

Jefferson County Public Schools  
Louisville, Kentucky

**Progress Report**  
**on**  
**2010-11**  
**Comprehensive**  
**District Improvement Plan**

Prepared  
by

Sheldon H. Berman, Ed.D.  
Superintendent

and the  
Superintendent's Cabinet

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## FOREWORD

This document, which is a companion to the 2010-11 Comprehensive District Improvement Plan, presents a progress report on the work that has been accomplished over the past twelve months. However, given the transition in leadership that is about to take place, we thought it would be helpful to use this Foreword as an opportunity to provide an overview of the key accomplishments of the past four years.

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Deep systemic change takes time. Over the past four years, the district has set a clear path toward deeper learning and long-term improvement. We have put much time and effort into lifting the district's entire staff to a new level of proficiency and setting a new vision in which every school provides every student with a high-quality education regardless of family background and economic barriers. We have embarked upon a new era that is bringing a higher level of learning to Jefferson County's children, and creating a national model of how an urban district can revitalize public education and spark a renaissance in challenged neighborhoods. The initial results have been positive, with each of the initiatives—including reduced class size, CARE for Kids, high school restructuring, and the new magnet schools—already producing academic gains. As a result, the strategic initiatives we've pursued have laid a solid foundation for the future. These strategic initiatives and the action steps serve as a cornerstone for the future work of the district. Over the past four years we have:

*Fostered the development of a cohesive and **coherent direction, reform agenda and set of quality indicators** for the district so that there is a unity of effort **for advancing student achievement.***

- Vision and Theory of Action: Created a powerful statement of where the district needs to go and what we need to do to get there.
- Classroom Instructional Framework (CIF): Delineated how teachers can design lessons to enhance rigor, engagement and meaning.
- “Shaping the Way”: Developed a document that enables faculty and staff to see the connection between the vision and theory of action, the goals and strategies of the district, and daily classroom instruction.
- Quality Indicators: Designed a set of quality indicators so that the district and the public can track performance in both contributory and outcome indicators such as student and teacher attendance rates, suspension rates, retention rates, graduation rates, teacher professional development, and performance on state assessments. These indicators are currently being compiled into a data dashboard for the district and for each school so that the public can better understand our performance and so staff can drill down and determine where to focus their efforts.

*Improved the **culture and climate of our schools** so that students are better able to succeed.*

- CARE for Kids: Implemented a comprehensive social development and school culture program that fosters caring communities in classroom and schools and encourages greater student engagement and connection with school.
- Cultural Competence: Launched a major professional development program that enables teachers to better understand and address the needs of a culturally and racially diverse student body.

- **Reduced Class Size:** Reduced teacher-student ratios in eleven of our most challenged elementary schools and four of our most challenged middle schools so that students receive more personal attention to address their individual needs. In addition, we set in motion a school renovation schedule that will allow all elementary schools to reduce average class size to 20:1 within six or seven years.
- **Nurses in Schools:** Added twenty nurses to our most challenged schools to support improved health and attendance of students. This step has also contributed to improved academic performance at these schools.
- **Family Resource and Youth Service Centers (FRYSCs):** Allocated the resources, in spite of state funding cuts, to sustain all of the existing FRYSC coordinators to serve families in need.
- **Freshman Academies and Advisory Programs:** Implemented freshman academies to provide a supportive transition from middle school and better ensure successful completion of the freshman year. In addition, we instituted advisory programs to further personalize the high school experience and support students in pursuing post-secondary education.

*Improved **curriculum and instruction** to enhance rigor and engagement so that students are more interested in learning and teachers are better prepared to deepen students' understanding and conceptual development.*

- **Math and Science Reform:** Implemented new and comprehensive math and science curricula—from pre-K through grade 12—that are more rigorous and engaging and foster high levels of conceptual development.
- **Reading:** Enhanced instruction in reading through the integration of additional non-fiction texts, a focus on vocabulary development, an emphasis on writing across the curriculum, and investment in the next phase of Every 1 Reads.
- **Elementary Social Studies:** Developed and piloted an innovative, inquiry-oriented, cohesive and coherent elementary social studies curriculum framed around community, culture, civics and history.
- **Middle School Social Studies:** Prepared for implementation of *History Alive* at every middle school in 2011-12.
- **High School Social Studies:** Implemented a powerful freshman-level civics course that integrates the thought-provoking *Facing History and Ourselves* curriculum with community-based service learning. In addition, we integrated Choices social studies materials into U.S. History courses to engage students in more rigorous levels of thinking about history and social science
- **Formative Assessment:** Launched an initiative that enables teachers to effectively apply formative assessment so that they better understand what students know and are able to do and are able to adjust and differentiate their instruction to address individual student needs.
- **Trimester High School Schedule:** Implemented a trimester schedule that reduces the student-teacher ratio, supports more in-depth instruction, enables students to focus on fewer courses at one time, and provides greater flexibility for remediation and acceleration.
- **Career Theme High Schools:** Launched career-theme foci in fifteen high schools to improve the instructional program, motivate students to achieve by envisioning their potential future, strengthen the attractiveness of these schools, and prepare students for careers identified through regional workforce studies.
- **Early College:** Established an early college program, with 137 Western High School students taking college-level courses in the program's first year. This program has already dramatically changed the direction and attractiveness of the school and its potential for supporting student success.
- **Project Proficiency:** Launched an initiative to ensure that all high school students achieve competence in literacy and math through faculty collaboration, tracking of student performance,

adjusting instruction to address learning needs, and intensive support to students who have yet to reach proficiency.

- **College-Going Culture:** Collaborated with the Mayor's office, local universities and business leaders to launch the 55,000 Degrees initiative and was the first institution to set bold targets for graduation, college entrance, and college or career readiness.

*Improved the **professional growth opportunities for the faculty** and set high expectations for quality instruction.*

- **Gheens Academy:** Reorganized the Gheens Academy to provide more subject-specific support to teachers and thereby improve the quality of instruction.
- **Professional Learning Communities (PLCs):** Organized teachers in most schools into PLCs that focus on how they can best assess student understanding (using formative assessment) and revise their instruction to meet student needs.
- **Gheens Institute:** Created an institute focused on stimulating a culture of innovation through cutting-edge projects and innovation awards. As a result, we won several major grants to launch work in high school reform, elementary social studies curriculum, universal design for learning, and elementary environmental magnet schools. In addition, the Institute led the Improving Practice Committee, which focused attention on the instructional strategies with the greatest potential for improving student engagement and achievement.
- **Learning Walks:** Expanded the use of classroom observations among principals and faculty members, with follow-up discussions to promote collaboration and reflection on ways to advance instruction for students.
- **Employee Evaluation:** Raised expectations and standards for quality evaluation in the district. The evaluation process for staff is critical to professional growth at all levels in a learning organization. Evaluations of employees' work must reflect not only strengths, but also any areas where skills need substantial enhancement. To do less is to impede progress and growth and to deter staff from developing skills that may one day lead to job advancement. The district transitioned from a perfunctory use of the evaluation process to one that is much more discriminating and directed at professional growth. These higher standards were applied to teachers, administrators, and support staff throughout the system. In addition, the district re-established the right to non-renew non-tenured teachers on the basis of performance. By helping employees identify areas where improvement is needed, the district is actively pursuing better performance outcomes from every role group and is demonstrating accountability to the community.

*Set in motion an effective plan for **raising performance** at those schools identified as persistently low-achieving.*

- **Comprehensive High School Reform:** Developed a comprehensive approach to addressing the needs of persistently low-achieving schools that encompasses personalized support to students through freshman academies, advisory programs, trimester schedules, schools of study and more rigorous instruction through new curricula in math, literacy, science and social studies.
- **Restaffing:** Organized the restaffing of the persistently low-achieving schools to ensure that these schools are staffed with faculty and administrators committed to turning the schools around in a rapid and substantive manner.
- **Investing in Innovation (i3):** Won a highly competitive federal \$5 million i3 grant and then garnered a \$1 million local match, and also secured two Smaller Learning Communities grants—all to support high school restructuring in our most challenged schools.

*Developed a new **student assignment** plan to better address the diversity goals of the district and to do so within the guidelines set by the U.S. Supreme Court.*

- **Geographic-based Assignment Plan:** Developed a cohesive, multi-factor plan that better meets the diversity goals of the district.
- **New Magnet Schools:** Launched 22 new magnet schools, providing them with significant additional resources and building renovations to create highly attractive choices in schools that were previously considered at-risk.
- **Operation Efficiency:** Improved the operational efficiency of the plan by devising a multi-pronged approach that encompasses shorter average ride times, more effective communication equipment and strategies, improvements in routing, improvements in tracking students, and enhanced choice for parents.
- **Future Improvements:** Presented to the district's consultant revisions to the plan that would enhance parent choice and address many of the issues raised by some members of the community concerned about their ability to attend neighborhood schools.

*Improved the **operational efficiency and effectiveness** of the district.*

- **Financial Stability:** Provided additional stability for the district, in spite of the most severe recession in many decades, by almost doubling the fund balance to ensure that the reforms outlined above could be sustained over the long term.
- **Upgraded Facilities:** Moved forward with significant renovations at Valley, Eastern and Iroquois high schools and at Lincoln, Roosevelt-Perry, and Cane Run elementary schools to support their new magnet programs. In addition, we delineated a ten-year plan for renovating elementary school media centers and adding classrooms to provide sufficient space to reduce elementary class size to an average of 20:1 across the system. Finally, we continued to aggressively pursue preventive maintenance and repairs to roofs, heating and cooling systems, and building systems in general so as to ensure high-quality facilities throughout the district.
- **Environmental Sustainability:** Increased our energy savings and environmental sustainability efforts through green construction, hybrid buses, and energy-saving technology in collaboration with our partners in the Partnership for a Green City.
- **Communications:** Enhanced district communications to and with parents and the community and expanded our use of technology-based communications.
- **MUNIS:** Effected the required transition to the MUNIS financial and personnel management system, following many years of debate and negotiation with the Kentucky Department of Education
- **Infinite Campus and Parent Portal:** Provided oversight and coordination for the implementation of Infinite Campus to provide consistency with the state and to enhance our student management and parent communication system.
- **Policy Influence:** Strengthened significantly the district's working relationship with Kentucky legislators so that our concerns and needs are better understood and addressed through legislation.

Over the past four years, we have sought to meet the needs of an increasingly challenged student population. The proportion of students receiving free or reduced-price meals increased from 56.4% in 2007 to 63.8% in 2011; the number of students who were homeless at least once during the preceding year increased from 7,341 in 2007 to 10,555 in 2010; and the percent of students who were classified as Limited English Proficient grew from 4.0% in 2007 to 4.7% in 2010. In spite of these changing demographics, the results of our systemic efforts and initiatives are beginning to be realized. Some trends have already emerged:

- JCPS attendance has improved slightly from 93.71% in 2007 to 93.78% in 2010. However, those schools with nurses showed significantly greater increases in attendance rates.
- Those schools with high implementation of CARE for Kids showed significantly greater gains in students' overall school satisfaction, school engagement, school belonging, school discussion, personal safety, and positive character, as measured by the district's comprehensive school survey as well as reductions in suspensions and greater gains in attendance and academic achievement.
- JCPS reduced the percentage of students dropping out of school in grades 9-12 from 6.35% in 2007 to 4.95% in 2010.
- The district's overall rate of retention-in-grade decreased from 5.18% in 2007 to 4.74% in 2010. However, the high school retention rate decreased even more significantly from 8.9% in 2007 to 8.2% in 2010. The overall result is that students are better equipped with the skills and knowledge to tackle the work of the next grade level.
- The proportion of graduating students attending college increased from 63.9% in 2007 to 66.2% in 2010.
- The average ACT score increased from 18.0 in 2008 to 18.5 in 2011.
- The number of Advanced Placement exams taken increased by 1805 (40%) between 2007 and 2010, going from 4,444 to 6,249. Meanwhile, the number of exams earning a college-credit-qualifying score of 3 or above increased by 710 (30%), going from 2,425 in 2007 to 3,135 in 2010.
- Scholarships awarded to graduating seniors rose from \$81 million in 2007 to \$111 million in 2011.

Most of these results don't include data from 2011. The 2011 results will likely show even greater improvements in each of these areas, as well as in KCCT results.

In essence, the district is in far better condition in 2011 than it was in 2007, with even brighter prospects for the future. A solid foundation has been laid over the past four years that can be built upon over the coming decade, leading to the recognition of JCPS as the highest-performing and most innovative urban district in the nation.

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The following Progress Report consists of a narrative summary from the sponsor(s) of each Strategic Goal, outlining the progress that has been made during 2010-11 in achieving both the Board Goals and the Strategic Goals.



Sheldon H. Berman, Ed.D.  
Superintendent

SHB:jb

## JEFFERSON COUNTY PUBLIC SCHOOLS

### BOARD GOALS

- All JCPS students will become critical thinkers and lifelong learners who are academically prepared in a diverse environment to be successful in the post-secondary education programs or careers of their choice.
- All JCPS students will be safe, supported, respected, and confident in diverse schools, classrooms, and student activities.
- All JCPS parents and community members will be urged and welcomed to actively participate in the education of our students.
- All JCPS employees will contribute to and be accountable for the success of our students through higher levels of performance in supportive work environments.

### PROGRESS REPORT ON 2010-11 STRATEGIC GOALS

#### Strategic Goal 1: Enhance Effective Teaching

**We will enhance teaching by engaging teachers in reflective practice that in turn engages students in challenging, rewarding, and authentic academic work. Effective teaching and high expectations will enable each student to attain high levels of performance and will facilitate the closing of achievement gaps. Effective teaching is personalized and inquiry-based, fosters student understanding, and requires students to extend their conceptual thinking individually and with other students.**

#### **Strategy 1: Strengthen Literacy Development Pre-K Through Grade 12**

*We will continue to improve our students' performance in reading and writing by advancing our literacy instruction through a Comprehensive Literacy Model (CLM). This model includes a workshop approach for the core program, layered interventions for students who need additional instruction, and a balance of assessments to monitor student progress and inform teaching and learning. We will tailor instruction to meet the diverse needs of all students requiring a myriad of literacy experiences from whole groups, small groups, and peer groups to one-on-one conferences and independent work. We will provide ongoing professional development to all relevant district staff to support the implementation of this model. We will monitor program effectiveness by means of district evaluations that incorporate walk-through data, surveys, the district's quality indicators, and the Guskey Model of Professional Development Evaluation. Professional development and district support services will be refined and revised regularly to ensure effective implementation of programs and services.*

**Sponsor: Lue Peabody**

#### **Progress Made 2010-11**

The community-supported Every 1 Reads initiative continued to reinforce our literacy goals of reducing the number of novice-level readers and increasing the number of students scoring at the Proficient level

in reading and writing. We reduced the percent of students scoring Novice from 10.58 percent to 9.77 percent and increased the percent of students scoring proficient from 61.69 percent to 63.23 percent on the 2010 Reading Kentucky Core Content Test. Throughout this year, we have expanded the enhancements and interventions to support literacy instruction in our schools. We implemented *Making Meaning* and *Being A Writer* in 20 elementary schools and continued the implementation of *Making Meaning* and *Thinking Reader* in Western Middle School. For all three programs we provided initial and on going professional development for teachers, principals and resource teachers through program consultants. The reactions to the programs and benchmarking results have been very positive, and we are adding additional elementary schools next school year. We are successfully implementing the Comprehensive Reading Model in seven elementary schools and are adding five additional schools next school year. For our Exceptional Child Education students, we developed and implemented *Getting on Academic Level* (GOAL) in three high schools, and the *Edge* reading program designed to address the literacy needs of our English Language Learners in our high schools.

Reading Diagnostic Assessments (RDAs) and Reading Proficiency Assessments (RPAs) were developed and implemented this year districtwide to be utilized as formative and summative assessments. Teachers, resource teachers and administrators worked in grade-level teams to analyze and use the results to monitor student learning and adjust the pacing and lesson delivery to address the needs of students. As a result, teachers are learning to use student work and the diagnostics as a tool for formatively assessing students' understanding of specific content objectives, and how to use the Reading Proficiency Assessments for formative and summative purposes to measure and report student competencies.

District-based literacy professional development (PD) for teachers, resource teachers, literacy leads, and department chairs has included the following focus: Kentucky Core Academic Standards; strategies to engage students in inquiry, promote higher-order thinking, and encourage discussion that supports learning; raising the challenge level; building a literacy community; developing and supporting teacher leadership; analysis and use of formative and summative assessments; strategies for differentiating student work to address individual student learning; and literacy strategies that are effective in all content-area instruction. We have diversified our professional development model by offering professional development in strands with follow-up classroom observations. These strands allow teachers to participate over time and receive feedback on newly implemented practices.

The literacy specialist, resource teachers and American Recovery and Reinvestment Act (ARRA) resource teachers have begun meeting with other content-area specialists and with staff from the ESL, ECE, technology and CARE for Kids programs. These meetings are designed to improve communication, encourage exploration of cross-content connections, foster opportunities for embedding content connections in professional development, and improve support to our schools.

All three levels (elementary, middle, high) continue to support a balanced literacy approach in a multi-tiered structure. Over time, we have reduced the proportion of novice-level readers from 18 percent to 10 percent, and we continue to assess, modify, and revise our processes to improve our programs and support structures. We strive to ensure that informed, competent teachers provide each student with optimal literacy instruction. Our goal is to prevent serious language and literacy problems through the provision of increasingly differentiated and intensified instruction, coupled with instructionally relevant assessment.

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## **Strategy 2: Improve Math and Science Instruction**

*We will strengthen mathematics and science instruction by ensuring teachers, resource teachers, and principals have professional development opportunities that deepen their understanding of math and science content, inquiry-based teaching, balanced assessment, and effective interventions. We will focus on high-level questioning and effective facilitation skills that will engage students in the full cycle of inquiry learning. We will collaborate with teachers to identify and use effective strategies of formative assessment to ensure all students are progressing to proficiency. We will monitor the effectiveness of professional development by means of intentional follow-up classroom visits and next-step collaboration with school staff. We will use the district's quality indicators—along with district evaluations and feedback from resource teachers, specialists and school staffs—to continuously evaluate and adjust the support and professional development being offered to resource teachers and specialists to ensure school staffs are receiving the assistance necessary to engage students in the high-level, challenging, mathematics and science curriculum.*

**Sponsor: Kim Goff**

### **Progress Made 2010-11**

The Analytical and Applied Sciences staff concentrated its efforts to improve math and science instruction by providing professional development opportunities for resource teachers, teachers and administrators that deepened content knowledge and provided them with a toolkit of skills and strategies to engage students, assess learning, intervene effectively, and collaborate with colleagues.

Professional development opportunities in mathematics and science were focused on deepening mathematical and science content knowledge and developing the pedagogical content knowledge that ensures instruction is targeted, developmentally appropriate, and accessible to all students. Resource teachers participated in a yearlong professional development plan that centered on expanding their understanding of core content and Kentucky Core Academic Standards, formative and summative assessment strategies, inquiry-based learning, and coaching. Several key partners helped us develop both the content and structure of the professional development we offered to resource teachers. Math Solutions and College Preparatory Math worked with math resource teachers, while Biological Science Curriculum Studies (BSCS) worked with middle and high school science resource teachers. At the elementary level, which focused primarily on math, resource teachers showed tremendous growth in their own content knowledge, their understanding of adult learners, and how the content fit into the expectations of student achievement. Immediate impact on the support provided to teachers and schools could be noted. At the middle level, math resource teachers struggled as we pushed them to move beyond an implementation level of professional development, but the planning for summer professional development showed remarkable growth. Middle and high school science resource teachers' work with BSCS was immediately reflected in the yearlong Leadership Cohort and Science Instructional Learning Teams (SILT) Cohorts. Resource teachers reported a lasting impact on their own practices and teachers' practices as a result of participation in this professional development.

Teacher professional development reflected our need to move beyond implementation and into professional development that improved a teacher's ability to guide student learning through strong questioning skills, assess student learning through formative assessment, and intervene using data and knowledge of appropriate intervention strategies. At all levels in both content areas, a long term, multi-session approach was implemented. Teachers were recruited to participate in school and district professional learning communities (PLCs), which allowed them to demonstrate professional growth and improved understanding of student achievement. A continued goal is to ensure that a critical mass of our teachers experience professional development of this caliber. Elementary math, high school science, and high school ECE math had the most notable success in this area.

Principal professional development reflected greater access to principals in elementary schools and continued access to principals and assistant principals in middle schools. Math sessions were offered at every elementary principal meeting and science sessions were offered at most elementary principal meetings. Some sessions were informational, but most showcased best practices, student work, and intentional planning. District-school partnerships were emphasized and resource teachers participated in many of the sessions. Elementary principal PD included facilitating several “Coffee Conversations” throughout the winter and spring. This series of early-morning, one-hour, voluntary, professional development sessions focused on inquiry-based mathematics and was designed to identify high-leverage actions principals could take to increase student achievement and learning. Sessions were videotaped and posted on SharePoint for access by those unable to attend. At the middle school level, a three-session PD with a science focus provided principals and assistant principals with a deeper understanding of the structure of the science modules, best practices in inquiry-based learning, and how to evaluate based on these principles—a new twist that will be replicated in next year’s administrator math and science professional development. This focus echoes the previous two years’ in-depth exploration of math and CMP2. In addition to the science professional development, principals and assistant principals participated in Math Interventions and Kentucky Core Academic Standards (KCAS) sessions.

Staff from Analytical and Applied Sciences worked with schools across the district to focus on the intervention needs of all students. Resource teachers supported school staff as they implemented the diagnostic and proficiency assessment system. Individuals and teams of teachers worked with resource teachers and staff developers to review the data from the diagnostic assessment and plan next-step interventions to prepare for the proficiency assessment. While the structure differed at each grade level, the overall result was that teachers were able to pinpoint specific interventions for individual students. Goals for next year include engaging students to monitor their own understanding, thereby encouraging ownership.

As part of our GE Developing Futures grant, Analytical and Applied Sciences staff produced two newsletters and participated in and helped facilitate several school-based Math and Science Nights. These events allowed us to help schools engage parents from across the district. At the Math and Science Nights, parent turnout and feedback indicate these student-driven occasions are the most effective venue to educate parents about math and science. Students were able to showcase their learning and share the nature of learning math and science in the 21<sup>st</sup> century. Our goal is to expand this work to other schools and levels for the next school year.

Analytical and Applied Sciences will continue its efforts to improve math and science instruction by providing professional development opportunities for resource teachers, teachers, and administrators that deepen content knowledge and provide participants with a toolkit of skills and strategies to engage students, assess learning, intervene effectively, and collaborate with colleagues. Kentucky Core Academic Standards and their impact on math and science instruction will be a key area of focus for the 2011-12 school year.

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### **Strategy 3: Apply a Diagnostic Approach to Teaching and Learning**

*We will improve instruction by fostering a diagnostic approach to teaching and learning and by providing professional development in the diagnostic use of assessment tools. We will promote daily classroom practice by teachers and students to examine work and to adjust instruction and interventions in order to accomplish intended instructional outcomes. The district’s assessment landscape will reflect a balanced system that provides formative, interim, and summative student performance information to teachers,*

*administrators, and instructional personnel for collegial reflection, collaboration, and the differentiation of instruction.*

**Sponsor: Bob Rodosky**

**Progress Made 2010-11**

We continue to make strides in applying a diagnostic approach to teaching and learning. For the third year in a row, we began the school year by revising the district's assessment landscape (a matrix of the tests administered by grade level and subject area). We reduced the number of Core Content Assessments (CCAs) administered in reading at the elementary level. We now have Reading Diagnostic and Proficiency Assessments (RDAs and RPAs, respectively) as well as Math Diagnostic and Proficiency Assessments (MDAs and MPAs, respectively).

We continue to improve the process of using data in Professional Learning Communities (PLCs). Rooted in the work from the Balanced Assessment Committee that came out of the summer 2010 Cabinet Retreat, we want to ensure that district administrators, principals, resource teachers, and teachers have a common understanding about the formative and common assessments and how they are to be used. This understanding will help with increasing the buy-in and with a more consistent implementation across schools. The role of the Assistant Superintendents and principals is critical, since they set the tone on how staff members perceive the importance of using data and the role that data can play in improving instructional practices.

A particular goal of the Research Department is to continue to report the various types of assessment results in a timely manner and to increase teacher access to data. In order for teachers to make the best use of the data, they must have access to assessment results in a reasonable amount of time. The more time that elapses between the administration of the assessment and teachers' access to results, the less teachers focus on and use the data. When teachers have immediate access to assessment results, they can address issues—such as students' misunderstanding of concepts—before they have moved too far ahead in the curriculum. Also, providing teachers with access to various forms of data may facilitate their ongoing analysis and potentially lead to better use of assessment results in the classroom. As part of this effort, we are also supporting a redesign of the school schedule that will enable structured time for teachers to review data and consider how the results should inform their instruction. Setting aside time for discussions about data is a way in which JCPS schools can demonstrate their commitment to a data-driven culture. This time will allow for the creation of forums for professional development on modeling data analysis and data use strategies.

We participated in a study conducted by the Council for Great City Schools (CGCS) and the American Institute for Research (AIR). The study focused on the use of interim assessments to improve student performance. JCPS was one of four districts selected to participate. The researchers reported on which benchmark test information is most useful to teachers, and we gained insight into how to improve our CASCADE system. Findings indicated that JCPS has a coherent data-use system that involves ongoing collaboration between district and school-based instructional leaders and teachers who share the common goal of using data to inform instructional practices and, ultimately, to increase student achievement. Through ongoing professional development, the district provides schools with a systematic framework for promoting data-driven practices.

In JCPS, school leadership has a significant amount of decision-making autonomy, particularly as related to the Site-Based Decision-Making (SBDM) Councils. This autonomy, coupled with the unique cultures of individual schools, may present some challenges for promoting one standard approach to data-driven practices. Depending on the school, there seem to be competing interventions for the use of time (e.g., CARE for Kids, *Math Investigations*, CMP2, CPM, *Thinking Reader*, RTI). Each intervention requires using

data to support instructional practice. Despite challenges, there appears to be a growing level of teacher buy-in regarding the importance of data-driven practice, and staff seem very eager to do all they can to support student achievement.

Two years ago we began to introduce in our district the concept of Assessment for Learning. This year we continued rolling out the concept to our classrooms. Training sessions throughout the year presented the strategies to principals, teachers, resource teachers, teacher assistants and district leaders. Assessment for Learning calls for the regular use of formative assessment in classrooms. It also requires the involvement of students in developing and applying criteria for judging and taking ownership of their own work. Implementing these strategies requires significant professional development, commitment by staff, and a fundamental shift in our traditional approach to assessment. Over 90 schools—including Persistently Low Achieving (PLA) and School Improvement Grant (SIG) schools—have sent at least one team of three or four teachers, plus the principal, to training sessions. Additionally, all the resource teachers and the ECE Department, as well as district leadership, have attended the training sessions. The individuals on the school teams are expected to become assessment leaders for their schools and to train other teachers in their buildings on Assessment for Learning strategies. These school leadership teams are being supported by resource teachers from the Gheens Academy. We plan to continue training school teams over the next two years so that each school will have a core group of teachers familiar with Assessment for Learning.

This year we continued to expand Assessment for Learning professional development to district principals and Instructional Leadership Teams (ILTs) as part of their professional learning community practice. A total of 294 educators (principals and teachers) were trained in Classroom Assessment Strategies for Student Learning. Five additional professional development sessions and cohorts (i.e., principals and teacher leaders) were established during the 2010-11 school year: (a) Cohort 4 consists of learning teams from Bates, Blue Lick, Breckinridge/Franklin, Camp Taylor, Chancey, Cochrane, Crums Lane, Goldsmith, Rangeland, and Schaffner elementary schools, as well as Meyzeek middle school; (b) Cohort 5 consists of learning teams from schools across all three levels: elementary (Chenoweth, Coral Ridge, Sanders, Slaughter, Zachary Taylor, Watson Lane, Wellington, and Wheatley), middle (Frost, Highland, and Olmsted Academy North), and high (Liberty); (c) Cohort 6 consists of learning teams from elementary (Atkinson, Auburndale, Bloom, Fern Creek, Medora, Price, and Watterson) and middle schools (Johnson Traditional and Newburg); (d) Cohort 7 consists of learning teams from Blake, Carter, Greenwood, Hazelwood, Kerrick, Layne, Maupin, Middletown, Norton, Semple, Smyrna, Trunnell and Wheeler elementary schools; and (e) Cohort 8 consists of learning teams from elementary schools (Eisenhower, Engelhard, Hartstern, Kennedy Montessori, Klondike, and Tully) and middle schools (Lassiter, Ramsey, Stuart, and Westport).

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#### **Strategy 4: Advance Instruction Through Technology**

*We will strengthen and expand our technology infrastructure and support services to students, parents, staff, and the community by improving instructional tools through research on best practices, by providing technology resources that increase efficiency and effectiveness, and by enhancing communication capabilities through the provision of timely information for decision making. We will improve principals' instructional leadership through a professional-development program focused on using digital resources to engage students and increase achievement. We will demonstrate the use of technology to accommodate learner differences through Universal Design for Learning (UDL). We will continue to support the elementary technology magnet school as a model for technology resources and instructional practices. We will increase teachers' ability to integrate technology with inquiry-based instruction through a Lesson Study professional-development program that targets middle and high school teachers.*

**Sponsor: Cary Petersen**

**Progress Made 2010-11**

In order to advance instruction through technology, we have undertaken initiatives to improve technology infrastructure, work with the technology magnet, improve professional development and support using the lesson study model to include middle and high schools, review Learning Management System (LMS) replacement, improve the DELI Project, work with schools to implement UDL, and improve the Parent Portal.

**Technology Infrastructure:** This year, we improved the speed of the network connections for all of our State Agency schools. We enhanced computer usage in the classroom by purchasing over 2,100 computers for schools across the district, enabling schools to replace old equipment or add additional units. We worked with Virtual High School (VHS) at Eastern and Manual high schools to expand their access to over 200 advanced and specialized courses. We began to upgrade the five-year-old Technology Integration Project (TIP) computers to give teachers a more reliable foundation for their work. The goal is to make classrooms more engaging and to hold the interest of our twenty-first-century learners.

Through a new licensing agreement with Microsoft, we now have the ability to upgrade all Windows 7-capable computers to new versions of the Operating System and Microsoft Office. This agreement allowed us to work with schools to implement the latest software tools to prepare for Internet and Computing Certification (IC3) testing, which prepares our students to better meet the demand for experience in career technical positions.

**Technology Magnet:** Roosevelt-Perry Elementary School was established as a technology magnet last year. In addition to trying to attract students to Roosevelt-Perry (R-P), we are using the school as a site for testing and refining new technology for the classroom. This magnet school has helped generate ideas and concepts that we are adapting to provide similar tools in all schools, particularly those schools that struggle with meeting all of their academic goals. We have witnessed major changes in the school through the integration of technology, both positive anecdotal comments from the teachers and staff, and improved test scores. Our Education Technology Teachers are providing support and conducting an informal review of the classroom technology applications.

**Professional Development and Support:** We continue to provide job-embedded professional development (PD) for teachers on a daily basis throughout the school year, particularly in those schools not meeting all of their goals. In order to expand technology usage in elementary schools, last year we incorporated the lesson study model began into our training. This year we offered middle and high schools a similar program by training teachers to use 21<sup>st</sup> Century tools in all schools throughout the district. We have received positive feedback on the training, but at this time it is difficult to know if the training improved teachers' instruction. The improvement of professional development and support is necessary to effectively use technology in the classroom and provide an engaging and productive learning environment.

**Learning Management System (LMS):** Last year we reviewed approximately nine different LMS products. This review was necessary because our current LMS (ANGEL) was purchased by Blackboard in early 2009, and our contract with ANGEL was to expire during 2011-12. Since ANGEL is the foundation for JCPS Online and JCPS eSchool, we wanted to ensure that we didn't lose the resource or that this resource did not become too expensive to continue. Blackboard has recently expressed an interest in extending our contract through the 2013-14 school year. This extension makes our review of a replacement LMS less urgent. We will continue to evaluate the comparative strengths and weaknesses of the various systems in order to bring forth a recommendation, but we now have the time needed to seek a system that best meets the district's needs.

Digitally Enhanced Literacy Instruction (DELI) Project: We continue to test a one-to-one computing solution by using Microsoft Word in the classroom to improve students' writing skills. All pilots have shown some success, but we will continue working with each school to determine if this process will improve student achievement districtwide. We continue to use the DELI Project to provide information focused on integrating technology with inquiry-based instruction.

Universal Design for Learning (UDL): To accommodate learner differences, we sent 12 teachers to Harvard University for training on Universal Design for Learning (UDL). After the training, these teachers implemented UDL in their classroom. The teachers were monitored and were provided additional support to implement technology in the UDL process. In the first year, the participating teachers demonstrated how they applied UDL in their classroom. The comments from those teachers and staff were all very positive. We will continue to refine and expand UDL to other schools next year, using 2010-11's successful implementation as a guide.

Parent Portal: The Parent Portal continues to be enhanced. This year we added Email Messaging service to Infinite Campus, and we are reviewing methods to increase student use of Career Cruising. There are now 40,000 parents connected, and over 21,000 of these parents use the portal on a regular basis. We are continuing to work with Infinite Campus to create the Elementary Report Card for the portal. We believe that once parents of our elementary students realize the quantity of valuable information available on their children via the portal, they will use the portal more.

Overall, considerable progress has been made this year in using technology to help teachers engage students, understand different methods of using technology to better address learning differences, and extend support services to students, parents, staff, and the community. We will continue to pursue emerging applications of technology to enhance student outcomes.

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### **Strategy 5: Strengthen the Early Childhood Program**

*In order to promote a high-quality learning experience that addresses the whole child, we will strengthen and enhance the Early Childhood Program by focusing the professional practice of all stakeholders on deep understanding and coherent work in support of the district's vision. We will support student learning in all content areas, especially our developmental literacy and inquiry-based math programs, through strong teaching and intervention systems that prepare each child for successful transition to our district's kindergarten classrooms. We will enhance services to our stakeholders by clearly defining roles and responsibilities.*

**Sponsor: Amy Dennes**

### **Progress Made 2010-11**

The emphasis in Early Childhood has been on continuation of the CARE for Kids district initiative, effective staff professional development, successful transitions to kindergarten, and family engagement. Early evaluation of the University of Louisville social/emotional initiative indicates that the project is making a positive impact on early student learning. To date, 25 classrooms have participated in the original initiative, with an additional 13 being added in the 2011-12 school year. This year, for the first time, Early Childhood classrooms implemented embedded professional development. The Early Childhood department will continue to support this format for professional development and sees value in maintaining this type of coaching and mentoring for years to come. The Early Childhood Transition Committee achieved effective collaboration among various departments. Stakeholders coordinated activities and strategies and created an action plan to support children and parents transitioning from Early Head Start to Head Start and from Early Childhood to Kindergarten. Family engagement activities were more targeted than in previous years and were designed to meet the needs of specific populations.

The CARE for Kids initiative supported the teaching of young children by employing effective, nonviolent ways to resolve conflict. Incorporating these strategies in the students' daily experiences taught them how to play together and how to understand their feelings and the feelings of others. Two classroom screening instruments—the Early Childhood Environmental Rating Scale-Revised (ECERS-R; required of KERA preschools) and the Classroom Assessment Scoring System (CLASS; required by Head Start)—were used to measure classroom safety, atmosphere, interactions, and the effectiveness of the learning environment. These instruments will continue to be utilized to enhance instructional practices. The results will be reviewed in conjunction with the CLASS results from the Head Start Federal monitoring review held in 2010-11. The ECERS-R results will be used in preparation for the state monitoring review that will be conducted in 2012-13.

This year, instructional staff members were engaged in job-embedded professional development that provided training and specific expectations regarding early childhood best practices. Examples of the best practices covered in these professional development sessions include relationship building, fidelity of assessment, and language development. Resource teachers developed professional learning teams to facilitate opportunities for them to share their coaching and mentoring skills. This model of professional development enhanced the effective implementation of developmentally appropriate activities to engage children at a higher level of learning, and it strengthened the use of inquiry-based learning across content areas. Evidence of the effectiveness of an increase in inquiry-based learning experiences can be found in the most recent student assessment results.

In 2010-11, the Early Childhood Transition committee utilized surveys, teacher interviews, and observations to determine the degree of alignment between the Early Childhood curriculum and expectations for JCPS kindergarten students. Based on the findings, it was determined that the “*Get it! Got it! Go!*” emergent literacy assessment was not aligned with the district’s DIBELS assessment (which was later eliminated by the District). The Transition committee decided that it would be more beneficial for the teachers to focus on the results of the Work Sampling Assessment, which is more closely aligned with JCPS kindergarten expectations. Early Childhood student assessment results indicate that this action step has been completed. The research-based *Creative Curriculum* has been implemented, and it is aligned with kindergarten expectations for learning, skills, and content.

Early Childhood home visits are conducted annually to foster a parent’s partnership in their child’s education. Utilizing these home visits as an opportunity to provide assistance as families prepare to make choices through the JCPS student assignment plan, has proven to be an effective transition activity. Early Childhood staff members analyzed past experiences and worked to improve the system that provides information and assists families in making choices that facilitate the child’s transition to kindergarten. Over four thousand (4000) home visits were conducted with families who had a child entering kindergarten. Staff explained the application process so that parents/guardians could make informed decisions for their child. This individualized attention was provided by the Early Childhood staff members assigned to work closely with families (i.e., teachers and family service workers). The Early Childhood department was instrumental in facilitating the accurate completion of applications for JCPS kindergarten. Through a strong and professional collaboration with the Student Assignment Department, families were provided support to increase the likelihood of a smooth transition to JCPS kindergarten.

In the 2010-11 school year, families were offered more opportunities to gain practical parenting knowledge in identified areas of need. Topics that were covered in family education included healthy living, legal advice, financial advice, and child development expectations. Attendance records indicate that the most successful parent and family engagement activities were designed to bring children and adults together in a positive learning environment. All parents had multiple opportunities to attend David Kisor concerts, with their children, as an entertaining learning activity. A new strategy was put in

place this year to encourage parent participation. The Parent Center Committee Meetings were scheduled for the same week each month to encourage consistent attendance. Attendance at Parent Center Committee meetings increased from 600 last year to 1000 in the current year. The scheduling of a workshop series vs. stand-alone workshops also proved to be successful. This change was received positively by the core group of families who consistently attended. They took advantage of the offerings and essentially formed a cohort and support group within themselves. Next year, the plan is to continue to develop targeted training or workshop opportunities to support child and family needs. In the 2010-11 school year, one thousand fifty (1050) parents or guardians participated in workshops and conferences. This figure is a significant increase compared to the 483 participants in the 2009-10 school year. Efforts to engage parents will be ongoing in the 2011-12 school year.

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### **Strategy 6: Create a K-5 Social Studies Curriculum**

*We will develop a cohesive, innovative, student-centered, civics-based, K-5 social studies curriculum that strengthens students' sense of efficacy, enhances their skill in reading, and gives them voice—all of which are key means of closing achievement gaps across the district. Frequent use of formative assessment will be a central feature in the implementation of this curriculum—a curriculum that will be inquiry-based, student-active, rigorous, engaging, and developmentally appropriate.*

### **Sponsor: Paul Graseck**

#### **Progress Made 2010-11**

*One Community, One Nation* (OCON), the emerging K-5 social studies curriculum, was introduced this year in five JCPS elementary schools for field-testing in grades 3 and 4. Resource teachers were assigned to those schools to observe the rollout of lessons and to assist in implementation of the curriculum. Designed to help students develop the skills and habits of citizenship and, in so doing, to strengthen their sense of efficacy, OCON appears to be achieving these objectives. Several resource teachers assigned to OCON were involved in the production and delivery of professional development to support teachers implementing this new curriculum. Even as we were piloting OCON in grades 3 and 4, two small curriculum development teams were also dedicated to writing the lesson plans for grades 2 and 5. Those lessons will be field tested in the 2011-12 school year.

OCON is designed to complement the elementary literacy program and to use a civics lens to frame the content of social studies. To that end, over 40 storybooks at grade 3 and 25 at grade 4 augment the curriculum and are used to teach seven civic dispositions woven into the fabric of the curriculum. According to evaluation data, teachers report that students “love the literature.” One third-grade teacher said, “My students use vocabulary when they see it in action during class.” Others indicate that students are more engaged in social studies, saying, for example, “the students are definitely engaged and enthusiastic about the content,” “great discussions,” and “students seem to be more aware they can make a difference.”

Two significant concerns have emerged. First, a persistent observation and teacher reaction is that many of the lessons are too long. At both grades 3 and 4, the number and complexity of activities has been criticized; for example, “I feel there are too many activities in a lesson” or “some of the activities are too complicated for third-grade students.” Second, some teachers are concerned that not enough core content is embedded in the curriculum. While these concerns are not without foundation, much core content is taught through the curriculum. However, the third- and fourth-grade curricula were not *fully* aligned with Core Content 4.1.

Since the new standards for social studies (originally expected to be published in December 2010) are

now not expected until 2013 or 2014, and because many lessons take longer to teach than anticipated, the curriculum development team has been directed to shorten lessons and align them fully with core content in time for implementation in the upcoming academic year. That work is already far along and will be achieved. Therefore, next year's OCON curriculum (grades 2 through 5) will be fully aligned with Core Content 4.1; when the new standards are eventually published, the curriculum will be realigned to those new standards. Curriculum writers have also been directed to create fewer and shorter lessons for the second and fifth grades than were originally designed for the third and fourth grades.

Professional development was provided to OCON pilot teachers this year in all-day summer sessions, some pullout days during the school year, and in multiple after-school workshops. Next year, professional development will be offered in all-day summer sessions and after school only. Three schools will be added to the five schools currently participating in OCON for grades 3 and 4. Because of the revised and aligned third- and fourth-grade curricula, all eight participating schools will be treated as pilots. In addition, the original five pilot schools will field test the new second- and fifth-grade OCON curricula. Resource teachers will be assigned to all eight schools.

Finally, the OCON curriculum is a unique collection of inquiry-based lessons and active learning resources, including such things as a kid-friendly website that allows third graders to conduct sophisticated research into community agencies that address a wide range of social problems. In addition, students at every grade level in OCON are expected to participate in a service-learning activity as a capstone project that solidifies their learning and helps them practice civic skills through connecting with the larger community. OCON's teaching of civic dispositions, its focus on community within and beyond the classroom, and its emphasis on collaboration, formative assessment, and reflection dovetail exceptionally well with CARE for Kids and the effort to enhance academic achievement through attention to social and emotional learning. A full year of experience in testing the curriculum and seeking feedback has resulted in adjustments that we anticipate will strengthen instruction and deepen student learning.

## **Strategic Goal 2: Enhance Effective Leadership**

**We will provide a leadership development system that recruits, selects, prepares, supports, and retains highly effective principals and leaders. We will equip these leaders 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.**

### **Strategy 1: Nurture a Professional Culture**

*We will foster a culture of professional growth by supporting collaborative, professional learning communities for principals, assistant principals, and counselors at all three levels. Cohorts will establish shared performance goals and periodically meet to collectively reflect on each other's progress, jointly learn from one another, analyze continuing challenges, and commit to adjusting strategies. Administrators and teacher-leaders will engage in classroom learning walks in one another's schools, debrief their follow-up reflections and conversations about instructional implications in light of the district's standard classroom instructional framework (CIF), and exchange ideas of how to raise the "challenge level" of student tasks in every classroom. Through these communities of practice, leaders will foster ownership of student results and develop the quality of the instructional staff. Further, we will support leaders in implementing and strengthening the administrator and teacher evaluation process, and in expanding staff leadership opportunities.*

**Sponsor: Joe Burks**

### **Progress Made 2010-11**

The *Leadership Competencies and Core Practices for a Great School* and the *JCPS Theory of Action* shaped collaborative, professional learning for principals. Based on the previous year's evaluation, our *Leadership Competencies* rubrics, and identified challenges for 2010-11, each principal developed his/her own Core Practice model and personal growth plan. At each high school principals' meeting throughout the school year, each principal corresponded through a Growth Plan Log with his/her supervisor about progress and personal growth. Middle school principals engaged in adaptive challenge cohort visits as well as principal evaluation cohort meetings. Elementary school cadre visits allowed for collegial conversation and growth, and several cadres made additional visits to other schools both inside and outside JCPS to further their collective practice. At all three levels, principals established shared performance goals and regularly met to collaboratively reflect on each other's progress, jointly learn from one another, analyze continuing challenges, and collectively commit to adjusted strategies.

In addition to the common competencies and collaborative accountability for leadership growth, we refined a common Classroom Instructional Framework (CIF) as our blueprint for leveraging instructional change for all grade levels and subject areas. The improved CIF helped to promote the district's Theory of Action by cultivating a challenging, inquiry-based curriculum delivered within the following lesson components: Establishing Engagement, Fostering Connections, Deepening Understanding, and Making Meaning. We found that the CIF influenced the implementation of best practices; encouraged a common instructional language; and set the stage for meaningful, collegial feedback. As a result, administrators and teacher-leaders significantly increased their learning walks into classrooms, their follow-up reflections and conversations about instructional implications, and their commitment to adjust practice and raise the "challenge level" in every classroom every day.

To improve our "turnaround" leadership and to complement KDE's leadership training, we brought to our principals' meetings several renowned national experts: Dr. Dan Duke of the Darden Curry School of Education, Dr. Terry Orr of Bank Street College, and Dr. Peter McFarlane from the New York City Public Schools.

Our Human Resources Department (HR) formally presented in-service on effective teacher supervision and evaluation, including non-renewal guidelines. The HR department will work with principals to track the non-renewal process and its effectiveness. Also, HR will randomly pull evaluations this spring to determine the effectiveness of each principal's ability to supervise and evaluate teachers. These evaluations will be shared with the appropriate assistant superintendent and the superintendent.

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### **Strategy 2: Enrich the Quality of Leadership**

*We will improve the quality of leadership exhibited by principals and other administrators by means of focused leadership-development strategies based on the district's Theory of Action and the Leadership Competencies and Core Practices. Principals, other administrators, and aspiring leaders will have access to professional development opportunities that emphasize collaborative strategies to enhance instructional quality and move our district vision forward. These professional development opportunities will center around formative assessment, cultural competency, CARE for Kids, and professional learning communities, as well as strategies from state-mandated turnaround training for current principals and aspiring leaders to work effectively in Tier I, II, and III schools. We will examine the quality of our leadership training in part through PD Central participant evaluations, but we will also go deeper and measure how well collaborative strategies are being applied through implementation of the comprehensive school improvement plans.*

### **Sponsor: Bill Eckels**

### **Progress Made 2010-11**

This school year, the quality of leadership exhibited by principals, other administrators, and aspiring leaders continued to be supported through targeted leadership-development strategies that focus on the district's Theory of Action (TOA) and the Leadership Competencies and Core Practices for a Great School (LCCPGS). All leadership development programs—as well as all recruitment and all hiring practices—were fully aligned to the TOA and LCCPGS.

In order to delve deeper and continue with systemic change, the Office of Administrator Recruitment and Development created a four-part pilot survey for our aspiring leaders, interns, and principal candidates with regard to their participation in leader development programs. A cohort of 35 aspirants used the JCPS on-line platform to rate their progress and knowledge of implementing the Leadership Competencies and Core Practices for a Great School and Aspiring Leadership Competencies Continuum as part of their professional leadership development. The rating scale included five choices for aspirants to select from in order to determine their perceived level of mastery with respect to the four LCCPGS domains (focused people, purpose, process, and culture). Selecting from *No Implementation, Initiating, Emerging, Progressing, and Accomplished*, the pilot survey respondents indicate 78 percent are *Emerging to Accomplished* in the area of focused purpose, 71 percent *Emerging to Accomplished* in the area of focused people, 73 percent *Emerging to Accomplished* in the area of focused processes, and 80 percent *Emerging to Accomplished* in the area of focused culture. Pilot survey results are indicative of the success and implementation of the Aspiring Leadership Competencies Continuum. As aspiring leaders move sequentially through the leadership development programs, they focus on the core leadership competencies, while course facilitators focus on the introduction, development, and application of leadership competencies that are embedded into all leadership development programs.

To strengthen the quality of leadership for principals and other district administrators, professional development continues to focus on the LCCPGS—focused people, purpose, process, and culture. To ensure that professional development is needs based, high-quality and ongoing, district administrators are required to participate in the Effective Instructional Leadership Act (EILA) as defined by regulatory statute. All district instructional leaders must complete twenty-one hours of EILA professional

development annually. The content of programs approved for instructional leadership credit consists of specific competencies identified in the Standards and Indicators for School Improvement (SISI), Kentucky State Board of Education Goals and Objectives, Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders, Kentucky Department of Education Standards for Professional Development. In addition to meeting the statute requirement, all EILA professional development proposals were reviewed to ensure that sessions met one or more areas of the core practices—focused purpose, processes, culture, and people—before approval. A total of 295 EILA sessions have been approved this year.

The Office of Administrator Recruitment and Development continues to work collaboratively with our local universities in the redesign, implementation, and delivery of principal preparation programs. All principal preparation programs approved or accredited by the Education Professional Standards Board prior to May 31, 2009 shall no longer be approved or accredited as of December 31, 2011. In an effort to provide high-quality and well-prepared principal candidates in our district, we are working collaboratively with the University of Louisville, Spalding University, and Bellarmine University as they submit their respective redesign programs to the Education Professional Standards Board. This school year, the district and local universities signed collaborative agreements that include joint screening of principal candidates by both district and university, joint identification of potential program leaders and mentors, district and university co-design and co-delivery of courses, and the manner in which the principal preparation program is based on the identified leadership needs of each district. All course content reflects LCCPGS, and each partnering university had its respective principal preparation program approved by the EPSB.

The district administrator selection process was revised to align with and address the LCCPGS—focused people, focused processes, focused purpose and focused culture. All screening prompts for principal, assistant principal and counselor candidates align with the LCCPGS. As of May 9, 2011, 80 candidates had been screened. All applicants participate in a simulation exercise dealing with leadership issues related to the following topics: Leading Instruction, Supervising Employees, School Culture, Planning a Teacher Conference, Working with Student Issues, and School Planning. In addition, applicants participate in a technology assessment to demonstrate web-based competency in word processing, Internet application and table creation as they produce a memo that also will be scored as a writing sample. The screening selection process serves as just one indicator in determining the knowledge and skill set a candidate possesses as it pertains to the ability to establish/maintain a high-performing school.

In addition to providing a leadership development system that recruits, selects, and prepares highly effective principals and leaders, the “New Principal Induction” program was offered to support and retain new principals. New Principal Induction consists of monthly professional development grounded in LCCPGS. New Principal Induction began with a three-day summer institute, introducing new principals to the major departments within the district. Department directors and support staff provided detailed information and outlined resources and services available to new principals. In order to provide follow-up and support for new principals, monthly sessions were held, again facilitated by district directors. These gatherings provided opportunities for one-on-one sessions and to delve deeper into the services a department can offer. PdCentral professional development evaluations from New Principal Induction indicate 90 percent of new principals believe the sessions will extend their knowledge, skills, and performances. Additionally, 91 percent of new principals indicate that they can use the sessions to positively impact the achievement of their students.

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### **Strategy 3: Enhance the Leadership Capacity of Instructional Leadership Teams**

*We will support school-level leaders, as they build professional learning communities within a collaborative school culture where all learners succeed, by expanding Assessment for Learning to district principals and Instructional Leadership Teams/PLCs. As one component of the training required for turnaround schools, we will support principals and ILTs in the district's Tier I, II, and III schools with designing, implementing, and monitoring strategic action plans that have measurable goals and that align school and classroom culture, curriculum, instruction, assessment, resources, and professional development with the district's Theory of Action and other elements of Our JCPS Culture.*

#### **Sponsor: Bill Eckels**

#### **Progress Made 2010-11**

Across the district, school-based Instructional Leadership Teams (ILTs) have been established that include the principal, teacher leaders, and department chairs. Principals, assistant principals, counselors, ILT members and district staff embed the Leadership Competencies and Core Practices for a Great School (LCCPGS) throughout school-based and district-sponsored professional development sessions. In their monthly professional development sessions led by the assistant superintendents and liaisons, the various school leader groups also receive LCCPGS-embedded training that addresses school and classroom culture, curriculum, instruction, assessment, and resources. All professional development sessions are reviewed to ensure alignment with the LCCPGS.

On June 10-11, 2010, three Harvard University educators (Drs. Lee Teitel, Elliot Stern, and Sally Anderson) facilitated key concepts during the Elementary Principals Leadership Institute. An opportunity was extended to principals who wished to further their school-based ILT work around technical and adaptive change related to leading schools. Initially, 18 elementary principals volunteered to participate in a book study and conference calls using the book *The Practice of Adaptive Leadership* by Ronald Heifetz. Although eighteen principals initially volunteered to participate, fourteen eventually formed a network and shared common adaptive challenges. Schools that participated in a network included: Network A—Camp Taylor, Indian Trail, Roosevelt-Perry, and Watterson; Network B—Chancey, Dunn, and Hawthorne; Network C—Atkinson and Coleridge-Taylor; and Network D—Blue Lick, Goldsmith, Price, and Slaughter.

Conference calls with the Harvard SALS (Strengthening Adaptive Leadership Skills) network took place on July 29, September 2, and September 9, 2010. During the conference calls, all four networks indicated a growing awareness of using the instructional leadership team to forward deep change. Additionally, all four networks indicated a growing awareness of how to handle conflict to elicit deep change to move the work of the ILTs forward.

In 2009-10, the superintendent directed district leaders to focus their own professional growth on the topic of assessment for learning; this focus continued to be emphasized in 2010-11. This professional development emphasis on formative/summative assessment and strategies for student learning has resulted in improved collaborative dialogue with those schools that have formed learning teams for assessment. This year we continued to expand Assessment for Learning professional development to district principals and Instructional Leadership Teams (ILTs) as part of their professional learning community practice. Five additional professional development sessions were offered during the 2010-11 school year: September 22, October 27, November 3, February 23, and May 10. Five new cohorts were established and are participating in advancing the practice of Assessment for Learning within their schools. Cohort 4 consists of learning teams (the principal and teacher leaders) from Bates, Blue Lick, Breckinridge/Franklin, Camp Taylor, Chancey, Cochrane, Crums Lane, Goldsmith, Rangeland, and Schaffner elementary schools and Meyzeek Middle School. Cohort 5 consists of learning teams from Chenoweth, Coral Ridge, Sanders, Slaughter, Zachary Taylor, Watson Lane, Wellington, and Wheatley

elementary schools; Frost, Highland, and Olmsted Academy North middle schools; and Liberty High School. Cohort 6 consists of learning teams from Atkinson, Auburndale, Bloom, Fern Creek, Medora, Price, and Watterson elementary schools, and Johnson Traditional and Newburg middle schools. Cohort 7 consists of learning teams from Blake, Carter, Greenwood, Hazelwood, Kerrick, Layne, Maupin, Middletown, Norton, Semple, Smyrna, Trunnell and Wheeler elementary schools. Cohort 8 consists of learning teams from Eisenhower, Engelhard, Hartstern, Kennedy Montessori, Klondike, and Tully elementary schools, and Lassiter, Ramsey, Stuart, and Westport middle schools. A total of 294 educators (principals and teachers) were trained in Classroom Assessment Strategies for Student Learning.

Additional enhanced leadership capacity for principals and ILTs revolved around a collaborative effort with the three assistant superintendents; the Department of Accountability, Research and Planning; and the office of Administrator Recruitment and Development. The three groups collaborated to ensure Tier I, II, and III schools participated in state-mandated school turnaround training. Training occurred in the months of July and August and included eleven high schools (Central, Doss, Fairdale, Fern Creek, Iroquois, Moore Traditional, Shawnee, Southern, Valley, Waggener, and Western), ten middle schools (Conway, Farnsley, Frost, Knight, Lassiter, Myers, Thomas Jefferson, Stuart, Western, and Westport), and five elementary schools (Coral Ridge, Lincoln, Rangeland, Stonestreet, and Young). Participation in state-mandated turnaround training not only met a state requirement, but the content provided during training helped facilitate the schools' development of School Improvement Grant (SIG) applications that were later approved by the Kentucky Department of Education (KDE). In addition to state-mandated school turnaround training, JCPS took the lead to promote turnaround efforts for the identified elementary, middle and high schools. On December 7-8, 2010 and on January 13, 2011, JCPS presented a workshop entitled *Leading Turnaround: Continuing the Collective Learning*. Dr. Daniel Duke, School Turnaround Specialist from the University of Virginia, Curry-Darden School of Education; Dr. Terry Orr, Director of Bank Street College of Education Future School Leaders; and Dr. Peter McFarlane, Principal of PS/IS 180 Hugo Newman School facilitated conversations and case studies in leading school turnaround. Tier I, II, and III school principals, assistant superintendents, district educational recovery leaders, and the superintendent participated. Information gathered and lessons learned from sessions will continue to drive the work of school-based instructional leadership teams. KDE will provide additional school turnaround training in May and July 2011.

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#### **Strategy 4: Improve the Quality of Aspiring Leadership Development**

*We will prepare aspiring leaders to be designers and implementers of high-performance schools—incorporating turnaround training strategies based on research—by focusing on cultural leadership, instructional leadership, and managerial experiences embedded in the Theory of Action and Our JCPS Culture. We will prepare aspiring leaders to engage in collaborative strategies that create diverse, caring, and culturally responsive school communities by including CARE for Kids and Responsive Classroom components in their preparation module. We will strengthen programs that foster a leadership team reflective of diverse cultures by including a cultural responsiveness preparation module that will examine community service-learning opportunities.*

#### **Sponsor: Bill Eckels**

#### **Progress Made 2010-11**

The Leadership Competencies and Core Practices for a Great School (LCCGPS) and the Aspiring Leadership Competencies Continuum (ALCC) continue to serve as the framework for the development of aspiring school leaders (principals, assistant principals, and counselors). As aspiring leaders move sequentially through the leadership development programs, they focus on the core leadership competencies. On September 8, 2010, an Aspiring Leader Program planning session focused on

embedding the introduction, development, and application of leadership competencies within the appropriate development programs. Course facilitators collaborated with one another to identify course content, program offerings, and various methods used to incorporate school turnaround strategies into aspiring leadership development content. School turnaround topics were presented on September 30, October 4, October 28, November 15, December 6, January 27, February 7, and April 28. Topics of study included school planning, vision and mission, professional learning communities, response to intervention, turnaround principals, the school audit process, and the state of assessment as presented by Ken Draut, associate commissioner with the Kentucky Department of Education.

During the course of aspiring leadership development programs, a cohort of 35 aspirants volunteered to use the JCPS on-line platform to rate their progress and knowledge of implementing the Leadership Competencies and Core Practices for a Great School and Aspiring Leadership Competencies Continuum as part of their professional leadership development. The rating scale included five choices for aspirants to select from in order to determine their perceived level of mastery with respect to the four LCCPGS domains (focused people, purpose, process, and culture). Selecting from *No Implementation*, *Initiating*, *Emerging*, *Progressing*, and *Accomplished*, the pilot survey respondents indicate 78 percent are *Emerging* to *Accomplished* in the area of focused purpose, 71 percent *Emerging* to *Accomplished* in the area of focused people, 73 percent *Emerging* to *Accomplished* in the area of focused processes, and 80 percent *Emerging* to *Accomplished* in the area of focused culture. Pilot survey results are indicative of the success and implementation of the Aspiring Leadership Competencies Continuum. The results are also indicative of where we need to better align the introduction, development, and application of leadership competencies.

This year's recruitment of principal, assistant principal, and counselor candidates began with an Aspiring Leadership Fair on December 9, 2010 and February 3, 2011. During these sessions, the Director for Administrator Recruitment, and Development informed over 257 attendees of the various leadership development programs (Introduction to School Leadership, University Certification programs, Counselors for Tomorrow, Preparing for Principal Leadership, Principals for Tomorrow, and the Principal Internship) that JCPS offers and how the programs align with both the LCCPGS and the application process. A total of 128 applications were submitted to one or more leader development programs. In addition, an online application and administrator assessment screening has been created to identify highly qualified candidates for principal positions. In- and out-of-district applicants have instant access to the application process, screening procedures, and areas of competencies being assessed as identified in LCCPGS.

## **Strategic Goal 3: Strengthen Organizational Culture**

**We will foster an organizational culture that builds community among families, businesses, organizations, and schools. We will stimulate the creation of caring, respectful, and culturally-responsive classroom communities that empower all students and employees to be successful and to have a voice and opportunities to practice leadership and civic engagement.**

### **Strategy 1: Strengthen School Culture and Develop Students' Character and Leadership Skills**

*We will strengthen school culture, advance character development, and promote the social and emotional growth of students by creating inclusive, caring school communities that nurture respectful, supportive relationships among students, educators, support staff, and parents. We will embed opportunities for character development in the daily life of the school by implementing *Adventures in Peacemaking* in our prekindergarten classrooms; *One Community, One Nation—an emerging K-5 social studies curriculum*; *CARE for Kids* in our elementary and middle schools; and *freshman academies* and *Facing History and Ourselves* in our high schools. We will develop and enhance students' leadership skills by engaging them in developmentally appropriate and personally relevant activities, such as service learning, peer mediation, conflict resolution, civic participation, student advisory councils, and co-curricular/extracurricular activities. We will monitor program effectiveness through district evaluations that incorporate walk-through data, surveys, the district's quality indicators, and the Guskey Model of Professional Development Evaluation. Professional development and district support services will be refined and revised regularly to ensure effective implementation of programs and services.*

### **Sponsor: Lue Peabody**

### **Progress Made 2010-11**

CARE for Kids is a district-wide approach that focuses on academic, social and emotional learning in 70 of our elementary and 22 middle schools. We continue to make significant strides in the implementation of CARE for Kids. Schools with higher levels of implementation show greater academic growth, increased attendance, decreased suspensions, and higher ratings regarding school culture.

Our Research Department reports an increase in the percent of classrooms scoring exemplary as compared with the previous school year. During 2010-11, elementary and middle schools showed a significant rise in the percent of classrooms scoring exemplary in establishing routines and procedure, building relationships, improving the use of language, and increasing their focus on student-centered environments.

Ongoing professional development and classroom support were provided for the implementation of CARE for Kids for early childhood teachers, resource teachers, and the staffs of 70 elementary schools and 22 middle schools. In addition to summer professional development, five after-school follow-up sessions were provided at each participating school during the 2010-11 school year. Five one-day professional development sessions were presented for elementary leadership teams and middle school CARE for Kids leaders. In addition, consultants and resource teachers provided monthly walk-throughs and consulted with school staff to address implementation challenges.

Our high schools are implementing freshman academies, an approach that establishes smaller learning communities and fosters collaborative relationships among adults and students. Through a high school course, *Exploring Civics: Facing History and Ourselves*, students are learning the dangers of being indifferent and the value of civility, which in turn is promoting civic engagement and critical/creative thinking in classrooms. In addition, as part of this program, students are engaged in individual or group service-learning projects that demonstrate the students' commitment to making a difference in their community. These research-based programs support not only the intellectual growth of our students, but also their social, emotional, ethical, and civic learning. JCPS remains committed to graduating

students who are prepared to assume roles as responsible and civic-minded members of the world community.

Our persistently low-achieving schools (PLAs) were provided additional district support and were a priority for receiving services. Schools were assigned program consultants and additional resource teacher support to assist with effective implementation of these programs.

Data regarding referrals, attendance, student and teacher surveys, and achievement results indicate that we are transforming our schools. Students are more engaged in their learning, feel they have voice and choice and are valued by peers and adults, act responsibly in social situations, work well with others, resolve conflicts fairly, and have a sense of obligation to do the right thing. Given the magnitude of our district, this is a remarkable accomplishment—one that has required a great deal of planning and organizational support.

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### **Strategy 2: Enhance Cultural Competency**

*We will promote a district culture in which individual differences are respected and valued by offering professional development that supports and enhances the staff's cultural competency and world view. We will provide Cultural Competence Institute training to teams from Tier I, II and III schools. We will provide opportunities for students to learn in heterogeneous groups and to study about people from backgrounds representing the cultural spectrum, by means of student cultural exchanges, both in person and electronically. We will work to close the engagement gap and the empowerment gap by using multiple strategies, including CARE for Kids/Developmental Design activities, personalized instruction, classroom support for teachers in the use of culturally relevant/responsive pedagogy, and the pilot implementation of the first components of the new K-5 social studies curriculum One Community, One Nation. We will foster staff diversity across the district. We will monitor the effectiveness of these strategies by applying the district's quality indicators.*

### **Sponsor: Bernard Minnis**

### **Progress Made 2010-11**

The district continues to coordinate the achievement equity (gap) initiative and dropout prevention efforts and to examine data related to minority students and disproportionality issues. Multiple departments are working to strengthen the district's commitment to diversity and cultural competence in order to increase academic achievement and academic equity.

Professional development (PD) was designed to assist classified and certified staff who are based in the schools to acquire knowledge about culture and diversity. At the elementary level, 16 sessions were conducted for a total of 283 participants. At the middle school level, 18 sessions were conducted for a total of 331 participants. At the high school level, 30 sessions were conducted for a total of 406 participants. Similar professional development was offered to classified and certified staff from district offices. Participation in the ten districtwide PD sessions included 78 classified and certified staff.

During the 2010-11 school year, the Department of Diversity, Equity and Poverty Programs collaborated with the Department of Human Resources to provide professional development sessions in the areas of school climate and culture, diversity, and cultural competence for classified and certified employees. Cultural competence sessions were incorporated into the district's new-employee induction training sessions for 574 new teachers and new classified employees.

In 2010-11, the district continued its focus on preparing teachers to change how they view students and their cultures. To support success in this effort, the district continued to host the *Institute for Cultural Competence and Courageous Practice: Working together for inclusion, equity, and excellence*, facilitated by Gary Howard, a nationally recognized diversity consultant. The Institute is designed to strengthen the internal capacity of schools to deliver high-quality PD related to inclusion, equity and excellence; expose teachers and administrators to the theory and practice of cultural competence; “train the trainer” and build cultural competence leadership teams in each participating school; and focus on the deeper work needed for personal, professional, and systemic transformation. The Institute is organized around five themes of engagement, growth and change: tone and trust, personal culture and personal journey, from social dominance to social justice, classroom and job-related implications and applications, and systemic transformation and planning for change.

The second cohort was inducted into the 2010-11 Institute for Cultural Competence, completing the required four-day training and action plans. Cohort Two included 9 administrators and 17 teachers representing eight schools—one elementary, six middle, and one high. Since the induction of Cohort One in 2009-10, the Institute for Cultural Competence has provided ongoing professional development for a total of 22 schools—4 elementary, 14 middle, and 4 high. Of the 22 schools, 11 of them are among the persistently low-achieving (PLA) schools. In addition to the four-day Institutes, in October 2010, 90 elementary school principals participated in a special one-day Institute for Cultural Competence at the Muhammad Ali Center, facilitated by Gary Howard.

The challenge is to sustain the aforementioned work of the Institute for Cultural Competence as the district transitions into a new administration and copes with a high-stakes educational reform environment. The following strategies will be adopted to sustain the work of the Institute: increase the number of PLAs in future cohorts; provide a one-day Institute for all high school principals; increase school-based support for Cultural Competence Leadership Teams (CCLT); provide one-day Institutes for assistant principals, counselors, and resource teachers; encourage CCLTs to work with *Response-To-Intervention* teams (RTI); increase participation of new teachers in the Institute; and provide cultural competence training to classified staff.

The district continues to provide diversity/multicultural and global education resources for schools through the JCPS Multicultural Connection website. In collaboration with the JCPS Center for Environmental Education, the department of Diversity, Equity and Poverty Programs publishes *Global Connections: Staying in Touch with Culture and Environment*, a monthly online newsletter. This collaboration has also developed “Open-Air Marketplaces around the World,” an exhibit and teaching unit available online. Professional development is available, including a guided tour of a photographic exhibit and a review of teachers’ guides.

Throughout 2010-11, the district has consulted with representatives from the Jefferson County Teachers Association as they implement a new NEA Diversity Training Model. The NEA model is in four modules that assist JCPS teachers to understand diversity, develop cultural identity, react to difference, and value diversity. This districtwide PD complements cultural competence initiatives already in progress and will make a difference in the lives of our teachers, students, and community.

The district continues to collaborate with Sister Cities of Louisville in order to promote opportunities for students to learn in heterogeneous groups and to study people from international communities by means of student educational and cultural exchanges—both in person and electronically. Lack of funding is the biggest challenge in the implementation of the goals and objectives of this collaboration. To address this challenge, the district will collaborate with the College of Education and Human Development at the University of Louisville to identify and seek funding opportunities to implement

meaningful teacher and student international exchanges through the district's memorandum of agreements with Tamale, Ghana and Jujiang, China, as well as other international initiatives.

The district is part of a steering committee—which also includes the University of Louisville and Jefferson Community and Technical College—that is organizing the new Louisville Chapter of the National Association for Multicultural Education (NAME). NAME's membership encompasses professional educators and specialists from the United States and several other countries. Louisville NAME will represent and address the needs of the diverse communities represented throughout Metro Louisville, working to advance a philosophy of inclusion that embraces the basic tenets of cultural pluralism and that promotes cultural and ethnic diversity as an asset.

2010-11 marked the second year that the district, in cooperation with Spalding University and Sister Cities of Louisville, sponsored the Middle School Debate competition. This competition was designed to help students develop critical thinking and language arts skills through debate. The goal is to help youth discover the power of debate as a means to resolve issues, rather than resorting to guns and fists. The debate competition took place on May 1, 2011, at Spalding University. The participating schools were Noe, Crosby, Westport and one private school (Nativity Academy). Nearly 40 students participated, with Noe Middle School being crowned as this year's champion.

Lack of funding to pay the teacher coaches is the biggest obstacle to increasing the number of middle schools that participate in the debate competition. To address this challenge, we will bring attention to the program and cultivate interest within JCPS by sponsoring professional development sessions for teachers interested in becoming volunteer coaches and judges. We will also seek funding sources that will enable us to compensate teacher coaches in a manner commensurate with the compensation paid to coaches/sponsors of similar extracurricular activities.

JCPS continues to work with community organizations such as the Kentucky African-American History Center; Crane House; Jewish Community Federation of Louisville; Council of Islamic Organizations of Kentucky; Muhammad Ali Center; Muhammad Ali Institute for Peace and Justice at the University of Louisville; the Jefferson County Race, Community and Child Welfare Advisory Board; and the National Black Family Conference in America to provide multicultural programs and performances for JCPS staff and students. An eight-year partnership continues with the Repertory Company from the UofL Department of Theatre, a group that presents cultural plays in JCPS schools.

During the 2010-11 school year, JCPS addressed achievement equity through many avenues. Careful analysis of school data is required by various state and national laws, such as Senate Bill 168, Senate Bill 1, and No Child Left Behind (NCLB). Quality Indicators and goals related to the KCCT disaggregated data were also analyzed. These data were used to identify those schools with achievement gaps and those that were "gap closers. Data indicate that 36 of 123 schools met their reading targets for SB 168, while 38 of 124 schools met their math targets.

KCCT reading results indicate that African-American students' scores increased from 48 percent Proficient in 2008 to 49 percent in 2010, while White students' scores remained the same at 72 percent Proficient over the period of 2008-2010. For KCCT math, there was a decline from 37 percent Proficient to 36 percent from 2008 to 2010 for African-American students, and from 65 percent Proficient to 64 percent for White students.

Key staff from the district also served on the Kentucky Education Commissioner's Raising Achievement/Closing Gaps Council. The purpose of the council was to establish standards and procedures to be incorporated into the proposed accountability process outlined in Senate Bill 1. Elements to be included in the proposed accountability model are proficiency, achievement gaps,

growth, college and career readiness, and graduation rate. The council presented four major recommendations:

- Create a report card that reflects the elements of the accountability model.
- Provide access for all to a rigorous curriculum and support services.
- Foster an environment of high expectations in which teachers and staff take ownership of student outcomes.
- Create honest and open communications with stakeholders about the work of KDE, schools and districts.

Strategies outlined in the recommendations found in the *White Paper on Achievement Equity* were used to address the achievement gap. The strategies included:

- Providing inservice about culturally responsive/culturally relevant teaching.
- Providing inservice about cultural competence for classified staff and aspiring administrators.
- Creating mentoring and tutoring opportunities with Community-Based Organizations (CBOs), and collaborating with community partners to provide a systemic approach to serving struggling youth, such as YouthPrint, Street Academy, and Rico's Roundtable.

The district collaborated with other agencies including the Louisville Metro government, Family Court, and the Kentucky Department of Education to plan and implement a successful summit on homelessness. The resulting white paper, containing recommendations and strategies, will soon be released. JCPS served nearly 11,000 homeless students in 2010-11.

Extensive efforts have been underway in the areas of dropout prevention and enhancing the college-going culture. The district participated in many collaborative initiatives involving the universities, Metro United Way, Louisville Metro government, and CBOs. These collaborations included the GradNation grant and two large i3 grants that created college coaches in the high schools. Ongoing efforts included the Louisville Education and Employment Partnership (LEEP), which this year produced a 96 percent graduation rate and a 98 percent transition rate, and the Title V Home School Coordinators, who saw a 1.7 percent decline in the dropout rate among their case load.

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### **Strategy 3: Strengthen Family Participation and Involvement**

*We will improve family involvement and parent education by expanding Parent University, implementing the parent component of CARE for Kids, extending outreach into the communities where our families reside, expanding the Parent Portal to all schools, and offering parent involvement activities via Parent Teacher Associations (PTAs), Family Resource and Youth Services Centers (FRYSCs), schools, Title I, and community partners.*

#### **Sponsor: Julie Scoskie**

#### **Progress Made 2010-11**

We believe that parental engagement deepens and accelerates students' progress in school. Therefore, we employ multiple avenues to solicit and maintain parents' support of and involvement in their children's education at all grade levels.

Family Resource/Youth Services Center (FRYSC) Coordinators and Title V Coordinators provide multiple parental involvement opportunities at the local school, depending upon the needs of the individual school. Through the Title V program, parents have participated in two district-wide activities, as well as parent nights at local schools. Through the 15<sup>th</sup> District PTA, parents have participated in

work sessions on PTA leadership, bullying, parent advocacy, partners empowering parents, etc. All of the groups are working together to help families become involved in the education of their children.

Parent Portal is offered on the JCPS website and is being used extensively by parents of middle and high school students. Over 40,000 parents have logged on to the portal as of May 1, 2011; of those, 21,000 log on regularly to check on the progress of their children.

The annual Parent University was held in August for elementary and middle school families. Based on exit evaluations from attendees, parents felt very positive about their experience.

FRYSC, Title V, and Neighborhood Place (NP) Coordinators have continued to meet to discuss on-going referral needs of our students and their families. This collaboration has provided families a more streamlined and efficient approach for accessing needed services.

Through the PTA and Title I office, information was sent to all elementary students' parents about Homeside activities. PTA leaders also hosted meetings about CARE for Kids activities. Homeside increases parental involvement by linking home and school activities via activities to stimulate conversation. We have intentionally built upon the success of our school-based CARE for Kids program by involving parents in structured Homeside activities. Written comments from parents say that the activities are fun and their experiences are valued, thereby helping them to stay connected to the school.

Through the PTA Clothing Assistance Program, over 7,000 students and their families have been supplied with needed apparel. By providing clothing to these students, we remove a barrier to school attendance and help ensure that students continue learning without interruptions.

The requests for SBDM information sessions through both the JCPS and local university leadership programs continue to increase. These sessions provide participants with information that new principals need to navigate the requirements of KRS 160.345, but include a strong focus on the Council's role in increasing student activities and educational progress. Participation in the SBDM module Parent Engagement and Student Achievement has increased this year. In addition to this formal training for parent members of SBDM councils, informational sessions have been held in various community locations—such as the Lincoln Foundation—to increase the awareness of the role of the parent in the decision-making process.

Training pertaining to parent involvement was included in the new-teacher induction in August 2010, November 2010, and February 2011. A total of 347 teachers attended the August training, while 123 attended in November and 108 attended in February.

The Homeless Education Program presented an interagency training day with our partners from DHS, Metro Housing Coalition, and Family Courts. Held at Hotel Louisville, the workshop featured national speaker Barbara Duffield and served to increase community awareness and address homeless issues. Over 225 participants attended this training day. A JPCS Student Residency Form was created to identify homeless students without stigmatizing or isolating family members at schools during the enrollment process. Self-identification of living status by parent/guardian gives the school more accurate information and increases the accuracy of homeless student reports for KDE and USDE homeless counts. We also collaborated with FRYSCs, Title V, Neighborhood Place, and the PTA-CAP program to provide school supplies, TARC tickets, holiday assistance, and winter coats to over 9,000 JCPS students. To increase family participation in the Early Childhood Program workshops and classes, the Homeless Education Program sent information brochures advertising upcoming parent events to all family shelters and provided the shelters with TARC tickets for transportation of parents to workshops and classes. Early Childhood staff provided training and kept attendance records of these events. This

coordinated strategy proved to be successful, with 24 homeless parents attending the events. Along with all of our success, we are facing some challenges such as reduced funding, larger families with more children, lack of shelter space for families, and complex poverty issues.

Adult Education conducted classes for 1,707 parents, of whom 678 were parents of ESL students. The Adult Education Family Literacy Program provided extensive family support services to more than 200 families and over 500 children at four locations, targeting parents and children from Klondike, Slaughter, and Rangeland elementary schools. Appropriate academic classes were provided for adults with simultaneous educational activities were provided for children, along with parent and child together time (PACT). One of our families was invited to speak at the 2011 National Family Literacy Conference.

We know that family members have tremendous influence on each other. As we continue to work on character development and social responsibility with our students, we will continue to evaluate whether students are able to apply their developing leadership skills in order to effect a positive influence on family dynamics and the family's relationship with the larger community.

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#### **Strategy 4: Offer Highly Attractive Schools That Engage the Community**

*We will enhance the community's perceptions of our school district as the best choice for all students in Pre-K through grade 12 by informing parents and the community of the district's new programs. We will promote every school's academic rigor, personalized learning environment, and culture of care to all stakeholder groups. We will pursue community and business support for the optional programs and magnet programs and schools that are part of the new student assignment plan and for the high school career-theme implementation to ensure that these programs are attractive and effective. We will expand opportunities for individuals, businesses, and organizations to volunteer, tutor, mentor, fund, adopt, and support our schools and district through such initiatives as service-learning sites, the nurses in the schools project, job shadowing, school-business partnerships, the Promise Neighborhood initiative in the 40212 zip code, and One Community, One Nation.*

#### **Sponsors: Stephanie Bateman, DeVone Holt**

#### **Progress Made 2010-11**

Creating highly attractive schools has taken the combined efforts of several district departments—Communications, Business Partnerships, and Facilities.

In the area of communications, staff assisted schools with a variety of marketing and communications efforts this year. The majority of the work was concentrated on helping schools develop marketing materials (videos, brochures, banners). In developing videos for the high school professional career themes, the staff was able to create a template for future projects on school and district programs. The project also provided the video production team with needed stock video footage that has been useful as background in a variety of other district projects, such as *Inside JCPS*. The television and radio spots that were created to promote the Showcase of Schools were instrumental in generating parent interest in the event, resulting in nearly 11,000 attendees.

The district had many opportunities to create communications messages and strategies for high-profile issues including first-day transportation problems, priority schools, and the proposed neighborhood schools bill. While the facts of our messages about transportation problems were clear and concise, they were no match for media images of distraught parents and weary kindergarten children getting home late in the evening. For that reason, the talking points regarding the neighborhood schools bill were

constructed with more visceral images and were intended to stimulate thinking on a more personal and less esoteric level. Likewise, by pointing out the achievements of the priority schools, we had some success in helping parents and the community understand that the schools were, by no means, failures. Even some of the media used statements such as “Despite these achievements, the schools find themselves on the list.” As we go forward, we must generate more human and emotional messages and images to supplement our factual ones.

Staff also seized every opportunity to help principals enhance their skills in interpersonal communications and relationship building, which are fundamental to creating highly attractive schools. Communications staff conducted monthly mini-workshops as part of the elementary principals’ meetings. In addition, 25 customer-service trainings included three specially requested sessions for schools. Participants’ comments indicate they believe the training should be mandated for all district staff. We will continue to pursue this idea with the Human Resources Department.

However, the most exciting communications project the district embarked on this year was the plunge into social media. With very little promotion, we have nearly 3,300 fans and 2,000 active users on Facebook and 5,900 views of videos on our You Tube page since we posted the pages in November 2010. Facebook and You Tube, along with Twitter, are proven and viable communications tools the district will use much more in the coming school year. However, we will not abandon the use of radio, television, and the printed word because we know that there are many parents without Internet access or who prefer the traditional communications media.

Community engagement is critical to the district’s success, and the Business Partnerships staff has made tremendous inroads in expanding its outreach into all parts of the community. JCPS hosted several town hall summits that attracted hundreds of leaders who were able to enhance their understanding of the school district’s policies, practices, and challenges. We focused a great deal of attention on volunteers, with a special celebration honoring approximately 11,000 Every 1 Reads volunteers who have participated in the program over the years. We also worked diligently to increase our pipeline of minority volunteers by recruiting hundreds of new mentors and tutors; some of these recruits went so far as to start new programs, such as Mothers Mentoring Mothers and Girl Circle.

The board of the Jefferson County Public Education Foundation was expanded to include four additional members representing local, regional, and national corporations. Additionally, staff successfully guided the Foundation to support the community’s 55,000 Degrees campaign by identifying resources that would provide an unprecedented number of college scholarships to be issued to JCPS students.

Collaboration—both inside and outside of the district—has been the key to continued business and community partnerships. The Business Partnerships staff assisted the Assistant Superintendent of High Schools to galvanize local business leaders in support of the transformational work being done in our high schools. The district also is closely engaged with many important community initiatives. Staff participate on strategically identified boards of directors, advisory groups, steering committees, and councils including the local Out-of-School-Time Coordinating Council, UofL Signature Partnership, UofL College of Arts & Sciences Decanal Review of Dr. J. Blaine Hudson, Rotary Club, Promise Neighborhood, Making Connections, Center for Women and Families, the Lincoln Foundation, KentuckianaWorks, the 2011 Bingham Fellows Class of Leadership Louisville, and 55,000 Degrees. But perhaps the most exciting success in terms of partnerships was the district’s ability to raise, in just 30 days, the required \$1 million in local matching funds needed for the school district to receive a federal \$5 million Investing in Innovation (i3) grant. The grant funds are being used in our high school redesign efforts.

The attractiveness of a school begins with its outward appearance. To help schools become physically attractive, the Facilities Department is vigilant to ensure that any strategic improvements to district

facilities also make them more attractive, allow them to function more smoothly, support the programs, and better support community outreach opportunities. Projects in 2010-11 included:

- The Academy @ Shawnee – Completed construction of the Challenger Learning Center, which will open in October.
- Ballard – Constructed studios for radio and television broadcasting.
- Binet – Completed a renovation of the Life Skills room with material donations from various vendors and friends.
- Blake Elementary – Completed a media center and elevator addition, as well as a full HVAC renovation.
- Blue Lick Elementary – In process are HVAC replacement, renovated media center, additional classrooms, and new elevator.
- Bowen Elementary – Completed the HVAC renovation and the addition of a new media center.
- Camp Taylor – Completed a full HVAC renovation, plus improvements to the administrative suite, kitchen, and media center.
- Cane Run Elementary – Completed an extensive renovation and incorporated environmentally friendly systems and technology. Work included geothermal HVAC, green roof, solar hot water, solar tubes that bring daylight into windowless classrooms, new media center and site improvements.
- Dixie Elementary – Completed the installation of a new elevator.
- Doss High School – With the assistance of Class Act Credit Union, we renovated an area of the school to house a branch office that is operated by students.
- Eastern High – Full HVAC, new media center and auditorium, reconfigured administration and additional classrooms are currently in the early design phase; to be bid in 2012 and completed summer 2013.
- Eisenhower Elementary – Completed full HVAC renovation and added an elevator and media center.
- Engelhard Elementary – Fully upgraded the site to provide for safe student use and staff parking, while incorporating environmentally sensitive design elements.
- Fern Creek Elementary – Completed a full HVAC renovation.
- Frayser Elementary – Completed the final portion of a two-year project to provide a new cafeteria/kitchen and elevator, totally redesigned site, and new administrative suite; the old food service areas were renovated into a new media center, plus site improvements.
- Goldsmith Elementary – Completed the addition of a new classroom wing.
- Iroquois High – Completed a full renovation of the HVAC system and related infrastructure, as well as an extensive window replacement.
- Jacob Elementary – Completed the addition of a new classroom wing.
- Jeffersontown Elementary – HVAC replacement and some space reconfiguration are under construction.
- Kammerer Middle – HVAC replacement and some space reconfiguration are under construction.
- Knight Middle – HVAC replacement and some space reconfiguration are under construction.
- Layne Elementary – Completed a full HVAC renovation and upgraded the restrooms, administrative suite, and media center.
- Lincoln Elementary – Performing arts wing, media center, additional classrooms, space reconfiguration, elevator, and site improvements are under construction.
- Moore Traditional – Completed the renovation of the old technical building into a medical arts suite.
- PRP High – Renovated visual art rooms, plus new auditorium.
- Portland Elementary – Outdoor classroom and major site improvements are under construction.
- Roosevelt-Perry Elementary – Media center, cafeteria, additional classrooms, elevator, site reconfiguration, and cafeteria expansion are under construction.

- Rutherford Elementary – Completed a new media center, elevator, and upgrade of the administrative suite.
- Smyrna Elementary – HVAC replacement, media center, additional classrooms, space reconfiguration, and elevator are under construction.
- Valley High – Full HVAC renovation, new auditorium and gymnasium, classroom configuration, site reconfiguration are under construction with a completion target of summer 2012.
- Waggener – Transformed an area into a medical arts suite.

We need only five more elevators to fulfill our original need for 100. Also, the last portable in use by the preK-12 program was removed before the opening day of the 2010-11 school year. Only five portables are still in use by students; they are located at Iroquois High School and used by Jefferson County High School.

The District Facilities Plan (DFP) was revised this year and has been approved by the Board and the Kentucky Department of Education. Final approval by the Kentucky Board of Education is anticipated in June 2011. The plan includes a number of items, including additional media centers and elementary classrooms to accommodate program needs in ECE, ESL, and early childhood.

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### **Strategy 5: Address Disparities in Student Outcomes**

*We will strengthen our implementation of differentiated instructional practices and strategic interventions. We will apply a systemic assessment process that includes balanced assessment, paired with the Response to Intervention (RtI) process, as a framework to reduce academic and social/cultural gaps. We will assist students in understanding their strengths and challenges so they can self-advocate and take charge of their own learning experiences. For students identified via ongoing analysis of data as being at risk, we will intentionally intervene to reduce suspensions and retentions and to increase attendance. We will reinforce these efforts through high expectations paired with individualized and personalized instruction and support. We will determine the effectiveness of our work by using quality indicators as the measures.*

### **Sponsor: Farryll Brown**

### **Progress Made 2010-11**

The District has continued to implement intentional strategies to address the achievement gaps that exist for particular student groups in the areas of social development/behavior and academic achievement. These groups include students who participate in the Free and Reduced-Price Lunch (FRL) program, English as a Second Language (ESL) program, and Exceptional Child Education (ECE) program. We believe that the ultimate outcome of these efforts will be a reduction in the number of students suspended from school, increased graduation rates, a reduction in the numbers of students who drop out of school, a reduction in referrals to special education, and a closing of academic achievement gaps.

Addressing the social and academic needs of all students is of the utmost importance. The wellbeing of our system can be judged by the impact we have on addressing the needs of our most vulnerable learners. Measuring this impact includes determining how students are responding to the supports and interventions we have put in place. One way that the district is addressing this concern is by implementing the Response to Intervention (RtI) framework. Professional development, technical assistance, and consultation were provided in the area of RtI for reading, math and behavior. The support provided to schools is based on the “RtI Non-Negotiables,” which outline ten research-based steps to implementing an effective system of tiered learning supports. The “RtI Non-Negotiables”

provide a common language and process for implementation of the RtI framework across all schools in the district.

During the 2010-11 school year, RtI training was provided to 26 different role groups in 90 elementary schools, 22 middle schools, and 1 high school. Additionally 40 elementary schools and 12 middle schools received on-site consultation and technical assistance to support their implementation of RTI. Elementary school principals received PD at two principal meetings this year, and an RTI summit was held for middle school principals. Based on survey data taken in the spring of 2011, there are 90 elementary schools implementing RTI for reading, 30 schools are implementing RtI for Math and 28 are piloting for behavior. At the middle school level, 13 schools are implementing for reading, 17 for behavior, and 12 have RtI leads in place.

District support is imperative in implementing the RtI framework at the school level. Beginning in the winter of 2010, the District began supporting RtI Leads in all elementary schools, along with 13 Home/School Liaisons at the middle school level. These staff members assist schools in implementing the RtI framework, support Tier III students, and assist with data analysis. Via JCPS Online, resources were also placed in a web-based users group for RtI, which currently has over 1000 members. These resources include professional development modules, menus of interventions, templates, and tools for graphing student data. District data for special education shows a decrease in initial referrals of 522 students, compared with last year. The District's rate of eligibility has improved from 47 percent to 80 percent, indicating that RtI has had an impact in guiding schools to provide research-based interventions, document implementation, and track student progress.

During the 2010-11 school year, intensive focus was placed upon utilizing data from the district-created Math/Reading Proficiency Assessments as a mechanism for monitoring student growth. The CASCADE system was utilized by the assistant superintendents and various central office departments to analyze the performance of students in No Child Left Behind (NCLB) subgroups. Targeted support was provided to address individual school needs and offer professional development.

Social development and meeting the behavior needs of students continue to be a dual focus of the district, as evidenced by the CARE for Kids program in the elementary and middle schools. An internal evaluation of the CARE for Kids program highlighted improved suspension rates for high-implementing schools (-.52 percent) as compared with low/non-implementing schools (+4.7). The same trends were seen for attendance rates, for reading/math proficiency rates, and novice rate reductions for high-implementing schools when compared to their low/non-implementing counterparts. While CARE for Kids is the Tier I anchor to address social skill development, additional strategies must be put in place for students who struggle with significant emotional/behavioral needs. Suspension data are analyzed and disaggregated by the assistant superintendents and other Central Office departments. The data are used to ensure that effective service delivery is in place for school staff, students, and their families. Efforts to increase student engagement were seen across the District, with increases in opportunities for participation in extra-curricular activities such as clubs and sports teams across all levels. Service-learning activities continue to be a part of CARE for Kids at the elementary level, a component of the Circle of Power and Respect times at the middle school level, and a part of the *Facing History and Ourselves* course at the high school level. When students are actively engaged in meaningful activities, they are less likely to be suspended, drop out of school, and have attendance issues. The district will continue to support schools in their efforts to reduce suspensions, increase attendance rates, and ensure that our most vulnerable learners are on a strong path to being college/career ready when they leave our classrooms.

## **Strategic Goal 4: Improve Organizational Effectiveness**

**We will improve organizational effectiveness by aligning district resources (e.g., human, fiscal, time, physical space) in ways that bring coherence and clarity to our efforts to improve instruction and school culture, particularly for schools not meeting all of their goals.**

### **Strategy 1: Promote Student Diversity Across the District**

*We will continue to refine and improve the implementation of the elementary student assignment plan and prepare for the implementation of the middle and high school student assignment plan, as approved by the Jefferson County Board of Education. We will support all schools so that they can meet the diversity guideline, enhance diversity, support student success, improve instructional quality, and provide family choice within a system that supports stability, predictability, and equity, as described in the guiding principles for student assignment.*

**Sponsors: Jack Jacobs and Stephanie Bateman**

### **Progress Made 2010-11**

One of the steps used to inform the community about school choice is the Showcase of Schools, held this year on Friday, October 8 and Saturday, October 9, 2010. The Showcase was open on Friday from 3 p.m. until 7 p.m. and Saturday from 10 a.m. until 3 p.m. Located in the Kentucky International Convention Center, downtown, it is accessible to the entire community. JCPS has 89 elementary schools, 23 middle schools, and 18 high schools that participate in the Showcase. Other departments that support student success and are represented at the Showcase include Elementary Student Assignment; Optional, Magnet and Advance Programs; Transportation; Parent-Teacher Association; Demographics; Early Childhood; Career Counselors; English as a Second Language; Parent Assistance Center; and Exceptional Child Education.

The Showcase is designed to help parents and students get the information they need about elementary clusters, and about optional and magnet programs/schools for elementary, middle and high school students. The schools have individual booths with principals, counselors, teachers, and students available to answer questions and distribute school-specific information, as well as displays of events in the schools. Visiting students are allowed to participate in activities provided in some booths. The staff members for Optional, Magnet, and Advance Programs provide community meetings for parents in district schools and office centers, as well as television and radio interviews and public billboards. Posters are placed in schools, churches, and businesses.

The Showcase of Schools has averaged approximately 10,764 participants over the last three years. The Optional, Magnet, and Advance Program Office has provided materials—including the Choices booklet, a Guide to Elementary, Middle and High School Programs—to parents at meetings and at the Showcase. The Choices booklet contains information and charts representing the programs in each optional, magnet program or school. The elementary level has 8 magnet schools, 25 magnet programs and 12 optional programs; middle schools have 5 magnet schools, 13 magnet programs, and 5 optional programs; high schools have 6 magnet schools, 54 magnet programs and 16 optional programs.

The Student Assignment Office continues to educate families regarding the opportunity for school choice. The Student Assignment Office held 29 informational meetings for parents and students regarding the application process for elementary, middle and high school. Sessions were held in all parts of the district. Special outreach efforts were made to families for whom English is a second language and to parents of students enrolled in the district's early childhood programs. The Office of Elementary Student Assignment trained staff in early childhood to help inform parents of the opportunity for school choice.

In 2010-11, elementary placements were made through a centralized electronic system that allows the district to continually monitor the enrollment and diversity in each school. The newly designed system provides data regarding parent choice and our ability to accommodate parent choice. Student transfer requests are processed and tracked through an electronic system.

The Core Planning Team for student assignment was reconvened in September 2010 to address community concerns regarding the implementation of the student assignment plan and to prepare for the implementation of the middle and high school boundary changes scheduled for the 2011-12 school year. The planning team studied potential adjustments to the plan, as well as strategies to increase efficiency, especially in transportation.

In May 2009, the Board approved boundary changes for middle and high schools to be implemented in the 2011-12 school year. In September 2010, the Board voted to delay the high school implementation and continue with the middle school implementation. In October 2010, incoming sixth-grade students affected by the boundary changes were notified of the school assignment for 2011-12. The Middle School Office and the Transportation Department are working toward a smooth transition to new boundaries. By grandfathering students at their current schools, the Student Assignment Office is providing educational continuity for students entering seventh or eighth grade who were affected by boundary changes.

The Core Planning Team met several times to study potential adjustments to the student assignment plan. In the midst of these discussions, the Board requested a review of the student assignment plan by an outside contractor. Dr. Gary Orfield and Dr. Ericka Frankenburg conducted a community survey in December 2010 that indicated there is broad community support for diversity in our schools. However, the survey did indicate that many parents do not want their children traveling long distances to meet the goal of diversity. The consultants have not yet finalized their recommendations. Any adjustments to the plan have been delayed until the consultants make their reports.

The Student Assignment Office continues to implement the board-approved student assignment plan while contemplating adjustments that would ease parent and community concerns and still provide diversity in our schools. We look forward to hearing from the consultants regarding recommended adjustments.

A collaborative team consisting of staff from Student Assignment, Transportation and the Elementary School Office met to determine how central office could better support schools in planning for student dismissal/transportation. The team quickly realized that expertise from both MIS and the Office of Communications was required to optimize the efficiency of the process. The elementary principals gave input regarding the challenges they faced at the opening of the 2010-11 school year. MIS staff worked to simplify entry of transportation information. MIS and Transportation staff developed reports to allow monitoring of school data input. Transportation staff revamped the Bus Finder system to make it easier for parents and students to use. Principals recommended changes to the tags used to identify buses/transportation services for students. The Communications Department updated the transportation video and developed letters, transportation cards, and specialized transportation mailings.

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### **Strategy 2: Drive Curricular Reform**

*We will ensure that the district has the capacity to embrace curricular and instructional innovation by providing strong pedagogical support to classroom teachers and principals. This support for the implementation of inquiry-based curricula, formative assessments, and related instructional practices will*

*be provided by content-area resource teachers, specialists, and directors from the JCPS Gheens Academy. These efforts are designed to build capacity at the school and classroom levels through support for emerging professional learning communities.*

**Sponsor: Lynne Wheat**

**Progress Made 2010-11**

During the 2010-11 school year, in all content areas, administrators and teachers participated in professional development targeting whole school change. District curriculum specialists and support staff provided training on targeted initiatives that have been selected by the district—initiatives that encompass the content, skills, and strategies to provide our students with a strong foundation to be successful in college and competitive in our community and world. To support this effort, professional development offered by the specialists was designed to ensure that teachers knew how to implement effective instructional practice, and that administrators knew how to support and monitor teacher implementation.

In spite of these intentional professional development opportunities, designed to ensure implementation of district-adopted curriculum initiatives in all schools, fidelity in program implementation has been limited. Some educators have embraced the new programs and thinking, but many have not and instead reverted to more traditional styles of teaching. Moreover, many of the programs and supplements that schools have been implementing have not been aligned to the state standards. Research indicates that without maintaining fidelity of implementation, we put our students at a disadvantage (Moss & Brookhart, 2009).

Currently, there is no district-wide system to ensure that those programs and strategies determined to be critical to the district's mission, vision, and theory of action are actually implemented as designed, with CARE for Kids at the elementary and middle school levels and RAMP-UP at the high school level being the two exceptions. This lack of a district-wide monitoring system may explain the persistence of implementation discrepancies. Our corrective action to address this situation will be initiated in the summer of 2011 as we implement a new process, designed in collaboration with the Accountability, Research and Planning Department, and involving direct observation of at least one-fourth of the participants' classrooms. The intent of the observations is to evaluate the depth of knowledge and implementation of strategies introduced during the professional development sessions. Data obtained from these observations may not and will not be used for the formal evaluation of teachers. Rather, the purpose of this data collection is to provide direction to support staff, enabling them to be better prepared to adjust their professional development delivery and improve on their continued support for teachers.

The recent adoption of the Kentucky Core Academic Standards (KCAS) requires a close examination of all instruction and all core programs currently in use. In October 2010, a cross-content Gheens Academy Leadership Team was established to focus on and to gain an understanding of the impact of existing professional development and district programs on student learning. To date, 10 Leadership Team meetings and 12 Directors meetings have been conducted. Additionally, on-line communities of practice have been established via the Gheens Academy website "Watercooler" link. To augment and foster this cross-content unity of purpose, 270 members of the Gheens staff participated in a daylong professional development experience. Learning styles, visioning, teambuilding, and successful support leadership strategies were the focus of participant learning.

Through our comprehensive focus on unity, we now understand the extent to which the core programs and strategies that schools are currently using align to the KCAS standards. Some align very well, but many do not. Clearly, massive, intentional professional development and ongoing support will be vital to

ensure that teachers understand and can deliver the new programs and expectations for instruction. Several initiatives are in place to assist in this effort:

- A total of 24 teachers, principals and curriculum specialists are participating in KDE “Next Generation Learners Networks” to develop and publish learning targets for all KCAS standards. These targets will be immediately available to teachers for classroom use.
- Gheens staff members are working feverishly to align JCPS core programs and assessments for benchmarking student progress to KCAS. To ensure that every program is examined, the Gheens cross-content leadership team is gathering information to develop a matrix of all programs, in all content areas and grade levels, that are currently in use across the district. This matrix is scheduled for completion by May 30, 2011.
- Gheens has developed an initial KCAS system of diagnostics and proficiencies to assist teachers in making decisions to adjust instruction in ways that are standards-based and data-driven.

It is critical that JCPS educators be knowledgeable about KCAS strategies before the 2011-12 school year opens. Research tells us that top-quintile teachers produce learning gains three times that of bottom-quartile teachers (Heck, 2009; Rivkin, Hanushek & Kain, 2004; Kuppermintz, 2003). With so many of our schools facing NCLB sanctions, it is imperative that Gheens Academy staff focuses significant professional development effort on those practices and programs aligned to KCAS that will help our teachers reach that top-quintile target. Therefore, several initiatives are underway.

- The 35-member Leadership Team has developed and begun to implement a KCAS rollout to ensure educators across the district are well informed. Presentations have been made to all elementary and middle school principals, the JCPS Cabinet, and the JCPS Board of Education. Principals are now responsible for sharing this information with their staff by June 13, 2011.
- An effort to develop highly effective teachers is being offered to principals and selected staff developers and resource teachers. During the 2010-11 school year, Gheens directors and selected district administrators participated in monthly “Improving Practice” professional development, which is a strand of “The Skillful Teacher” leadership program. The principles of inquiry derived from this program are influencing the design of “Instructional Exploratorium”—a professional development to enhance the capacity of teachers to serve as effective pedagogical leaders in their buildings. This professional development is currently being designed, with approval to implement anticipated by August 15, 2011. Teacher leadership will be built through the use of current technology, creation of models guided by research, and a collective knowledge base.
- Because of the compelling nature of “The Skillful Teacher” professional development, the content is going to be offered to more of our leaders. “The Skillful Teacher” leadership strand will begin July 20, 2011 with two middle school cohorts. Then, two cohorts will begin each semester, with elementary being the next to participate in a modified version that focuses on “High-Leverage Strategies.”

Support for KCAS implementation and highly effective instruction will also be extended by Gheens through our restructured website. In the past, although a Gheens website existed, the published departmental information was not cohesive and provided limited additional support for teachers and others in the community who were trying to access information. The Gheens website has now been revised. Through this vehicle, Gheens will publish district and community information, support, and daily updates on all work around KCAS, curriculum, and instruction. When the alignment of programs to KCAS is complete, the website will provide needed information from which teachers and schools can make valid choices regarding programs and strategies to adopt. In addition, there will be a specific site for teacher support in the instruction of students who are not mastering required content. Gheens is currently developing an interventions site to complement each content area and all grade levels. Through this intentional emphasis on making more skillful use of the technology that is available, we are becoming better able to provide a unified, public approach to inform our community about programs and strategies that closely align to the standards, as well as those that are difficult to align. This cohesive, centralized effort to will place emphasis on the importance of using programs, interventions

and other effective instructional avenues that are aligned to the new standards and that are rigorous and pedagogically sound.

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### **Strategy 3: Reduce Class Size**

*We will continue developing a long-range plan to give schools an opportunity—at such point as fiscal resources improve—to partner with central office to progressively reduce average class size, initially at the primary and middle school levels. We will bolster class-size reduction by providing professional development in differentiation of instruction to ensure that students receive the individual attention necessary to improve their academic performance, enhance their sense of connection to adults in the school, and personalize their learning environment.*

**Sponsors: Cordelia Hardin, Mike Mulheirn**

### **Progress Made 2010-11**

The class-size reduction initiative began in FY 2008-09 when three elementary schools were selected for the Elementary Redesign. The Redesign included teacher staffing at a 20:1 ratio, additional itinerant allocation to provide planning time, and other components (e.g., funds for professional development, in-house instructional coach, CARE for Kids, nurse). In FY 2009-10, eight additional schools were provided staffing to ensure 20:1 class size at the first-grade level. In FY 2010-11, this ratio expanded to first and second grade. Additionally, an allocation of one additional teacher was approved for each school after the opening of the school year, which allowed schools to expand to third and fourth grade in FY 2010-11. On April 25, 2011, the Board approved FY 2011-12 allocations that expand class-size reduction to the fifth-grade level, but a few sites had already achieved this goal with previous allocations.

The following is an excerpt from the FY 2008-09 program assessment of the three schools in Elementary Redesign. “Overall, the first year of the Redesign showed good implementation of the various components and positive feedback from the teachers and students. The Redesign schools are outperforming the Comparison schools in areas related to growth in school culture/climate according to the Comprehensive School Surveys. The observation data showed that the use of partner work, higher-order questioning by teachers, and teacher/student discussions were more prevalent in the Redesign schools than the Comparison schools.”

Many changes have been enacted at the Elementary Redesign trio of schools, so to fully attribute the schools’ successes to class-size reduction alone would not be valid. However, the anecdotal evidence from the eight schools participating in class-size reduction is overwhelmingly indicative of the positive effect that class-size reduction is having on these very needy schools. As one principal stated: “We have found that the smaller class size has a significant impact on our students, giving dedicated teachers the opportunity to help every student be successful.” Another principal stated the following: “My teachers are better able to personalize instruction. They know the families better and have stronger personal connections to their students. I see better community developed in these classrooms.” We received the following feedback from the parents of one student: “Our son is a very bright and gifted child and to have him in a class where he can receive the kind of individual attention that he needs at this stage in his education is important. We are constantly monitoring his progress and we see the benefit. We believe this is something that should be standard for every child so that they too will have an opportunity to learn in this environment.” We received much more positive and encouraging feedback for this initiative. It would behoove the District to continue expanding this program to other challenged schools, with ongoing evaluation of the impact on student performance.

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#### **Strategy 4: Redesign the High School Structure**

*To build a sense of community and promote higher levels of authentic student engagement, we will develop opportunities in Schools of Study for each student to choose a personal pathway from high school and postsecondary education to professional careers needed in our community. We will continue to develop freshman academies to nurture students' transition to high school. We will pilot an advisory program in five high schools to connect students who have similar interests with adult mentors who will build trusting relationships and provide ongoing assistance and encouragement as students pursue postsecondary pathways and career goals. We will also continue to support a common class schedule that provides access to required courses as well as high-interest electives, time for in-depth learning, and flexibility for a variety of learning styles. The impact of these strategies will be monitored through the district's quality indicators for dropout and graduation rates, and by the number of graduates with dual college credit, certificates of initial mastery, and industry certifications.*

#### **Sponsor: Joe Burks**

#### **Progress Made 2010-11**

During this first year of implementation of the career themes, we have been able to establish specific schools of study and corresponding majors and course sequences. Having been introduced to each school of study in their freshman academies, the large majority of our nine graders have selected a primary school of study and major for the 2011-12 school year, with a minimal number choosing the Arts and Sciences route.

Our research has revealed that engaged business and civic leaders provide the best probability of sustaining our high school redesign. About mid-year, after visiting some sister cities and collaborating with the Ford Partnership for Advanced Studies, we decided to rename our career-themed design teams as "partnership councils" and to turn chairmanship of each council over to industry leaders. Our meetings have been more in-depth about the purpose of the career themes and our partners have demonstrated more genuine ownership of our vision. Also, many of our staff meetings with the Career Theme specialists have been held at community locations such as UPS, GLI, KentuckianaWorks, and the Sullivan College of Design and Technology. As a result, we have expanded our influence among community leaders.

There were no additional SBDM councils that moved toward the trimester schedule. However, when schools of study become more established and their survival depends on student enrollment, and when pilot immersion courses increase in popularity in trimester schools, the non-trimester schools should begin to "want" what they "need" and consider converting to the trimester. This past year, we were able to increase the number of common planning periods for teachers teaching the same courses, especially in tested areas. We also scheduled sections of comprehensive-level courses during the same period (parallel teaching), which allowed teachers to share, group, and regroup students based on interventions needed. This structure inspired collaborative planning and provided struggling students with a team of practitioners who proved more effective than a single teacher isolated all year with one group of students. The 2011-12 school year will be the last year for a three-trimester algebra II course, which will improve student acceleration opportunities in math. We have held to two-trimester courses for U.S. history and biology, even though they return next year as part of high-stakes accountability with end-of-course exams. Also, over the summer and during next school year, our i3 grant will provide additional opportunities and time for improving inquiry-based teaching in the 70-minute class period, collaborative planning and protocols for teacher learning teams, and college access time for student mentoring.

The most significant progress we have made to promote college access has been with the i3-funded CART positions (College Access Resource Teachers). We have hired CARTs in 21 high schools, including some alternative schools, and have held monthly training sessions to lay the groundwork for improving student progression toward a credentialed diploma and postsecondary enrollment. The CARTs have been released from teaching duties for two to three years to collaboratively market the purpose of advisories, develop an advisory curriculum, create a schedule for advisories, and design professional development for advisors. To design a curriculum, we have studied Carol Lieber's materials about college access and advisory design, as well as guidelines from David Conley's college-readiness facets of key cognitive strategies, key content, academic behaviors, and contextual skills and awareness.

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### **Strategy 5: Enhance Student and Employee Health and Increase Attendance**

*We will implement and promote a comprehensive program of school health services and health education by expanding the provision of nursing services within schools, assessing student health risk factors, and appropriately intervening to reduce students' medical barriers to education. We will develop a plan that gives schools an opportunity—and a financial incentive—to partner with central office to add nurses to their staffs. We will provide staff and students with access to wellness and health education programs to promote better attendance and health. Through district publications, conversations with students and staff, and personal modeling, we will communicate an expectation for daily attendance and will highlight its correlation to success in the classroom and in careers.*

**Sponsors: Jack Jacobs, Bill Eckels, Cordelia Hardin**

### **Progress Made 2010-11**

We have implemented the school nurse program in 26 schools, three of which are the Elementary Redesign schools (Coral Ridge, Wheatley, and Engelhard) and four of which the local school funded. In addition, six nurse practitioners (ARNPs) provide health services for the entire district and serve as clinical supervisors for the licensed practical nurses (LPNs) assigned to the 26 schools. Seven of these LPNs were added during the current school year. We also have two registered nurses (RNs) and two ARNPs serving TAPP, one RN and one LPN at Churchill Park, and one RN at Binet. In addition, four screening nurses take care of vision and hearing screening in all elementary schools each year. The JCPS nurses, together with the Louisville Metro Department of Public Health and Wellness, again conducted flu clinics; however, this year the health department was able to provide free vaccine only to schools with 80 percent or above free and reduced-price meal participation. The health department is working to obtain funding for all schools next year to prevent the seasonal and H1N1 virus. A Memorandum of Agreement has been secured with the Louisville Metro Department of Public Health and Wellness to cover many programs and services next year as part of our ongoing partnership.

For the 2009-10 school year, the district's internal evaluation of the new school nurse program showed the following data for schools assigned an LPN: 7750 health history forms reviewed; 2612 physicals reviewed; 5562 immunizations reviewed; 1425 height/weight screenings; 1040 vision screenings; 5239 head lice screenings; 25,744 well-room visits; and 89 percent of students who visited a well room were able to return to their classrooms, instead of needing to go home. LPNs conducted 5,093 phone consultations regarding student health, and taught formal health classes to 7,090 students. They assisted in 218 emergencies and called Child Protective Services 50 times. Staff at the Elementary Redesign sites consistently rate school nurses as a highly valued asset for their schools. The nurse data will be updated at the end of the current school year.

A total of 52 schools (elementary, middle, high, special, and Head Start) are participating in the Health Promotion Schools of Excellence (HPSE) program. The work that the HPSE Program has accomplished

during the past 19 years has been instrumental in laying a foundation for the vision that we have established for our school district. Our emphasis on a coordinated school health process and programming includes staff development through a summer health institute, which approximately 150 staff attended in 2010 and which has 175 registered for 2011. Schools focus on cardiovascular disease prevention through such strategies as promoting nutritious snacks and meals; physical activity for students, their parents and employees; early periodic screenings to inform staff of key personal data (e.g., cholesterol level, blood pressure); injury prevention (e.g., pedestrian, seat belt, bike, and car seat safety); cancer prevention and early detection such as promoting colon cancer, skin cancer, and other early periodic screenings; physical fitness such as pedometer programs, the 12-week Y5210 program (5 fruits and vegetables, 2 hours or less of screen time, 1 hour of physical activity, and 0 sugary drinks per day); and assessing student fitness levels and body mass index-ratio of height to weight measures.

The community has demonstrated an increased interest in enhancing wellness through and among students. For example, the Junior League of Louisville donated \$2500, plus volunteers, to help five elementary HPSE schools conduct Family Fun Nights, with an emphasis on fitness and healthful cooking. The Kentucky Cancer Program is working with students and staff on sun safety and preventing skin cancer. Students receive ultraviolet bracelets that change color when they are exposed too long to dangerous rays. In addition, thanks to grants totaling \$90,000 from the Louisville Metro Department of Public Health and Wellness and other community sources, HPSE schools' plan-of-action programs and strategies will be funded next year. In addition, a Physical Education for Progress grant was secured (\$800,000 over a three-year period) to address more intensely the promotion of physical activity and proper nutrition in an effort to curtail the rise in childhood obesity. Nine HPSE schools are implementing pedometer programs, expanding the Y5210 program to two 12-week sessions (per requests of teachers), including daily physical activity for all children in grades 2 through 5, working with local chefs to promote healthy nutrition by offering lessons and food demonstrations for students and parents, and working with nurses and PE teachers to educate more thoroughly on chronic diseases (asthma and diabetes) and to focus on strategies that help students get their asthma and diabetes under control, which in turn should help improve their attendance and academic achievement.

CPR Anytime kits were distributed last fall to about 1400 seventh graders in six schools. This year, another grant funded new kits that will be reusable and will impact more students in middle schools, following an evaluation of the pilot being conducted by Lassiter Middle School. With the assistance of the American Heart Association and Louisville Metro EMS, Lassiter's students received hands-on training in how to administer cardiopulmonary resuscitation (as was done last year), but were also trained on how to reuse the kits. The take-home kits enabled students to continue practicing CPR at home and to teach the life-saving skills to family members and neighbors.

We will continue to recruit funding for the HPSE next year and will celebrate the 20<sup>th</sup> year of the program. We started with 15 schools in 1992, kept the program going financially, and institutionalized the program in 2000. We will reevaluate our goals and objectives, along with reviewing our programmatic strategies. The success of the program has been replicated and awarded the Top Award for the Models that work from the Foundation for A Healthy Kentucky. Therefore, we will continue to build on these positive results and recommend change as needed.

Beginning with the 2010-11 school year, all unlicensed school personnel who perform medication administration in school must have proof of having completed the standardized training course developed by the Kentucky Department of Education and Kentucky Board of Nursing (704 KAR 4:020, Section 4(3)(g)). Training was also required previously; however, the new regulation required all districts to follow the standardized training, and to also include district protocols, policies, and procedures. This new regulation was a huge undertaking for the Health Services department. Previously, training had been set up for the district in a manner that helped all schools meet the

requirements to have some personnel trained in each school to assist students with emergency and daily medications and to perform health services for students as needed. JCPS training was conducted in person for new attendees, and on-line for those repeating the class. However, under the new regulation, personnel had to attend in person and pass two tests. The training had to be conducted by JCPS Nurse Practitioners and/or Registered Nurses who had also attended a mandated training session.

During the 2010-11 school year, Health Services nursing staff conducted 85 separate training sessions with 2011 total staff trained; 1973 of them passed the two required tests. The attendees had to score at least 85 percent on the multiple-choice exam (open book), and then complete the next exam (closed book) with a passing score of 100 percent. We asked principals to choose appropriate school personnel to be trained in order to ensure there is always a trained individual available to administer any health services and to cover absences, vacations, and field trips. We recommended a minimum of five trained personnel per school. We offered the required annual in-person training to meet these requirements, scheduling the training nearly every day between July 1 and the start of school. We also conducted training sessions each week to accommodate the need of schools after school started. We t built the required exams into pdCentral in order to streamline the process, including grading and reporting for those who completed and passed the exams.

Our approach to meet the regulations was successful for the most part. However, suggestions from school principals and other staff are being taken into consideration for the upcoming year. We will notify principals via email when the sessions are on pdCentral in order for them to share the information with their staff. The staff will then enroll themselves in the appropriate session. Two sessions will be offered this year. One is for recertification (four hours) and the other is for new attendees (six hours). We are working with the middle school liaison to offer three training sessions during the middle school conference, since it is in July. We had hoped to have sessions at the elementary, high school and classified conferences, but all of those conferences are slated for June and the training cannot occur before July 1 each year. We will continue to strategize on how to meet the needs of students and the schools in relation to health services trainings and will review ideas to improve the training sessions.

During the week of March 23, 2011, the HR substitute center upgraded its substitute calling system (SmartFind Express). The new version provides teacher attendance data by school location, by day of the week, and by reason for absence. Prior to the upgrade, one substitute center clerk had to manually enter the data into a spreadsheet every day. This task was very time-consuming. In addition, manual data entry had the potential for human error. With the new reporting system, the data is much more accurate. The upgrade was smooth except for one glitch that will be remedied before the end of the school year

Principals receive the teacher absentee reports monthly. However, the principals need additional training on how to decipher the SmartFind Express data and how to implement strategies that will improve teacher attendance. Historically teachers are absent most on Mondays and Fridays. In order to provide consistent instruction to students, principals must track teacher attendance and implement strategies for improving teacher attendance (especially on Mondays and Fridays).

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### **Strategy 6: Enhance the Capacity for Innovation and Instructional Improvement**

*We will continue to build the capacity of the Gheens Institute for Innovation to promote, support, and test new and creative ideas that will strengthen collaborative culture among professionals while increasing students' degree of engagement, level of challenge, and sense of community. We will encourage a culture of innovation through district awards, mini-grants, and discussion series. We will collaborate in seeking grant*

*opportunities, conducting research and professional-development activities, and promoting innovative practices.*

**Sponsor: Arthur Camins**

**Progress Made 2010-11**

The Gheens Institute for Innovation continues to serve as a generator, transmitter, and supporter of ideas for innovative programs, culture, and partnerships that advance and accelerate the learning of students in JCPS. Progress during the 2010-11 school year was characterized by success in obtaining highly competitive grant funds, convening seminars with district leaders about high-leverage improvement strategies, visibility and influence through local and national publication, and deepening external partnerships to advance our work.

Programs: One role of the Institute is to generate ideas, acquire funds to initiate programs, provide initial support, and then hand off major operational responsibility to other district leaders. This process enables innovations to become deeply embedded in district day-to-day work. Two ongoing successful programs in this hand-off phase include the *One Community, One Nation (OCON)* and the *Math Assessment for Learning* projects. OCON, funded by a \$500,000 grant from the JP Morgan Chase Foundation, successfully developed its third- and fourth-grade field-test editions, which were piloted this year. Meanwhile, work continued on development of the first- and fifth-grade curricula. The Institute was also instrumental in securing over \$90,000 from the Gates Foundation, through the Prichard Committee for Academic Excellence, to support effective formative assessment practices in 17 mathematics classrooms at Doss and Iroquois High Schools.

The most significant new program grant was obtained through the US Department of Education (USED) Investing in Innovation (i3) program. JCPS one of only 49 applicants funded from a field of 1700. This grant secured \$5 million from USED plus \$1.15 million in private sector matching funds to be used for increasing graduation rates and college/career readiness. Most significantly, at a time of continued focus on simple solutions for the complex problem of turning around low-performing schools, our *Making Time for What Matters Most* project was designed—and won national support—to pursue multi-faceted supports for addressing the needs of students in six of our lowest performing high schools. The triple focus includes improving student learning through flexible scheduling and in-depth instruction; meeting students' personal academic, social and emotional needs through College Access Time; and increasing teaching expertise through high-quality professional learning communities. This grant, rather than competing for attention, supports and is coherent with the district's overall plans to restructure and improve our high schools' performance. In fact, our national visibility for this approach has enabled us to gain access to the highest levels of USED and to have active consideration of a potential fifth Title I turn-around model based on our i3 model.

Another area of success has been in leadership of the JCPS Universal Design for Learning (UDL) Committee. UDL is a powerful approach to making learning accessible for all children by anticipating their diverse needs and building anticipatory adjustments into curriculum, instruction, and students' demonstration of understanding. This year, in collaboration with Computer Education Support and Analytical and Applied Services, a team of 35 educators attended a UDL Institute at Harvard University. As a result, teachers in 13 model classrooms are now honing their instructional skills, making adjustments to meet the needs of their students in new and creative ways, and providing leadership to colleagues. A second year of implementation of the UDL *Thinking Reader* program continued and expanded to a total of 39 teachers in 15 middle schools, making reading more accessible for over 300 students.

Since its inception, the Gheens Institute has played a guiding and supporting role for our two environmental magnets at Cane Run and Portland elementary schools. This year, that work bore fruit as outdoor classrooms opened and teachers engaged students in meaningful environmental learning across the curriculum, including field studies at informal science institutions throughout Jefferson County. In addition, work continued to advance the partnership between Maupin Elementary School and Spalding University focused on project-based learning.

**Culture:** The Cabinet met during the summer of 2010 and—in response to assessment results, audits and curriculum reviews—established four strategic improvement committees, one of which was the Improving Practice Committee (IPC). The IPC has been working this year with Jon Saphier, internationally recognized expert in effective teaching, to identify both the teaching practices that have the greatest potential for increased student achievement and high-leverage leadership practices to support increasing teaching expertise. In collaboration with the Gheens Academy and the assistant superintendents, plans are underway to continue this work in the summer and coming school year with cohorts of principals and resource teachers. This work promises to have significant impact on achievement by focusing attention and resources on two key strategies: developing the instructional expertise of teachers and creating a learning culture for continuous improvement.

The latter goal was also advanced in four, full-day seminars for key district leaders. The seminars were led by Dr. Phillip Schlechty, first director of the Gheens Academy and nationally recognized school improvement expert. The primary focus of these sessions was on transforming school and district culture from bureaucracies to learning organizations. This foundational work has a goal of helping teachers learn from error, from one another, and from leaders, with a common commitment to enhanced learning by all students.

In addition to these activities that targeted leadership, the Institute continued to promote innovation through mini-grants, the annual Gheens Institute Awards, and the *What if?* art and writing contests. Finally, the Institute has partnered with the Research Department and Spalding University to offer an Action Research class. This class will engage a cohort of 15 to 20 elementary school teachers interested in developing skills to collaboratively research and gauge the effectiveness of their own instructional practices, and then to use their findings for continuous iterative improvement.

**Partnerships:** The Institute seeks to gain support for innovations that lead to advancement of student learning through partnerships with external organizations. Some of these partnerships are local, while others reach across the country. The most significant has been through participation by key district leadership on the Core Planning Team and Operating Committee for 55,000 Degrees. Work that led to JCPS setting clear, ambitious targets for outcomes and leading indicators—coherently linked to strategies supported by the i3 and Smaller Learning Communities grants and by high school redesign efforts—helped cement community confidence that JCPS remains steadfast in its improvement goals.

Additional partnerships that have led directly to innovative improvement work include those with UC Berkeley, CAST, Louisville Science Center, Louisville Zoo, Jefferson Forest, Frazier History Museum, University of Louisville, Spalding University, and Partnership for a Green City. The Institute has also continued to advance its ideas through local and national distribution of its newsletter and website, and through publishing articles in respected national journals such as *Education Week* and *Kappan*.

**Continuity:** In creating the Gheens Institute, JCPS made a bold commitment to innovation as the engine for improvement, to the cultivation of the risk-free culture in which innovation flourishes, and to working across traditional department boundaries and roles to ensure that innovations are sustained. Pushing back against that commitment are impatience for rapid return on investment as evidenced by a singular focus on rising test scores, and a national penchant for simple “silver bullet solutions. Too often,

long-term improvement through innovation is seen as being in conflict with short-term improvement strategies. To its credit, JCPS has seen beyond that false dichotomy. As we move into a new era of accountability with new and more rigorous standards and a new superintendent, the commitment to innovation will need to be strongly reaffirmed.

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### **Strategy 7: Enhance Employee Expertise**

*We will promote higher levels of professional expertise in all areas of the organization, focusing especially on the needs of schools not meeting all of their goals and other priority areas (Tier I, II, and III schools). We will strengthen the multiplicity of programs that support a diverse workforce throughout the district. We will continue to hire the most effective teachers who have met stringent criteria that address the ability to successfully teach students in urban settings. We will provide a new-teacher induction program that offers professional development in all content areas and in such instructional processes as CARE for Kids, inquiry-based instruction, formative assessment, applying technology in the classroom, and teaching in collaborative school cultures. We will evaluate the impact of professional development for new and experienced teachers through fuller implementation of the Guskey Model of Professional Development Evaluation. We will enhance teacher effectiveness by expanding opportunities for teachers to add additional content areas to their certificates (such as English as a Second Language, technology endorsement, other dual certifications). We will strengthen our efforts to support the district's National Board Certified teachers and to increase their number. Additionally, we will incorporate major strategies from state-mandated turnaround training into our professional-development program for aspiring and current leaders in order to prepare principals to work effectively in urban settings and in schools not meeting all of their goals.*

**Sponsors: Lynne Wheat, Bill Eckels, Bernard Minnis**

### **Progress Made 2010-11**

JCPS has assigned one full-time HR Personnel Specialist to the Multicultural Teacher Recruitment Project (MTRP). In conjunction with the Future Educator Association, there are more than 30 chapters in the district and 300+ middle and high school students who are active in MTRP and FEA. The JCPS MTRP/FEA program has been identified by Phi Delta Kappa as a model "grow your own teacher" program. The MTRP students are targeted in middle school, matriculate on to high school programs, are monitored in college through partnerships with Kentucky universities, and are identified as desirable JCPS teacher candidates when they graduate with teaching degrees. Middle school and high school MTRP activities that promote membership and interest in an education career include fundraising activities, such as the popular cotillion, and participation in local, state, and national FEA conferences.

The MTRP project provided seven tours to Kentucky colleges for 150 students. In addition, the MTRP sponsors at each of the school locations provided ACT preparation strategies to high school MTRP members at their regular meetings. The Personnel Specialist assigned to MTRP will begin collecting this year's ACT score data and will maintain the data so that yearly comparisons can be made.

In addition to the aforementioned activities through MTRP and FEA, the Education Career Magnet Academies have expanded from two to four JCPS high schools. These academies provide high school students the opportunity to follow a curriculum specific to the teaching career. Students learn about lesson planning, delivery of lessons, public speaking, differentiated instruction, multiple intelligences, curriculum design, and many other aspects of teaching. During their senior year, students participate in a co-op program funded by JCPS Human Resources that pays student workers minimum wage to assist teachers in elementary classrooms for half of the school day.

The JCPS Tuition Assistance Program for Classified Employees (TAPCE) reimburses classified employees for undergraduate studies if the employee is either a member of an underrepresented population or is majoring in an area of critical need. Since 2008, JCPS has supported 30 classified employees through the TAPCE program. Plans are underway to disseminate program information more aggressively to classified employees in the coming year in an effort to boost participation.

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### **Strategy 8: Enhance Organizational Effectiveness Through Technology**

*We will enhance organizational effectiveness through improved data management and user-friendly dashboards. We will increase administrative efficiency through interoperability among all administrative systems to reduce redundant data entry. We will continue to improve technology infrastructure in order to increase access to resources and reliability of all systems and to reduce costs. We will continue to enhance communication among staff, students, families, and the community through technology innovations by providing timely information in a variety of formats to assist in data-driven decision making.*

**Sponsor: Cary Petersen**

#### **Progress Made 2010-11**

To improve organizational effectiveness, we have to improve the technology infrastructure, get MUNIS Payroll and HR operational, expand the information dashboards for better data analysis, improve the Parent Portal, and provide professional development to take advantage of all administrative systems in use.

**MUNIS:** We have moved toward full implementation of the MUNIS Payroll and HR systems. Our goal is to have all of the modifications completed in preparation for the conversion leading to the July 2011 implementation. The Finance Department has modified its procedures in order to address the problem of benefits pay calculation that we had with MUNIS Payroll. We moved off the AIX platform and went to Windows server in December 2010; this change will enable the MIS staff to provide better support.

**Technology Infrastructure:** This year, we have improved the speed of the network connections for all of our State Agency schools. We began to upgrade the five-year-old Technology Integration Project (TIP) computers to give the teachers a more reliable foundation for their work, and replaced old equipment to make staff more efficient.

Through a new licensing agreement with Microsoft, we now have the ability to upgrade all Windows 7-capable computers to new versions of the Operating System and Microsoft Office. This agreement allowed us to work with schools to provide a standard platform throughout the district for better support.

Through a process called "virtualization," we have been working to reduce costs and improve efficiency. Virtualization takes a large server, and partitions it into multiple smaller servers, thus providing the same computing power with less equipment. Prior to this process, the power in the computer room would have required modification and the purchase of more servers. However, with the benefits of virtualization, we should see reduced costs based on energy conservation, have the capability for better systems recovery, and reduce the number of servers needing to be purchased.

**Dashboards:** We started developing user-friendly dashboard systems last year. These dashboards will be used to analyze information in our current systems, possibly including student and financial data. We refined the dashboards after a test of the system, and we will be able to extract data from Infinite Campus, the data warehouse, and MUNIS. We are piloting these dashboards in schools that want to analyze additional Quality Indicator data. Once the process is refined, we should be able to provide dashboards for these Quality Indicators for every school, which will assist in data-driven decision making.

**Parent Portal:** The Parent Portal continues to be enhanced. This year we added Email Messaging service to Infinite Campus, and we are reviewing methods to increase student use of Career Cruising. There are now 40,000 parents that are connected, and over 21,000 of these parents use the portal on a regular basis. We have been working with Infinite Campus to create the Elementary Report Card for the Portal. We believe that once parents of our elementary students realize the quantity of valuable information available on their children via the portal, they will use the portal more.

**Professional Development:** As new staff is hired, and as administrative systems are established or enhanced, JCPS provides professional development as a means of support. We use a variety of professional development methods, including online courses that can be taken at any time, as well as trainer-led classes. This year we tried a training method whereby our trainers offered one-hour sessions at VanHoose, CB Young and Jaeger Education Center to reduce the travel time by staff and increase staff knowledge. By providing these professional development options, staff is better prepared to use the tools available and they improve their job effectiveness.

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### **Strategy 9: Coordinate District Resources and Support**

*We will collaborate across departments to ensure coordination of district resources and support, thereby assisting schools to positively impact the instructional process and, ultimately, the performance and behavior of students. This coordination will result in more targeted support based on student and school needs and will align interventions to meet the needs of students at all levels (e.g., struggling, special needs, ESL, gifted). We will also share information in a systemic way that enhances school/student outcomes.*

### **Sponsors: Cordelia Hardin, Farryll Brown**

#### **Progress Made 2010-11**

During the fall of 2010, the District identified a need to ensure coordination of resources and support for schools in order to positively affect the instructional process and improve outcomes for students. These efforts were put in place to align interventions, share information in a systemic manner, and provide supports for all students. Cross-departmental committees were developed to address the needs of identified priority schools and, as an initial step, to coordinate resources around the area of behavior. Two committees were established to conduct this work.

The System Support Coordination Committee has worked diligently on expanding a comprehensive understanding of each District department's focus and scope of work. Numerous departments have come together in a collaborative effort to identify current processes and future needs in the area of behavior. The stakeholders who participate on this committee agree that the process has served well in providing a broad understanding of the roles, functions, and issues of professional development among the many departments.

The Case Management Coordination Committee was established to provide a systemic process for supporting four high schools, two middle schools, and two elementary schools. These eight priority schools were identified by the assistant superintendents. Each school was provided an identified "point person" to ensure quick and efficient response when needs arose. Cross-departmental membership is key in ensuring all issues are "triaged" and handled in a timely manner. Departments serving on this committee include Exceptional Child Education, Student Relations, Human Resources, Finance, Facilities, Transportation, and Student Development. The coordinated efforts of the Case Management Committee ensure that principals have a smooth response from Central Office when needs arise in their individual schools.

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