



# JEFFERSON CITY SCHOOL DISTRICT **STRATEGIC PLAN**



## **INCREASE STUDENT ACHIEVEMENT**

Increase the number of students meeting or exceeding growth goals by making data-driven decisions and strengthening systems of support.



## **NARROW THE ACHIEVEMENT GAP**

Reduce the gap between the number of students experiencing success and those not by improving academic and behavioral supports.



## **ACHIEVE COLLEGE, CAREER, & LIFE READINESS**

Increase the graduation rate and the percentage of students scoring at or above the state standard on college and career-ready assessments.



## **STAFF PROFESSIONAL GROWTH**

Increase staff satisfaction in the area of professional development by providing training opportunities in targeted areas for growth.





# INCREASE STUDENT ACHIEVEMENT

## GOALS:

- Achieve an average or higher designation in status and growth across all areas of the Department of Elementary and Secondary Education Annual Performance Report.
- Increase the number of students scoring at or above grade level by 5% in reading and math as measured by the I-Ready Diagnostic assessments compared to the middle-of-the-year percentage the previous year.
- Increase student performance on all local standards-based assessments by 3% annually in both average percentage earned and percent of students scoring proficient.

## DISTRICT ACTION STEPS:

1. Identify, define, and implement research-based core instructional practices, including high leverage instructional practices for all content areas.
2. Develop and implement a tiered system to proactively analyze, monitor, and respond to student data (at the classroom, building, and district level).
  - a. Adopt and utilize a district level dashboard to analyze district level performance.
  - b. Identify key assessments that districts and buildings will regularly utilize.
  - c. Develop a data-based problem-solving process at the district and building levels.







# NARROW ACHIEVEMENT GAP

## GOALS:

- Achieve an Average or higher designation in status and growth across all areas of the Department of Elementary and Secondary Education Annual Performance Report for the student group (including low income, students with disabilities, English learners, and Black and Hispanic students).
- Increase the number of students in the student subgroups scoring at or above grade level by 10% annually in both reading and math as compared to the middle-of-the-year percentage the previous year in order to reduce the achievement gap for student subgroups.
- Increase the average percentage earned and percent of students scoring proficient in the student subgroups by 6% annually in order to reduce the achievement gap for student subgroups.

## DISTRICT ACTION STEPS:

1. Identify and implement a tiered system of support for both academic and social/behavioral needs of all learners. This includes to:
  - a. Establish Tier 1 teams at the building and district levels.
  - b. Establish common operating procedures for Tier 1 teams at the building and district level.
  - c. Identify and utilize common data sources at building and district level.
  - d. Collaboratively create an MTSS handbook that identifies and defines Tier 1 core instructional practices.
  - e. Embed these core instructional practices into building and district professional development.
2. Analyze district level data in order to identify gaps in instruction, curriculum, and resources including personnel, instructional strategies, and resources.
3. Ensure robust and quality curriculum, resources, and instructional strategies to support diverse learners.







# ACHIEVE COLLEGE, CAREER, & LIFE READINESS

## GOALS:

- The percentage of points earned by students on both College and Career Readiness assessments and Advanced Coursework will meet the minimum threshold (CCR Readiness 71.5% and Advanced Coursework 47.8%) to earn the maximum 20 APR points.
- The district graduation rate will increase to 92% as reported on the 2023-24 Annual Performance Report.
- The district attendance rate will increase by 5% annually
- Based on the annual Student Self Assessment, responses will positively increase by 5% in the area of Student Self-Efficacy.

## DISTRICT ACTION STEPS:

1. Increase student engagement in schools by utilizing data (ICAP, student surveys) to develop social skills, life skills, and academic skills through a variety of means (i.e. encore programming, SEL supports, AP/dual enrollment, NCC representation, extra curricular and co-curricular activities).
2. Analyze district-level data in order to identify strengths and weaknesses with graduation rates and college/career readiness assessments (ACT, Pre-ACT, ASVAB, TSA, graduate follow-up, credit checks, high school student reclassification, and analysis of trends).
3. Improve student attendance through the analysis of district data, development and implementation of a district-wide attendance campaign, and the identification and support for chronic absenteeism.
4. Increase the frequency of opportunities for all students to engage in career exploration, workforce-ready skills, and extracurricular activities to promote self-efficacy and a growth mindset.







# STAFF PROFESSIONAL GROWTH

## GOALS:

- The percent of favorable responses in the Professional Learning and Feedback and Coaching categories of the JC Schools staff surveys will increase by 5% annually.
- Staff members will show at least one step of growth in an indicator of the appropriate 2023-24 Professional Growth Plan, and/or score in the top three proficiency categories

## DISTRICT ACTION STEPS:

1. Utilize student achievement and observation data in order to identify, create, and monitor staff growth goals.
2. Provide continuous, systematic (individual, grade level, department, building and district level), and relevant professional development to support the strategic plan with an emphasis on highly-effective core instructional practices, quality curriculum and assessments, and impactful coaching and feedback.
3. Ensure that all staff receive frequent, timely, specific feedback to improve performance that positively impacts students and schools.
4. Continue to identify and implement core instructional practices in JC Schools, PK-12, and develop operational definitions.
5. Develop and implement an action plan to address areas to improve the value and effectiveness of the teacher evaluation process.

