

# 2018-2021 STRATEGIC PLAN

**STUDENT**  
EQUITABLE EXPERIENCE  
& OUTCOMES

## OUR VISION

*Jefferson School District is equipping our students to successfully navigate their future.*

INSTRUCTION

LEARNING ENVIRONMENTS

LEADERSHIP FOR LEARNING

ORGANIZATION

GOVERNANCE

# 2018-2021 JEFFERSON SCHOOL DISTRICT STRATEGIC PLAN

## VISION

Equipping Our Students to Successfully Navigate Their Future

## MISSION

We will prepare all students to successfully navigate their transition to life beyond high school by providing qualified, rigorous instruction, providing a safe environment, and fostering a culture of student learning.

## STRATEGIC PILLARS

**In Jefferson, we are connected to community, growth mindset and career opportunities.**

<b>Pillar 1</b>	Together, the Jefferson Community and the Jefferson School District will prioritize funding to provide sufficient staffing, appropriate curriculum and key programs that will equip our students to succeed.
<b>Emphasis</b>	<ul style="list-style-type: none"> <li>Students deserve academic content that is engaging, connects to their personal goals, and is responsive to the world around them.</li> </ul>
<b>Pillar 2</b>	Jefferson School District will improve community engagement by focusing on creating purposeful, authentic parent involvement through a shared culture where everyone feels welcomed, respected and appreciated.
<b>Emphasis</b>	<ul style="list-style-type: none"> <li>Students deserve to be surrounded by caring adults who are committed to working together as a community to ensure equitable support, experiences and outcomes for each of them.</li> </ul>
<b>Pillar 3</b>	Students deserve to be encouraged to reach their goals using methods that include discovery, self-awareness, self-advocacy, credible choices, and learning collaboration.
<b>Emphasis</b>	<ul style="list-style-type: none"> <li>Students deserve at least one identified adult that knows them by name, strength and need, and ensures they are successful in the K-12 education and beyond.</li> </ul>
<b>Pillar 4</b>	In preparation for the future, students are encouraged to be present and engaged in our safe, welcoming environment as they learn to set goals and adapt to discover their passion.
<b>Emphasis</b>	<ul style="list-style-type: none"> <li>Students deserve clear pathways to career preparedness.</li> <li>Students deserve to have experiences that lead them to believe that diversity in all its forms is an asset.</li> </ul>

# STRUCTURAL ELEMENTS

## STRATEGIC PLAN

In the Jefferson School District, we align our work toward a single purpose: enhancing the student experience to ultimately increase student outcomes. We strive to continually improve all aspects of the system to achieve this result. We do this by focusing on seven major areas.

- **STUDENT**  
Equitable Experience and Outcomes  
All students are engaged and challenged throughout their K-12 Equitable Experience and leave our system fully prepared for their next step in life, be that career, college, military, or other educational or civic opportunity.
- **INSTRUCTION**  
High Quality  
Highly qualified staff deliver relevant, rigorous, and engaging curriculum; and students have access to a variety of meaningful co- and extracurricular activities.
- **LEARNING ENVIRONMENTS**  
Equitable, Safe and Inclusive  
All students feel valued, appreciated, and safe at school, both physically and emotionally. They have access to engaging and relevant curriculum, and are presented with clear pathways and multiple opportunities to develop skills and identify interests for their future careers.
- **LEADERSHIP**  
For Learning  
Building administrators are instructional leaders and ensure that all staff members are continually learning, growing, and developing their skills so they can deliver instruction in the most effective and engaging manner possible.
- **ORGANIZATION**  
Responsible and Inclusive  
All internal elements of the system function as responsibly and efficiently as possible. From budgeting to long-range planning to facility maintenance to human resources management to nutrition services to technology to communications and transportation, the strength of these organizational elements is critical to creating an environment where effective teaching and learning can occur.
- **GOVERNANCE**  
Accountability and Oversight  
Public schools are a resource and responsibility of the people, and therefore require the support and oversight of the communities in which they exist. Elected school board members represent the governing body of school districts and positively affect equitable student experiences and outcomes by creating the conditions necessary for success through the setting of policy and vision, appointing the superintendent, allocating resources through budgeting, and continually reviewing data.

**GOVERNANCE** • **BOARD GOALS**  
contd..

- **COMMUNITY Involvement** Jefferson School District will improve community engagement by focusing on creating purposeful, authentic parent involvement through a shared culture where everyone feels welcomed respected and appreciated. Together the Jefferson Community and the Jefferson School District will prioritize funding to provide sufficient staffing, appropriate curriculum and key programs that will equip our students to succeed.

**DISTRICT GOALS 2019-2020: October 9, 2019**

1. **RESOURCES:** Ensure teachers have the resources and training they need to effectively reach their instructional goals and support student growth in achievement.
  - a. Jefferson School District will pilot a new K-12 math curriculum by May, 2020 and provide the necessary ongoing staff training for implementation.
  - b. Jefferson School District will introduce an ELD curriculum at JES beginning September 2019, and provide the necessary ongoing staff training for implementation (Five day EL Achieve Training; District Coaches)
  - c. Jefferson School District will adopt a new K-8 health curriculum during the 2019-20 school year.
  - d. JSD will provide professional learning opportunities throughout the year for all initiatives as needed.
2. **K-12 ALIGNED SYSTEM:** All Jefferson 14J schools will align into one articulated K-12 system to ensure all students successfully graduate in 4 to 5 years (with an approved Oregon diploma, modified diploma, extended diploma or alternative certificate).
  - a. All schools will focus on seamless transitions from elementary to middle and from middle to high school.
  - b. All schools will share English Learner data (ELPA21, monitoring data) between levels to ensure seamless support.
  - c. Each school will provide positive messaging related to attending college in hallways.
  - d. Each school will use the same AVID strategies to support student organization and learning from one level to the next.
  - e. Administrators of each school will meet regularly to discuss and plan ways transitions can improve.
  - f. Superintendent to create an advisory council
3. **COMMUNITY PARTNERSHIP:** Jefferson School District will maintain and create strong connections with the community in the following ways:
  - a. Continue to establish an ongoing district Latino parent club
  - b. School leaders will recruit and identify ways for parents of English Learners to participate in decision making at the school.
  - c. Principals to engage and partner with Parent/Teacher Clubs at each school
  - d. Principals to partner with Boosters Club to raise funds for athletics and other activities.
  - e. District to partner with community in shared events
  - f. District to proactively communicate progress and updates with community
  - g. District to create new website, short film, and marketing campaign to bring in new students.

4. **FACILITIES IMPROVEMENTS:** Jefferson SD will ensure all schools are safe spaces to work and learn.
  - a. Prioritize in budgeting the proper maintenance and upkeep of buildings according to an articulated Facilities Improvement Plan.
  - b. Seek facilities improvement grants based on TAP grant outcomes
  - c. Prioritize the efficient use of energy in JHS to save costs
  - d. Ensure learning environment at each school is organized, clean, and generates a sense of pride.
  
5. **FOOD SERVICE:**
  - a. Ensure that our Food Service Department provides quality, healthy meals to students
  - b. JSD's Food Service will operate a balanced budget by 2020-21
  
6. **TEACHER SATISFACTION/RETENTION**
  - a. Jefferson 14J is committed to attracting and retaining quality instructors.
  
7. **INCREASED STUDENT ENROLLMENT**
  - a. Jefferson 14J will attract 15 new students in 2020

## **SCHOOL GOALS 2019-2020**

**STUDENT SAFETY:** All students and staff will feel safe in school and prepared for emergencies.

- a. Ensure all schools are prepared for different emergencies using the I Love You Guys protocol.
- b. Work with facilities and PACE to learn how we can make our campuses safer and budget for necessary improvements.

**SOCIAL-EMOTIONAL WELL-BEING:** All Jefferson students and staff will decrease anxiety and feel better equipped emotionally to learn and attend school/work.

- a. Students will build greater awareness about their health and make better decisions based on the weekly health lessons.
- b. JES will establish a 'Re-set' room to support students who are struggling and need a break. JMS will continue to offer and refine their Re-set room structure.
- c. JSD will increase Behavioral Specialist support at JES
- d. Behavior expectations will be revised to support staff at each school
- e. Staff will be trained on new law related to Mental Health Days
- f. All staff will be trained on RULER - a program designed to support school-wide emotional well-being and provide staff with strategies on dealing with behavior  
Secondary schools will lower anxiety by being more strategic, collaborative and thoughtful about homework assigned.

## **LITERACY**

- Using the State Report Card, all students at Jefferson Elementary School (including all subgroups) will show growth and progress from 2017-18's All Students data, towards climbing from Level 2 to Level 3 in Language Arts.
  
- Using the State Report Card, all students at Jefferson Middle School (including all subgroups) will show growth and progress in all student groups towards climbing from Level 2 to Level 3 in Language Arts.

- Using the State Report Card, all students at Jefferson High School (including all subgroups) will show growth and progress in all student groups towards climbing from Level 3 to Level 4 in Language Arts.

## **EQUITY & ACCESS**

The District will create and communicate a working definition of equity for all staff and students, to use in schools, and will become familiar with the Oregon Equity Lens, to ensure continued inclusive practices.

## **MATHEMATICS**

Using the State Report Card Data, all students (K-12) will move from Level 2 to Level 3 in mathematics achievement by June, 2020-21. All students will show continued growth in 2019-20 toward moving up to Level 3.

- All teachers will pilot National Geographic’s Big Ideas in 2019-20

**ATTENDANCE - REGULAR ATTENDERS:** All students will regularly attend school and show increased academic growth and achievement.

- All JES students will increase attendance by three (3) percentage points and move from Level 3 to Level 4 in statewide data reports, by June 2020.
- All JMS students will increase attendance by ten (10) percentage points and move from Level 2 to Level 3 in statewide data reports, by June 2020.
- All JHS students will increase attendance by seven (7) percentage points and move from Level 3 to Level 4 in statewide data reports, by June 2020.

## **9TH GRADE ON-TRACK:**

90% of 9th grade students will be on-track to graduate in 2019. This will be a 2% point increase. 95% of 9th grade students will be on-track in 2020-21.

## **GRADUATION 4 & 5 YEAR COHORTS**

Currently, Jefferson’s graduation rate for the Four-Year and Five-Year Cohorts is above 90% (Level 5). The only sub-groups not reaching Level 5 are English Learners and Students with Disabilities.

All English Learners and Students with Disabilities will move from Levels 3 and 4 accordingly to Level 5 along with their peers.

## **ON TRACK TO ENGLISH LANGUAGE PROFICIENCY (ELP)**

JES: Current English Learners will increase proficiency over a two year period (2019-20 to 2020-21) from 51% to 63%.

JMS: Current English Learners will increase proficiency over a two year period (2019-20 to 2020-21) from 66% to 70%.

JHS: Current English Learners will increase proficiency over a two year period (2019-20 to 2020-21) from 15% to 25%.

## **DISTRICT IMPLEMENTATION PLAN**

1. Administration: All administrators will meet weekly to develop action steps, monitor data, and discuss growth and challenges to growth in the following areas:
  - a. Student attendance
  - b. On-track to graduation
  - c. Transitions and supports for 6th and 9th grade students
  - d. English learners systems and language proficiency goals
  - e. Math pilot implementation and professional development
  - f. Literacy goals, data review, and planning with standards

- g. Safety goals
  - h. Social-emotional supports
  - i. AVID school-wide goals
2. School Teams: Teachers will meet regularly in teams to establish instructional goals around mathematics, literacy, and English language proficiency; they will collect and review data and make adjustments based on data review.
  3. School leadership teams will meet regularly to review overall goals in social-emotional wellbeing safety, attendance, transitions, and academic growth. Leadership teams will support implementation and evaluation of initiatives.
  4. Parent groups will meet to discuss district goals and provide input to help guide administrators.
  5. All initiatives will be aligned to the district's Strategic and Finance Plan to ensure fiscal resources and budgeting support district goals.

#### **SYSTEMS TO REVIEW AND MONITOR IMPLEMENTATION OF STRATEGIC PLAN**

1. Administrators will review progress monthly on strategic goals by reviewing data
2. Administrators will meet in March and April to assess progress and adjust goals for the next year accordingly.
3. Surveys will be sent to staff and the community related to various aspects of the Strategic Plan goals (safety, RULER implementation, behavior, math pilot, ELD units, how to improve communication and transitions, etc.
4. Staff & community will participate in a math pilot review
5. This section will continue to be developed into the 2019-20 school year as we develop systems and complete our Needs Assessment.

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### PLAN DISPLAY

#### Public Plan:

Our CIP is made available to our public via our website

#### Public URL

<http://www.jefferson14j.com/>

### 1. STANDARDS ALIGNED CURRICULUM

#### a. How will the LEA ensure the defined curriculum includes clearly defined scope and sequences and learning objectives aligned to state and / or national standards?

All curriculum for adoption is aligned to state standards. We go through an official piloting process and included in that process is a review of the materials to ensure they are aligned with standards.

### 2. HIGH-QUALITY INSTRUCTION

#### a. What is the LEA's process for ensuring classroom instruction is intentional, engaging and challenging for all students?

We are in the process of becoming an AVID school-wide district. As such we are sending our teachers to AVID trainings, and providing on-going coaching support throughout the year. We are focused on AVID's WICOR strategies and going deep with Inquiry, Collaboration, and Organization. This directly speaks to classrooms becoming intentional, engaging, and challenging.

#### b. How are feedback and coaching used to guide instructional staff towards research-based improvements to teaching and learning (such as formative assessment practices, culturally responsive pedagogy and trauma informed practices)?

We are engaged with coaches who are supporting our staff and guiding us through effective teaching strategies that are culturally relevant. We also have a specific social-emotional curriculum provided through WESD that is focused on helping us with trauma-informed practice.

### 3. TALENT MANAGEMENT AND PROFESSIONAL DEVELOPMENT

#### a. How does the LEA align professional development and learning activities to the needs of teachers?

We partner with our teachers union on professional development. We meet each year to listen to their needs as they see it. We also have our principals gather information from their staff to inform this decision. We are engaging in a Needs Assessment process as well. This data provides us with the data we need to make decisions.

#### b. What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers?

We are beginning to use Data Teams that meet weekly to discuss how students are achieving. In these discussions teachers will be addressing any disparities.

### 4. SAFE AND INCLUSIVE CLIMATE



**a. What has the LEA done to ensure students, parents, caregivers and community members experience a safe and welcoming educational environment?**

We are incorporating two new systems. One is, I Love You Guys, which is a school safety protocol. The other is RULER - a social-emotional protocol provided by the WESD. Together, along with our focus on facilities and maintenance ensuring our spaces are organized and well functioning, will help create a safe and welcoming learning environment.

**b. What efforts has the LEA undertaken to remove barriers that impede equity of opportunity for all students, specifically for Native American students, students of color, students learning English, students experiencing poverty and students with disabilities?**

All of our improvement efforts, whether they involve curriculum, instruction, facilities, the use of title funds, food service, enrichment activities, community engagement - all focus on removing barriers. In fact, there is nothing we do that does not ask the question about barriers and how we can ensure equity.

**c. How will the LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.**

We have overhauled our Student Discipline Guidelines to ensure they are updated and meet current standards and expectations. As such, our guidelines are fair and consistent for all students. All serious discipline is reviewed throughout the year in our administrative team. We review this data to ensure all students are treated equitably, and that we can justify the discipline based on the actions.

**5. FAMILY, COMMUNITY AND STAKEHOLDER ENGAGEMENT**

**a. What steps have been taken to engage parents, caregivers, communities, stakeholders and partners regarding continuous improvement efforts?**

We have begun a monthly Latino Parent Club. They provided input and will continue to provide input into the creation of our CIP.

I have created a Superintendent's Advisory Council. This group engages parents including a representative from our Latino Community.

**b. Where necessary, how has the LEA consulted with Oregon's nine Federally Recognized tribes?**

Not applicable.

**6. LEADERSHIP DEVELOPMENT**

**a. How does the LEA recruit, onboard, and develop quality leaders?**

We are a small district of three schools. Recruiting and developing leaders is my job as superintendent. I also provide professional development opportunities for my leaders to grow. We meet following conferences to discuss new learning and how we can improve as a system.

**b. How does the LEA align professional growth and development to the needs of school and district leaders?**

As I mentioned previously, our primary focus around professional development and addressing the needs of the schools is done through our participation with AVID. As such, we send our leaders to AVID trainings each summer with their staff.

**7. HIGH-QUALITY DATA SYSTEMS**

**a. How does the LEA review data aligned to demographic, student performance, staff characteristics and student access to and use of educational opportunities to inform strategic planning and resource allocation?**

We have signed up with the Oregon Data Suite through the WESD. We will be using this data during our data teams as well as formative assessment data to help inform our direction.

## 8. CONTINUOUS IMPROVEMENT PLANNING

**a. How does the LEA use data to set goals, making ongoing decisions about instructional practices and supports, and prioritize resources to schools with the highest needs?**

This is done through our weekly Data Teams. We have Early Release each Wednesday. This time is focused on evaluating data and making goals as a result of that data.

**b. Describe the LEA's process for monitoring continuous improvement processes, including updating the school board and other stakeholders on progress.**

As we are a small district, our administrator team meets weekly to discuss our goals. We have written SMART Goals (as captured in our Strategic Plan) and we monitor our progress each month. We update our school Board frequently, as well as parent groups and in the superintendent's advisory council.

## 9. SUPPORTS AND INTERVENTIONS FOR STUDENTS

**a. How will the LEA support and / or integrate early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs?**

We partner with KidCo to provide preschool.

**b. What strategies does the LEA use to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education? (Examples: coordination with institutions of higher education, employers, and other local partners, access to early college, high school or dual or concurrent enrollment opportunities, career counseling, etc.)**

We have a robust CTE program that helps students transition from high school to the workforce. We created a Wednesday Academy that allows our students other opportunities for enrichment and life preparation.

Part of AVID is preparing students for postsecondary education.

**c. What policies and procedures are in place to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youths?**

Jefferson is a small very inclusive school district. All students have the same access to classes and opportunities. We have a Homeless Liaison and needs from homeless youth are arranged in private. No procedures isolate or stigmatize any student, regardless of their living situation.

**d. How does the LEA support the academic needs of students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?**

Goal Setting

Data review

Ongoing Formative Assessments

Support groups/periods

RTI processes in place

Differentiation of instruction

**e. How does the LEA support the academic needs of historically underserved students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?**

We are focusing on serving the academic needs of all our students. This work is called out in our Strategic Plan.

In short, we are adopting a K-12 math curriculum. This curriculum has great supports for all students at home - regardless of their ability to access computers. As our district is struggling with math, this is a top priority for us.

We are focused, K-12 on improving our English Learners success. This focus will benefit all students. Currently, we are individualizing our EL students so that teachers know more about how to support their academic needs.

## 10. LIBRARY PROGRAM

### **a. What steps have been taken to ensure all students have access to strong school library programs?**

We have opened our elementary library. This was closed for several years. We re-opened and staffed it with volunteers. We are purchasing books and bringing classes of students into the library weekly.

We also build a new middle school. We have a beautiful new library and make it available for all students.

Literacy is promoted across the district and students are encouraged to go into their library.

With each library, teachers bring students into that space to research and complete projects.