

2009-10

**COMPREHENSIVE
DISTRICT IMPROVEMENT
PLAN**

**Sheldon H. Berman, Superintendent
Jefferson County Public Schools
Louisville, Kentucky**

JEFFERSON COUNTY PUBLIC SCHOOLS 2009-10 COMPREHENSIVE DISTRICT IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Organizations work best when they have a clear vision of where they are going and a defined set of goals and strategies that will get them there. Over the past year, the superintendent has worked closely with his leadership team to deepen each person's understanding of and commitment to the mission of the Jefferson County Public Schools (JCPS) and to map out a strategic action plan—often referred to as a Comprehensive District Improvement Plan (CDIP)—that would accomplish that mission. This discussion extended for many hours throughout the year and was facilitated by a consultant recommended by Harvard University and the Wallace Foundation.

The foundation of this work rests in the four goals established by the Board of Education. These goals speak to the district's major groups of constituents, elucidate the essential outcomes sought for students, and clarify the overriding responsibility of district employees.

- All JCPS students will become critical thinkers and lifelong learners who are academically prepared in a racially integrated 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 racially integrated 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.

The conversation for 2009-10 began with a reaffirmation of the Core Beliefs—those guiding principles by which district employees carry out their day-to-day responsibilities—and of the four District Goals that were developed two years ago. Simply stated, these four goals are to enhance effective teaching, enhance effective leadership, strengthen organizational culture, and improve organizational effectiveness.

It should be noted that District Goals are designed to support and reinforce, not replace, the Board Goals. Board Goals evolved from a long, intensive, and thoughtful process that involved the Board members meeting in focus groups with their constituents. Board Goals represent the thinking and priorities of the community, are intentionally broad in scope, and are expected to stand the test of time by maintaining their relevance over many years.

Administrative (or District) Goals spring from the short-term (three to five years) priorities of the district's leadership team. They form the basis of each year's Strategic Action Plan and are subject to modification as specific objectives are achieved. District Goals represent the primary pathways to the district's earning recognition as one of the pre-eminent metropolitan school systems in the nation.

The two sets of goals serve different—yet complementary and equally valuable—purposes. The Board Goals establish the philosophical tone of the district, while the District Goals are pragmatic in nature. The District goals support the Board Goals; however, there is no attempt to force an artificial one-to-one correspondence because the District Goals are amended over time to reflect the changing needs of students and the community.

Current District Goals

1. Enhance Effective Teaching
2. Enhance Effective Leadership
3. Strengthen Organizational Culture
4. Improve Organizational Effectiveness

Board Goals

1. Student Achievement
2. School Atmosphere
3. Parent and Community Involvement
4. Employee Performance

District Goal 1 supports Board Goals 1 and 4.

District Goal 2 supports Board Goal 4.

District Goal 3 supports Board Goals 1, 2 and 3.

District Goal 4 supports Board Goals 1, 2, 3 and 4.

With the Core Beliefs and District Goals in place, the team turned its attention to strategies that would address and achieve the four District Goals. This phase of the work began with an analysis of what had been accomplished in 2008-09 and what was still left undone. The superintendent, the senior cabinet and their staffs, as well as the principals and local school staff throughout the district, had worked diligently to implement last year's strategies. While not every goal and strategy was attained, significant progress was made. Much of the success stemmed from the coherence of thought and effort attributable to the district's Theory of Action, which encompasses the district's long-term goals for students as citizens of the world, the more immediate outcomes that the district desires for the students by the time they graduate from JCPS, and the change processes that the school district must implement to ensure that students attain those goals and outcomes.

In broad terms, JCPS wants students to be prepared to achieve their goals, follow their dreams and help create a more just society. The school district wants students to not only develop the skills and talents to be personally successful in post-secondary education or employment, but to be thoughtful and contributing members of the community. The school district's role in achieving these outcomes is to enable students to graduate with a high level of academic performance, strong character, and a sense of social responsibility. The four components of the Theory of Action are reflected in the Comprehensive District Improvement Plan and will shape the work of JCPS teachers, administrators, and support staff for the foreseeable future. Following are highlights of the 2008-09 accomplishments as they reflect the Theory of Action's four key tenets of collaboration.

- *Create caring and culturally-responsive classroom communities*
 - Launched Care for Kids in 28 elementary schools and all the sixth grades in the middle schools
 - Created freshman academies to better support the transition to high schools and to personalize the high school environment
 - Implemented a new high school civics course that expands students' sense of social responsibility toward the community at large

- Placed thirteen new nurses in the district’s most challenged elementary schools to enhance health and attendance
- Provided extensive professional development in cultural competence to support diversity in the schools
- *Provide high-quality, personalized instruction that challenges and engages students in authentic work*
 - Implemented a pilot project in elementary redesign at three schools, with an emphasis on smaller average class sizes and differentiated instruction
 - Implemented *Response to Intervention* at eight elementary schools
 - Implemented *Thinking Reader* at six middle schools
 - Expanded RICH math to more high schools
 - Implemented the trimester schedule in more than half of the high schools
 - Laid the groundwork to pilot the Virtual High School at two sites
 - Took initial steps in restructuring the comprehensive high schools to reflect specific career themes and areas of study
- *Ensure equitable access for all students to a consistent, world-class, inquiry-based curriculum*
 - Implemented inquiry-based mathematics curriculum in 76 elementary schools, with a middle school curriculum that builds on this foundation
 - Established consistency in rigorous science curricula from pre-K through high school
 - Launched **Every 1 Reads More** with greater emphasis on attaining proficiency and extending the curricular emphasis to the area of writing
 - Began development of the third-grade component of the new elementary social studies program—*One Community, One Nation*
 - Set in motion a new Student Assignment Plan with an emphasis on the possibilities available through new elementary magnets
- *Prepare leaders to engage in collaborative strategies to move this shared vision forward*
 - Supported principals as they worked in cohorts and cadres, visiting each other’s schools and discussing their observations and perceptions
 - Strengthened Instructional Leadership Teams
 - Provided professional development to resource teachers in collaborative approaches such as lesson study

It should be noted that many of the programs and initiatives that were implemented fully or in a beginning stage during 2008-09 had been planned during 2007-08. During 2009-10, many of those same programs will be expanded or deepened, and more emphasis will be placed on program evaluation in order to guide future implementation, expansion, or modification.

In evaluating the effectiveness of the 2008-09 strategic plan, the superintendent and his cabinet noted that the district met 68 percent of its No Child Left Behind goals targeted at improving proficiency in reading and math for all groups of students for the 2008-09 school year. Overall, 37 of 133 schools districtwide (28 percent) met 100 percent of their goals. Another 67 schools (50 percent) met 80 percent or more of their goals. Elementary schools showed an increase in the percentage of students reaching proficiency in writing, along with decreases in the percentage of students scoring at the novice (lowest) level in social studies and writing. Middle schools showed an increase in the percentage reaching proficiency in math, science, and writing, while also decreasing the percentage of students scoring novice in math and science. High schools reduced the percentage of students performing at the novice level in all subject areas tested, and

JCPS high schools outperformed the state in mathematics, social studies, and writing on demand. More detailed information concerning the district's performance on the state accountability test can be found at:

[http:// applications.education.ky.gov/ CATSReportsArchive/](http://applications.education.ky.gov/CATSReportsArchive/)

While significant accomplishments were made as a result of the 2008-09 strategic plan, district leaders recognize the need to continue to make improvements and refine the action steps in order to improve teaching and learning and ultimately advance student achievement. Based on the student performance on the Kentucky Core Content Tests (KCCT), a critical analysis of the district intervention strategies was conducted, with greater intentionality directed toward how the district can support struggling students and schools that are not meeting all of their goals.

This analysis was informed by four major external reviews that the district underwent during 2008-09. The leadership team of JCPS is committed to self-assessment and continuous improvement. Accordingly, the district embarked upon a series of external reviews, all conducted with the stated purpose of helping the district improve its operations and outcomes. The four reviews were:

- Literacy program review—October 2008
- District audit—December 2008
- Greater Louisville Education Project (GLEP)—January 2009
- Special education review—February 2009

The following are the key recommendations that emerged from the reviews, with the sources cited in parentheses.

- Literacy—Refine the literacy program by strengthening content-area reading and by placing a greater emphasis on writing. (Literacy)
- Rigor—Increase the challenge level of all coursework for all students, with a particular emphasis on low-income and minority students. (District Audit, GLEP)
- Funding—Seek additional sources of revenue, or ways to increase existing resources, at both the state and federal levels, with an emphasis on legislative advocacy for the most vulnerable students, including those at the preschool level. (GLEP)
- Nurses—Place more nurses in the most challenged schools. (GLEP)
- Dropout Prevention—Refine methods of identifying at an early age those students who are most at risk of dropping out of high school, and apply effective interventions. (GLEP, Special Education)
- School Climate—Continue to nurture the evolution of a caring school culture at all locations. (Literacy, District Audit, Special Education)
- Professional Development—Expand opportunities for staff to learn about and apply such strategies as differentiated instruction and Response to Intervention. (Literacy, District Audit, Special Education)
- ECE Program—Provide ECE students greater access to traditional schools and increased integration into magnet program classes. (Special Education)
- Equity—Continue to support school diversity and the equitable provision of resources. (District Audit, GLEP, Special Education)
- Class Size—Continue to reduce pupil-teacher ratios. (GLEP)

- Family Support—Coordinate efforts across the community in order to increase support for families, remove barriers to education, and increase after-school programming for students. (District Audit, GLEP)
- Teacher Contract—Work with JCTA leadership to explore contractual alternatives that will enhance student outcomes. (District Audit, GLEP)
- SBDM—Work to align SBDM policies and practices with the district’s vision, and advocate for SBDMs to assume an advisory role, particularly with regard to the selection of principals. (GLEP, Special Education)

The district administration has carefully studied the reports as submitted by the four external review teams. The strategies in this Comprehensive District Improvement Plan encompass many of the findings and recommendations in the four review documents. However, it should be noted that some of the reviewers’ recommendations, such as for more school-based nurses and a lower pupil-teacher ratio, are dependent upon additional state and federal funding. Others, such as increased family health resources and after-school programs for children in poverty, will require a community-based response. The recommendations from these four studies will inform the district’s work for the next several years, including in the area of legislative advocacy where school district-community collaboration will be vital to the attainment of mutual goals.

JCPS has already put several major initiatives into play this fall to address the identified needs. The CARE for Kids program, providing character education and conflict resolution strategies, has been expanded school-wide to another 27 elementary schools and 6 middle schools and to the seventh grade in all the other middle schools. Four more elementary schools adopted the inquiry-based mathematics curriculum. The high schools have begun implementing a new math program that extends the problem-solving approach used in the lower grades. The literacy program has been revamped and strengthened to address both content-area reading and writing. The new elementary social studies program—*One Community, One Nation*—is in the development stage with a timeline for field testing and then phasing it in at each grade level. To accelerate and deepen the implementation of formative assessment, the entire instructional staff of the district (teachers, instructional assistants, principals, resource teachers, etc.) participated in a day-long workshop that addressed key concepts and set each school on the path to implementation.

The Theory of Action, as informed by the external reviews, was the driving force in revising the strategic action plan, or CDIP, for 2009 and beyond. While the leadership team decided to keep the four District Goals essentially intact, the members proposed some significant changes in the strategies to address them and to move forward. Some of the 2008-09 strategies had been completed and thus were deleted, while other strategies were modified and new ones added.

The four goals and revised strategies were shared in draft form with the Board of Education on August 5, 2009, to allow the members time for serious review and consideration. Then, on August 31, 2009, the members of the Board of Education discussed the goals and strategies in a work session with the superintendent and senior cabinet, facilitated by the Harvard/ Wallace consultant. At the next public Board meeting, on September 14, the Board unanimously approved the goals and strategies for implementation in the 2009-10 school year and beyond.

Based on the Board's feedback, the superintendent and cabinet next engaged their department staff members and principals in formulating detailed series of action steps, including timelines and personnel responsible, to implement each of the strategies and to achieve the goals. Greater intentionality was focused on developing action steps to align district resources in ways that bring coherence to improving instruction and school culture, particularly for those schools not meeting all their goals. In addition, strategies and action steps were refined to address the disparities in student outcomes and enhance cultural competencies, thereby leading to the closing of achievement gaps and improved academic and non-academic outcomes for all groups of students. In effect, the revised strategic plan addresses several of the recommendations provided by the external review groups whose insights were solicited by the superintendent during 2008-09 in an effort to improve teaching, leadership, and organizational conditions throughout the district.

The proposed Comprehensive District Improvement Plan was placed on the district website on November 17 and public comment was invited. The superintendent also shared it with principals via email. The final draft of the entire strategic plan—including goals, strategies, action steps, persons responsible, and timelines—was distributed to the Board on November 18. The entire document was a discussion item on the agenda of the November 23 public Board meeting.

Progress on the effectiveness of this strategic action plan will be evaluated on a regular basis and will be shared with various stakeholder groups throughout the year. Any necessary adjustments to the action steps will be made based on the evaluations in order to maximize the likelihood of accomplishing the goals set forth in the strategic plan.

Superintendent's Footnote: Schools and school districts do not operate in a static world. Even as my staff and I have been wrestling with the establishment of priorities for 2009-10 strategies and resources, we have been invited to participate in a new venture that may have implications for our work. We have just been notified that JCPS is one of four districts in the nation selected to participate in a collaborative aimed at expanding school leaders' knowledge and capacity to implement comprehensive systems to support student learning. The collaborative is sponsored by a consortium that includes the American Association of School Administrators, Scholastic, and the UCLA Center for Mental Health in Schools. We will be represented by a district-level team that will focus on ways to address barriers to academic achievement and to ensure that students are engaged in classroom learning. As a district, we are proud to have been selected to join this group and we are confident that the interaction with colleagues from other states will advance our work on behalf of the students and families of Jefferson County.

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

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 our literacy initiative to strengthen reading and writing instruction through classroom-based assessment, the implementation of a balanced-literacy approach, and embedded intervention strategies. We will focus specific attention on integrating writing across all curricular areas, identify and develop curriculum materials to support literacy learning, and provide professional development to deepen teachers' understanding of effective literacy practices.

Sponsor: Lue Peabody

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Based on the 2009 KCCT Reading results, we will implement the Every 1 Reads More Initiative (includes fundraising, volunteers, program enhancements) and strive to have all NCLB targeted student populations reach 68.69% Proficient or higher in Reading by May 2010.	Lue Peabody Sharon Davis Marti Kinny Amy Dennes Sandy Ledford Joe Burks Pat Todd District Literacy Team	June 2009	June 2014
2. Based on an external review, we will implement a plan that addresses the recommendations to assist in meeting our Proficient goal of 68.69% for all targeted student groups.	Lue Peabody Amy Dennes Laura Pinkerton	June 2009	June 2010
3. Based on a research model—Comprehensive Intervention Model—Resource Teachers and Reading Recovery Teachers will participate in a year-long study and professional development to implement three different small-group intervention models to support responsive teaching and novice reduction.	Lue Peabody Laura Pinkerton Mary Beth Stevens Cindy Goldstein	August 2009	August 2010
4. Based on surveys of district staff and resource teacher feedback, we will provide professional development, tools, and classroom support for teachers on using formative and summative assessments to direct and adapt daily literacy instruction in order to support the needs of all learners and move all student groups to proficiency.	Lue Peabody Dee Hawkins Laura Pinkerton Denise Carrell Rebecca Doyel	August 2009	August 2010
5. Based on surveys of district staff and external review recommendations, we will provide professional development, tools, and classroom support for teachers on the use of inquiry, building classroom community, literacy discussion groups, and responding to text in writing to move all student groups to proficiency.	Lue Peabody Dee Hawkins Laura Pinkerton Denise Carrell Rebecca Doyel	August 2009	August 2010

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 1: Enhance Effective Teaching

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

Sponsor: Lue Peabody

6. Based on research, utilize the Response to Intervention process to make decisions about the level (Tier I, II, III) of interventions students receive, to monitor how students are responding to interventions, and to make adjustments in their instruction to reduce novices and increase the percentage of students reading at the proficient level.	Lue Peabody Laura Pinkerton Rebecca Doyel Denise Carrell	October 2009	October 2010
7. Continue to implement 11th grade Comprehensive English curriculum. Induct all new high school English teachers and English teachers new to a course; follow up throughout the year with classroom visits.	Lue Peabody Dee Hawkins Brandy Corbin Connie Wilson	July 2009	May 2010
8. Continue to create and develop lessons and units of study for primary writing.	Lue Peabody Laura Pinkerton	July 2009	May 2010
9. Develop genre-specific tutorials using the Kentucky Writing Scoring Rubric and genre-based continuum to build teachers' understanding of proficient skills in a variety of genres and to support the analysis of writing throughout the school year.	Lue Peabody Laura Pinkerton Denise Carrell Dee Hawkins	July 2009	May 2010
10. Based on an external review, collaborate with content specialists to develop and establish the criteria and expectations for creating an effective literacy culture in schools (practices, materials, expectations, writing across curriculum, writing to learn, etc.).	Denise Carrell, Dee Hawkins, Laura Pinkerton, Lee Ann Nickerson, Amy Herman, Rick Daniel	September 2009	May 2010
11. Provide targeted professional development for Content Leaders, Reading Recovery Teachers and school-based Resource Teachers to support building capacity in literacy leadership in schools.	Lue Peabody, Laura Pinkerton, Denise Carrell, Dee Hawkins	September 2009	September 2010
12. Support Literacy Resource Teachers through weekly professional development to deepen their content knowledge and thus enable them to provide quality school-based embedded professional development that targets specific pedagogical needs of teachers and supports the development of a professional learning community.	Lue Peabody Laura Pinkerton Denise Carrell Dee Hawkins	August 2009	June 2010
13. Collaborate with an external literacy team to analyze district data and oversee a plan to address literacy needs.	Lue Peabody	September 2009	May 2010
14. Based on 2009 KCCT reading results, provide instructional support and professional development in literacy through ARRA, ECE, and ESL staff to assist all NCLB student groups to attain 68.69% proficiency or higher in reading by May 2010.	Lue Peabody, Pat Todd, District Literacy Team, Joe Burks, Sandy Ledford, Amy Dennes, Sharon Davis	August 2009	May 2010

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

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 2: Improve Math and Science Instruction

We will strengthen mathematics and science instruction by deepening the implementation of the K–12 math and science curricula: Investigations 2, Connected Mathematics 2 (CMP2), Science Modules, Integrated Science 1A and 1B, and Biology—A Human Approach. We will implement and provide professional development for grade-nine and grade-ten teachers of the newly selected College Preparatory Mathematics Program. Interested classroom teachers will participate in professional learning communities supported by Resource Teachers (RTs) with a focus on instruction and assessment for learning. RTs will receive professional development in cognitive coaching, assessment for learning, facilitation of learning communities, and discourse in an inquiry-based classroom. We will evaluate the levels of classroom implementation of the high school mathematics and science programs designed by Accountability, Research, and Planning.

Sponsor: Kim Goff

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Continue development and implementation of the GE Math/Science Initiative, including Management Capacity, GE Volunteerism, Constituency Engagement, and Evaluation.	Kim Goff Bob Rodosky Brent McKim Megan Robinson	July 2009	May 2010
2. Support implementation of science modules K-8 through professional development, implementation observations, material needs analysis, and continual sequence and pacing analysis.	District Science Team Kim Goff	July 2009	May 2010
3. Continue a collaborative relationship with the Lawrence Hall of Science integrating assessment and instruction. <ul style="list-style-type: none"> • Selected teachers and resource teachers will participate in institutes focused on deepening content knowledge and assessment practices. • Explore the development of formative assessment through Stiggins and KLT. • Draw on knowledge/experience gained to facilitate districtwide and school-wide professional development to build capacity and create professional learning communities. 	District Science Team Arthur Camins	October 2009	July 2010
4. Continue implementation of high school science curriculum for Integrated Science IA, I B, and Biology through professional development, implementation observations, material needs analysis, and continual sequence and pacing analysis. <ul style="list-style-type: none"> • Continue to work with the developers to refine and revise long-term implementation goals for sustainability. • Develop the High School Science Leadership Cadre throughout the school year in preparation for 2010-11 for professional development responsibilities. 	District Science Team Kim Goff	July 2009	May 2010

**JEFFERSON COUNTY PUBLIC SCHOOLS
 COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
 STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 1: Enhance Effective Teaching

Strategy 2: Improve Math and Science Instruction

Sponsor: Kim Goff

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
<p>5. Support implementation of Math Investigations through professional development, implementation observations, material needs analysis, and continual sequence and pacing analysis.</p> <ul style="list-style-type: none"> • Developers will work with a team of resource teachers and classroom teacher leaders to deepen content knowledge and pedagogy in preparation for providing professional development and refining long-term implementation goals. • Create a district teacher advisory team to provide feedback on math instruction and professional development needs. • Complete an implementation analysis of Investigations to inform next steps and long-term sustainability goals. Provide a series of principal professional development sessions focused on refining inquiry instruction in order to move beyond mechanical implementation of the program. • Modify and refine support for implementation based on the findings of external implementation review. 	<p>District Math Team Kim Goff Consultants</p>	<p>July 2009</p>	<p>May 2010</p>
<p>6. Support implementation of CMP2 through professional development, implementation observations, material needs analysis, and continual sequence and pacing analysis.</p> <ul style="list-style-type: none"> • Selected teachers and resource teachers will participate in institutes focused on deepening content knowledge and assessment practices. • Explore the development of formative assessment expertise through Stiggins and KLT. • Draw on knowledge/experience gained to facilitate districtwide and school-wide professional development to build capacity and create professional learning communities. • Resource Teachers will follow up with PD participants to support the implementation of instructional strategies. • Monitor effectiveness and implementation of strategies through multiple visits by resource teachers. • Modify and refine support outlined above in response to current or new findings from external reviewer that served as a needs assessment. 	<p>District Math Team Kim Goff Consultants</p>	<p>July 2009</p>	<p>May 2010</p>

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 1: Enhance Effective Teaching

Strategy 2: Improve Math and Science Instruction

Sponsor: Kim Goff

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
7. Implement Engineering is Elementary in four elementary schools and four middle schools.	Amy Dennes Sandy Ledford U of L Speed Scientific School	July 2009	Ongoing
8. Continue Leadership Cadre to guide long-term support and sustainability of implementation including, but not limited to: <ul style="list-style-type: none"> • Teacher cohorts at each grade level that meet regularly for in-depth training in best practices for math and science instruction • Job-embedded PD, resource teacher visits, and co-teaching that result in intentional feedback—both verbally and written—to the classroom teacher, highlighting use of best practices in his or her teaching • Resource Teacher monitoring of assigned school improvement plans and professional development attendance • Professional learning communities focused on formative assessment • Regular professional development that focuses on inquiry-oriented mathematics and science instruction for Instructional Coaches, ESL Resource Teachers, and ECE Consulting Teachers • Strategies to emphasize inquiry-oriented instruction; innovative, student-active tasks; analysis of student work; and mastery-driven interventions. 	District Math and Science Teams Kim Goff Consultants	July 2009	June 2010
9. Collaborate with the ECE and ESL departments to identify challenges and barriers for ECE and ESL teachers. <ul style="list-style-type: none"> • Define district approach to “differentiation” and design professional development for all classroom teachers. 	District Math and Science Teams Kim Goff Consultants ECE Department ESL Department	October 2009	May 2011
10. Refine the action plan and tool kit to guide classroom teachers, Resource Teachers, ECE teachers, and ESL teachers with implementation of district math and science programs.	District Math and Science Teams Kim Goff Consultants ECE Department ESL Department	July 2009	Ongoing
11. Offer professional development in conjunction with ECE and ESL departments to support teachers’ implementation with struggling students. <ul style="list-style-type: none"> • Collaborate with ECE and ARRA Resource Teachers. 	District Math and Science Teams Kim Goff Consultants ECE Department ESL Department	July 2009	June 2011

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 1: Enhance Effective Teaching

Strategy 2: Improve Math and Science Instruction

Sponsor: Kim Goff

12. Support Algebra I and Geometry with implementation PD. <ul style="list-style-type: none"> Prepare to implement Algebra II in 2010-11. 	District Math Team Kim Goff	July 2009	June 2011
13. Provide instructional support and professional development to assist all NCLB targeted student populations to work toward goals in math by May 2009. <ul style="list-style-type: none"> Review and monitor use of <i>SuccessMaker</i> as an intervention in elementary and middle schools for struggling students. Develop <i>Response to Intervention</i> framework for mathematics. 	Pat Todd, Kim Goff, District Math Team, Marti Kinny, Sandy Ledford, Amy Dennes, Joe Burks Sharon Davis	August 2009	Ongoing
14. Coordinate services of Resource Teachers and Priority Managers so that teachers receive support tailored to their needs for implementing inquiry-based programs for those schools that are not meeting all of their goals.	Sandy Ledford Any Dennes Joe Burks Priority Managers Gheens Directors	August 2009	Ongoing

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 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

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Review and revise the district's assessment landscape to ensure effective use of classroom time.	Bob Rodosky Erica Thompson Lou Spencer Gheens Directors	August 2009	September 2009

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 1: Enhance Effective Teaching

Strategy 3: Apply a Diagnostic Approach to Teaching and Learning

Sponsor: Bob Rodosky

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
2. Conduct an Assessment for Student Learning professional development experience for all certified employees and teacher assistants.	Bob Rodosky Lynne Wheat Sandy Ledford Joe Burks Amy Dennes Gheens Directors	March 2008	October 2009
3. Provide Assessment for Student Learning facilitator training for school-based teams.	Bob Rodosky Lynne Wheat Sandy Ledford Joe Burks Amy Dennes	September 2009	Ongoing
4. Create a users' guide to assessment that explains the vision and purpose for benchmark and formative assessments, the process for developing and revising assessments and reports, and suggested protocols for using data from the assessments.	Bob Rodosky Erica Thompson Kyle Underwood Sandy Ledford Joe Burks Amy Dennes Teachers (TBD) Principals (one per level) Arthur Camins Sharon Davis Lue Peabody Pat Todd	November 2009	February 2010
5. Develop and implement the Lesson Study approach for job-embedded PD using benchmark data from the CASCADE system and classroom student work.	Amy Dennes Sandy Ledford Joe Burks Principals	July 2009	Ongoing
6. Develop and implement assessment-for-learning classroom strategies that include students' developing and applying criteria for judging and taking ownership of their work.	Arthur Camins Lue Peabody Content Specialists Gheens Directors	July 2009	Ongoing
7. Intentionally work with principals, priority managers and the Assistant Superintendents to ensure that schools that are not meeting all of their goals are receiving focused data in a timely manner.	Kyle Underwood Dena Dossett Marco Muñoz Beverly Winsch Amy Dennes Sandy Ledford Joe Burks	July 2009	Ongoing

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

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 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 of 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 ensure that the elementary technology magnet school provides 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 fifth-grade math teachers.

Sponsor: Cary Petersen

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Improve technology infrastructure and expand the electronic tools available to students, faculty and staff. Infrastructure improvements will include: improving bandwidth availability for the JCPS network, continuing to review ways to expand virtual learning opportunities, and enhancing video-conferencing capabilities.	Cary Petersen Information Technology Staff, Principal Work Team, Technology Committee	July 2009	October 2010
2. Provide daily, job-embedded professional development for teachers, particularly in those schools not meeting all of their goals, by modeling lessons that integrate technology into inquiry-based instruction and by coaching teachers in their classrooms. Expand technology PD for the Gheens curriculum staff.	Sharon Shrout Computer Education Support(CES)	July 2009	May 2010
3. Develop a model to evaluate the instructional efficacy of new hardware and software, and seek ways to sustain funding for these tools. Develop a software evaluation rubric that aligns with the Theory of Action. Investigate new and emerging software and advise the appropriate curriculum departments.	Sharon Shrout CES Bo Lowrey Telecommunications Staff	August 2009	March 2010
4. Assist in developing the Elementary Technology Magnet School by testing and refining the use of new technology to improve teaching and learning.	Cary Petersen Sharon Shrout CES Staff Roosevelt-Perry Curriculum Coaches	July 2009	June 2010
5. Initiate a pilot project with Lassiter Middle School and Fairdale High School to improve students' writing skills by using one-to-one computing, Microsoft Word and other software programs as classroom tools. (the DELI Project – Digitally Enhanced Literacy Instruction)	Cary Petersen Sharon Shrout CES Staff, Local School Staff, Cabinet, Curriculum Coaches	July 2009	October 2010

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 1: Enhance Effective Teaching

Strategy 4: Advance Instruction Through Technology

Sponsor: Cary Petersen

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
6. Develop and implement “user-friendly” systems that can be used by students, parents, and staff to improve student work. Systems will include JCPS Online, Career Cruising, and Infinite Campus.	Sharon Shrout Raghu Seshadri CES Management Information Services (MIS)	July 2009	June 2010
7. Improve the district’s web site by establishing portal access for parents and students and by improving Wiki, blogging, and podcasting capabilities.	Sharon Shrout CES Technology Committee Local School Staff	July 2009	January 2010
8. Expand virtual learning using internal and external sources, and establish pilot projects with schools.	Sharon Shrout CES eSchool Staff	May 2009	June 2010
9. Demonstrate the use of technology to accommodate learner differences through Universal Design for Learning (UDL).	Sharon Shrout CES Technology Committee, Local School Staff	July 2009	May 2010
10. Increase principals’ instructional technology leadership by giving each of them a Tablet PC, professional development, and online tools specific to their job. (Technology Integration Project [TIP] for Principals)	Sharon Shrout CES Principals	January 2009	June 2010
11. Implement a Lesson Study professional development model focused on integrating technology with inquiry-based instruction. The current target group for this model is fifth-grade math teachers, but it will expand to other levels as funding becomes available.	Sharon Shrout CES Technology Committee, Local School Staff	August 2009	May 2010

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

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 5: Strengthen the Early Childhood Instructional Program

We will strengthen and enhance our Early Childhood Program to promote a high-quality learning experience that addresses the whole child. We will promote positive social interactions through Adventures in Peacemaking and Songs of Resilience. We will increase staff learning opportunities to effectively implement our developmental literacy and inquiry-based math programs and thereby prepare each child for successful transition to our district's kindergarten classrooms.

Sponsor: Theresa Jensen

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Engage staff in professional development in the early childhood social development programs Adventures in Peacemaking and Songs of Resilience.	Glenna Hess ECH Resource Teachers	July 2009	June 2010
2. Engage staff in professional development to improve their knowledge and skills in effective implementation of our research-based, balanced literacy and inquiry-based numeracy programs.	Obea Patterson ECH Resource Teachers	July 2009	June 2010
3. Engage staff in professional development to improve their understanding and diagnostic use of student work sampling data to determine student progress and implications for change in classroom instructional practice.	Obea Patterson Jennifer Whorton ECH Resource Teachers	July 2009	June 2010
4. Continue to align early childhood curriculum with primary school and to lay a better foundation for successful transition to kindergarten, particularly for those schools that are not meeting all of their goals.	Obea Patterson	July 2009	June 2010
5. Improve and expand family engagement activities to support the development of younger students academically, socially, and behaviorally.	Glenna Hess Obea Patterson Jennifer Whorton Family Service Workers	October 2009	June 2010

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

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 6: Create a K–5 Social Studies Curriculum

We will develop a cohesive and innovative K–5 civics-based social studies curriculum that strengthens students’ sense of efficacy and gives them voice—both of which are key means of closing achievement gaps across the district. This curriculum will be inquiry-based, student-active, rigorous, and developmentally appropriate.

Sponsor: Paul Graseck

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Create an effective and diverse Curriculum Development Team to write curriculum for grades K-5, essential to a multi-year process to develop an innovative K-5, civics-grounded social studies program. <ul style="list-style-type: none"> • Assign twelve resource teachers to curriculum writing, half to 3rd grade, half to 4th grade <ul style="list-style-type: none"> ○ Build capacity for writing a curriculum that: ○ Uses research-based instructional strategies ○ Uses inquiry-based pedagogy ○ Promotes student-active learning ○ Has students practice citizenship skills ○ Enhances student voice in the context of a learning community that establishes an ethic of caring and social responsibility ○ Involves students in learning-and-serving • Provide professional development for the Curriculum Development Team (assessment, history, etc.) 	Paul Graseck Rick Daniel	July 31, 2009	June 30, 2012
2. Expand size of team to facilitate multi-year process of curriculum development, including: <ul style="list-style-type: none"> • Lead writer and editor for each team • Assessment & civics education specialists • Literacy support, as necessary 	Paul Graseck	November 1, 2009	August 15, 2012
3. Seek additional funding for curriculum development.	Paul Graseck Resource Development staff & other JCPS staff	June 2010	Ongoing until project is completed
4. Field test Grade 3 and Grade 4 curricula.	8-12 pilot schools	August 2010	May 2011
5. Field test Grades K-2 and Grade 5 curricula.	16-20 pilot schools	August 2011	May 2012
6. Revise curricula after field tests.	Curriculum Development Team	Ongoing – August 2010	July 30, 2012
7. Implement Grade 3 and Grade 4 curricula.	District-wide	August 2011	May 2012
8. Implement Grades K-2 and Grade 5 curricula.	District-wide	August 2012	May 2013

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 1: Enhance Effective Teaching

Strategy 6: Create a K–5 Social Studies Curriculum

Sponsor: Paul Graseck

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
9. Provide ongoing and job-embedded professional development for teachers pursuant to full implementation of curriculum.	Paul Graseck, Rick Daniel, Curriculum Development Team	June 2010	Ongoing
10. Partner with community organizations to fulfill curriculum objectives.	Paul Graseck Rick Daniel	June 2009	Ongoing
11. Refine/implement <i>One Community, One Nation</i> (OCON) curriculum evaluation model.	Bob Rodosky	Spring 2010	Ongoing

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 reflection, dialogue, and team building to enhance student understanding, connection, and meaning. We will support leaders in implementing a standard classroom instructional framework, structuring staff opportunities for reflection on instructional practice, strengthening the administrator and teacher evaluation process, and expanding staff leadership opportunities.

Sponsor: Joe Burks

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. The <i>Leadership Competencies and Core Practices for a Great School</i> and the new JCPS Theory of Action will be used to shape all professional development for school leaders.	Sandy Ledford Amy Dennes Joe Burks	August 2009	June 2010
2. The Classroom Instructional Framework (CIF) will be taught as part of professional development for principals, assistant principals, counselors, and teachers.	Sandy Ledford Amy Dennes Joe Burks	August 2009	June 2010
3. Elementary, middle, and high school principals will use the master schedule to provide time for embedded professional development.	Sandy Ledford Amy Dennes Joe Burks	January 2010	June 2010

**JEFFERSON COUNTY PUBLIC SCHOOLS
 COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
 STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 2: Enhance Effective Leadership
Strategy 1: Nurture a Professional Culture
Sponsor: Joe Burks

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
4. Professional development for principals, assistant principals, and counselors will be collaborative in nature. Cohorts will establish shared performance goals, and then will meet periodically to collaboratively reflect on each others' progress, jointly learn from one another, analyze continuing challenges, and collectively commit to adjusted strategies. They will also collaboratively explore ways to drive the district's Theory of Action deep into the organization. Schools that are not meeting all their goals will be assigned a Priority Manager or other coaching help to mentor principals, collaborate on revision of restructuring plans, and monitor implementation of those plans.	Sandy Ledford Amy Dennes Joe Burks	August 2009	July 2010
5. Administrators will review and continue to strengthen the employee evaluation process by fostering more effective growth plans, practicing more quality observations, engaging in more in-depth post-observation conferences, and crafting more meaningful, written recommendations and challenges for continuous growth.	Sandy Ledford Amy Dennes Joe Burks	August 2009	April 2010

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

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 2: Enrich the Quality of Leadership

We will improve the quality of leadership exhibited by principals and other administrators through focused leadership-development strategies based on the district's Theory of Action and the Leadership Competencies and Core Practices and through professional development that emphasizes the use of collaborative strategies to enhance instructional quality and move our district vision forward. .

Sponsor: Bill Eckels

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. The <i>Leadership Competencies and Core Practices for a Great School</i> and the <i>Aspiring Leadership Competencies Continuum</i> will be used by all leadership professional development programs in order to outline the competencies required of highly effective principals, develop activities and strategies to facilitate growth of the competencies, and support the NAT/VAN work/goals (ExEL Team).	Joe Burks Sandy Ledford Amy Dennes Sharon Davis Lynne Wheat	August 2009	June 2010
2. Use the documents noted in #1 to plan professional development for principals, assistant principals, counselors and resource teachers, especially for those schools that are not meeting all their goals.	Joe Burks Sandy Ledford Amy Dennes Lynne Wheat Lue Peabody Carol Montgomery	August 2009	Ongoing
3. Work with partnering universities as they incorporate <i>Leadership Competencies and Core Practices for a Great School</i> in the redesign of their principal preparation programs in order to meet the 2010 sun-setting deadline of all principal preparation programs by the Education Professional Standards Board (EPSB).	Lynne Wheat	August 2009	Ongoing
4. Align the district administrator selection process—including the recruitment, screening and assessment process—with the <i>Leadership Competencies and Core Practices for a Great School</i> in the online district screen.	Lynne Wheat	August 2009	Ongoing

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

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 3: Enhance the Leadership Capacity of Instructional Leadership Teams

We will support principals and Instructional Leadership Teams (ILTs), as they build communities of practice within a collaborative school culture where all learners succeed, by extending the Harvard WIDE World: Teaching for Understanding program to all district principals and ILTs. We will assist principals and ILTs 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

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. All planners and providers of professional development for school leaders (i.e., principals, assistant principals, counselors/deans, ILT members) will become knowledgeable about the <i>Leadership Competencies and Core Practices for a Great School</i> and will provide support to the goals of the NAT/VAN. The LCCP will also be aligned with the certified employee evaluation program.	Joe Burks Sandy Ledford Amy Dennes Lynne Wheat ExEL Team	July 2009	Ongoing
2. The Instructional Leadership Team component of the KyCLS grant will be implemented to provide professional development and support for instructional leadership teams at all school levels, but especially for those schools not meeting all their goals, in order to assist principals and assistant principals in leading their ILTs to leverage instructional change/effectiveness in their communities of practice. The lesson study approach supported through WIDE World, as well as the formative assessment PD and strategies for student learning for all district ILTs, will improve collaborative dialogue around analyzing student work and teacher practice to understand how students learn.	Lynne Wheat	July 2009	Ongoing

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

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 4: Improve the Quality of Aspiring Leadership Development

We will prepare aspiring leaders to be designers and implementers of high-performance schools 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

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. The <i>Leadership Competencies and Core Practices for a Great School</i> will be used as the framework for developing school leaders, with added teaching modules to include formative assessment practices and knowledge base. The <i>Teaching Competencies and Core Practices for a Great Classroom</i> will also be reflected during new-teacher induction professional development.	Lynne Wheat Lue Peabody Kim Goff Dianna Decker Aimee Webb	August 2009	Ongoing
2. Use the aforementioned document to coordinate and lead the planning and delivery of professional development for aspiring principals, assistant principals, and counselors, with an emphasis on those schools that are not meeting all their goals.	Lynne Wheat Lue Peabody Steve St.Clair Brian Shumate Carol Montgomery	August 2009	Ongoing
3. Align recruitment of principal candidates with the <i>LCCP for a Great School</i> .	Lynne Wheat	August 2009	Ongoing

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

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 the Character Development of Students

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 anticipated 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.

Sponsor: Lue Peabody

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Design and provide ongoing professional development and classroom support for the implementation of CARE for Kids for Early Childhood teachers and Resource Teachers, 55 elementary schools, and 25 middle schools to support the effective implementation of CARE for Kids Year Two.	Lue Peabody Amy Dennes Glenna Hess Sheila Koshewa Dottie Bowden	October 2009	October 2010
2. Identify up to 30 additional elementary schools and 8th grade teachers to participate in Year One of CARE for Kids professional development and implementation in 2010-11.	Lue Peabody Amy Dennes Sandy Ledford	January 2010	March 2010
3. Offer CARE for Kids professional development for the additional schools and 8 th grade teachers to provide the knowledge and skills for effective implementation of Year One components.	Lue Peabody Glenna Hess, Dottie Bowden, Sheila Koshewa	May 2010	Ongoing
4. Provide CARE for Kids Middle School ongoing professional development to all middle school principals who are implementing CARE for Kids so they are prepared to provide leadership and support for effective implementation.	Lue Peabody Sandy Ledford	October 2009	September 2010
5. Design and provide CARE for Kids initial and ongoing professional development for various district role groups (e.g., content specialists, resource teachers, Principals for Tomorrow participants, new teachers, etc.) to ensure continuous support for effective implementation.	Lue Peabody Glenna Hess Sheila Koshewa Dottie Bowden	October 2009	October 2010
6. Design and implement an evaluation of the action steps to determine fidelity of implementation and next steps for improvement.	Bob Rodosky	October 2009	October 2010
7. Implement at the high school level programs and initiatives (e.g., freshman academies, Facing History, service learning) to assist in helping students grow socially, emotionally, ethically, and intellectually.	Joe Burks	October 2009	October 2010
8. Provide district support to schools identified as “in assistance” to ensure a safe school environment.	Lue Peabody, Joe Burks, Sandy Ledford, Amy Dennes, Maurice Risner	August 2009	Ongoing

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

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 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 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 development of the new K–5 social studies curriculum *One Community, One Nation*. We will also enhance staff diversity.

Sponsor: Bernard Minnis

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Provide professional development and follow-up through an Institute on Cultural Competence and other inservice vehicles.	Bernard Minnis Aukram Burton Other Consultants	September 2009	Ongoing
2. Continue and enhance efforts to analyze and address achievement equity (the empowerment gap) by: <ul style="list-style-type: none"> • Collaborating with the JCPS Department of Accountability, Research, and Planning to collect and analyze data for the Quality Indicators. • Implementing the recommendations in the White Paper on Achievement Equity, with a particular focus on developing the model to create Beta sites, equity coaches, etc. • Conducting Cultural Competence training institutes (train-the-trainer model) and follow-up activities for schools, including the provision of training for classified staff and OCON staff. • Establishing the Superintendent's Council on Equity and Quality. • Working with national and regional experts on achievement equity to secure their advice, best practices, assistance in model design, etc. • Assisting selected schools to conduct Equity Audits/Assessments. • Partnering with community-based organizations—such as Rico's Roundtable, Youth Print, Canaan Community Development Corporation's achievement gap initiative, etc.—to address achievement equity. • Assisting schools in conducting equity self-assessments. 	Bernard Minnis Aukram Burton Sharon Davis	September 2009	Ongoing

**JEFFERSON COUNTY PUBLIC SCHOOLS
 COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
 STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 3: Strengthen Organizational Culture
Strategy 2: Enhance Cultural Competency
Sponsor: Bernard Minnis

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
3. Incorporate and provide training on diversity and cultural competence within all new employee induction sessions (classified, certified teachers and administrators).	Bill Eckels Aukram Burton	August 2009	Ongoing
4. Assist schools that are not meeting all their goals by: <ul style="list-style-type: none"> • Providing school-wide cultural audit/assessment. • Providing school-wide cultural competency inservice for staff. • Advising on suspension reduction. • Collaborating with community groups to assist in empowering and engaging parents through leadership development institutes. 	Bernard Minnis Aukram Burton	November 2009	Ongoing
5. Collaborate with community organizations to provide students with experiences and interactions involving students culturally different from themselves through multi-cultural connection websites, service learning activities, etc.	Aukram Burton	November 2008	Ongoing

DRAFT

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

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 3: Provide Leadership Opportunities for Students

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, and co-curricular/extracurricular activities.

Sponsor: Sandy Ledford

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Based on survey results, encourage elementary, middle and high schools to develop/build a fully functioning student council wherever one does not currently exist.	Carol Montgomery	August 2009	Ongoing
2. To ensure widespread student leadership and involvement, foster a philosophy of community-building in schools by implementing <i>Caring School Community</i> at the elementary level, <i>Developmental Design</i> at the middle school level, and programs to personalize schooling at the high school level.	Lue Peabody	August 2009	Ongoing
3. Continue to work with community partners and selected teachers to identify opportunities for students (PK-12) to participate in student-centered, curriculum-based, service-learning projects, linked to CARE initiatives.	Connie Cameron Lue Peabody	August 2009	Ongoing
4. Provide schools with a current list ("Service Learning Opportunities: A Guide to Local Agencies") of community agencies that offer service-learning projects for individual students or student groups, with a special focus on specific community issues.	Connie Cameron	August 2009	September 2009
5. Develop a thematic approach to service learning connected to the academic foci at each grade level.	Connie Cameron Lue Peabody	August 2009	Ongoing
6. Engage each fourth and seventh grader in Junior Achievement's Enterprise Center activities.	Dana Shumate Donna Benton	August 2009	Ongoing
7. Work with internal staff and external agencies to develop and offer instruction to all K-12 students about peer mediation, conflict resolution, empathy, anti-bullying, and cyber bullying.	Carol Bartlett Carol Montgomery Donna Benton Cheryl Dolson	August 2009	Ongoing
8. Analyze the participation in extra-curricular activities by student groups and grade levels, and seek ways to expand participation.	Jerry Wyman Robert Vinegar	April 2010	July 2010
9. Expand appropriate partnerships with community agencies that might enhance our extracurricular activities, particularly at the elementary level.	Jerry Wyman Robert Vinegar	August 2009	Ongoing
10. Seek ways to develop and maintain regional athletic facilities at three locations for middle school students.	Jerry Wyman Robert Vinegar	August 2009	Ongoing

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

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 4: 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, Title V, and community partners.

Sponsors: Lue Peabody, Julie Scoskie

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Analyze parent training needs assessment conducted spring and fall of 2009.	Bob Rodosky	September 2009	October 2010
2. Implement Parent Academy for parents of "A" area schools, with special attention to Tier 3 schools.	Sharon Whitworth Sheila Goodpaster-Troyer, Pat Todd Urban League	October 2009	May 2010
3. Continue various opportunities to connect parents with their children's schools (e.g., parent sessions, fun activities, math nights, literacy nights).	Carol Bartlett Melissa Barman Sharon Whitworth Ben Langley (Title V) Jackie June	August 2009	Ongoing
4. Continue to promote and support the use of the parent portal on the JCPS website.	Cary Petersen Craig Garrison Kim Hennessy Sam Moody	September 2009	June 2010
5. Provide homework opportunities that encourage children and parents to work together as part of the Math Investigations program. These homework activities will also be disseminated through the Community-Based Organization network.	Kim Goff Carol Bartlett Michelle Herman Dana Shumate Jackie June Ben Langley	August 2009	Ongoing
6. Provide two Parent University opportunities for parents of fourth through eighth graders.	Carol Bartlett Susan Shortt Shawna Stenton Sharon Whitworth Parent Involvement Group	August 2009	March 2010
7. Partner with the Louisville Urban League and the PTA to offer a Parent Leadership Institute.	Bernard Minnis Shawna Stenton Sharon Whitworth	December 2009	July 2010

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 3: Strengthen Organizational Culture

Strategy 4: Strengthen Family Participation and Involvement

Sponsors: Lue Peabody, Julie Scoskie

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
8. Increase services to families through FRYSCs and Neighborhood Places.	Carol Bartlett Anne Malone Ben Langley	August 2009	Ongoing
9. Implement Caring School Communities homeside activities as a component of CARE for Kids at the elementary level, as appropriate.	Lue Peabody Sharon Whitworth Carol Bartlett Principals	August 2009	Ongoing
10. Continue to provide family support through Neighborhood Place and provide clothing assistance through PTA-CAP.	Ben Langley Sharon Whitworth	July 2009	Ongoing
11. Provide training for principal preparation programs (e.g., Principals for Tomorrow) and through principals' and SAMs' meetings.	Shawna Stenton Melissa Barman Carol Bartlett Sharon Whitworth Ben Langley Anne Malone	July 2009	May 2010
12. Provide parent engagement training to SBDM Councils and school staff as requested.	Shawna Stenton Sharon Whitworth Carol Bartlett	September 2009	Ongoing
13. Incorporate parent involvement training into orientation/induction for new teachers.	Bill Eckels Sharon Whitworth	December 2009	Ongoing

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

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 5: 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 ensure that every school is highly attractive and provides academic rigor in personalized learning environments by implementing the CARE for Kids initiative and the I Am JCPS program. 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, and support our schools and district through such initiatives as **Every 1 Reads More**, Add it up—Math+Science for All, the nurses in the schools project, job shadowing, school-business partnerships, and *One Community, One Nation*.

Sponsors: DeVone Holt, Stephanie Bateman

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Develop and implement marketing plan for new elementary and high school magnet schools and programs.	Stephanie Bateman Lauren Roberts Sam Moody Melissa Barman Thomas Pack	July 2009	July 2010
2. Continue to get the superintendent in front of our customers to tell our story.	Sheldon Berman Sherry Fields DeVone Holt	July 2009	Ongoing
3. Identify major initiatives in the other goal areas and develop media/public relations plan to get community to recognize significance to educational attainment.	Stephanie Bateman Lauren Roberts Sam Moody DeVone Holt	July 2009	Ongoing
4. Build partnerships to support various programs throughout the district, with an emphasis on broadening awareness of—and developing individual, organizational, and fiscal support in the community for—the district's newest initiatives.	DeVone Holt Dana Shumate Allene Gold	July 2009	Ongoing
5. Promote Every 1 Reads, Add it Up—Math+Science for All, and KidTrax partnerships and School-to-Career Task Force Partnerships.	Stephanie Bateman Lauren Roberts Sam Moody Shawna Stenton	July 2009	Ongoing
6. Continue the implementation of "I Am JCPS" customer service program.	Lauren Roberts 15th District PTA Stephanie Bateman	July 2009	Ongoing
7. Implement the Board-adopted plan of the School-to-Career Task Force.	Brian Shumate Joe Burks, Norm Terry, Task Force High School Principals	July 2009	Ongoing

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 3: Strengthen Organizational Culture

Strategy 5: Offer Highly Attractive Schools That Engage the Community

Sponsors: DeVone Holt, Stephanie Bateman

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
8. Develop a district communications plan.	Stephanie Bateman Lauren Roberts Sam Moody	November 2009	February 2010
9. Continue to enhance our strategies for partnerships and volunteers.	DeVone Holt Dana Shumate Allene Gold Connie Cameron Carol Bartlett Shawna Stenton Linda Witt	July 2009	Ongoing
10. Determine other content areas where partnerships need to be developed	Pat Todd Arthur Camins	July 2009	Ongoing
11. Expand online tutoring/mentoring programs.	Dana Shumate Jana Hickey	August 2009	Ongoing
12. Target funding opportunities to support district priorities.	DeVone Holt Becky Crump Linda Johnson JCPEF	July 2009	Ongoing
13. Continue the volunteer tutoring program of Every 1 Reads.	Connie Cameron Allene Gold	July 2009	Ongoing
14. Continue the volunteer mentoring program at the middle school level through Make the Connection.	Sandy Ledford Susan Shortt	October 2009	October 2009
15. Expand business partnerships supporting math/science initiatives.	DeVone Holt Dana Shumate GLI Math/Science Task Force	July 2009	Ongoing
16. Seek staffing, funding and partnerships to provide school nursing to schools.	DeVone Holt Sheldon Berman Linda Johnson JCPEF Allene Gold Bonnie Ciarroccki Becky Crump	July 2009	Ongoing
17. Continue fundraising for the Every 1 Reads More program.	Linda Johnson DeVone Holt JCPEF Allene Gold Bonnie Ciarroccki Becky Crump	July 2009	Ongoing

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

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 6: 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.

Sponsor: Sharon Davis

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Assist schools in analyzing diagnostic formative and summative data to determine which interventions/skills/strategies should be focused on during instruction for struggling students, particularly for schools not meeting their achievement gap goals.	Rebecca Doyel Dena Dossett Lue Peabody Marti Kinny Amy Dennes Sandy Ledford Joe Burks Kim Goff	Fall 2009	Ongoing
2. Utilize CASCADE to collect data regarding the use of specific interventions and conduct a review of strategies/materials currently in place to determine impact on student progression and closing the achievement gap.	Bob Rodosky Sharon Davis Lue Peabody Rebecca Doyel Dena Dossett Kyle Underwood Amy Dennes Sandy Ledford Joe Burks	Winter 2009	April 2010
3. Continue the collaborative partnership among Literacy, Math/Science, ESL, Title I and ECE departments to provide professional development on the use of differentiated instructional strategies during implementation of District curriculum/programs to impact the achievement of struggling students, particularly for schools not meeting all of their goals.	Lue Peabody Select Gheens staff Jackie June Rebecca Doyel Marti Kinny Kim Goff (See Goal 1.1 & 1.2)	Fall 2009	Ongoing
4. Implement Response to Intervention (RtI) process in all elementary schools and in pilot middle and high schools in the area of reading, focusing on the development of personalized intervention plans, goal setting with progress monitoring, and graphing of student data.	Lue Peabody Rebecca Doyel Joe Bargione Dena Dossett Amy Dennes	Fall 2009	Ongoing

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 3: Strengthen Organizational Culture
Strategy 6: Address Disparities in Student Outcomes
Sponsor: Sharon Davis

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
5. Establish Rtl work teams to develop and begin implementing a process to address mathematics and behavior/social development at all levels (early childhood through high school). This will include piloting Rtl systems for math and behavior at all levels and providing professional development to all role groups across the district.	Lue Peabody, Joe Burks, Kim Goff Maurice Risner Sharon Davis Amy Dennes Sandy Ledford Rebecca Doyel	Fall 2009	Ongoing
6. Review and adjust currently existing District resources in the areas of reading, math, and behavior to tiered systems that provide support to schools, students, and families in alignment with the Rtl process, in a comprehensive manner.	Lue Peabody Carol Bartlett Maurice Risner Sharon Davis, Joe Burks, Amy Dennes Sandy Ledford	Winter 2009	Ongoing
7. Expand opportunities for students to engage in extra-curricular activities such as clubs, sports and other student groups.	Joe Burks Amy Dennes Sandy Ledford (See Goal 3.3)	Fall 2009	Ongoing
8. Evaluate the implementation of social development curriculum programs by analyzing non-cognitive data (i.e., suspensions, dropouts, attendance) to determine the impact of the programs for these areas.	Lue Peabody Sandy Ledford Maurice Risner Rebecca Doyel (See Goal 3.1 & 3.2) -	Fall 2009	May 2010
9. Provide service-learning experiences that increase personal connections to classroom learning, as well as conceptual understandings that move students to higher levels of critical thinking.	Lue Peabody Sandy Ledford Amy Dennes Joe Burks (See Goal 3.1 & 3.3)	Fall 2009	Ongoing
10. Implement and evaluate the effectiveness of programming options for students who are at risk of dropping out, thereby ensuring a successful exit from JCPS.	Sharon Davis, Joe Burks, Norm Terry, Bernard Minnis Bob Rodosky (See Goal 3.1, 3.2, 3.5)	Fall 2009	August 2010
11. Implement and evaluate targeted efforts to decrease suspension rates for identified groups of students at all school levels. Assist schools in developing specific strategies to address alternatives to suspension.	Amy Dennes, Joe Burks, Maurice Risner/Staff Marcia Lemon Sandy Ledford Bob Rodosky	Fall 2009	August 2010
12. Provide professional development and/or information to middle and high school teachers to help students develop self-advocacy skills, especially students who struggle academically and behaviorally.	Maurice Risner Norm Terry, Joe Burks, Kim Goff Sandy Ledford Lue Peabody Sharon Davis	December 2009	May 2010

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 4: Improve Organizational Effectiveness

We will improve organizational effectiveness by aligning district resources (i.e., 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: Pat Todd, Stephanie Bateman

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Continue the implementation of the Student Assignment Plan as directed by the Superintendent and the Board of Education including the application, the application process, parent outreach/information meetings, education of district staff, and data management strategies.	Pat Todd Kathy McGinnis Barbara Dempsey Bob Rodosky Dena Dossett	July 2009	June 2010
2. Develop and implement additional parent assistance outreach for parents of four-year-olds regarding the participation of kindergarten students in the Student Assignment Process.	Pat Todd Kathy McGinnis Barbara Dempsey	July 2009	June 2010
3. Develop and implement a parent outreach plan for non-English speaking families including a Spanish translation of the Choices booklet, a special presentation and tour of the Showcase of Schools, and schedule for meeting with non-English speaking families to explain the process and provide technical assistance for completing applications.	Barbara Dempsey Ethel Minnis Kathy McGinnis Marti Kinny Berta Weyenburg	July 2009	June 2010
4. Develop and implement a process for principal input and feedback through principal meetings and cluster meetings regarding the ongoing process for student assignment.	Pat Todd Robin Curry Kathy McGinnis	November 2009	September 2010
5. Continue to develop the implementation of elementary magnet programs and magnet schools to improve their attractiveness and effectiveness to meet the goals of the student assignment plan.	Pat Todd Amy Dennes Robin Curry Facilitators	July 2009	May 2010
6. Collaborate with the departments of Transportation, Research, and Management Information Services to improve the accuracy of data in the assignment of students to schools.	Pat Todd Robin Curry Kathy McGinnis	September 2009	September 2010
7. Continue the preparation for the implementation of the middle and high school plan and the implementation of school choices related to high school career themes.	Pat Todd Barbara Dempsey Sandy Ledford Kathy Sayre Joe Burks Brian Shumate	September 2009	September 2010

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 4: Improve Organizational Effectiveness
Strategy 1: Promote Student Diversity across the District
Sponsors: Pat Todd, Stephanie Bateman

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
8. Continue to implement the magnet schools at Western Middle Magnet School and the Academy @ Shawnee, including the respective boundary changes.	Pat Todd Barbara Dempsey Sandy Ledford Kathy Sayre Joe Burks Brian Shumate	September 2009	September 2010
9. Continue to review and revise student transfer processes including the creation of a data management system.	Pat Todd Joe Burks Bob Rodosky Rosemary Miller Sandy Ledford Amy Dennes	September 2009	March 2010
10. Review and revise the elementary cluster assignment process including the exploration of developing a data management process.	Pat Todd Kathy McGinnis Barbara Dempsey	November 2009	May 2010
11. Review placement of elementary and middle school Advance Program centers and make recommendations to the superintendent and the Board of Education members for implementation in the 2011-12 school year.	Pat Todd Bernadette Hamilton	January 2010	September 2010

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 4: Improve Organizational Effectiveness

We will improve organizational effectiveness by aligning district resources (i.e., 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 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 of 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: Pat Todd

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Continue the development and implementation of professional development to support curriculum initiatives in literacy, math, science, student development, and social studies, focusing on content and assessment.	Lue Peabody Kim Goff Paul Graseck Michelle Herman	July 2009	September 2010
2. Develop and implement professional development for resource teachers to support content leadership, change processes, coaching, formative assessment, and the use of collaboration strategies such as lesson study.	Lue Peabody Kim Goff Paul Graseck Michelle Herman Arthur Camins	August 2009	September 2010
3. Continue the development of a social studies curriculum called <i>One Community, One Nation</i> .	Paul Graseck	July 2009	July 2012
4. Implement the pilot of <i>One Community, One Nation</i> .	Paul Graseck	August 2010	May 2011

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 4: Improve Organizational Effectiveness

We will improve organizational effectiveness by aligning district resources (i.e., 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 3: Reduce Class Size

We will develop a plan that gives schools an opportunity—and a financial incentive—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

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Implement, monitor, evaluate, and adapt as needed, a Board-approved plan for the redesigned Olmsted Academy North and Olmsted Academy South.	Bob Rodosky Sandy Ledford John Collopy Beverly Winsch Dena Dossett Olmsted Principals	August 2009	June 2011
2. Determine, based on evaluation results, if the plan needs to be extended to other middle school sites, particularly for those schools not meeting all their goals.	Bob Rodosky Sandy Ledford	November 2009	March 2010
3. Develop, implement, monitor, evaluate, and adapt as needed, a Board-approved plan for the redesigned elementary schools.	Elementary Redesign Team, Elementary Magnet School Teams	July 2009	October 2010
4. Determine, based on evaluation results, if components (e.g., school nurses) of the plans for these redesigned schools should and can be extended to other elementary school sites.	Elementary Redesign Team, Elementary Magnet School Teams Cordelia Hardin	October 2009	March 2010
5. Redesign construction plan to support the goal of class-size reduction, particularly to assist in the success of the student assignment plan.	Mike Mulheirn Amy Dennes Sandy Ledford	November 2009	March 2010
6. Develop resource allocation strategies to encourage class-size reduction.	Amy Dennes Cordelia Hardin Sandy Ledford	December 2009	March 2010
7. Evaluate staffing structures that best support class-size reduction.	Bill Eckels Amy Dennes Sandy Ledford	December 2009	April 2010

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 4: Improve Organizational Effectiveness

We will improve organizational effectiveness by aligning district resources (i.e., 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 4: Redesign the High School Structure

We will support a common class schedule that provides access to both required courses and high-interest electives, time for in-depth learning, and flexibility for a variety of learning styles. We will also promote freshman academies and schools of study to develop well-articulated, career-interest themes; increase student personalization; and improve matriculation toward graduation, especially for underrepresented groups of students. Finally, we will significantly increase college access by providing a four-year continuum of precollege experiences, enhancing preparation for college entrance exams, and developing an advisory structure for guidance and support.

Sponsor: Joe Burks

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Through regular meetings with a steering committee, provide ongoing training and support for schools choosing the trimester, including PD for teaching for 70 minutes, guidance for scheduling sequences of courses, and logistics for managing transitions to subsequent trimesters.	Joe Burks Brian Shumate	August 2009	May 2010
2. Develop a rubric and regularly support and sustain the Freshman Academy in 14 of our high schools with a goal of significantly reducing freshman retentions. Use these Freshman Academies as models to move this design to scale across all high schools. Schools that are not meeting all of their goals will be organized into a cohort to align their freshman academy designs, collaborate on best practices, and monitor progress on reducing retentions and increasing attendance.	Joe Burks Brian Shumate Principals	September 2009	May 2010
3. Reorganize the School to Career system by establishing roles and responsibilities for five Career Theme specialists to effectively support high school instructional initiatives, redesign structures that guide students from high school to postsecondary education to professional careers, and connect schools to postsecondary and business partners.	Brian Shumate Principals	September 2009	May 2010
4. With a special focus on underrepresented groups of students, significantly expand college access for students by: establishing advisory structures that increase personalization and matriculation toward graduation; improving student preparation for college entrance exams; and educating students about the logistics of choosing a college, applying for admission, and seeking financial aid.	Pam Mullis Principals Counselors	September 2009	May 2010
5. Fully implement Individual Learning Plan (I.L.P.) using Career Cruising Software.	Carol Montgomery Pam Mullis	August 2009	May 2010
6. Secure articulation agreements with area post-secondary institutions that provide the opportunity for high school students to earn college credit or industry certification.	Ken Talley	August 2009	May 2010

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 4: Improve Organizational Effectiveness

We will improve organizational effectiveness by aligning district resources (i.e., 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 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 students and staff with access to wellness and health education programs to promote better attendance and health.

Sponsors: Pat Todd, Bill Eckels, Cordelia Hardin

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Implement Infinite Campus software to manage, assess, and track effectiveness of Nurses in Schools.	Cary Petersen Bob Rodosky Bonnie Ciarroccki	July 2009	Ongoing
2. Seek funding for additional nurses in the schools.	Shelley Berman Becky Crump Linda Johnson DeVone Holt GLI Health Enterprises Network	July 2009	December 2009
3. Devise an incentive system, which may include cost sharing, that supports schools in adding nurses to their staff.	Cordelia Hardin Amy Dennes Sandy Ledford Joe Burks Principals	November 2009	May 2010
4. Develop, and obtain funding for, a research program to assess the educational impact of having nurses in schools.	Bob Rodosky Becky Crump Linda Johnson DeVone Holt	July 2009	June 2010
5. Explore community-supported health education program for grades K-8.	Donna Benton Amy Dennes Sandy Ledford	August 2009	December 2009
6. Implement Wellness Program for JCPS Staff.	Lauren Roberts Bonnie Ciarroccki Julie Bauscher Pam Taylor Dana Shumate Stephanie Bateman Donna Benton Tracy Monks	July 2009	Ongoing

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 4: Improve Organizational Effectiveness

We will improve organizational effectiveness by aligning district resources (i.e., 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 6: Enhance the Capacity for Innovation and Instructional Improvement

We will continue to build the capacity of the Gheens Institute for Innovation to promote and test new and creative ideas that will strengthen collaborative professional culture; effective instructional practice; and student understanding, meaning, and connection. We will encourage a culture of innovation through district awards for teams of teachers and individuals. We will collaborate in seeking grant opportunities, conducting research and professional-development activities, and promoting innovative practices.

Sponsor: Arthur Camins

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Promote innovation through the annual Pioneer Award and the Creativity and Entrepreneurship Awards.	Arthur Camins	October 2009	September 2010
2. Launch a website to promote innovation and the visibility of the Gheens Institute for Innovation.	Arthur Camins	September 2009	January 2010
3. Promote and highlight innovation through the school-year publication of three quarterly issues of the newsletter <i>Institute Insights</i> .	Arthur Camins Sondra Ferren	September 2009	May 2010
4. Promote and highlight innovation through forums with external experts.	Arthur Camins	January 2010	May 2010
5. Support the development of the environmental studies magnets at Cane Run and Portland Elementary schools to ensure curricular integration and design of outdoor learning space, including implementation of our EPA and E.ON U.S. grants,	Arthur Camins Kim Goff DeVone Holt	September 2009	May 2010
6. Support the development of the Institute for Creativity and Innovation magnet at Maupin Elementary School in partnership with Spalding University	Arthur Camins Pat Todd Amy Dennes	August 2009	June 2010
7. Support research, development and additional funding opportunities for innovative approaches to social studies education, such as <i>One Community, One Nation (OCON)</i> , <i>Facing History</i> , and <i>Choices</i> .	Arthur Camins Paul Graseck	September 2009	May 2010
8. Support the introduction of innovative practices, such as universal design for learning, through the piloting of and research on <i>Thinking Reader</i> in middle school classrooms.	Arthur Camins Sandy Ledford Sharon Davis Bob Rodosky	July 2009	June 2010

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 4: Improve Organizational Effectiveness

Strategy 6: Enhance the Capacity for Innovation and Instructional Improvement

Sponsor: Arthur Camins

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
9. Support the development of innovative approaches to student writing through integration of writing and one-to-one computing for middle and early high school through implementation of and research on the Digitally Enhanced Literacy Instruction (DELI) project.	Arthur Camins Cary Petersen Sandy Ledford Joe Burks Bob Rodosky	September 2009	May 2010
10. Support the JCPS Theory of Action by seeking to influence the content of, and by gaining access to, federal grants such as School Improvement Grants and Invest in Innovation.	Arthur Camins Sheldon Berman	September 2009	June 2010
11. Support innovative practices, such as assessment for learning, through partnerships with curriculum developers.	Arthur Camins Kim Goff	September 2009	June 2010
12. Explore funding opportunities to promote and support innovative practices such as caring and culturally-responsive classrooms.	Arthur Camins Lue Peabody Bernard Minnis Becky Crump	September 2009	May 2010
13. Explore funding opportunities to support research about and implementation of innovative approaches to mathematics and science education.	Arthur Camins Bob Rodosky Kim Goff Becky Crump	September 2009	May 2010
14. Explore opportunities for collaboration and funding to support work on effective pre-service teacher development, recruitment, induction, and retention in collaboration with local colleges and universities.	Arthur Camins Amy Dennes Sandy Ledford Joe Burks Dianna Decker Becky Crump	September 2009	May 2010

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 4: Improve Organizational Effectiveness

We will improve organizational effectiveness by aligning district resources (i.e., 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 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. We will strengthen programs that recruit and support a diverse workforce throughout the district by continuing the Multicultural Teacher Recruitment Program, scholarship programs for JCPS minority high school graduates, and tuition-assistance programs for classified employees as well as by exploring an alternative certification program for leaders. We will provide a new-teacher induction program that offers professional development in the content areas of literacy, math, science, and social studies and in such instructional processes as CARE for Kids, inquiry-based instruction, formative assessment, and teaching in collaborative school cultures. We will incorporate a major component into our professional-development program to prepare principals to work effectively in urban settings and in schools not meeting all of their goals.

Sponsors: Pat Todd, Bill Eckels, Bernard Minnis

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Focus our 2010-11 recruitment plan on securing highly qualified, fully certified teachers for all content areas, using screening instruments and techniques that identify teacher candidates whose experiences, philosophy and expertise match the core values and core practices of the district.	Dianna Decker	November 2009	May 2010
2. Recruit a pool of advance-hire exemplary teachers who will be made available first to those schools not meeting all of their goals.	Deborah Buck Tony Moore James Francis Carrye Jones	November 2009	April 2010
3. Increase our new teacher induction program to a full week and align the content with our goals, with an emphasis on differentiated instruction.	Aimee Webb Paulette Roberson	November 2009	July 2010
4. Offer week-long in-depth curriculum content workshops for all teachers.	Jacque Austin Lue Peabody Sharon Davis	November 2009	August 2010
5. Expand our new-teacher mentoring program.	Aimee Webb Gary Stewart	November 2009	April 2010

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 4: Improve Organizational Effectiveness

We will improve organizational effectiveness by aligning district resources (i.e., 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 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

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Improve technology infrastructure and expand the electronic tools available to faculty and staff by increasing bandwidth for the JCPS network, expanding virtual learning opportunities, and enhancing video-conferencing capabilities.	Bo Lowrey Telecommunications Computer Education Support	July 2009	June 2010
2. Improve the Disaster Recovery capabilities of technology operations and software system.	Cary Petersen MIS Telecommunications	April 2009	July 2011
3. Working with Financial Services, support the goal of getting MUNIS Payroll and HR operational—or move to an alternative system.	Financial Services MIS	July 2009	August 2010
4. Provide staff with the professional development and support necessary to use these tools well to improve their effectiveness, particularly in those schools not meeting all of their goals.	Sharon Shrout Computer Education Support MIS	July 2009	June 2010
5. Develop and implement user-friendly dashboard systems that can mine student and financial data from Infinite Campus, the data warehouse, and MUNIS, to assist in data-driven decision making.	Raghu Seshadri MIS	July 2009	May 2010
6. Improve interoperability among all administrative systems to reduce redundant data entry. Automate provisioning across district systems.	Raghu Seshadri MIS Research Dept. Cabinet	July 2009	June 2010

**JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN:
STRATEGIC PLAN FOR 2009-10 AND BEYOND**

Goal 4: Improve Organizational Effectiveness

We will improve organizational effectiveness by aligning district resources (i.e., 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 9: Redesign the Early Childhood Program

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 review and refine the organizational chart to enhance service to our stakeholders by clearly articulating roles and responsibilities. We will refine our operational systems to provide more effective and efficient systems for recruitment, enrollment, placement, transportation of students, and the allocation of classroom space in district schools. We will continue to streamline systems to use fiscal and personnel resources effectively.

Sponsor: Theresa Jensen

ACTION STEPS	IMPLEMENTER(S)	START BY	FINISH BY
1. Develop communication pathways with principals, middle managers, resource teachers, family service workers, teachers, and parents to enhance the professional culture of the unit by collaboratively addressing issues, concerns, and ideas for improvement.	Theresa Jensen Harriet Thomas	July 2009	June 2010
2. Clearly articulate staff roles and responsibilities to enhance service to stakeholders.	Theresa Jensen Harriet Thomas	August 2009	June 2010
3. Refine and revise operational processes and procedures for communications, recruitment, enrollment, and placement services.	Theresa Jensen Harriet Thomas Scott Young Karen Weber	July 2009	June 2010
4. Refine School Finder so it closely aligns with elementary school clusters. Work with the Transportation Department to better assign students to various early childhood sites.	Scott Young Natalie Gernert Karen Weber Drew McKinney Rick Caple	July 2009	June 2010
5. Review and refine the organizational chart to optimize services to children and families.	Theresa Jensen Harriet Thomas Carolyn Meredith	July 2009	June 2010
6. Review and refine fiscal operations to consider budgetary constraints, state and federal regulations, and changing student demographics	Theresa Jensen Harriet Thomas John Collopy Pam Wheatley	July 2009	June 2010
7. Collaborate with the District Space committee for the allocation of space to support the needs of the Early Childhood Program.	Theresa Jensen Harriet Thomas District Space Committee	July 2009	June 2010