Jefferson Joint School District 251

Strategic Planning
Guidance Document
2022-2027

Strategic Planning Process

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Superintendent's Message

It is an honor to work in Jefferson Joint School District 251. I am humbled by the community's support of our students, staff, and district. We are committed to providing an exceptional education experience for all students. Having a Strategic Plan to focus and unify our efforts as a district is necessary for all of us to meet that goal.

The Strategic Plan will be a living document. In addition to regular progress updates to the Board of Trustees, staff, and our patrons, we will continually assess the strategies and goals in the plan. If policies and standards change, we will adjust the Strategic Plan accordingly and keep moving forward.

We want to thank the International Center for Leadership in Education for facilitating the Strategic Planning process, as well as our district administrators, a board member, principals, teachers, staff, and patrons who served on this committee. This has been a year long process that has taken the commitment of dedicated individuals who want the best plan in place for our students and district.

The Strategic Plan is the district's commitment to the students and their future. We look forward to implementing the Strategic Plan and monitoring our student's achievement for the coming years.

Sincerely,

Chad Martin
Superintendent

Strategic Planning Leadership Team

Chad Martin, Superintendent

Michele Southwick, Director of Elementary Education

Sherry Simmons, Director of Secondary Education

Jozlyn Thompson, Director of Student Services

Leanna Poole, Board of Trustees

Monica Pauley, Board Clerk

Thomas Coxson, Secondary School Principal

Don Fryberger, Elementary School Principal

Stefani Cook, Career & Technology Education Coordinator

Todd Zollinger, District Assessment/LEP Coordinator

Silvina Grant, Migrant/Homeless Liaison

Cathy Barrus, Secondary Teacher

Jill Mugleston, Secondary Teacher

Stacey Hutchins, Elementary Teacher

Eleanor Sarmiento, Elementary Teacher

Scott Zundel, Custodian

Valerie Bowen, Paraprofessional

Kelly Rediske, Parent

Bertha Mosqueda Murillo

Tori Talbot, Parent

Strategic Plan Purpose

The Jefferson County School District Strategic Plan is a comprehensive process by which all stakeholder representation is at the table to discuss the strengths, weaknesses, opportunities, and challenges that exist for the district. The goal of the process is to ensure that a strategic plan is created that aligns Jefferson County School District to a set of goals which it aims to achieve. Without a strategic plan, everyone may have his/her own set of goals; this ends up creating misalignment and confusion in the goal. Through the strategic planning process, the district is unified with one voice that moves the organization forward.

Figure: Each individual goal

Figure: Unified voice of goals

Strategic Planning Process

This component of the strategic plan provides a narrative of the planning process and includes an historical record of each step completed.

In partnership with the International Center for Leadership in Education, Jefferson County School District utilized a 12-step process for completing the strategic plan. The 12-step process is listed here:

Step 1: Creation of a diverse stakeholder lead team for the project.

Step 2: Develop timeline of the project with benchmarks that connect to goals.

Step 3: Conduct academic/behavior data analysis

Step 4: Analyze district-wide perception data.

Step 5: Host a series of focus groups for various stakeholders.

Step 6: Develop emerging themes based on data collection.

Step 7: Set goals and action steps based on themes.

Step 8: Make modifications to the goals based on recommendations.

Step 9: Approve strategic plan by Board of Education.

Step 10: Create communication plan including talking points/elevator speech for internal

stakeholders.

Step 11: Launch strategic plan.

Step 12: Support implementation of plan with advisory sessions for district leaders.

Vision & Mission Statement

Vision: "We are a community focused on student learning in order to build character, foster informed and productive citizenship, and prepare all youth for college and career success."

Mission: "The mission of Jefferson Joint School District 251 is to provide each student with a high-quality education."

Core Values & Examples

Core Values:
- **Integrity**
- **Respect**
- **Commitment**
- **Compassion**
- **Trust**
- **Communication**
- **Responsibility**
- **Growth Mindset**
- **Collaboration**
- **Resilience**

- **Integrity:** the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values

- **Commitment:** dedicated to the success of our students, families, staff, and community members

- **Respect:** a feeling or understanding that something or someone is important and should be treated with dignity

- **Compassion**: a feeling of empathy or concern for others

- **Trust:** belief that someone or something is reliable, honest, and effective

- **Communication:** a transparent exchange of information between students, families, staff, and community members

- **Responsibility:** when a person or group completes expected activities while taking ownership of the results

- **Growth Mindset:** a collective belief that individuals can continually increase their knowledge and skills if they work hard and persevere

- **Collaboration:** to work effectively with another person or diverse group to achieve a mutual goal that benefits the greater good

- **Resilience:** the capacity to recover quickly from difficulties or challenging situations(grit)

Data Analysis, Goal Development, & Action Plan Development

Three-year historical data of academic, discipline, and other relevant information was synthesized by the International Center for Leadership in Education. Additionally, qualitative interviews were conducted with stakeholders to uncover current successes and opportunities. The International Center for Leadership in Education also conducted focus groups based on the initial data collected. This data was triangulated and presented to the strategic planning team. The team analyzed the data and created themes during our initial meetings.

From the themes identified, four goals were established. Once the goals were written, the team identified potential objectives and action steps. Action steps aligned to each objective were carefully crafted to maximize staff, resources, and time to reach the goals. Key Performance Indicators were developed to ensure a system is created for measuring the success after the benchmark data was identified. Throughout the process, collaboration and stakeholder involvement was key to the plan's creation pathway toward implementation.

Goals

AREA 1: Teaching and Learning

Goal 1: We will prepare all students to graduate ready for college or a career through high quality teaching and learning experiences.

AREA 2: High-Quality Staff

Goal 2: We will provide our staff with the tools and resources needed to promote student success, be valued members of our district team, and be collaborative members of the community.

AREA 3: Engagement of all Groups

Goal 3: We will engage every group in our community through transparent communication and a variety of feedback methods.

AREA 4: Facilities, Growth, and Technology

Goal 4: We will provide access to facilities and technology that promote student learning while providing for growth within the district.

Area One:
Goal 1 Action Plan

GOAL 1: *We will prepare all students to graduate ready for college or a career through high quality teaching and learning experiences.*	
Objective/Strategy 1: Ensure equitable access to rigorous standards-based instruction and standards-based assessments (with vertical alignment).	

Action Steps:
 • Establish Goal 1 Steering Committee
   ○ Comprised of representative sample from district.
 • Conduct a review/audit of grading practices at each grade level.
 • Provide Training regarding standards-based instruction and grading
   ○ Conduct needs assessment of current practice
   ○ Develop training plan for instruction and grading
 • Develop expectations related to standards-based instruction in conjunction with instructional model.
	Lead Person(s)
	 • Steering Committee
	 • Steering Committee Lead

Objective/Strategy 2: Provide multiple pathways for students to become college and/or career ready (CCR).	

Action Steps:
 • Establish Goal 1 Steering Committee
 • Review offerings at different levels related to college and career ready
   • Baseline of college and career ready offerings-pathways by grade level/school
   • Create plan to add additional offerings by grade per year
 • Hold college and career ready events for every level
   • Principals collaborate related to events that engage parents
   • Increase communication of college and career ready offerings
 • Create a profile of a graduate from District 251
   • Conduct needs assessment with stakeholders-what is most important for graduates
   • Visit other district models for profile/examples
   • Adopt profile of a graduate for district
 • Establish key checkpoints for all students at each grade level/profile of a graduate
	Lead Person(s)
	 • Steering Committee
	 • Steering Committee Lead

Objective/Strategy 3: *Implement a unified instructional model district-wide to ensure high-quality instruction in every classroom.*	

Action Steps:
 • Establish Goal 1 Steering committee
 • Examine what we currently do in the district through a resource audit
     o Resources, walk throughs, Instructional Practices Assessments by grade level compiled
     o Review of overlaps, missing supports, effectiveness, priority areas, etc.
 • Research and evaluate instructional models
     o Conduct review of instructional models in high performing districts
     o Walk through classrooms at each level/school to identify current instructional model(s) in Reading/Mathematics (using a specific rubric)
     o Consider and adopt model(s) of effective instruction for implementation (may vary by level)
 • Provide training related to the model(s)
	Lead Person(s)
	 • Steering Committee/Steering Committee Lead

Goal 1 Dashboard

GOAL 1: *We will prepare all students to graduate ready for college or a career through high quality teaching and learning experiences.*					
#	Objective/Strategy	Key Performance Indicators	Measurement Tool	Baseline/Goal	Owner
1	Ensure equitable access to rigorous standards-based instruction and standards-based assessments (with vertical alignment)	% of students meeting/exceeding growth targets.	Internal assessments K-5 Istation Reading/Math 6-12 EOC's	See Appendix A	Steering Committee/Steering Committee Lead
		% of students achieving proficiency on state assessments in Spring.	State Assessment ISAT IRI		
2	Provide multiple pathways for students to become college and/or career ready.	Profile of a graduate created.	Progress toward profile of a graduate	TBD	Steering Committee/Steering Committee Lead
		Number of pathways developed per year.			

3	Implement a unified instructional model district-wide to ensure high-quality instruction in every classroom.	% of learning walks demonstrating instructional model in use.	Adopted walk-through rubric (created by district or already in use)	TBD	Steering Committee/Steering Committee Lead

Area Two
Goal 2 Action Plan

GOAL 2: *We will provide our staff with the tools and resources needed to promote student success, be valued members of our district team, and be collaborative members of the community.*
Objective/Strategy 1: *Provide targeted and personalized professional development for instructional staff*

Action Steps:	Lead Person(s)
- Establish district and school priorities - Align professional development with area one goals - Develop professional development district plan in late Spring/Summer to focus on instructional priorities - Develop staff survey to provide feedback to committee - Principals create professional development plans based on input and goals. - Principals submit professional development plans to committee for review/alignment - Professional development plans part of school improvement process/budgeting process - Provide school and department professional development time - District and school professional development calendar established prior to school year	- Director of Elementary Ed. - Director of Secondary Ed. - Principals

Objective/Strategy 2: *The district will find additional opportunities for professional development training throughout the year.*	
Action Steps:	**Lead Person(s)**
- Audit past professional development opportunities in district and outside of district - Review past practices/feedback data - Align to different groups to provide pathway for adults - Survey the staff before and after trainings/professional development time - Before, during and after school year feedback gathered - Identify facilitators based on instructional strengths - Recording trainings for learning (professional development warehouse) - Investigate pd warehouse/storage location for trainings - Provide virtual coaching for teachers/leaders needing support - Career and college readiness for teachers (micro credentials, higher degrees, etc.) - Annual meetings with all staff members related to future goals - Pipelines/pathways for staff members to learn/promote (teacher to admin for example)	Instructional Coaches
Objective/Strategy 3: *Enhance community collaboration to foster relationships between teaching staff and business professionals*	
Action Steps:	**Lead Person(s)**
- Identify partners in community - Engage community groups to develop list of volunteers/experts - Survey faculty to determine needs/supports - Plan meaningful events - Engage adults in school (back to school, open house, athletic events, cultural events, etc.) to increase awareness of the need for partners in community - Investigate examples from other sources (districts/communities)	Career Tech Education Coordinator

Goal 2 Dashboard

GOAL 2: *We will provide our staff with the tools and resources needed to promote student success, be valued members of our district team, and be collaborative members of the community.*				
#	**Objective/Strategy**	**Key Performance Indicators**	**Measurement Tool**	**Benchmark**	**Owner**
1	Provide targeted and personalized professional development for instructional staff	% of teachers/staff members participating in professional development	Sign in sheets/online participation tracking	TBD	Dist. Admin Bldg. Admin Inst. Coaches
		% of participants reporting professional development was meaningful and related to overall goals of district	Survey developed by committee	TBD	
2	The district will find additional opportunities for professional development training throughout the year.	Number of days/hours devoted to professional development throughout the school year	Professional Development Calendars	TBD	Dist. Admin Bldg. Admin Inst. Coaches Public Relations
		Record of professional development topics/sessions reported each month	Record of professional development topics/sessions	TBD	
3	Community collaboration to foster relationships between teaching staff and business professionals	Number of community members consulted by teaching staff for instructional purposes	Teacher feedback/principal tracking	TBD	Career Tech Education Coordinator

Area Three
Goal 3 Action Plan

GOAL 3: *We will engage every group in our community through transparent communication and a variety of feedback methods.*

Objective/Strategy 1: The district will create and utilize a consistent communication and engagement plan.

Action Steps:	Lead Person(s)

• Evaluate current communication practices
    o Conduct review of communication methods from past year
    o Survey parents regarding preferred form of communication
    o Examine school communication plans
• Audit the available methods to communicate
    o Website, school messenger, email list, etc. review
    o Examine each with focus group for feedback from district lens (parents, staff, etc.)
• Create district communication plan that is reviewed/revised each year
    o Examine other district communication plans
    o Limit communication methods to three preferred modes
    o Assign responsibilities for maintaining effectiveness of modes (example: website updating)
    o Communicate plan to parents and other stakeholder groups
• Create school communication plans that are reviewed/revised each year
    o Present to public relations lead in district for review
    o Collaboratively create at each school with faculty
    o Communicate to parents and other stakeholder groups
	• Superintendent
	• Directors
	• Public Relations
	• Principals
	• Teachers

Objective/Strategy 2: There will be meaningful opportunities for community involvement in our district and schools.

Action Steps:	Lead Person(s)

• Each school will plan community involvement activities that bring parents into the school
    o Minimum of 3 activities per school year
    o Different activities planned to engage various community members (morning, evening, etc.)
• The district will highlight community involvement activities at each school
    o Monthly highlight of community involvement at each school
	• Principals
	• Teachers
	• Public Relations

o   Communication plan developed for sharing of events
•   Principals will share involvement ideas
    o   Time at principal meetings set aside for communication/engagement ideas
    o Tracking method created for number of parents/community members engaged	

Goal 3 Dashboard

GOAL 3: *We will engage every group in our community through transparent communication and a variety of feedback methods.*				
#	**Objective/Strategy**	**Key Performance Indicators**	**Measurement Tool**	**Benchmark**	**Owner**
1	The district will create and utilize a consistent communication and engagement plan.	% of schools that present communication plan to the district prior to the school year	School Plans/Feedback from school community members	TBD	Superintendent Public Relations
		Adoption of district communication plan and review each school year	District Plan/Feedback from community members	TBD	
2	There will be meaningful opportunities for community involvement in our district and schools.	% of schools that schedule events to take place throughout the school year.	Track events. Highlight events each month by school/district	TBD	Dist. Admin. Building Principals
		Number of community members attending events	Track number attending	TBD	Federal Programs Director/Principals

Area Four
Goal 4 Action Plan

GOAL 4: *We will provide access to facilities and technology that promote student learning while providing for growth within the district.*

Objective/Strategy 1: *Systematically analyze and review facilities to support services for improved district outcomes.*

Action Steps:	**Lead Person(s)**
- Establish Goal 4 Steering Committee (Facilities/Technology Committee) - Conduct evaluation of learning environments in each school - Develop/find walkthrough rubric to gather information from each classroom - Collaborate with Goal 1 and 2 Steering Committees to review instructional needs/environment - Research/learn from physical environment experts to determine student needs - Develop long-term plan for consistent education environments in every building - Adopt long-range facilities plan - Collect demographic data related to growth - Review school attendance boundaries/transportation routes	- District Facilities/Technology Committee - Superintendent

Objective/Strategy 2: *Provide equitable access to technology throughout the district.*

Action Steps:	**Lead Person(s)**
- Establish Goal 4 Steering Committee (Facilities/Technology Committee) - Review state of technology in the district - Conduct technology audit/needs assessment - Research/learn from educational technology experts to determine student needs - Review classroom data (walkthrough) to track technology integration into instruction - Coordinate with Goal 1 Steering Committee regarding educational needs for technology - Review instructional Framework technology needs - Determine CCR pathways and technology - Provide training ideas involving blended learning/technology use - Develop Technology Plan for District - Create "refresh" schedule for district technology-long term plan for hardware, software, etc. - Determine pathway for adoption/purchase of technology related software/hardware - Develop budget allocation for improvement of infrastructure needs	- District Facilities/Technology Committee - Superintendent

o Review use agreements for each user group	

Objective/Strategy 3: *Facilities added, upgraded, or maintained to maximize safety and student learning.*	

| Action Steps:
• Establish Goal 4 Steering Committee (Facilities/Technology Committee)
• Examine what we currently have in the district
    o District safety audit
    o Review of emergency plans related to facilities | **Lead Person(s)**
• District Facilities/Technology Committee
• Superintendent |

Goal 4 Dashboard

GOAL 4: *We will provide access to facilities and technology that promote student learning while providing for growth within the district.*					
#	Objective/Strategy	Key Performance Indicators	Measurement Tool	Benchmark	Owner
1	Systematically analyze and review facilities to support services for improved district outcomes.	Creation of standards for educational environments	Walkthrough data (combined with Goal 1 walkthrough data)		Superintendent District Facilities/Technology Committee
		Progress toward long-range facilities plan to provide equity for students and staff	Demographic data		
2	Provide equitable access to technology throughout the district.	Use of technology by teacher/student	Survey data, walkthrough data, number of logins, hours, and bandwidth		Superintendent District Facilities/Technology Committee
		Review and/or revise technology plan each year	Technology plan		
3	Facilities added, upgraded, or maintained to maximize safety and student learning.	District safety audit to make safety improvements each year	Safety reports		Superintendent Dist. Facilities/Technology Committee

Communication Plan

Will be added to the Strategic Plan upon completion.

Appendix A

CONTINOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA #	251	LEA Name:	Jefferson Joint School District

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/251

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	4-year cohort graduation rate	2020 cohort	2021 cohort
		95.0%	96.0%
	5-year cohort graduation rate (optional metric)	2019 cohort	2020 cohort
		Not required	96.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	60.0%	60.0%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	62.0%	62.0%
	% students who make adequate growth on the grade 8 Math ISAT	70.0%	70.0%
	% students who score proficient on the grade 8 ELA ISAT	59.0%	60.0%
	% students who make adequate growth on the grade 8 ELA ISAT	70.0%	70.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	60.0%	60.0%
	% students who make adequate growth on the grade 6 Math ISAT	70.0%	70.0%
	% students who score proficient on the grade 6 ELA ISAT	62.0%	62.0%
	% students who make adequate growth on the grade 6 ELA ISAT	70.0%	70.0%

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 1 Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 2 Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 3 Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 4 ELA ISAT	NA	50.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	NA	62.0%

Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
% of students who score proficient or advanced on the Grade 3 ELA ISAT	48.3%	41.00%	48.0%
% of students who score proficient or advanced on the Grade 5 ELA ISAT	NA	52.00%	57.0%
% of students who show adequate growth on the Grade 5 ELA ISAT	NA	NA	60.0%

Section III.B: Narrative on Measuring Literacy Progress

Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description must include measurements that are distinctly *different* than those required in Sections I and II, above.

See III.A.

Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results		2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	8		9		10
	% of students with learning plans created and reviewed in 8th grade	8th grade	100.0%	8th grade	91.0%	100.0%
	% of students whose learning plans are reviewed annually by grade level	9th grade	100.0%	9th grade	89.0%	100.0%
		10th grade	100.0%	10th grade	82.0%	100.0%
		11th grade	100.0%	11th grade	80.0%	100.0%
		12th grade	100.0%	12th grade	80.0%	100.0%
	# students who Go On to a form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2020 cohort	# Enrolled	# 2020 cohort	Not Required
		130	351	102	351	
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	37.0%		29.1%		40.0%
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2019 cohort	# Enrolled	# 2019 cohort	Not Required
		132	322	117	322	
	% students who Go On to a form of postsecondary education within 2 years of HS graduation	41.0%		36.3%		50.0%

Section V: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section V.A or Section V.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section V.B allows you to address your plan to measure progress through a short narrative.

Section V.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
Percentage of high school seniors completing FAFSA will increase from 50% to 58%.	58.0%	50.0%	58.0%
Percentage of high school seniors who apply to one or more post secondary institutions will increase from 51% to 57%.	57.0%	51.0%	57.0%