

School District of Jefferson

Strategic

Planning



For

The

Future

Plan Strategy and Framework



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Approved by the
Jefferson Board of Education
on February 27, 2006.
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Strategic Planning Process and Purpose

During the 2004-05 and 2005-06 school years, the School District of Jefferson reviewed and revised its strategic plan that was originally written during the 1998-99 school year. A strategic plan enables an organization to concentrate its efforts and resources to achieve a common purpose. It assists us in making decisions about our school district's future before the future forces the decisions upon us. It puts us in a proactive rather than a reactive mode of planning and operation.

This document contains the district's Mission Statement or our "purpose"; a Vision Statement or "what we should be like as we successfully implement our strategies and achieve our full potential"; our Belief Statements; four Issues we believe are essential to achieving our Vision; and Strategies to address these four issues.



MISSION

The School District of Jefferson, in partnership with our community, provides an environment of excellence and opportunity for all students to achieve their dreams.



VISION

The School District of Jefferson is a student-centered organization which meets or exceeds the needs and expectations of its students, parents, and community. The District is recognized locally, statewide, and nationally as a district where "student learning and achievement" and "outstanding character development" are paramount.

The culture of the District is one in which all students are challenged to attain a maximum level of performance commensurate with their individual abilities. Student learning is individualized through early and formative intervention to ensure that high performance is encouraged and rewarded. Poor effort and failure are not acceptable options.

The District is a recognized leader in the use of innovative, research-validated teaching and learning methodologies. Using extensive collaboration among staff, students, and parents, professional learning communities are a vital part of the learning experience. The staff is among the "best in class" in quality of preparation and delivery of services, as evidenced by student performance and professional credentials. The number of certified staff attaining the highest level of professional certification (Wisconsin Master Teacher or National Board for Professional Teaching Standards) increases annually. Overall student performance, as measured by No Child Left Behind (NCLB) and state and district standards, improves annually. In addition, other measures of outstanding student performance, such as the number of National Merit scholars, Kohl scholars, Advanced Placement students, and students who score above national norms on the ACT college admissions test, continue to increase.

The district is a place where quality is pervasive and self-evident. The community and others recognize the district's exceptional quality and thereby generously support the need for essential physical and fiscal resources. A formal "Continuous Quality Improvement" process is deployed, which ensures that high-quality systems and processes are initiated and maintained. These quality measures are used by the district to gain a competitive advantage in securing external supplemental resources.

The School District of Jefferson is synonymous with excellence. It is a place where hard work and exemplary character are expected and modeled by students and staff. Character and work ethic are valued as much as intelligence, social aptitude, and athletic ability.

This is the Jefferson Way.



BELIEFS

- We believe that achievement comes from personal commitment and high expectations.
- We believe that education requires opportunities free of discrimination.
- We believe that students have the right to be educated in a physically and emotionally safe environment.
- We believe that continuity within the curriculum is essential for successful education.
- We believe that educational excellence is a product of a dynamic and creative learning environment.
- We believe that a passion for learning motivates an individual to excel.
- We believe that a better future depends upon developing good citizens.
- We believe that students and staff have the responsibility to use the resources provided to the best of their ability.
- We believe that motivation and self-worth contribute to achievement.
- We believe that of all assets available to students the most crucial is positive parental involvement.
- We believe that the more support a student has from family and community the greater the opportunity for student success.
- We believe that students have a right to quality education.
- We believe that understanding diversity develops respect for others.

- We believe that all people have the right to be treated with respect and dignity.
- We believe that students who complete a high-quality education program have greater potential to become capable, productive members of society.
- We believe that a global perspective is essential to succeed in a changing world.



ISSUES AND STRATEGIES

ISSUE I: **Student Learning and Achievement:** How do we assure that each and every student reaches his/her maximum level of “Student Learning and Achievement”?

- Strategies:
- A. Develop and retain a “best in class” teaching staff through highly selective hiring practices and rigorous performance standards for retention.
 - B. Develop and provide an aggressive, comprehensive personal and professional development plan for staff that includes mentoring, intensive assistance where needed, and opportunities for National Teacher Certification.
 - C. Adopt and implement the principal components and philosophy of the Professional Learning Communities methodology.
 - D. Continue to review and update all course offerings and content to ensure relevance to 21st century.
 - 1. Ensure alignment of instruction and content with state and national standards.
 - 2. Research and implement (if warranted) new curricular materials, methods, and practices in selected areas of the curriculum.
 - E. Provide Board-approved curricula and instructional practices that meet the needs of all students with emphasis on rigor and excellence.
 - 1. AP Curricula
 - 2. Gifted and Talented
 - 3. Special Needs
 - 4. Virtual/Charter School
 - 5. Investigate 4-Year-Old Kindergarten
 - 6. Investigate At-Risk
 - F. Implement a formal “Continuous Quality Improvement” methodology that includes appropriate measures to assess student achievement.

ISSUE II: **District-wide Climate and Atmosphere:** How do we create and maintain a “District-wide climate and atmosphere that is highly conducive to learning”?

- Strategies:
- A. Implement a district-wide character education program that actively engages the students, their families, the [school] staff, and the community.

- B. Provide up-to-date physical resources necessary and sufficient to achieve our vision (e.g., buildings, equipment, and technology).
- C. Develop and promote a climate and culture throughout the district that encourages and rewards success while rejecting failure as an acceptable option.
- D. Showcase our strengths and successes prominently in multiple formats and venues.
- E. Provide an atmosphere where parents feel welcomed and valued as partners in the education of their children.
- F. Provide an Alcohol, Tobacco, and Other Drug Abuse (ATODA) program which engages science-based curriculum and student assistance programming that is endorsed and supported by the community.

ISSUE III: **Continuous Improvement Process:** How do we ensure a “Continuous Improvement” process for all district activities?

- Strategies:
- A. Identify, adopt and implement a formal “Continuous Quality Improvement” methodology to be applied to instructional, administrative, and operational activities.
 - B. Develop and implement a formal annual planning process to include written annual plans.
 - C. Identify and implement “best practices” in selected areas and/or programs.
 - D. Develop a managerial philosophy and leadership style that utilizes principles of professional learning communities to actively involve stakeholders in the district’s decision-making process.

ISSUE IV: **Resource Requirements:** How do we find the required resources, fiscal and otherwise, to achieve our vision?

- Strategies:
- A. Utilize short- and long-term referenda for operational and physical facilities needs.
 - B. Organize and implement a formal program and mechanism for charitable giving through the Community Foundation.
 1. Capital Campaign
 2. Gifts and Bequests
 3. Annual Letter of Giving
 - C. Pursue private grants and other federal and state resources aggressively.
 - D. Implement a formal “Continuous Quality Improvement” program that will result in greater operational efficiency thereby providing more personnel time for higher priorities.



ACTION TEAMS

The Administration has identified a team to work specifically with each of the four issues. While these issues are the responsibility of all administrators, a more concentrated effort can be achieved through assignment of an individual team for each issue. The composition of the four teams is as follows:

ISSUE I TEAM: Director of Curriculum & Instruction
Director of Special Education & Pupil Services
Sullivan Elementary Principal
High School Associate Principal
Superintendent

ISSUE II TEAM: Director of Special Education & Pupil Services
High School Principal
Sullivan Elementary Principal
Director of Business Services
East Elementary Principal

ISSUE III TEAM: Director of Curriculum & Instruction
High School Principal
West Elementary Principal
Middle School Principal
High School Associate Principal

ISSUE IV TEAM: Director of Business Services
West Elementary Principal
East Elementary Principal
Middle School Principal
Superintendent

The composition of the Action Teams may include non-administrative members to provide additional expertise regarding a particular issue and strategies.



ACTION PLANS

Each action team must honor their assigned issue(s) and work toward the development of action plans to accomplish the stated strategies. Once the Action Plans are developed and approved by the Board of Education, a timetable will be generated outlining the timeline for objective measurement of progress on each strategy.



REVIEW OF STRATEGIC PLAN

Annually, by no later than September 15, the Board and Administration shall review the Strategic Plan and Action Plans.