

## JCPS Corrective Action Plan 2011-2012

**Need #1:** Overall, the percentage of students scoring proficient or higher in Reading on the 2011 KCCT was 63.79%. Only one student group (Asian students) met AYP in Reading in 2011.

**Goal #1:** By September 2012, 84.35% of all students will score Proficient or Distinguished in Reading as measured by the Kentucky Performance Rating for Educational Progress (K-PREP) test and reported on the 2012 NCLB Report. Each student group (White, African-American, Hispanic, Asian, LEP, Free/Reduced Lunch, students with disabilities) will reach their Annual Measurable Objective established under the new accountability system.

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start/End Date	Estimated Cost	Funding Source
1	Provide upgrade for Read 180 and classroom support for implementing READ 180 Next Generation in 25 middle schools. READ 180 is included in the Rtl framework and utilizes technology and a teaching model to address individual students' reading and writing needs. The program also addresses students' interest and attitudes about reading.	Teachers will implement the program with fidelity using specified strategies to strengthen reading skills. READ 180 will utilize segment reports and quiz results from the School Administrator Manager (SAM) to monitor progress toward Rtl goals.	L. Peabody D. Carrell	8-11/6/12	\$96,000 \$114,000	Title I ECE
2.	Provide upgrade for SuccessMaker and classroom support for implementing the new SuccessMaker program in 130 school sites. SuccessMaker is included in the Rtl framework and utilizes technology to address individual students' reading needs. Students can access the new program from home.	If program is implemented with fidelity, Tier 3 students will move to Tier I status.	L. Peabody L. Pinkerton D. Carrell J. Aberli R. Doyel B. Hamilton		\$478,025 \$500,000	Title I ECE
3.	Support the implementation of Project Proficiency—a high school plan to have all 10th grade students demonstrate competency in key standards by the end of each grading period by using diagnostic assessments, formative work, learning teams, and proficiency assessments.	Increase the % of students that demonstrate competency in key standards by the end of each grading period. Evaluation: comparison of student diagnostic and proficiency assessment results, teacher formative work logs, student reflections, Exit Slips	L. Peabody J. Aberli	8-11/6-12	\$15,000	Title I/II

Strategy/Activity		Impact Measurement/Outcome	Responsible Person	Start/End Date	Estimated Cost	Funding Source
4	Use data from the Reading Diagnostic Assessments and Reading Proficiency Assessments to monitor reading progress and to inform support and services to schools.	Increase the % of students scoring proficient & distinguished. Evaluation: District Reading Proficiency Assessment results, Exit Slips	L. Peabody L. Pinkerton D. Carrell J. Aberli	8-11/6-12	No additional cost	
5	Train school cohorts in balanced assessment concepts and methods. The Assessment for Learning program trains teachers to use assessment data to inform instruction, provides students with clear learning targets and specific feedback, and encourages students to take ownership of their learning, with the belief that increased student motivation leads to increased student learning.	Reading Proficiency Assessments; Professional Development Participation and Evaluation; Learning Walks. Outside evaluation work being conducted by Vanderbilt University.	L. Wheat Pearson-ATI trainers	8-11/6-12	15,000	Title I Deferred
6	Provide instructional support and professional development in literacy through ECE, and ESL staff to assist all NCLB targeted student populations to attain proficiency or higher in reading by June 2012. ECE teachers need support in effectively implementing the curriculum. Since many don't have English degrees or course work to support reading and writing instruction, they have difficulty in knowing exactly how to implement the curriculum. They need support with reading strategies, writing strategies, classroom procedures, formative and summative assessments, interventions, and holding high expectations for all students. RTs support teachers with planning, co-teaching, modeling and provide embedded professional development focused on literacy strategies to support content learning and differentiating instruction. The student needs addressed are reading, writing and speaking and listening.	Increase the % of student groups scoring proficient & distinguished. Evaluation: District Reading Proficiency Assessment results, Exit Slips	L. Peabody L. Pinkerton D. Carrell J. Aberli	8-11/6-12	\$2,647,840	Title I 10% PD

Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start/End Date	Estimated Cost	Funding Source
7	Support Literacy Resource Teachers through weekly professional development to deepen their content knowledge, thereby enabling them to provide quality, school-based, embedded professional development that targets specific pedagogical needs of teachers and supports the development of a professional learning community. Literacy RTs are in various schools and classrooms on a daily basis. By working with the teachers in classrooms, they are able to determine the needs of teachers. In addition, they attend after-school meetings with teams of teachers who are discussing student work and progression. Through these meetings, they are again able to assess the various needs of teachers. In addition, they conduct the Ramp Up walk-throughs to determine program implementation. Through the collection of this data, we are able to determine at the individual, school and district levels the needs of teachers.	Increase the % of students scoring proficient & distinguished in schools they are assigned. Evaluation: District Reading Proficiency Assessment results, Exit Slips, School Surveys	L. Peabody L. Pinkerton D. Carrell J. Aberli	8-11/6-12	No additional cost
8	Provide targeted professional development for Content Leaders, Reading Recovery Teachers, and school-based Resource Teachers to support building capacity in literacy leadership in schools.	Increase reading expertise among district support staff. Evaluation: District Reading Proficiency Assessment results, Exit Slips, School Surveys	L. Peabody L. Pinkerton D. Carrell J. Aberli	8-11/6-12	\$64,109  Title I
9	Develop consistent curricula districtwide around the Kentucky Core Academic Standards, using a common language and identified learning targets for all levels in English Language Arts, while embedding social and emotional learning strategies. Collaborate with the Department of Accountability, Research and Planning to align on-going assessment.	Matrix of programs implemented by school; Teacher/principal PD participation by district initiative	L. Wheat R. Rodosky L. Peabody D. Armour P. Lanata T. Wilson Gheens Specialists Resource Teachers	8-11/6-12	No additional cost
10	Collaborate across content departments to research depth of implementation provided through focused professional development targeted to show results in student work/learning.	Matrix of programs implemented by school; Teacher/principal PD participation by district initiative	L. Wheat L. Peabody D. Armour P. Lanata T. Wilson M. Muñoz D. Armour	8-11/6-12	\$280,710  Title I 10% PD

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start/End Date	Estimated Cost	Funding Source
11	Design and implement an evaluation of the action steps to determine fidelity of implementation and next steps for improvement.	Program evaluations will be conducted on district literacy programs (i.e., Read180, Successmaker, Reading Recovery) to determine their effectiveness. The reports will include KCCT results.	R. Rodosky	8-11/6-12	No additional cost	
12	Contract for a curriculum management audit by an external agency to determine the alignment between the current literacy programs and the new common core standards in Literacy.	Findings from the audit will be used to make informed decisions about the possibility of reducing the number of initiatives. This process will help us maximize our fidelity of implementation of those programs that are most aligned with the new standards.	L. Wheat L. Peabody	8/11 - 1/12	\$160,000	Title I

Need #2: Overall, the percentage of students scoring proficient or higher in Math on the 2011 KCCT was 57.52%. The only student groups to meet AYP or reach safe harbor in Math in 2011 were Asian students, White students, and LEP students.

Goal #2: By September 2012, 79.89% of all students will score Proficient or Distinguished in Math as measured by the Kentucky Performance Rating for Educational Progress (K-PREP) test and reported on the 2012 NCLB Report. Each student group (White, African-American, Hispanic, Asian, LEP, Free/Reduced Lunch, students with disabilities) will reach their Annual Measurable Objective established under the new accountability system.

Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start/End Date	Estimated Cost	Funding Source
1 Collaborate with the following national consultants and curriculum developers to provide PD to classroom teachers, district resource teachers, and school resource teachers. <ul style="list-style-type: none"> <li>• Math Solutions - pedagogical strategies, discourse and formative assessment</li> <li>• College Preparatory Math - program implementation</li> <li>• GATES – formative assessment and Common Core Standards</li> </ul>	Increase % of students scoring proficient & distinguished. Evaluation: District Math Diagnostic and Proficiency Assessment results, PD Surveys, Exit Slips, PD Follow-up Visits, student work	K. Goff F. Brown M. Herman A. Herman R. Niemi L. Nickerson	8-11/6-12	\$387,955.00	GE, Title I, GATES Grant
2 <b>Develop and facilitate school-based, embedded PD focused on high-level, challenging math and science; focused on implementing KCAS in math and Science/Literacy.</b>	Increase % of students scoring proficient & distinguished. Evaluation: District Math and Science Diagnostic and Proficiency Assessment results, PD Surveys, Exit Slips, PD Follow-up Visits, student work	K.Goff Specialists Resource Tchrs. School-based Staff Developers	8-11/6-12	No additional cost	
3 <b>Provide PD to teacher leaders and principals focused on analyzing student work, diagnostic and proficiency assessments, effective teaching practices, and KCAS.</b>	Increase % of students scoring proficient & distinguished. Evaluation: District Math and Science Diagnostic and Proficiency Assessment results, PD Surveys, Exit Slips, PD Follow-up Visits, student work	K. Goff Specialists Resource Tchrs. School-based Staff Developers	8-11/6-12	\$90,000	GE, Title I

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start/End Date	Estimated Cost	Funding Source
4	Develop and facilitate embedded PD or regional implementation PD for Math Investigations, CMP2, and CPM focused on deepening teacher content knowledge and raising classroom challenge level while ensuring KCAS aligned.	Teachers will implement programs with fidelity using specified strategies to strengthen math skills. It is expected that student proficiency in math will increase and student progress will be monitored using the diagnostic and proficiency assessments. Follow-up visits and observations will be used to gauge effectiveness and determine differentiated next steps.	K. Goff Specialists Resource Tchrs. School-based Staff Developers	8-11/6-12	\$200,000	GE/Title I
5	Provide K-12 vertical alignment PD focused on effective transition of students (5th to 6th, 8th to 9th, 12th to college), learning progressions, and misconceptions.	Teachers will review 4.1 core content and KCAS to ensure understanding of alignment to instruction and programs. Instruction will reflect intentional review and limited redundancy.	K. Goff A. Herman M. Herman L. Nickerson R. Niemi	8-11/6-12	\$40,000	GE/Title I
6	Follow up with all classroom teachers who attend a district-sponsored professional development in math or science to determine effectiveness and additional needs.	PD Logs will indicate teachers from every school who attended math and science PD had a follow-up visit. All math and science professional development will be reviewed for effectiveness, relevance and alignment to 4.1 core content. Selected participants will be contacted by the Director for feedback.	K. Goff Specialists Resource Tchrs. School-based Staff Developers	8-11/6-12	No additional cost	
7	Continue the implementation of the GE-funded School-based Staff Developers program in elementary and middle schools. The school-based staff developers (SBSD) program is designed to improve classroom practice, increase content knowledge and pedagogy, and improve student proficiency in math and science. The SBSDs spend four days a week at the schools planning with teachers, modeling, observing, working with small groups of students and providing professional development. The fifth day is spent receiving professional development at the district level.	Increase % of students scoring proficient & distinguished. Evaluation: District Math and Science Diagnostic and Proficiency Assessment results, PD Surveys, Exit Slips, PD Follow-up Visits, student work	K. Goff S. Nasim School Principals	8-11/6-12	\$543,496	Title I 10% PD

	<b>Strategy/Activity</b>	<b>Impact Measurement/Outcome</b>	<b>Responsible Person</b>	<b>Start/End Date</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
8	Provide PD two or three times a month to district resource teachers, staff developers and school-based math coaches focused on K-12 vertical overview, balanced assessment, data analysis/intervention strategies, inquiry learning, and rigorous content knowledge.	Increase % of students scoring proficient & distinguished. Evaluation: District Math and Science Diagnostic and Proficiency Assessment results, PD Surveys, Exit Slips, PD Follow-up Visits, student work	K. Goff M. Herman L. Nickerson A. Herman R. Niemi School Principals	8-11/6-12	\$1,156,865	GE
9	Collaborate with classroom teachers to identify Key Standards aligned to Kentucky Core Content, Program of Studies, and/or Common Core Standards.	Increase % of students scoring proficient & distinguish. Evaluation: District Math and Diagnostic and Proficiency Assessment results, Exit Slips, PD Follow-up Visits, and student work analysis which reflects appropriate and effective use of technology to improve student learning.	K. Goff M. Herman A. Herman R. Niemi	8-11/6-12	No additional cost	
10	Train school cohorts in balanced assessment concepts and methods. The Assessment for Learning program trains teachers to use assessment data to inform instruction, provides students with clear learning targets and specific feedback, and encourages students to take ownership of their learning, with the belief that increased student motivation leads to increased student learning.	Increase % of students scoring proficient & distinguish. Evaluation: District Math and Science Diagnostic and Proficiency Assessment results, PD Surveys, Exit Slips, PD Follow-up Visits, student work analysis. Outside evaluation work being conducted by Vanderbilt University.	L. Wheat Pearson-ATI trainers	8-11/6-12	\$15,000 (same as strategy # 5 in Reading)	Title I Deferred
11	Develop consistent curricula districtwide around the Common Core Standards, using a common language and identified learning targets for all levels in literacy and math, while embedding social and emotional learning strategies. Collaborate with the Department of Accountability, Research and Planning to align on-going assessment.	Matrix of programs implemented by school; Teacher/principal PD participation by district initiative	L. Wheat R. Rodosky K. Goff P. Lanata T. Wilson Gheens Specialists and Resource Teachers	8-11/6-12	No additional cost	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start/End Date	Estimated Cost	Funding Source
12	Collaborate across content departments to research depth of implementation provided through focused professional development targeted to show results in student work/learning.	Matrix of programs implemented by school; Teacher/principal PD participation by district initiative	L. Wheat K. Goff P. Lanata T. Wilson M. Muñoz D. Armour	8-11/6-12	\$280,709	Title I 10% PD
13	Contract for a curriculum management audit by an external agency to determine the alignment between the current Math programs and the new common core standards in Math.	Findings from the audit will be used to make informed decisions about the possibility of reducing the number of initiatives. This process will help us maximize our fidelity of implementation of those programs that are most aligned with the new standards.	L. Wheat K. Goff	8/11 - 1/12	\$160,000	Title I
14	Develop Math Cohorts in support of the KCAS implementation. Three teachers from elementary, three from middle and three from high will meet throughout the year and act as guiding group to the development of curriculum maps, pacing, interventions, content PD, etc.	Every school will have a team of expert math teachers to build capacity of all math teachers.	K. Goff M. Herman A. Herman R. Niemi	8/01/11 – 6/30/11	\$300,000	Title II, Title I

**Need #3:** In 2011, the college and career readiness rate for JCPS was 36%, including bonus points. JCPS is required to increase the college and career readiness to 66% by 2015.

**Goal # 3:** By September 2012, JCPS will increase the percentage of students that are college or career ready to 43% as measured by the Unbridled Learning Accountability System.

Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start/End Date	Estimated Cost	Funding Source
1	Provide ongoing training and support for schools choosing the trimester, including PD for teaching for 70 minutes, guidance for scheduling sequences of courses, and logistics for managing transitions to subsequent trimesters.	J. Burks P. Royster	8-11/6-12	No additional cost	
2	Develop an implementation rubric and regularly support and sustain the freshman academy in 19 of our high schools with a goal of significantly reducing freshman retentions. Use these freshman academies as models to move this design to scale across all high schools.	J. Burks B. Shumate G. Baete	8-11/6-12	No additional cost	
3	Organize a cohort of the schools that are not meeting all of their goals and assist them to align their freshman academy designs, collaborate on best practices, and monitor progress on reducing retentions and increasing attendance.	J. Burks B. Shumate	8-11/6-12	No additional cost	
4	Support high school instructional initiatives, redesign structures that guide students from high school to postsecondary education to professional careers, and connect schools to postsecondary and business partners.	B. Shumate K. Talley Career Theme Specialists	8-11/6-12	\$454,666	i3 grant, Small Learning Community (SLC) grant

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start/End Date	Estimated Cost	Funding Source
5	Expand advisory structures that increase personalization and matriculation toward graduation; improve student preparation for college entrance exams; and educate students about the logistics of choosing a college, applying for admission, and seeking financial aid. <i>(Addresses Unified Strategy 3)</i>	Each student is connected with an adult advisor.	P. Royster	8-11/6-12	\$454,666	i3 grant, SLC grant
6	Implement a new type of advisory program, called College Access Time (CAT), to help students get ready for college. Advisors help students navigate through high school with an individualized plan, based on their interests and talents, that propels them to an on-time, credentialed diploma and purposeful postsecondary study. A College Access Resource Teacher (CART) at each school helps implement the program and supports teachers in their advisory role. <i>(Addresses Unified Strategy 3)</i>	CAT creates a structure that gives teachers and students time to connect as the students learn about opportunities and how to navigate the systems of preparing for and applying to college. Through CAT, schools prepare students to be independent and capable of handling all aspects of college life. Success of the program will be measured by increased college readiness, graduation rates, and college going rates.	P. Royster	8-11/6-12	\$454,666	i3 grant, SLC grant
7	Refine Schools of Study and corresponding majors, course sequences, and certifications/credentials to assist students in choosing a personal pathway to postsecondary options and professional careers.	Effectiveness will be measured by: Each student having a major and a 4-year plan.	B. Shumate K. Talley	8-11/6-12	\$454,666	i3 grant, SLC grant
8	Use Career Cruising Software to fully implement the Individual Learning Plan (ILP).	Effectiveness will be measured by: 100% ILP completion rate.	P. Royster	8-11/6-12	No additional cost	
9	Secure articulation agreements with area post-secondary institutions that provide an opportunity for high school students to earn college credit or industry certification.	Annual measure of articulation agreements, one MOA per major.	K. Talley P. Royster	8-11/6-12	No additional cost	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start/End Date	Estimated Cost	Funding Source
10	Participate in a grant from UL to help students from disadvantaged backgrounds prepare for and succeed in college. The UofL Talent Search Program targets middle and high school students from six schools who have the potential to succeed in college, and it provides academic, personal, and career counseling. Its main focus is building a college-going culture and steer students toward such resources as academic enrichment courses, tutoring, career guidance, and financial aid. <i>(Addresses Unified Strategy 3 and Unified Strategy 4)</i>	The success of this program will be measured by an increase in college readiness and college going rates.	J. Burks	11-11/6-12	\$600,000	USDOE grant to UL
11	Expand the "Close the Deal" initiative, a partnership between Greater Louisville, Inc. (GLI), JCPS, and Louisville Metro Government that began at Valley HS in 2008, to include several JCPS high schools. Students meet with financial aid, admissions, and college-life representatives and visit college campuses. The program is aimed at creating a college-going culture and reaches out to students who would be the first in their family to pursue postsecondary education. <i>(Addresses Unified Strategy 3)</i>	The program's effectiveness is measured by increases in the college going rates and increases in the amount of scholarship money awarded to students.	J. Burks	8-11/6-12	No additional cost	
12	Offer targeted interventions to students who are struggling to meet state standards at all high schools. Such students are identified as those who have not met benchmark on ACT (administered at the 11th grade statewide) or show indicators of being off-track in grades 8 and 10 due to results from EXPLORE and PLAN. Beginning this year, JCPS students will participate in the state- offered transitional courses in the 12th grade. <i>(Addresses Unified Strategy 2)</i>	Transitional course codes for transitional courses will be tracked in IC. Success will be measured by an increase in the percentage of students who successfully complete the course and pass ACT or COMPASS.	J. Burks	8-11/6-12	\$70,000	SIG

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start/End Date	Estimated Cost	Funding Source
13	Implement "Project Lead the Way" in six high schools. This is a program for students who are interested in exploring career pathways related to STEM subjects. <i>(Addresses Unified Strategy 1)</i>	The success of the program will be measured by an increase in the number of students who enroll in STEM courses, thus increasing the number of students who are provided acceleration opportunities.	J. Burks K. Talley	8-11/6-12	\$138,000	GF, Perkins, State PLTW grants
14	Implement an Early College Program in one high school. This program provides greater support for students who have traditionally not been successful in high school, specifically low-income, minority and first generation college going students. <i>(Addresses Unified Strategy 3)</i>	The success of this program will be measured by an increase in college readiness and college going rates.	J. Burks B. Shumate D. Mike	8-11/6-12	\$249,087	SIG

**Need #4:** In 2011, five additional JCPS schools were categorized as Tier I schools, bringing the total number of JCPS schools classified as Tier I or Tier II to 18 schools.

**Goal # 4:** By September 2012, there will be no new JCPS schools classified as Tier I or Tier II schools. In addition, all 18 current Tier I and Tier II schools will meet their annual measurable objective (AMO) as defined in the new accountability model and the NCLB waiver.

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start/End Date	Estimated Cost	Funding Source
1	Utilize system-wide committee in the areas of behavior and academic instructional supports/interventions to ensure a more coordinated system of services to schools, students, and families across the district.	The committee's primary objectives are to (1) provide a <u>coordinated</u> system of student support services and (2) examine current supports as well as those still needed, both in-school and community-based. The impact of the coordinated system of student support services will be a reduction in suspensions, referrals and dropout rates and an increase in attendance.	J. Collopy C. Hardin System Support Coordination Committee	8-11/6-12	No additional cost	
2	Develop site-based coordinating teams (in the form of "point persons" from key Central Office departments) to meet and have contact with selected school staff as appropriate to address school needs in a systemic manner.	All designated Priority Schools will have a "point person" assigned from key Central Office departments (Content, Transportation, Facilities, Finance...) to contact for response when issues arise at the school.	F. Brown Case Management Coordination Team	8-11/6-12	No additional cost	
3	Assign a Priority Manager (mentor) or other coaching help, collaborate on revision of restructuring plans, and monitor implementation of those plans for priority schools (Tier 1-3).	Assignment of Priority Manager. Monthly reports of Priority Manager.	S. Ledford A. Dennes J. Burks	8-11/6-12	\$673,310	School Improvement Grant (SIG)



	<b>Strategy/Activity</b>	<b>Impact Measurement/Outcome</b>	<b>Responsible Person</b>	<b>Start/End Date</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
8	Monitor rates of passing in core classes (reading/language arts/English, math, science and social studies) for students in targeted at-risk groups (ECE, free/reduced-price lunch, ESL, and minority) and provide research-based strategies targeted to improve outcomes/reduce rates of retention for struggling students.	The number of students in targeted groups who are passing core classes in Reading, Math, Science, and Social Studies will increase.	J. Burks F. Brown A. Dennes K. Goff S. Ledford D. Armour	8-11/6-12	No additional cost	
9	Monitor targeted efforts to decrease suspension rates for identified groups (i.e., ECE, free/reduced-price lunch, minority, male) of students at all school levels and assist schools in developing a list of comprehensive, research-based, positive supports and a hierarchy of consequences with specific strategies to provide alternatives to suspension.	The rates of suspension will decrease for students in identified groups (ECE, Free/Reduced Lunch, African American...).	J. Burks F. Brown A. Dennes R. Doyel J. Jacobs J. Koehl S. Ledford M. Lemon D. Armour J. Sorrells	8-11/6-12	No additional cost	
10	Monitor and expand the impact of dropout prevention activities for minority, free/reduced-price lunch, male, and ECE students who are at risk of dropping out.	The graduation rates will increase and drop-out rates will decrease for students in identified at-risk groups.	F. Brown N. Terry Drop Out Prevention Committee Members	8-11/6-12	No additional cost	
11	Expand offerings of Assessment for Learning professional development for district leaders to four times per year.	Increase % of students scoring proficient & distinguish. Evaluation: District Math and Science Diagnostic and Proficiency Assessment results, PD Surveys, Exit Slips, PD Follow-up Visits, student work analysis. Outside evaluation work being conducted by Vanderbilt University.	L. Wheat K. Goff R. Rodosky	8-11/6-12	\$15,000	Title I Deferred

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start/End Date	Estimated Cost	Funding Source
12	Use strategies for turning around low-performing schools—combined with curriculum and research on cultural, instructional, and managerial leadership strategies—in the Aspiring Leadership Program.	District-developed survey of aspiring leaders, interns, and principal candidates about their participation in leader development programs; Disaggregation of PD Central EILA (Effective Instructional Leadership Act) professional development results by role group	T. Gerstner	8-11/6-12	\$100,000 \$20,000	Title II Title I Deferred
13	Guide administrators to 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. This practice will address the lack of accountability for staff in monitoring and evaluating classroom instruction.	Examine samples of teacher evaluations of both tenured and non-tenured teachers.	S. Ledford A. Dennes J. Burks	8-11/6-12	No additional cost	
14	Contract with outside consultants to provide training for developing procedures for successful leadership transition and to advise/facilitate the development of systematic processes at the district level that support high performance schools. Also provide executive leadership development for organizational alignment through application of principles of Continuous Quality Improvement and Baldrige Criteria for Performance Excellence.	This process will ensure that the District selects and trains its' future leaders using the best research based methodology. It will also assist with successfully completing the Curriculum Management Audit.	L. Wheat T. Gerstner	7-11/6-12	\$81,994	Title I Deferred
15	Contract with the International Curriculum Management Audit Center: Phi Delta Kappa International to perform a curriculum management audit of system governance, organizational quality control, and design and delivery of programs and services.	The curriculum management audit is designed to reveal the extent to which officials and professional staff of a school district have developed and implemented a sound, valid, and operational system of curriculum management. Such a system, set within the framework of adopted board policies, enables the school district to make maximum use of its human and financial resources in the education of its	L. Wheat	7-11/6-12	\$242,887	Title I Deferred

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start/End Date	Estimated Cost	Funding Source
		students. The outcome will be the assurance of the governing board and the taxpayers that their fiscal support is optimized under the conditions in which the school district functions.				
16	Implement the existing teacher evaluation process as a means of holding staff accountable for classroom instruction. It involves an evaluation of professional responsibilities including but not limited to planning instruction, learning climate, instruction, assessment and communication. The process involves conferencing, observations and developing and implementing professional growth plans. Detailed information about this process, which is approved by the JCBE and KDE, is available on the JCPS website under JCPS policy and procedures.	The teacher evaluation process ensures that teachers create a professional growth plan, evaluators monitor classroom instruction through observations, and opportunities are provided for improvement. The JCPS Human Resource Department collects teacher evaluations and can track and monitor employee performance.	Principals	8-11/6-12	No additional cost	
17	Implement the existing teacher performance evaluation when significant deficiencies are noted. This process involves an extensive period of monitoring/observing classroom instruction and corrective actions to improve performance. When significant deficiencies in work performance are observed, a set of instructions are to be followed including but not limited to: consultation, conferencing, written notification, discussion of deficiencies, and identification of professional materials to help correct deficiencies. Evaluations of teachers with significant deficiencies are conducted in a manner to allow reasonable time for deficiencies to be corrected prior to completing the evaluation form. Failure to satisfactorily correct deficiencies may lead to a recommendation for termination or non-renewal of a teacher's contract.	The teacher evaluation process when significant deficiencies are noted provides an opportunity for teachers to improve their practice by providing additional support and resources. Failure to satisfactorily correct deficiencies can lead to a recommendation for termination or non-renewal. The JCPS Human Resource Department can monitor the number of evaluations that have been either satisfactorily corrected or recommended for termination.	Principals	8-11/6-12	No additional cost	

Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start/End Date	Estimated Cost	Funding Source
18	Provide training to principals on how to conduct teacher evaluations when significant deficiencies are noted.	C. Meredith	8-11/6-12	No additional cost	
19	Offer five-day New Teacher Induction program that aligns content with district goals and includes differentiated instruction, assessment, and creating a classroom environment.	P. Roberson Content Area Specialists	8-11/6-12	\$ 300,000	General Fund, Title II
20	Expand new teacher mentoring program <ul style="list-style-type: none"> <li>• Increase number of mentors to 50</li> <li>• Serve teachers with fewer than three years of experience</li> <li>• Serve at least 90 schools</li> </ul>	New/beginning teachers will be provided coaching and modeling support from quality retired teachers. Effectiveness will be evaluated by mentor activity logs reflecting the additional hours and mentor and principal/teacher satisfaction surveys.	P. Roberson	\$375,240	General Fund
21	Follow the explicit plan for placing proficient teachers in PLA schools. For hiring teachers in the Tier I and II schools as part of the turnaround (re-staffing) model, JCPS utilized 1) the hiring criteria set forth in the federal guidelines for the SIG Turnaround Model and 2) the Kentucky Department of Education New Teacher Standards (which were adopted by the JCPS BOE on 5-10-10). Central Office HR staff developed a customized bank of interview questions that included all KY standards and contained the critical teaching skills necessary for a teacher to succeed in a Turnaround School. The HR staff also included “look- fors” and rubrics for scoring according to the candidate’s answers.	The use of locally adopted competencies in the hiring process at our Tier I and II schools will assist us in hiring proficient and highly competent personnel who will be successful in turnaround environments.	B. Eckels, D. Decker	No additional cost	



	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start/End Date	Estimated Cost	Funding Source
	<ul style="list-style-type: none"> <li>Title I Parent Involvement Specialist will continue to host monthly Parent Advisory Council meetings.</li> </ul>	making process within the schools. Measurement for effectiveness will be documented by the increase in the number of school representatives in attendance and the parent involvement activities that schools plan.	L. Peabody T. Smith	9-11/5-12	\$3500	Title I Parent Involvement
26	Increase services to families through FRYSCs, Title V, and Neighborhood Places. We will continue to provide on-going Neighborhood Place collaboration meetings where these three groups (along with our district's new AmeriCorps Staff) meet in order to strengthen collaboration and increase services for our families.	Measure of success will be shown by increase in the number of families served and referred.	C. Bartlett B. Langley A. Malone	8-11/6-12	\$15,000 (TARC tickets)	McKinney Grant
27	Provide parent engagement training to SBDM Councils and school staff, as requested.	Parent Involvement training requested and provided will be reported.	S. Stenton C. Bartlett S. Whitworth	8-11/6-12	No additional cost	
28	Incorporate parent involvement training into orientation and induction for new teachers.	Newly hired teachers will be prepared to begin school with appropriate knowledge of how to work with parents. NTI effectiveness will be measured by teacher attendance records and teacher/principal satisfaction surveys.	B. Eckels S. Whitworth	8-11/6-12	No additional cost, included in total cost of NTI (item 27 on NTI)	Title II and General Fund
29	Provide access to parents and students regarding Parent Portal information through a free app for the iPhone and other devices that run on iOS (Apple's mobile operating system). An app for devices that run on the Android operating system will soon be available.	Parents and students will be able to view the five main areas of Infinite Campus: Daily Planner, Assignments, Attendance, Grades, and Schedule. By providing quick and easy access to this information, parents and students will be better informed and connected to schools. JCPS will track the number of logins into Parent Portal.	C. Petersen	10-11/ ongoing	No additional cost (provided by IC)	

	Strategy/Activity	Impact Measurement/Outcome	Responsible Person	Start/End Date	Estimated Cost	Funding Source
30	Develop a parents' guide to the new state standards: <a href="http://www.jefferson.k12.ky.us/Pubs/ParentConnection/Standards.html">http://www.jefferson.k12.ky.us/Pubs/ParentConnection/Standards.html</a> . This guide provides information on how the standards will affect their student, how parents can help their student meet the new standards, tips for tackling tough math, and the dates of PTA workshops on the standards.	Parents will be better informed and prepared to help their students meet the new standards. JCPS will track the number of parents attending the workshops.	L. Wheat S. Bateman	8-11/6-12	No additional cost	

*Note: Strategies in RED represent new strategies for the 2011-2012 district corrective action plan*