to levels and clusters in order to maximize the use of district resources and to work more efficiently with other District Instructional staff.
- The Exceptional Child Education (ECE) department realigned the assignment of all ECE Consulting Teachers to levels and clusters in order to provide a more efficient model of support.
- Each Middle/High school has an ECE Department Chair, while Elementary schools maintain an ECE Team Leader who attends monthly meetings with ECE District staff to gather information, resources, and strategies to share with teachers to impact the achievement of students with disabilities.
- The ECE department closely monitors the placement of students with disabilities across all clusters, ensuring teacher/student ratios are followed to meet student needs.
- The District's English as a Second Language (ESL) resource teachers focus their support on the schools with the largest numbers of ESL students who enter school with low levels of English and limited prior schooling.
- The District supports schools by providing funding on a flexible basis as appropriate in accordance with local board policy, state regulations and federal law to ensure schools are able to hire the additional personnel necessary (i.e. ESS teachers, 100-day staff, retired staff) to support student achievement.
- The District provides an analysis of the certification and years of experience of all teachers in schools in order to ensure that schools are staffed by highly qualified teachers in the appropriate content areas. Guidance and training was provided to employees regarding the requirements to achieve the status of highly qualified in their assignment.
- JCPS submits the KY LEAD report which monitors certification and assignment. This report is submitted to the EPSB in mid-November for the current school year. JCPS is in 100% compliance.
- The District provides support to temporary/provisional teachers with initial professional development through New Teacher Induction which supports their ability to function successfully in their teaching assignment. The topics from New Teacher Induction include core content instruction, classroom management and assessment.

- The District provides KTIP resource teachers to ensure that all new staff are completing the certification process as appropriate in order to remain in their assigned position and meet the instructional needs of their students.
- As outlined in the CDIP, the District assigns administrators to schools as needed to assist the leadership in ensuring that the evaluation process, including growth plans, is fully implemented and teacher quality is maximized. The District assigns administrative mentors, priority managers, and council mentors to schools not meeting all their NCLB goals as indicated in the CDIP.
- Schools incorporate professional development strategies within their CSIPs to ensure teachers are prepared to provide instruction in their areas of assignment. In addition, the CDIP includes several action steps that detail the professional development that teachers, resource teachers, principals and other district administrators will engage in to ensure high quality instruction.
- The District also works to increase the number of underrepresented populations on staff. This is accomplished in increased participation in aspiring leader programs and district recruitment efforts. Specific strategies include: increased recruiter travel to conferences and job fairs; increased print and internet advertising; increased publication of recruitment materials; developing pertinent abilities (school improvement, student achievement) of candidate pools; focusing on specific recruitment activities for candidates in underrepresented populations for aspiring leader programs; expand partnerships with universities, KDE, and JCTA to co-design and co-deliver aspiring leader programs/courses.
- The District monitors to ensure that all schools have a highly qualified principal. This is defined as each principal holding a Kentucky Principal Certification or Statement for Eligibility. The District also provides a seamless system of differentiated professional development and support for administrators to ensure all schools will continue to be led by highly skilled instructional leaders.
- The District recruits and retains a diverse pool of highly qualified teachers. This is accomplished through expanded recruitment efforts resulting in a highly qualified cohort of new teachers; increased out-of-state recruitment efforts resulting in a larger number of minorities in the pipeline; increased efforts to support new teacher retention and support the success of new teachers; elevated activity to identify “Star” teachers for early hiring and obtain a stronger pool of new teachers overall; provide mentors for new teachers to help insure integration into the system and early success; and modified transfer process enabling best candidates to be placed intentionally.
- Annual SBDM reviews are conducted by the SBDM office to measure the efficiency of each council and monitors for the presence of the assignment of all instructional and non-instructional staff time policy (required under KRS 160.345 (2) (i) (2)).
- District staff is facilitating the development, implementation, and monitoring of the Response to Intervention (Rtl) process in the district for Reading, Math, and Social Development/Behavior across all levels. Rtl is being utilized to organize current structures for providing interventions into a systematic process utilizing a tiered approach which includes intensive progress monitoring. This process will accelerate student achievement and address achievement/behavioral disparities which exist for some students. A component of Rtl includes the effective use of staff to provide Tier 2 and Tier 3 interventions via small group instruction.

Support for Persistently Low Achieving Schools:

- The District provided additional teacher allocations for all three high schools in this category (Fern Creek, Valley, Western) for the support of a highly specialized scheduling approach: Trimester. The Trimester allocation is based upon a formula that supplements the regular site-based allocation in order to support the number of teachers required for longer teaching periods (50 minutes versus 70 minutes).
- Response to Intervention (Rtl) is being piloted in two of the persistently low-achieving schools. One school is piloting a small group in Reading and another is piloting for behavior interventions. These schools have been assigned a District Rtl Guide who provides professional development, assists with intervention plan development, monitoring of data, and determining next steps for interventions. A component of this process is a review of current structures and staff who provide supports in small groups and on an individual basis for Tier 2 and Tier 3 interventions.

- Two of the persistently low-achieving schools were provided support through the Co-teaching Model Project via cohort groups, embedded PD, co-teaching walk-throughs, and follow-up conferencing.
- ECE content teachers provided additional instructional support to specific persistently low-achieving schools.
- For FY 2010-11, the district provided three additional teachers at Western M.S. for support of the Performing Arts Magnet.
- The District monitors the certifications of all teachers and administrators at persistently low achieving schools.
- Persistently low achieving schools have addressed teacher training to support staffing within their CSIPs to ensure teachers are prepared to provide instruction in their areas of assignment.
- The District provided training to 6 teachers via New Teacher Induction for persistently low achieving schools.
- The annual reviews have led to an increase in the development and adoption of legally required and best practice policies, review/revision of existing policies and /or bylaws to reflect school's current practices, and more consistency in the forwarding of SBDM council minutes.

SUPPORTING EVIDENCE:

- Persistently low achieving schools Personnel/Staffing Reports & Records
- CDIP/CSIPs
- Coaching Reports
- District Add-on Programs and Sample Budgets
- District Restructuring Plan
- ECE Consulting Teacher Assignments Roster and Work Logs
- ECE Department Chair/Team Leader Meeting Agendas
- ESL Resource Teacher Logs
- ESS Budget
- IDEA Budgets
- Infinite Campus ECE Data Files
- JCPS KY LEAD Report
- JCPS Personnel Records
- Jefferson County Public Schools Alternative Formula for FY 2007-08 and 08-09 site-based Allocations
- KTIP Roster and Training Materials
- New Teacher Induction Agenda and Power Points
- Recruitment Schedules, ads in HBCU catalogs.
- Resource Teacher Work Plans
- Response to Intervention Resources
- SBDM Annual Review Reports
- SBDM Connections Newsletters
- SBDM policies
- Student Recovery Program Application
- Title I Budget

8.1d - There is evidence that the staff makes efficient use of instructional time to maximize student learning.

DISTRICT OVERVIEW:

- The District has provided all schools with JCPS curriculum maps in all content areas to ensure appropriate pacing of instruction in order to help schools maximize their use of instructional time. This process also includes District created Core Content Assessments on which students are assessed to ensure they are being exposed to core content at the appropriate level.
- The “measures of Success for NLCB Tier 5 Middle Schools” contains indicators that review evidence of best practices in the area of middle school structure, instructional practices, and school culture.
- The District provides support personnel who work with school leadership and staff to provide professional development in classroom management/school-wide discipline programs. (i.e. Proactive discipline, Fred Jones Tools for Teaching, CARE for Kids) based upon the needs established by classroom observations, data analysis, and school leadership requests. .
- The District created and provided all schools with a JCPS Student Management Plan. This plan outlines strategies and resources to be used to address student behavior on a continuum to assist schools in maximizing instructional time by limiting behavioral disruptions.
- The District has established clear and consistent procedures which outline student expectations and disciplinary consequences in place to maintain efficient learning environments. All students and/or parents are provided with this information in the beginning of each school year.
- The District provides professional development in the areas of Developmental Design to support classroom culture.
- SBDM councils approve the use of professional development funds and are reflected in the schools Comprehensive School Improvement Plan (CSIP) and council meeting agendas and minutes.
- The SBDM district office annually reviews the efficiency of councils and monitors for the presence of a discipline and safety policy required under KRS 160.345 (2) (i) (7).
- The District provides support from Student Relations and Safety via the Assessment Center, and continued educational supports via STOP.
- The district provides positive behavioral supports to students by assisting teachers on how to incorporate behavioral strategies within the classroom. Teachers are given training through embedded and/or after school PD in developing Functional Behavior Assessments and Behavior Intervention plans to maximize student learning.
- An additional EBD Resource Teacher was added to District staff to help build capacity of evidence-based academic/behavioral practices.
- The district has developed a Response to Intervention process in the area of behavior. A total of thirteen schools across all grade levels, are piloting this process for the spring of 2010.
- Safe and Drug Free Schools offer technical assistance to all schools in the form of violence/drug resistance education and gang awareness.
- The ECE department provides collaboration grant funds to support the inclusion of ECE students in core content instruction to reduce achievement gaps for students with disabilities. There are 135 schools that have written and implemented collaboration plans that incorporate strategies for moving students to proficiency and provide teachers time to meet to discuss and plan core content lessons.

- ECE Consulting Teachers and Specialists provide technical assistance to schools in scheduling students in core curriculum classes in accordance with IEPs.
- The district is facilitating the development, implementation, and monitoring of the Response to Intervention (RtI) process at all levels for Reading, Math, and Social Development/Behavior. A key component of this process is strategies to organize instructional time, staff and evidence-based materials to provide support to struggling students Tier 2 and Tier 3 interventions beyond the core of Tier I program.

Support for Persistently Low Achieving Schools:

- The persistently low achieving schools have a collaboration grant in place which is being implemented and monitored by ECE department staff members. Professional development and technical assistance is provided to PLAS schools on a continual basis.
- Two of the persistently low-achieving schools were provided support through the Co-teaching Model Project via cohort groups, embedded PD, co-teaching walk-throughs, and follow-up conferencing.
- ECE content teachers provided additional instructional support to specific persistently low achieving schools.
- Response to Intervention (RtI) is being piloted in two of the persistently low-achieving schools. One school is piloting a small group in Reading and another is piloting for behavior interventions. These schools have been assigned a District RtI Guide who provides professional development, assists with intervention plan development, monitoring of data, and determining next steps for interventions. This process includes the organization of materials, staff, and time to provide Tier 2 and Tier 3 supports for students.
- The District reviewed the master schedules of the five persistently low achieving schools during the support process to ensure adequate time was provided for instruction in the core curriculum areas in order to assist the schools in achieving the goals of their visions.
- Schools are provided with flexible ESS funds to allow for before, during and after school instruction. This allows for the purchase of resources and supports the hiring of additional staff to provide support to struggling students.
- Five of the persistently low achieving schools have adopted the Best Practices policy Protection of Instructional Time. These policies have all been reviewed during the past year. The school that has not yet adopted this policy is in the process of adopting it and should have it adopted by this spring.
- The PLAS high schools have implemented the 3x5 trimester schedule to make better use of time. The 3x5 trimester schedule offers a number of critical advantages for improving student performance. Because of the longer period, it provides additional time for in-depth learning and personalization. At the same time, it reduces the student-teacher ratio and the number of courses that students have to focus on at one time. This factor enables both teachers and students to concentrate their efforts on a narrower range of coursework at any given time. It also provides more flexible pathways for both acceleration and remediation.

SUPPORTING EVIDENCE:

- Persistently low achieving schools ESS Budgets and Plans
- Persistently low achieving schools Master Schedules
- Measures of School Success for NCLB Tier 5 Middle Schools
- Comprehensive School Improvement Plan
- ECE Collaboration Grants
- ECE Consulting Teacher Log
- Extra Service forms for ESS hiring of additional staff
- Fred Jones Tools for Teaching Training Materials & Power Points
- IDEA Budgets
- JCPS CASCADE Data System
- JCPS Code of Acceptable Behavior and Discipline and the Student Bill of Rights

- JCPS Curriculum Maps
- JCPS Restructuring Plan
- JCPS Student Management Plan
- Priority Manager Reports
- Professional Development Offerings on pd Central
- Response to Intervention Resources
- Safe & Drug Free Schools Reports
- SBDM Annual Review Reports
- SBDM Connections Newsletters
- SBDM Council/Committee agendas and minutes
- SBDM policies

8.1e - Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time, and integrated units).

DISTRICT OVERVIEW:

- The District supports schools in the team planning process by providing best practices which include items on the District Restructuring Plan that establishes the importance of each school maintaining a fully functioning Instructional Leadership Team to facilitate planning opportunities for teachers.
- The District supports the embedded PD model by providing ESL resource teachers, and ECE consulting teachers to review lessons and student work with teachers. These support staff members work with teachers during their grade group meeting, vertical team meetings, and department meetings to facilitate the planning process to enhance instruction for students.
- ECE Consulting Teachers and Specialists provide technical assistance to schools in scheduling students with disabilities in core curriculum classes in accordance with IEPs. Professional development is also provided on this topic during faculty and ECE department meetings as needed.
- ECE content specific instructional resource teachers, focusing on differentiated instruction, were added to help build capacity of school staff, working with students with special needs to implement all components of personalized instruction while providing rigorous core content.
- The district provides collaboration grant funds to support the inclusion of ECE students in core content instruction to reduce achievement gaps for students with disabilities. 143 schools have been receiving collaboration funds during the 2009-10 school year. Additionally, nine of these schools (4 elementary, 3 middle, 2 high) were selected to participate in the Co-teaching Model Project. Cohort groups were formed to share co-teaching video lessons, lesson planning, and instruction. These learning communities continue to enhance the use of co-teaching strategies and procedures.
- The District calendar has established Gold Days during which schools are able to provide teachers additional time to plan vertically and horizontally through-out the school year. These days have been used this year to assist buildings in implementation of the science modules and writing professional development/planning.
- The district has provided the JCPS curriculum maps and common multiple choice/open response Items for teachers to use across content areas and grade levels. This provides teachers a common understanding of what is to be covered across content areas and grade levels to facilitate horizontal/vertical planning.
- The district has also provided schools with a classroom instructional framework model to enhance lesson planning and implementation. This includes best practices from Bloom's Taxonomy, Marzano's Strategies, Ramp-up to Advanced Literacy, Madeline Hunter, and others.
- The District contract with JCTA also includes an additional one hour of weekly time which can be used to support vertical and horizontal team planning. This time allows teachers to plan together by analyzing student work and data to plan for instructional lessons to raise student achievement.
- The ECE department funds collaboration grants at schools to facilitate planning time for special education teachers and comprehensive teachers to develop lessons to enhance access to core content for students with disabilities.

Support for Persistently Low Achieving Schools:

- Persistently low achieving schools have common planning times building into the master schedules for teachers which include the use of itinerant teachers to support planning.

- Priority high schools implemented a freshman academy for first-year 9th graders. They are dedicating core teams of teachers (with common planning), administrators (a counselor and an AP), a wing of the building, and specific resources (FRYSC, VISTA, etc.) to focus on the success of each and every freshman.
- The District support teams, including Priority Managers, content resource teachers, ESL resource teachers and/or ECE consulting teachers have attended and support teachers during their group and individual planning times. This includes time for embedded PD, lesson plan development, analysis of student work and reviews of assessment results. This information is shared with the building administration Instructional Leadership team and the assistant superintendent.
- Persistently low achieving schools have received collaboration grants which funds planning time during which the ECE staff meets with content and grade level teams in addition to their own department meetings to ensure access to core content for students with disabilities.
- The District has reviewed the CSIPs for persistently low achieving schools. These documents include strategies for providing embedded PD and common planning to support teachers in improving instruction for students.
- Two of the persistently low-achieving schools were provided support through the Co-teaching Model Project via cohort groups, embedded PD, co-teaching walk-throughs, and follow-up conferencing.
- ECE content teachers provided additional instructional support to specific persistently low-achieving schools.

SUPPORTING EVIDENCE:

- Persistently low achieving schools' CSIPs
- Persistently low achieving schools' Master Schedules
- District Calendar
- District Coaching Team Notes & Reports
- District Restructuring Plan
- ECE Collaboration Grants
- ECE Consulting Teacher Logs
- ESL Resource Teacher Work Plans
- IDEA Budgets
- JCPS Curriculum Maps
- JCPS Instructional Framework
- JCTA Collective Bargaining Agreement
- Resource Teacher Work Plans

8.1f - The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

DISTRICT OVERVIEW:

- The District re-aligned the CDIP process to focus on strategies and activities which increase student performance in the core curriculum content areas which helps schools to focus on the mission of our district which is to raise student achievement.
- Measures of Success for NCLB Tier 5 Middle Schools includes best practice items that focus on the use of instructional time by reviewing schedules, conducting walk-thru observations and interviewing staff members. All items and best practices seek to ensure that schools are making the most appropriate use of instructional time by supporting students and teachers in raising achievement.
- The District provides all schools with JCPS curriculum maps to outline pacing suggestions to ensure that instruction is being provided at an appropriate rate to achieve the goals of the school, district, and state.
- The District provides additional funding to schools through ESS and Title I which allows them to hire additional staff, secure resources and provide professional development to support the maximum use of instructional time.
- The District supports the embedded PD model by providing ESL resource teachers, and ECE consulting teachers to review lessons and student work with teachers. These support staff members work with teachers to support instructional delivery for the appropriate amounts of time and pacing.
- The District calendar has established Gold Days during which schools are able to provide teachers additional time to plan and conduct professional development throughout the school year. These days have been used this year to assist buildings in implementation of the science modules and writing professional development/planning.
- The District has provided schools with sample schedules to assist in making planning decisions which maximize instructional time to raise student achievement and achieve the mission of the district.
- The ECE department maintains procedures which ensure that students with disabilities are educated in the Least Restrictive Environment (LRE) maximizing the amount of time spent in the regular program accessing core content.
- The ECE department ensures that adequate teacher levels are provided to students with disabilities.
- The district provides collaboration grant funds to support the inclusion of ECE students in core content instruction to reduce achievement gaps for students with disabilities. 143 schools have been receiving collaboration funds during the 2009-10 school year. Additionally, nine of these schools (4 elementary, 3 middle, 2 high) were selected to participate in the Co-teaching Model Project. Cohort groups were formed to share co-teaching video lessons, lesson planning, and instruction. These learning communities continue to enhance the use of co-teaching strategies and procedures.
- ECE content specific instructional resource teachers, focusing on differentiated instruction, were added to help build capacity of school staff, working with students with special needs to implement all components of personalized instruction while providing rigorous core content.
- ECE District staff recently provided training for high school administrators on scheduling small populated groups such as ECE, ESL, etc. A scheduling guide, developed by a cross role group of district staff, was presented. This included scheduling tips and suggested monthly timeline to ensure, for example, that IEP requirements are met as well as providing time to make appropriate adjustments to the IEP in order to better meet the needs of these students. This guide also included ways to effectively schedule ECE teachers by limiting the number of content areas taught, thus increasing ECE teacher's core content knowledge.

- The ECE department collaborated with the Gheens instructional staff to develop a PD training on Personalized Instruction for Gheens resource teachers/ECE resource teachers and ECE Consulting Teachers. This training was developed to increase their knowledge of the components of personalized instruction to inform their work with school staff.
- ECE Consulting Teachers and Specialists provide technical assistance to schools in scheduling students with disabilities in core curriculum classes in accordance with IEPs. Professional development is also provided on this topic during faculty and ECE department meetings as needed.
- The Response to Intervention (Rtl) is being developed, implemented, and monitored in Reading, Mathematics, and Social Development/Behavior across all levels of eh District. The foundation of any strong Rtl process is the organization, content, and implementation of a Tier I core program. Tier 1 should provide students with an appropriate amount of time in core instruction with differentiated/personalized strategies to help individuals students achieve at high levels.

Support for Persistently Low Achieving Schools:

- The District reviewed the master schedules of persistently low achieving schools during the coaching/mentoring process to ensure adequate time was provided for instruction in the core curriculum areas in order to assist the schools in achieving the goals of their visions.
- Priority high schools have been supported to implement a new daily schedule, the 3x5 Trimester, to better ensure and protect instructional time. The new schedule provides time for each student to access the required core content, but still have access to valuable electives. It allows acceleration for some students, while allowing a different pace for remediation for struggling learners. It also allows for 70-minute periods which are enough time for in-depth learning while still building in a lighter load for both students and staff.
- Schools are provided with flexible ESS funds to allow for before, during and after school instruction. This allows for the purchase of resources and supports the hiring of additional staff to provide support to struggling students.
- Each Persistently low achieving school has a collaboration grant in place that is being implemented and monitored by ECE department staff.
- Two of the persistently low-achieving schools were provided support through the Co-teaching Model Project via cohort groups, embedded PD, co-teaching walk-throughs, and follow-up conferencing.
- ECE content teachers provided additional instructional support to specific persistently low-achieving schools.
- Response to Intervention (Rtl) is being piloted in two of the persistently low-achieving schools. One school is piloting a small group in Reading and another is piloting for behavior interventions. These schools have been assigned a District Rtl Guide who provides professional development, assists with intervention plan development, monitoring of data, and determining next steps for interventions.

SUPPORTING EVIDENCE:

- Persistently low achieving schools' Master Schedules
- CDIP
- Collaboration Grants & Record Reviews
- District Calendar
- District Sample Schedules
- ECE Consulting Teacher Logs and Procedures
- ESS Budgets and ESS Plans for PLAS schools
- Extra Service payroll sheets to document work performed with ESS funds.
- IDEA Budgets, Title I Budgets
- JCPS Curriculum Maps
- JCPS District Restructuring Plan
- JCPS KCMP
- Resource Teacher & ESL Resource Teacher Work Plans
- Response to Intervention Resources

8.2 RESOURCE ALLOCATION AND INTEGRATION

8.2a - The school/District provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.

DISTRICT OVERVIEW:

- The Jefferson County Board of Education uses the state funding formula to allocate funds to local schools in accordance with 702 KAR 3:246.
- The standards for allocations to Site-Based Decision making Councils are clearly described in the *Jefferson County Public Schools Allocation Standards*. This document clearly delineates the district standards of classified and certified staffing, as well as the minimum operational dollars (Section 6 funds), and those dollars in excess of minimum required (Section 7 funds). These standards are approved by the Jefferson County Board of Education and the Kentucky Department of Education and are submitted annually.
- The staffing standards meet or exceed both state statute as well as the standards of the Southern Association of Colleges and schools.
- Individual school allocations are provided to schools in a clear and comprehensive form that concisely delineates the staffing allocations (Section 4 and 5), the funds provided for operations (Section 6), and approved additional funds beyond minimum required (Section 7).
- Supplementary programs beyond site-based council allocations are provided in a succinct and understandable General Fund Add-on Sheet provided for each school.
- Gratis operational funds are provided in the Add-ons for office supplies and building and grounds supplies. These allocations are provided so that councils are not required to provide these funds out of their own discretionary dollars. So, when schools are allocated add-on funds for school operations like the office, custodial services, and the building, councils can use Section 6b funds primarily for instruction and student support.
- Textbook funding is made available for high school s through a General Fund add-on allocation. Where needed, General Fund has been used to supplement the state textbook grant for elementary and middle schools as well.
- Section 7 funds are provided to Councils in order to assist with strategies aimed at the most struggling students. These are funds provided to councils above the minimum required operational dollars in Section 6. In Jefferson County, Section 7 funds are divided into two allocations: At-risk funds which all schools receive, and Student Recovery Program which are received by those schools with the greatest number and concentrations of students that are At-risk of dropping out. Both allocations are established in order to optimize the decision-making authority of each council. Both allocations are established in order to fulfill the following purposes: greater level of funding that can be used strategically for those students most in need; an opportunity for schools councils to include General Fund dollars to strategic planning; and to add a higher degree of accountability to General Fund usage. These purposes are accomplished when schools include these funds in their CSIP, follow-up with Implementation and Impact checks, and instructional leadership work with councils to understand and possibly hone strategies.
- The At-risk allocation is for At-risk students and these are the youths that qualify for free and reduced price lunches. The At-risk portion of our formula recognizes that At-risk students statistically have a lower attendance rate and higher dropout rate, necessitating extra effort and additional resources to maintain their attendance and to support principals, school staff and school councils in seeking strategies for improvement. The message that no child is expendable and no child will be left behind is pushed to the instructional level. Therefore, the per-pupil allocation is greater for those schools with higher concentrations of At-risk students. The District endeavors to ensure that all schools receive an At-risk allocation in order to recognize the fact that all schools have struggling students that require additional resources in order to ensure their success.

- The JCPS Student Recovery Program will increase accountability of resource usage for student success. This program focuses on specific goals for specific student, connecting the success of identified students with accountability for General Fund dollars provided to the school, based on submitted plans and the subsequent level of success in meeting goals. In short, the Student Recovery Program must be proven to make a difference in the lives of our students.
- Funds are provided to pay school fees for students in the free and reduced lunch program. This allows full participation by every student in classroom and enrichment activities like field trips.
- In addition to the site-based allocation, each school may receive additional funds for pupil needs as identified by school councils and approved by the Superintendent or Chief Financial Officer. JCPS has crafted school choice and magnet school initiatives designed to recognize the various interests, skills, and learning styles of our students.
- We also focus on the specific needs of the individual student with our Exceptional Child Education (ECE), and English as a Second Language (ESL) programs. Additional funds are allocated to focus on the specific needs of the individual student with these programs.
- Budget instructions are made available to all councils and can be seen on the intra-net web-site, printed at the school, and made available to all council members. The budget instructions are very comprehensive and include the following: changes for the new-year; recommendations for building a budget; and a question and answer section pinpointing specific aspects worthy of council attention.
- The director of Financial Planning and Management routinely meets with councils as requested, and he is a state-certified trainer for site-based decision-making councils.
- Aspects of budget are routinely shared in JCPS *SBDM Connections*.
- SBDM best practices for council resource planning are shared at our JCPS website PdCentral.
- The Comprehensive School Improvement Process includes the requirement that the council will submit a plan for utilization of resources to eliminate gaps and increase proficiency. Additionally, benchmarking occurs due to the imbedded implementation and impact (I and I) process of the new CSIP. The benchmarking ensures that the school is following its plan, designating specific resources, and achieving results.
- Council training opportunities are constantly provided at the JCPS website.
- Council members must submit a plan for usage of carryover funds (prior year flex code surplus.) This insures that this flex code surplus is used for the best purposes as designated by the council.
- Council members must sign off on General Fund budget and acknowledge staffing allocations.
- Council members must sign off on staffing change requests. We have created a Section 4 and 5 SBDM Staffing Change Request form for these submittals.
- Council Members must approve plans for the Section 7 allocations: At-risk funding and Student Recovery Program. This insures that the neediest kids are focused on with this program, based upon the strategies established by each council. So, student-centered goals and strategies are established by councils and are funded.
- An array of planning tools and forms are provided to school administrators and councils on the JCPS intra-net web-site of Financial Planning and Management. These tools are also listed in the Budget Instructions.
- A variety of planning tools are available to council members at the JCPS website of Accountability, Research and Planning. This insures that councils are well-equipped to make the best strategies and efficiencies towards student success.

- Annual SBDM reviews conducted for each SBDM council indicates for each to have a budget policy or review of current budget policy if not already accomplished.
- Surplus dollars of Section 6 funds (operational) are carried over from the previous year and are left with the school. SBDM decides on how to use the surplus money.

Support for Persistently Low Achieving Schools:

- Persistently low achieving schools councils have adopted a budget policy. Each school's Comprehensive School Improvement Plan reflects how resources are used to support instructional needs. All Comprehensive School Improvement Plans are monitored and reviewed by the assistant superintendents.
- Persistently low achieving schools are included in all of the detailed funding processes listed above. Persistently low achieving schools receive budget instructions that are made available to council members and can be seen on the intra-net-website. Persistently low achieving schools councils have made fiscal decisions such as budget approval, Title I funds, and flexible focus funds which can be found in council meeting minutes and agendas.
- Five persistently low achieving schools participate in the Student Recovery Program that provides additional money for targeting at-risk students.

SUPPORTING EVIDENCE:

- Add-on Program
- Alternative Formula FY 2007-08
- Annual SBDM Council Review Reports
- PLAS schools Budgets
- PLAS schools Council Policies
- Carryover Applications and Submitted Budgets
- Individual Alternative Formula Calculation
- Individual School CSIPs and I and I
- SBDM Connections
- SBDM Council and Committee Minutes
- SBDM School Council Policies
- Student Recovery Program Applications, Submitted Plans and Budgets for Student Recovery Program

8.2b - The school/District budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

DISTRICT OVERVIEW:

- The CSIP and CDIP process ensure connectivity to student data and how each school's resources are used. Annually, JCPS develops a Comprehensive District Improvement Plan (CDIP) based on the District mission statement and Board goals. The district plan is written and reviewed by JCPS Senior Leadership Team to ensure that it is narrowed and focused on key local, state and federal priorities aimed at leveraging student learning outcomes in support of the JCPS mission. The plan is approved by the Board of Education.
- Schools set measurable goals for student learning in the content areas of reading and mathematics in their improvement plans. The goals are based on past student performance and have associated, quantitative benchmarks indicating how progress towards the goals will be measured throughout the year. The plan focuses strategies on curriculum, instruction, assessment and professional development activities designed to accomplish those goals. Each strategy outlines both the human (responsible parties) and financial (cost and funding sources) resources needed for implementation.
- Schools most in need and identified by District planning can request additional funds for specific needs with exact student goals through a formalized process. School requests are submitted by using a new form created expressly for that purpose, and must be approved by the pertinent Assistant Superintendent before being submitted for final consideration to the Chief Financial Officer and the Superintendent.
- Schools most in need have direct access to top administrative approval for potential supplementary budgetary provisions. The District has implemented a budget request form that can be submitted to the top administrator of the school level and then to the superintendent for final approval at any point in the year.
- The carryover funds must be connected to a specific usage plan approved by the council.

Support for Persistently Low Achieving Schools:

- Persistently low achieving schools are included in funding processes outlined above.
- Persistently low achieving schools have received additional financial support through the assistant superintendent's office, as needed.
- Five persistently low achieving schools have discretionary funds made available through the Student Recovery Program. These funds were made available to the SBDM for the purpose of focusing on students most in need. Plans and budgets must be approved by each council, included in the CSIP, and are accountable to impact on student through the Implementation and Impact procedures.
- All six identified schools receive Section 7 funding for the support of At-risk students. The plans and budgets must be approved by each council, included in the CSIP, and are accountable to impact on student through the Implementation and Impact procedures.

SUPPORTING EVIDENCE:

- Budget Approval Form 10-14-2005
- Carryover Application
- CDIP/CSIPs
- Student Recovery Program Application and Budgets

8.2c - School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

DISTRICT OVERVIEW:

- The district provides approved KDE SBDM training that focuses on planning for achievement. This training is offered district-wide approximately every six weeks and is also available at the school level upon request. Training sessions occur during the days, evenings, and on weekends to accommodate the needs of each council member. Objectives of the training focus on school improvement, the planning process, and budgets that support school strategies. SBDM council members are provided training and registration information.
- The district provides KDE-approved SBDM training for councils; Budget basics, with primary focuses on using funds to have the greatest impact on student achievement, centering limited resources on sound student-focused strategies, and understanding the budgetary roles of various stakeholders.
- The *SBDM Connections* newsletter provides information regarding the planning and budgeting process.
- The SBDM office conducts annual SBDM reviews of council policies, bylaws, and minutes and provides review summaries. A SBDM Mentor is assigned to the five persistently low achieving schools and monitors decision of the council using the Standards and Indicators for School Improvement. An observation report is sent to SBDM chairpersons and assistant superintendents.
- The district reviews all Comprehensive School Improvement Plans and provides feedback to schools.
- District provides weekly and monthly support teams to schools to provide instructional support. The support teams review schools' Comprehensive School Improvement Plans and funds allocated to support instructional needs.
- Any program that is approved by the Board must be presented in depth to explain what the funds will be used for and how it impacts students. This is standard procedure for all cabinet members when presenting grants or programs. The programs have benchmarks for items to be monitored to ensure the program has obtained the results presented.
- The Board has even requested we provide periodic random audits of professional services contracts to ensure professional services contracts are obtaining the results expected. In addition, for federal and state grant programs there is a formal evaluation conducted to ensure the goals of the grant are measured. Many local educational programs endorsed by the board such as Every 1 Reads under go a formal evaluation process.

Support for Persistently Low Achieving Schools:

- Five persistently low achieving schools have support team assigned to each school. Support teams review the school's Comprehensive School Improvement Plan and offer feedback. Each school's CSIP is reviewed under the direction of the assistant superintendents.
- All of the persistently low achieving schools' councils have approved budget policies. With the exception of one school that will be reviewing their policy in April, all of the schools have reviewed their policies within the past eighteen months.
- Persistently low achieving schools' councils' have approved budgets and Comprehensive School Improvement Plans and council actions can be found in SBDM council meeting minutes and agendas.
- Persistently low achieving schools follow board policy and are included in the processes outlined above for the District.
- All six identified schools receive Fee Waiver funding in support of their At-risk student population.

- All six identified schools receive Section 7 funding for the support of At-risk students. The plans and budgets must be approved by each council, included in the CSIP, and are accountable to impact on student through the Implementation and Impact procedures.

SUPPORTING EVIDENCE

- Board Meeting Agendas and Minutes
- CDIP and persistently low achieving schools CSIP
- JCPS Restructuring Plan
- SBDM Policies
- SBDM School Council Minutes and Agendas

8.2d - State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, Family Resource/Youth Services Centers, Extended School Services) to address student needs identified by the school/District.

DISTRICT OVERVIEW:

- FRYSC funds follow the students with the allocation for each Center based on the number of free lunch students, using the December 1 count each year. The District office monitors the number of student interventions periodically throughout the year.
- The FRYSC coordinators work with federal programs as well as with state and local programs to decrease barriers to student learning. Some examples of the collaborative work includes referring students and families to the Assessment Center, assisting principals and counselors in local schools with parent meetings, working with PTA and other local school organizations to engage both students and families in school related programs.
- Title I funds are allocated to schools based on a formula that includes the number of students who qualify for free/reduced lunch. Schools are provided with guidelines on how to develop their budgets and school plans to address student needs. Schools submit a budget and budget narrative that explains how the funds will be spent. Schools show how these funds are integrated with other funding sources in their CSIPs. Director of Title I reviews each budget and budget narrative to ensure funds are budgeted to support student achievement.
- ECE allocates federal funds (e.g., technology, software/hardware, Program Specialists, ECE Consulting Teachers, Resource Teachers, Placement Staff, transition teachers, etc.) to assist school staff in the improvement of student achievement and in all non-cognitive areas. ECE monitors the effectiveness of funding allocations by monitoring the indicators found on the CDIP and the KCMP. Both documents require quantitative and qualitative data to monitor for effectiveness in addressing ECE procedures issues and increasing student achievement.
- ESL department uses Title II funds to provide schools with interpreter and translation support for parent-teacher conferences, school programs, and home-school communication.
- Safe & Drug Free Schools allocates categorical funding to assist in the reduction of suspensions and address violence /drug /gang issues in the schools in the form of resource teachers and technical assistance. The departments of Student Relations and Safety and Safe and Drug Free Schools monitor suspension data and referral data for students to STOP to assist in evaluating effectiveness.
- District staff reviews each CSIP using a rubric to ensure NCLB and SB168 strategies are included, and that the funds are targeted to meet the goals of the plan. Schools are provided feedback and asked to revise their plan if rubric criteria are not met. Schools that receive a priority manager are monitored and evaluated as to the effectiveness of their programs.
- JCPS often conglomerates multiple sources for a major initiative. The Every 1 Reads and Every 1 Reads More initiatives for literacy are just a few examples of the bringing together the financial resources of private donations and state grants, the redirected resources of in-district skill and talent pool, as well as enormous volunteer contributions. Basically, the two literacy initiatives are community-wide efforts to have every child in JCPS reading at grade level within eight years. Specific information regarding these initiatives can be seen at the JCPS website and expenditure reports can be obtained. However, these are just a few initiatives out of many where resources from outside the District are combined in partnership with our existing resources.
- Jefferson County Public Schools has created and continues to strengthen many collaborative networks of community stakeholders to support student learning, including approximately 2,800 Louisville community partnerships. Our "Every 1 Reads" and "Every 1 Reads More" partnerships have recruited over 10,000 volunteers to read with our students thirty minutes a week, moving JCPS students to grade level in reading. Also, \$8 million committed by the community has been raised, with an additional \$5 million being targeted.

- JCPS is continuing a four year partnership with Junior Achievement to allow all JCPS 4th and 7th grade students to prepare for and attend an experiential simulation at either Exchange City, also known as Enterprise Village, or Finance Park. From the Junior Achievement website: “Junior Achievement uses hands-on experiences to help young people understand the economics of life. In partnership with business and educators, Junior Achievement brings the real world to students, opening their minds to their potential.”
- JCPS and the University of Louisville create, renew, and maintain many partnerships in our schools. JCPS partners with Spalding University, Bellarmine University, the University of Louisville, and Indiana University Southeast to provide teacher education programs to meet JCPS teacher preparation needs, including alternative certification programs funded by Title II funds. Greater Louisville Inc. has an education support team that works directly with JCPS on committees to support achieving high standards for our students and staff. The Mayor’s office has the Mayor’s Round Table which involves many local business people. Metro Government also works on several partnerships around the district with us.
- The JCPS Volunteer Talent Center works relentlessly to recruit and train volunteers for our schools.
- The Jefferson County Public Education Foundation, a nonprofit foundation involving various community members, supports Jefferson County School Board goals through philanthropic endeavors.
- Other district partnerships with local businesses and community agencies include the following:
 - The Louisville Chamber of Commerce Legislative Program mirrors the JCPS Legislative Program.
 - General Electric Foundation had entered a four year, \$25 million partnership with JCPS to enhance our math and science curriculum and reach world class standards. This first GE Foundation grant for \$25 million in 2005 enabled JCPS to develop district-wide K-12 curricula in math and science that has resulted in an 18% improvement in math proficiency and an 8% improvement in science proficiency amongst the participating JCPS student population. Additionally, the General Electric Foundation just announced an additional \$10.5 million commitment on a three-year extension grant for the district’s math and science initiatives.
 - The Leadership Louisville Center and JCPS collaborate on many ventures to support academic achievement for students, leadership opportunities for JCPS staff and volunteerism in our schools.
 - A HIRE Education Forum/JCPS partnership program entitled College Day Out offers eighth grade students day-long visits to colleges and universities to promote attending college. There is also a partnership with JCPS, Metro Government, and HIRE that is a Close the Deal program at Iroquois, Fairdale, and Valley High Schools.
 - The YMCA partners with Atkinson, Hazelwood, and Roosevelt-Perry to send twenty student at each school to Camp Piomingo this summer.

Support for Persistently Low Achieving Schools:

- Persistently low achieving schools participate in the processes and monitoring as outlined above.
- Persistently low achieving schools developed Title I budgets, budget narratives, and CSIPs to support student achievement.
- Persistently low achieving middle schools’ CSIPs were reviewed by District staff on November 6, 2009, and returned for revision.
- Priority high schools receive prioritized resource teacher assistance in the core content areas, as well as additional funding to free up a local literacy and math lead teacher to build local capacity and sustain instructional initiatives.
- Persistently low achieving schools received coaching support.
- The majority of the persistently low achieving schools have adopted the Best Practice policy Student Services.
- The Close the Deal program at Valley H.S. is a yearlong program that is designed to get all seniors to fill out college applications, FAFSA, and to be accepted and be ready to enroll in the fall.
- JCPS does College Day Out and Junior Achievement at all middle schools.

SUPPORTING EVIDENCE:

- 2007-08 Title I Guidance
- Agendas from FRYSC Coordinator Meetings
- Persistently low achieving School Restructuring Plans
- Persistently low achieving schools Budget Narratives (2002-2008)
- Persistently low achieving schools CSIP and CSIP Review Rubrics
- Every 1 Reads Budgets
- FRYSC Budgets & Action Plan
- <http://www.every1reads.org/>
- <http://www.jefferson.k12.ky.us/Community/Index.shtml>
- <http://www.jefferson.k12.ky.us/Programs/JCPEF/index.html>
- <http://www.jefferson.k12.ky.us/Projects/GEMSI/index.html>
- IDEA Budgets
- Intervention Data
- JCPS CDIP
- Safe & Drug Free Schools Data Files
- Title I Budget Review Rubric
- Title II Narrative Report on Alternative Certification and budget expenditures for Title II spent on Alternative Certification.
- Annual SBDM Review
- SBDM Policies

**EFFICIENCY STANDARD 9:
COMPREHENSIVE AND EFFECTIVE
PLANNING**

EFFICIENCY STANDARD 9: COMPREHENSIVE AND EFFECTIVE PLANNING

Standard 9 The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

9.1a - There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

DISTRICT OVERVIEW:

- During the 2007-08 school year, the superintendent worked closely with his leadership team to develop a coherent statement and deep understanding of the directions they want the Jefferson County Public Schools (JCPS) to pursue. This discussion extended for many hours throughout the year and was sometimes assisted by a consultant recommended by Harvard University and the Wallace Foundation. As a result of these meetings, and after much internal dialogue, the superintendent and his cabinet arrived at a statement of **Core Beliefs** - those guiding principles by which district employees carry out their day-to-day responsibilities.
- In the summer of 2008, the leadership team and their consultant again grappled with the philosophical and pragmatic issues that will shape the direction of the Jefferson County Public Schools in the years ahead. The outgrowth of this concentrated work is a coherent **Theory of Action** that encompasses the district's long-term goals for students as citizens of the world, the more immediate outcomes that the district desires for the students by the time they graduate from JCPS, and the change processes that the school district must implement to ensure that students attain those goals and outcomes.
- The Theory of Action was the driving force in revising the strategic plan, or **Comprehensive District Improvement Plan (CDIP)**, for 2009 and beyond. The four goals reflected in the CDIP are to enhance effective teaching, enhance effective leadership, strengthen organizational culture, and improve organizational effectiveness. The district goals outlined in the district plan are intended to support and reinforce the goals established by the Board of Education. Board Goals evolved from a long, intensive, and thoughtful process that involved the Board members meeting in focus groups with their constituents. Board Goals represent the thinking and priorities of the community, are intentionally broad in scope, and are expected to stand the test of time by maintaining their relevance over many years. Administrative (or District) Goals spring from the short-term (three to five years) priorities of the district's leadership team. They form the basis of each year's Strategic Action Plan and are subject to modification as specific objectives are achieved.
- The four goals and revised strategies were shared in draft form with the Board of Education on August 5, 2009, to allow the members time for serious review and consideration. Then, on August 31, 2009, the members of the Board of Education discussed the goals and strategies in a work session with the superintendent and senior cabinet, facilitated by the Harvard/Wallace consultant. At the next public Board meeting, on September 14, the Board unanimously approved the goals and strategies for implementation in the 2009-10 school year and beyond.
- Based on the Board's feedback, the superintendent and cabinet next engaged their department staff members and principals in formulating detailed series of action steps, including timelines and personnel responsible, to implement each of the strategies and to achieve the goals. Greater intentionality was focused on developing action steps to align district resources in ways that bring coherence to improving instruction and school culture, particularly for those schools not meeting all their goals. In addition, strategies and action steps were refined to address the disparities in student outcomes and enhance cultural competencies, thereby leading to the closing of achievement gaps and improved academic and non-academic outcomes for all groups of students. In effect, the revised strategic plan addresses several of the recommendations provided by the external review groups whose insights were solicited by the superintendent during 2008-09 in an effort to improve teaching, leadership, and organizational conditions throughout the district.
- The proposed Comprehensive District Improvement Plan was placed on the district website on November 17 and public comment was invited. The superintendent also shared it with principals via email. The final draft of the entire strategic plan—including goals, strategies, action steps, persons responsible, and timelines—was distributed to the Board on November 18. The entire document was a discussion item on the agenda of the

November 23 public Board meeting. Following the discussion, the item was re-positioned as an action item and approved by a vote of six to zero, with one member absent.

- Included within the Comprehensive District Improvement Plan are action steps to ensure that the shared vision is communicated to various stakeholder groups and organizations throughout the community. The Core Beliefs, Theory of Action and CDIP are all available on the web and the “We Won’t Stop Until” posters have been distributed and posted in school sites throughout the district. In addition, the district created a publication entitled “Our JCPS Culture: Shaping the Way we Learn, Teach and Lead” which connects the Theory of Action, Core Beliefs and District goals.

Support for Persistently Low Achieving (PLA) Schools:

- District leadership has provided direct coaching and mentoring support to PLA schools in completing their school improvement planning processes such that their visions and missions can be displayed throughout their communities.

SUPPORTING EVIDENCE:

- 2009-10 Comprehensive District Improvement Plan and CSIPs
- Board agenda items and meeting minutes
- Core Beliefs
- JCPS Mission statement
- “Our JCPS Culture” publication

DISTRICT OVERVIEW:

- There are several data management systems and resources in place to assist in guiding district and school personnel in the planning process. Those data sources and systems include:
 - Interim Performance Reports
 - No Child Left Behind Reports
 - District Report Cards
 - Infinite Campus
 - Parent Portal
 - KidTrax
 - JCPS On-line
 - JCPS profile books
 - JCPS data books
 - JCPS comprehensive survey results
 - Classroom Assessment System (CASCADE)
 - JCPS Quality Indicator Reports
 - School Improvement Planning Website (includes budget information and goal calculator)
 - External Review reports
- The data systems and sources presented above are used on a regular basis for programmatic needs assessments as well as to evaluate the effectiveness of various programs being implemented across the district. In addition, the district and several community organizations collaborate with regard to student performance data and after-school enrichment programs through the use of a data management system, KidTrax.
- In developing the 2009-10 Comprehensive District Improvement Plan, the senior leadership team reviewed the 2009 Interim Performance Report, the 2009 NCLB Report as well as implementation data from the 2008-09 district strategic plan. Based on the student performance on the Kentucky Core Content Tests (KCCT), a critical analysis of the district intervention strategies was conducted, with greater intentionality directed toward how the district can support struggling students and schools that are not meeting all of their goals.
- Our district needs assessment was informed by four major external reviews that the district underwent during 2008-09. The leadership team of JCPS is committed to self-assessment and continuous improvement. Accordingly, the district embarked upon a series of external reviews, all conducted with the stated purpose of helping the district improve its operations and outcomes. The four reviews were: (1) Literacy program review—October 2008, (2) District audit—December 2008, (3) Greater Louisville Education Project (GLEP)—January 2009, and (4) Special education review—February 2009. The district administration carefully studied the reports as submitted by the four external review teams. The strategies in the Comprehensive District Improvement Plan encompass many of the findings and recommendations in the four review documents.
- Lastly, there are several specific action steps within the district plan that reference using student data systems to monitor, evaluate and re-direct the efforts of programs implemented in the district (e.g., Goal Strategy.Action Step 1.1.1; 1.1.6; 1.1.14; 1.2.13, etc.)

Support for Persistently Low Achieving (PLA) Schools:

- For the school planning process, the executive summary of the school plans detail the needs assessment process including what data was reviewed in developing their CSIPs. In addition, all schools have access to the data systems and reports listed above in the district overview.
- The priority manager at the five PLA schools monitors the implementation of all school activities aimed at improving student achievement, which includes reviewing Implementation and Impact checks as well as regularly analyzing the proof of progress work and reports (on-going assessment results, teacher's use of assessment results, teacher's use of student work to change instruction, walkthroughs, interviews,

observations) with the school leadership team. The PLA schools use the benchmarks written into their CSIP to monitor their progress towards meeting their goals. The priority manager collaborates with the school leadership team in deciding next steps for instruction based on student performance results.

- In addition, the CDIP includes an action step in which central office administrators will intentionally work with principals, priority managers and the Assistant Superintendents to ensure that schools that are not meeting all of their goals are receiving focused data in a timely manner.

SUPPORTING EVIDENCE:

- 2009 Interim Performance Reports
- 2009 NCLB Reports
- CASCADE
- Comprehensive School survey results
- CSIP Implementation and Impact Checks
- CSIP/CDIP executive summaries
- District and school planning & budget website
- Infinite Campus Reports
- JCPS Data Books, profile books
- JCPS On-line
- KidTrax (reports/map)
- Parent Portal
- Restructuring Plan template
- School/District Report Cards
- JCPS Quality Indicator reports
- External review reports

DISTRICT OVERVIEW:

- In developing the 2009-10 Comprehensive District Improvement Plan, the senior leadership team reviewed the 2009 Interim Performance Report, the 2009 NCLB Report, findings from the four external reviews as well as implementation data from the 2008-09 district strategic plan. In addition, there are several specific action steps within the district plan that reference using student data systems to monitor, evaluate and re-direct the efforts of programs implemented in the district (e.g., Goal. Strategy.Action Step 1.1.1; 1.1.6; 1.1.14; 1.2.13, etc.)
- In addition, the JCPS Planning Unit created a goal calculator that is utilized by schools in identifying their needs and developing the goals for the comprehensive school improvement plan. The calculator uses the KDE straight-line model to proficiency by 2014 and creates NCLB goals based on school's most recent data. The calculator generates sample priority needs and goal statements. Quantitative benchmarks are established for each goal in order to monitor progress towards meeting the goal throughout the year.
- Please see the evidence and data sources described in the narrative section for 9.2a as examples of the data management systems available to the school and district in their planning efforts. For example, the CASCADE system and the Quality Indicator reports allow the district and schools to track student performance data over time to identify trends and shifts that help identify where targeted assistance is needed.

Support for Persistently Low Achieving (PLA) Schools:

- The priority manager at the five PLA schools monitors the implementation of all school activities aimed at improving student achievement, which includes reviewing Implementation and Impact checks as well as regularly analyzing the proof of progress work and reports (on-going assessment results, teacher's use of assessment results, teacher's use of student work to change instruction, walkthroughs, interviews, observations) with the school leadership team.
- For the school planning process, the executive summary of the school CSIP detail the needs assessment process including what data was reviewed in developing their needs, goals and strategies for their school improvement plans.
- At the district level, the CDIP includes an action step in which central office administrators will intentionally work with principals, priority managers and the Assistant Superintendents to ensure that schools that are not meeting all of their goals are receiving focused data in a timely manner. Another action step involves assisting schools in analyzing diagnostic, formative and summative data at the district, school, classroom and student level to determine which skills should be focused on during instruction for struggling students, particularly for schools not meeting all their goals.

SUPPORTING EVIDENCE:

- CASCADE
- CDIP Executive Summaries and action steps
- CSIP Executive Summaries
- Goal generator spreadsheet
- JCPS Quality Indicator reports

9.3a - School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.

DISTRICT OVERVIEW:

- In the last few years, the Gheens Professional Development Academy was restructured to ensure that resource teachers who work with schools possess specialized expertise/content knowledge or work experience. In previous years, instructional coaches were responsible for providing professional development support to teachers on several content areas. This new configuration allows for targeted support for teachers in both content and pedagogical best practices. In addition, content directors and specialists have the responsibility to conduct reviews of educational research and incorporate those findings into their practices and support of schools.
- A review of the CDIP reveals that numerous action steps that involve district staff using educational research findings during professional development opportunities for schools, implementing scientifically based research strategies, and consulting with national experts on how to improve student learning. For example, the district literacy team recently participated in a system review with a team of external consultants to determine the effectiveness of current practices and strategies for improvement. Other instances include collaborations with national experts in the areas of science and response to intervention (RTI) as well as implementing research-based programs such as Reading Recovery.
- Several of the strategies included in the CDIP were based on the findings from the external reviews, three of which were conducted by national experts and research organizations. The recommendations from those reports were based on research findings.
- At the school level, schools are required to include strategies in their CSIPs that describe how students will be engaged in active learning through the use of effective, varied and research-based instructional practices. As a follow-up, central office administrators monitor this requirement of school plans using a review rubric.

Support for Persistently Low Achieving (PLA) Schools:

- Schools are required to include scientifically based research strategies in their school plan. The JCPS Title I office provides the schools with information about how to evaluate scientifically based research on programs. In addition, all SBDM council members are offered professional development opportunities that report on educational research (i.e. Marzano's strategies).
- As part of the restructuring plan for the five PLA schools, central office support is provided to schools based on individual school needs and may involve building staff capacity regarding their knowledge of national research and standards. For instance, funds are available for targeted professional development resources (i.e. book studies, video studies) for school leadership teams as well as for consultants and conferences aimed at building teacher and administrator capacity in implementing research-based programs.

SUPPORTING EVIDENCE:

- CDIP
- CSIPs
- Gheens Reorganization Board Report
- Restructuring Plan
- SBDM professional development offerings
- External Review reports

9.3b - The school/district analyzes their students' unique learning needs.

DISTRICT OVERVIEW:

- The data management systems described above in 9.2a and 9.2.b (i.e. profile and data books, CASCADE, Quality Indicator reports), provide not only district level and individual school level results, but also subgroup (disaggregated) performance results. The disaggregated student performance is used as part of the needs assessment process as well as to evaluate the effectiveness of district programs with different student populations.
- The district plan includes action steps to ensure that all NCLB student groups will reach their proficiency targets in both Reading and Math set by the state. In fact, there are several action steps included in the district plan aimed at addressing the disparities in student outcomes. Multiple strategies, such as effective interventions, differentiated instruction, Response to Intervention and increased student involvement in extra-curricular activities will be employed to help students become actively engaged in their school communities, thereby leading to increased attendance, reduction of suspensions and retentions, prevention of dropouts and closing of achievement gaps (Goal 3, Strategy 6, Action Steps 1-12).
- The district is committed to enhancing cultural competency as reflected by the several action steps targeted to closing the engagement and achievement gaps in the district plan. In addition, the district plan includes several action steps in which ECE and ESL departments collaborate with other district staff to identify challenges and barriers for teachers and students.

Support for Persistently Low Achieving (PLA) Schools:

- At the school level, all school improvement plans include subgroups goals for reading and math. The district provides all schools with reports that disaggregate student performance data (i.e. SB168 targets, CASCADE reports, Quality Indicator reports). In addition, the district provides schools with a "priority" list of students who are struggling in certain academic areas so that schools can develop strategies to work with those students in order to close the achievement gap. The JCPS Planning Website includes a list of assessment, curriculum, instruction and climate strategies for closing the achievement gap that can be incorporated into schools' improvement plans.
- In addition, the district plan includes several action steps designed to support the PLA schools analyze their disaggregated student performance data, provide resources to support their struggling subgroups (e.g. ESL, ECE), particularly in schools that are not meeting all their goals.

SUPPORTING EVIDENCE:

- JCPS Planning Website – SB168 strategies
- CASCADE reports
- Quality Indicator reports
- CDIP
- CSIPs
- Priority lists – Student Recovery Program
- SB168 worksheets

DISTRICT OVERVIEW:

The desired results for student learning and clearly and concisely stated in the district's Core Beliefs, Theory of Action and delineated in the Comprehensive District Improvement Plan. There are four overarching goals set forth in the district plan. The goals are namely to enhance effective teaching, enhance effective leadership, strengthen organizational culture and improve organizational effectiveness. For each of the broad goals, there are more specific strategies and action steps that describe in measurable terms how the district plans to accomplish those goals. Also included in the district plan are the proficiency targets for both Reading and Math for all student groups outlined by NCLB. More recently, the JCPS senior leadership has established quality indicators, the purpose of which is to determine whether district/schools are making progress in achieving the goals set forth in the district plan. Quality indicators are used to flag potential problems, follow trends over time, and identify disparities as well as success stories. Each quality indicator has an established goal for each level and categorizes whether schools have met the goal, are making progress, remaining stable or moving away from the goal.

Support for Persistently Low Achieving (PLA) Schools:

- At the school level, measurable goals are set based on the IPR and NCLB reports and are focused on increasing the content academic indices, reducing novices and/or increasing the percentage of students scoring proficient or higher. The priority needs represent baseline data from the latest available IPR and NCLB reports and the goals are set using the JCPS goal calculator. In addition, all schools set measurable goals for their student subgroups in both Reading and Math.
- For every measurable goal written into the CSIPs, there are quantitative benchmarks established to monitor progress towards meeting the goal throughout the year. The PLA schools use the CASCADE system and other data management systems to track their benchmark data and determine progress towards meeting their CSIP goals. Also, the five PLA schools are required to conduct an implementation and impact check at least twice per year and it will be reviewed by the priority manager.

SUPPORTING EVIDENCE:

- CASCADE reports
- CDIP
- CSIPs
- Quality Indicators

9.4a - Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

DISTRICT OVERVIEW:

The district leadership team reviews several different types of data to determine the strengths and limitations in both instructional and organizational areas. Instructional effectiveness is assessed through classroom observations, resource teacher reports and routine analysis of student performance data (i.e. CASCADE reports). The comprehensive school surveys which are distributed to all certified staff, classified staff, parents and students (grades 4-12) on a yearly basis provide information on both instructional and organizational effectiveness that can be disaggregated by various demographic characteristics of the respondents and tracked over time to look at trends.

In addition, there have been several outside reviews of the district's organizational effectiveness in various areas. A team of external consultants recently reviewed the elementary literacy system to determine the effectiveness of current practices and strategies for improvement. The National Center for Culturally Responsive Educational Systems (NCCRESt) examined the operations of the district's Exceptional Childhood Education program. Lastly, JCPS partnered with Mid-continent Research for Education and Learning (McREL) on the Greater Louisville Education Project (GLEP). The purpose of this project was to make significant contributions to the district's mission, help inform policy work, and begin to shape the next phase of education reform by building upon the initial work of the Greater Louisville Project. The research was focused on a number of important factors that influence our instructional effectiveness and students' academic performance. Many of the recommendations from these external reviews were incorporated into strategies for the district plan.

Lastly, one of the four goals outlined in the district plan is devoted to improving organizational effectiveness. There are several strategies and action steps that outline the activities that will be implemented to achieve this goal.

Support for Persistently Low Achieving (PLA) Schools:

- The purpose of the entire school leadership support team (priority manager, SBDM council mentor, and central office support) described in the restructuring plans of the five PLA schools is to support student achievement and improve the organizational effectiveness at the school. For instance, part of the priority manager's responsibilities is to coordinate the various resources flowing into the school to make sure all resources work in a systematic way.
- The district plan reflects the commitment to providing the necessary resources and attention to support the instructional and organizational effectiveness in PLA schools in numerous action items aimed at schools not meeting all their goals and struggling student groups.

SUPPORTING EVIDENCE:

- CASCADE reports
- CDIP
- Classroom Observation Reports
- Comprehensive School Survey Results
- External Review reports
- Resource Teacher Reports
- Restructuring Plans

9.4b - The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

DISTRICT OVERVIEW:

- One of the four overarching goals outlined in the district plan is devoted to improving organizational effectiveness. The goal is focused on improving the organizational effectiveness by aligning district resources (i.e., human, fiscal, time, physical space) in ways that bring coherence and clarity to efforts to improve instruction and school culture, particularly for schools not meeting all their goals. The specific strategies and actions steps that follow under this category describe in measurable terms how the district plans to accomplish this goal.
- Another overarching goal described in the CDIP is focused on enhancing effective leadership in order to strengthen the capacity of leaders by equipping them with the knowledge and skills to be designers of high-performance schools, characterized by a positive, collaborative culture where quality teaching maximizes student learning, growth and development. Some strategies under this goal include enhancing the leadership capacity of instructional leadership teams and improving the quality of aspiring leadership development.
- The system reviews by external national experts as described in section 9.4a also is making significant contributions to the district's mission, helping to inform policy work, and beginning to shape the next phase of education reform within the district.
- District staff members assist school leadership in developing their school plans (i.e. setting measurable goals) by reviewing their school plans and providing feedback before final submission to the district planning office. The district personnel use a rubric that includes items concerning (1) measurable goals tied to student achievement and developing professional development linked to student outcomes and teacher growth plans.

Support for Persistently Low Achieving (PLA) Schools:

- The purpose of the entire school leadership support team (priority manager, SBDM council mentor, and central office support) described in the restructuring plans of the five PLA schools is to support student achievement and improve the organizational effectiveness at the school.
- For instance, the priority manager provides feedback to the principal and instructional leadership team on their CSIP, while the school council mentor works with the schools to incorporate strategies to improve SBDM efficiency into the CSIP. Central office support is based on individual school needs and may consist of building staff capacity through the help of content coaches, in-school coaches, and professional development opportunities.
- PLA schools received training on the planning process, including setting measurable goals, from the JCPS Planning Unit. The JCPS goal calculator generates clear and measurable goal statements for schools to use based on student achievement. All school's CSIP are reviewed by central office administrators using a rubric to ensure plans include goals that are clear, concise and measurable.

SUPPORTING EVIDENCE:

- CDIP
- CSIP Training PowerPoint
- Restructuring Plans
- School plan review rubric

DISTRICT OVERVIEW:

- The district plan includes an intentional focus on closing achievement gaps among student groups. In fact, there are over 37 action steps included in the district plan aimed at addressing the disparities in student outcomes and providing resources and support to struggling student groups and schools not meeting all of their goals. Multiple strategies, such as effective interventions, differentiated instruction, Response to Intervention, and increased student involvement in extra-curricular activities are employed to help students become actively engaged in their school communities, thereby leading to increased attendance, reduction of suspensions and retentions, prevention of dropouts and closing of achievement gaps.
- The district is committed to closing the achievement gap by enhancing cultural competency through professional development activities. In addition, the district plan includes several action steps in which ECE and ESL departments collaborate with other district staff to identify challenges and barriers for teachers and students.
- Many of the action steps delineated in the district and school plans are grounded in research to achieve the goals set forth in the district plan and support school needs. A review of the CDIP reveals that numerous action steps that involve district staff using educational research findings during professional development opportunities for schools, implementing scientifically based research strategies, and consulting with national experts on how to improve student learning. For example, collaborations with national experts in the areas of science and response to intervention (RTI) as well as implementing research-based programs such as Reading Recovery.
- In fact, the large majority of action steps included in the district plan involve supporting the programs that are being implemented in schools throughout the district to address the needs of the individual schools. For instance, several strategies describe the professional development support needed to implement programs in the schools, such as Reading Recovery, Connected Math 2, Math Investigations, etc. These programs are also reflected in the school improvement plans as well.
- The JCPS Planning Unit provides all the schools' strategies in Reading and Math to the Directors of Literacy and Math/Science. The directors share these strategies with the resource teachers assigned to the specific schools so that they can tailor their professional development to meet the needs of the individual schools and help support the strategies listed in school plans.

Support for Persistently Low Achieving (PLA) Schools:

- Greater intentionality was focused on developing action steps within the district plan that align district resources in ways that bring coherence to improving instruction and school culture, particularly for those schools not meeting all of their goals. Within each of the four overarching goals of the district plan, there are specific strategies and action steps that will support the PLA schools and schools not meeting all their goals such as assisting schools as they analyze their disaggregated student performance data.
- The district provides schools with a "priority" list of students who are struggling in certain academic areas so that schools can develop strategies to work with those students in order to close the achievement gap. In addition, the district provides all schools with reports that disaggregate student performance data (i.e. SB168 targets, CASCADE reports, Quality Indicator Reports).
- Lastly, part of the central office support written into the restructuring plans of the five PLA schools includes the possibility of providing substitute teachers that will allow teachers from these schools to visit other school teams that exhibit best practices or engage in job-embedded PD.

SUPPORTING EVIDENCE:

- CDIP and CSIPs
- Priority student list – student recovery program
- Restructuring Plan

DISTRICT OVERVIEW:

- For each of the action steps described in the district plan, there is a start and finish date. Although the timeframe for several action steps encompass a full school year, there are a number of action steps that will be finished in a shorter or longer time. The differences in the timelines reflect an intentional effort by the district leadership team to ensure that they are realistic and designed to have both an immediate impact on student performance as well as set up conditions to promote long-term outcomes as well.
- Although the specific action steps do not have explicit financial resources attached, the human resources needed to accomplish the actions are listed in the “Implementers” section. In addition, several action steps outlined in the district plan involve exploring funding opportunities to implement some of the district’s new initiatives (Goal 4, Strategy 6). Many of the programs describe in the district plan involve evaluation efforts to determine whether the program should be extended to other schools or modified given the available resources.
- All action steps in the district plan include the names of district level administrators and staff responsible for implementing that action. The large majority of action steps list several individuals across several different departments, reflecting a shared responsibility for implementation and an intentional effort to ensure that the implementation is high quality.
- At the school level, all school plans include a start and end date, person responsible and funding amount and source to implement each strategy. The district provides several websites that serve as resources for schools on financial planning and use of budgets in the CSIP process.
- In addition, the CSIP web application allows users to query by funding sources to determine how much funds are being allocated for strategies from each source. For instance, Title I Tier schools can ensure that 10% of their Title I funds are being allocated for PD activities. The query function also allows users to sort by responsible person for monitoring implementation of strategies. For instance, schools can print out reports that show all the strategies that their principal, counselor, or lead teachers are responsible for implementing.
- The implementation and impact checks conducted by the schools provide an opportunity to check to see if the timelines were still realistic, that the strategies were being implemented, and make any adjustments (budgetary or timeline oriented) as needed. In addition the benchmarks are included in all school plans to monitor progress toward the goals and to ensure that the strategies are having an immediate impact on student performance.

Support for Persistently Low Achieving (PLA) Schools:

- All school plans include a start and end date, person responsible and funding amount and source to implement each strategy. The central office administrators ensure that this information is complete by reviewing all school plans and providing feedback for improvement using a review rubric.
- All of the features describe above for the school level planning process (i.e. query functions, I and I) are applicable for the PLA schools. In fact, one of the responsibilities of the priority manager is to review the schools’ implementation and impact checks and coordinate various resources flowing into the school to make sure all resources work in a systematic way to support student achievement. Likewise, all SBDM council members are offered professional development opportunities on financial planning and budgets.
- The district plan includes strategies to support PLA schools (and schools not meeting all their goals) in identifying, securing and utilizing funds and resources to support their CSIP and increase student achievement.

SUPPORTING EVIDENCE:

- CDIP
- CSIP Web Application – Query Function
- CSIPs and Implementation and Impact Check
- JCPS School Planning – Budget Website; Financial Planning and Management Website
- SBDM Budget PD Rosters

DISTRICT OVERVIEW:

- Several major district initiatives that are described in the district plan are evaluated in terms of both implementation and outcomes. The JCPS Research Department is currently evaluating a number of those district programs, including but not limited to Care For Kids, Cultural Competence Institutes, Ramp-Up, School Nurses, Elementary Redesign, Restructuring of the Olmsted Academies. In fact, the action steps indicate that the district will use the evaluation results to make program modifications and/or extend the programs to other schools based on need.
- The district leadership team reflects upon and evaluates the effectiveness of the action steps for the previous school year to determine whether the goals and strategies were accomplished or if further implementation is needed. Action steps are deleted, modified or added based on these evaluation findings as the new district plan for the upcoming school year is developed. A progress report on the implementation of the strategies in the district plan is presented to the Board of Education and posted to the website for the general public.
- This year, the district has developed Quality Indicators which serve as a way to operationally define whether we are making progress in reaching our goals. Quality Indicators are a way for us to use data to inform our decisions as a district and as schools, follow trends over time, identify our successes, and flag potential problems and identify disparities. Currently, we have developed 10 quality indicators and are in the process of creating more indicators. These quality indicators have been shared with the Board of Education and the schools. These reports will allow us answer questions such as, what does the data look like over time at the elementary, middle and high school level? What are the outcomes of different district programs? and How effective are the district support systems for schools?
- At the school level, most schools evaluate the effectiveness of their school improvement plans by conducting “implementation and impact” checks. These checks often correspond to the benchmarks that are required to monitor their progress toward meeting school goals. This provides an opportunity to check to see if timelines are still realistic, that the strategies are being fully implemented as intended, and make any adjustments as needed. The executive summary of school plans describes the progress that is used to evaluate the effectiveness of their plans.
- The Research and Testing Unit gives presentations to the Board annually on district and school progress toward meeting academic goals on CATS and NCLB (including disaggregated data). In addition, the JCPS Planning Unit gives presentations to the Board of Education on all schools’ progress towards closing their achievement gaps as part of SB168 requirements.

Support for Persistently Low Achieving Schools:

- The five PLA schools are required to conduct an implementation and impact check at least twice per year and it is reviewed by the priority manager. The PLA schools are using the benchmarks written into their CSIP to monitor their progress towards meeting their goals. The schools use the CASCADE system to report on their benchmarks.

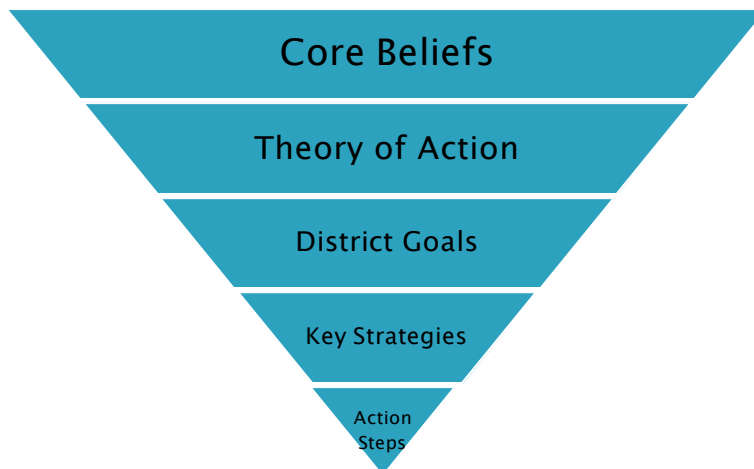
SUPPORTING EVIDENCE:

- Board Presentation on SB168, NCLB, CATS, Quality Indicators
- CASCADE reports on PLA schools
- Quality Indicator Reports
- CSIPs – Implementation and Impact
- District Strategic Plan Progress Report
- Evaluation reports on selected district initiatives

9.5d - The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

DISTRICT OVERVIEW:

- The goals, strategies and action steps in the district plan are aligned with the district's mission, Core Beliefs and Theory of Action. The executive summary of the district plan outlines the relationship among the Core Beliefs, Theory of Action, District Goals, Board Goals, and district plan. The Core Beliefs represent those guiding principles by which district employees carry out their day-to-day responsibilities, while the Theory of Action encompasses the district's long-term goals for students, the more immediate outcomes that the district desires for the students by the time they graduate from JCPS, and the change processes that the district must implement to ensure that students attain those goals and outcomes. While, the district plan includes those specific action steps needed to ensure that the changes processes in the Theory of Action take place to achieve the desired results. For instance, the goal in the district plan that focuses on strengthening organizational culture corresponds to the Theory of Action component on creating caring and culturally-responsive classroom communities. Likewise, the goal on enhancing effective leadership corresponds with preparing leaders to engage in collaborative strategies to move the shared vision forward. The diagram below represents a graphical depiction of the relationship between these constructs.



- In addition, the district created a publication entitled “Our JCPS Culture: Shaping the Way we Learn, Teach and Lead” which explicitly connects the Theory of Action, Core Beliefs and District goals.
- A review of the district plan reveals numerous action steps that make use of educational research on district initiatives and programs that have demonstrated results for student learning. Several action steps call for providing professional development to schools that have adopted district programs that are grounded in scientifically based research. For instance, the district adopted Reading programs (i.e. Rigby, Read180, Ramp-up) and Math programs (Connected Math 2, Math Investigations) have all been subjected to scientific studies that have demonstrated their effectiveness. Furthermore, other action steps included evaluation efforts that seek to determine whether certain programs yield desirable results for student learning.

Support for Persistently Low Achieving (PLA) Schools:

N/A

SUPPORTING EVIDENCE:

- CDIP
- Core Beliefs
- Theory of Action
- We Won't Stop Until Document
- JCPS Our Culture publication

DISTRICT OVERVIEW:

- The district leadership provides support and resources to ensure that the action steps listed in the district plan are implemented as intended. Evidence of this support can be seen in the number of individuals and different departments represented as “implementers” of the district action steps. In addition, the district provides support to schools as needed with regard to the strategies listed in their school improvement plans. Several of the action steps in the district plan references district level support, such as professional development, for the programs being implemented by the schools. The restructuring of the Gheens Professional Development Academy was designed to give a deeper level of support for specific content areas and help build capacity of teachers at individual schools.
- The senior leadership developed the district plan and reviewed the specific action steps during numerous meetings. The action steps are implemented by a number of individuals and different departments representing a shared responsibility and commitment to their implementation. The plan was distributed to all principals, posted on the website and presented and approved by the Board of Education.
- The JCPS Planning Unit provides training to all principals regarding the planning process. The unit also provides training to a variety of other district staff including individuals training to become principals. The JCPS Planning website is continually updated so that schools can access information on planning issues, state and federal requirements, suggested strategies for closing the achievement and other tools that help schools as they develop and implement their improvement plans. Staff from the planning unit visit individual schools based on need as well as answer schools’ questions through e-mail and phone calls.
- The JCPS Planning Unit provides all the schools’ strategies in Reading and Math to the Directors of Literacy and Math/Science. The directors share these strategies with the resource teachers assigned to the specific schools so that they can tailor their professional development to meet the needs of the individual schools and help support the strategies listed in school plans.

Support for Persistently Low Achieving (PLA) Schools:

- The district provides support to PLA schools as needed with regard to the strategies listed in their school improvement plans. Several of the action steps in the district plan reference district level support, such as professional development, for the programs being implemented by the schools. In fact, there are numerous action steps that are intentionally focused on assisting schools that are not meeting all their goals.
- Five PLA schools receive district support through the school leadership support team. The priority manager collaborates with the principal and school leadership team to ensure that school actions are aimed at improving student learning. The school council mentor helps provide guidance and feedback to the SBDM council. Other central office support is provided as needed and may consist of content-level coaches or funds for various professional development opportunities.
- Other examples of district support to PLA schools in implementing their improvement plans include “student recovery funds” which are available to schools to use with their most struggling students as well as district level coaches which visit schools on a weekly or monthly basis to give feedback and direction to school leadership teams.

SUPPORTING EVIDENCE:

- CDIP
- Coaching Reports
- Planning Power Points
- Planning Website
- Restructuring Plans
- Student Recovery Program documentation

9.6b - The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

DISTRICT OVERVIEW:

- The district staff listed as “implementers” of the action steps collects data concerning the implementation of the district plan. These data are used to evaluate the degree to which the district achieved last year’s goals in order to identify the next year’s priorities. The progress report describes the evaluation of the district plan in terms of the degree to which the goals were accomplished.
- There are several data management systems listed in 9.2 that are updated on a continuous basis and used by district administrators to evaluate the effectiveness of action steps. For instance, the CASCADE system provides student performance data on Core Content Assessments that gauge how well students understand the Kentucky Core Content and the Quality Indicator Reports provides feedback on the district/schools progress in reaching goals.
- At the school level, most schools examine student performance data to evaluate the effectiveness of their school improvement plans by conducting “implementation and impact” checks. These checks often correspond to the benchmarks that are required to monitor their progress toward meeting school goals. This provides an opportunity to check to see if timelines are still realistic, that the strategies are being fully implemented as intended, and make any adjustments as needed. The executive summary of school plans describes the progress that is used to evaluate the effectiveness of their plans.

Support for Persistently Low Achieving (PLA) Schools:

- The Five PLA schools are required to conduct an implementation and impact check at least twice per year. The PLA schools use the benchmarks written into their CSIP to monitor their progress towards meeting their goals. The schools use the CASCADE system to review student performance data at regular intervals. The priority manager reviews the implementation and impact checks of the schools as well as analyzes the school’s use of progress work and reports (on-going assessment results, teacher’s use of assessment results, and teacher’s use of student work to change instruction, walkthroughs results, and interviews).

SUPPORTING EVIDENCE:

- CASCADE reports
- Quality Indicator Reports
- CDIP Progress Report
- CSIPs – Implementation and Impact Checks
- Restructuring Plans

9.6c - The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

DISTRICT OVERVIEW:

- The district has several data management systems listed in 9.2 that allow for changes in student performance to be tracked over time at regular intervals throughout the school year. This data can be utilized to determine the impact of the action steps listed in the district and school improvement plans. For instance, the CASCADE system provides student performance data on Core Content Assessments that gauge how well students understand the Kentucky Core Content. The Quality Indicator Reports provides feedback on the district/schools progress in reaching both academic and non-academic goals. These various student data management systems are designed such that comparisons among schools can be monitored and tracked over time.
- In addition, there are several action steps included in the district plan that reference collecting data to determine the effectiveness of its implementation. One central action step in this year's plan involves implementing a lesson study approach that will improve collaborative dialogues around analyzing student work and teacher practice. Fundamental to this approach is analysis of student performance data such that a connection between classroom practice and student outcomes can be reached.

Support for Persistently Low Achieving (PLA) Schools:

- The PLA schools track changes in student performance over time as part of the benchmarking process and implementation and impact checks on their school improvement plan. The priority manager reviews the implementation and impact checks of the schools as well as analyzes the school's use of progress work and reports (on-going assessment results, teacher's use of assessment results, and teacher's use of student work to change instruction, walkthroughs results, and interviews).

SUPPORTING EVIDENCE:

- CASCADE reports
- Quality Indicator Report
- CDIP- Progress Report
- CSIPs – Implementation and Impact Checks
- Restructuring Plans

DISTRICT OVERVIEW:

- The Jefferson County Public Schools' model of continuous improvement is built upon four concepts. First, the district's Mission, Core Beliefs and Theory of Action drive all of the improvement efforts in the district. Second, there is a comprehensive system to gather, analyze and act on data. Jefferson County Public Schools is rich in data concerning such areas as student achievement, stakeholders' perceptions, community characteristics, and department achievements. Third, the district has built a planning system that requires every school to have a common format for setting goals, benchmarking and measuring progress. Fourth, there is a comprehensive method for gathering the results of a variety of measures used to determine areas of growth and concerns. School and district staff use this data for decision making processes.
- The district leadership team reflects upon and evaluates the effectiveness of the action steps for the previous school year to determine whether the goals and strategies were accomplished or if further implementation is needed. Action steps are deleted, modified or added based on these evaluation findings as the new district plan for the upcoming school year is developed. A progress report on the implementation of the strategies in the district plan is presented to the Board of Education and posted to the website for the general public.
- The leadership team of the Jefferson County Public School (JCPS) District is committed to self-assessment and continuous improvement. In 2008-09, the district embarked upon a series of external reviews, all conducted with the stated purpose of helping the district improve its operations and outcomes. The four reviews were: (1) Literacy program review—October 2008, (2) District audit—December 2008, (3) Greater Louisville Education Project (GLEP)—January 2009, and (4) Special education review—February 2009. The district administration carefully studied the reports as submitted by the four external review teams. The strategies in the Comprehensive District Improvement Plan encompass many of the findings and recommendations in the four review documents.

Support for Persistently Low Achieving (PLA) Schools:

N/A

SUPPORTING EVIDENCE:

- CDIP Executive Summary
- Progress Report
- External Review Report