Moving Our Mission Forward

Jennings County School Corporation

Long-Range Strategic Plan

2018-2021

Approved: October 25, 2018

Teresa A. Brown, Superintendent

Introduction

All large, well-run and efficient organizations have a long-range strategic plan in place. The best plans are under continuous review and evaluation as the needs and circumstances of the organization change. Strategic planning serves a variety of important purposes in any organization, including to: 1.) clearly define the purpose of the organization and to establish realistic goals and objectives consistent with their mission in a defined time frame within the organization's capacity for implementation, 2.) communicate those goals and objectives to the organization's constituents, 3.) develop a sense of ownership of the plan, 4.) ensure the most effective use is made of the organization's resources by focusing the resources on the key priorities, 5.) provide a base from which progress can be measured and establish a mechanism for informed change when needed, and 6.) bring together everyone's best and most reasoned efforts, which will have important value in building a consensus about where an organization is going.

The Jennings County School Corporation (JCSC) developed its first district-wide strategic plan in February of 2012. Since that time, Implementation Teams have worked to accomplish key deliverables that would in turn drive the corporation toward meeting its mission: Our mission is to inspire and empower our students to reach their full potential as lifelong learners and productive members of a global community. On January 19 and April 13 2018, the Core Planning Team met to review and renew the district-wide strategic plan.

Our Core Values

We believe that….

- An open and positive environment promotes respect, honesty and trust;

- Lifelong learning encourages innovation, creativity, responsibility and productivity;

- The partnership among schools, families and the community is essential to the complete educational experience;

- Each person is unique and has value;

- When each person contributes, the individual and community thrive;

- Understanding diversity enhances our lives and community;

- Challenging students through goal setting and high expectations lead to resilience and success;

- Everyone can learn in an ever-changing environment.

Our Mission

Our mission is to inspire and empower our students to reach their full potential as lifelong learners and productive members of a global community.

Our Strategic Objectives

By 2021, we will….

Keeping Kids Enrolled in JCSC

Create a strategic marketing plan to keep kids in (bring kids to) JCSC. Measurable by increasing enrollment 19-20, 20-21 school years.

Keeping Kids Enrolled in JCSC
Increase/Implement creative programming measures (STEM, CTE, etc.) Measurable through staff/student/community surveys, classroom walk-throughs etc.

Academics and Student Growth

By August 2019, curriculum will be fully aligned to the Indiana Academic Standards to provide teachers with a clear map to guide successful classroom instruction as determined by district level data.

Academics and Student Growth

By August 2019, extended learning opportunities will be offered to students in order to work towards equitable learning experiences for all students.

Taking Care of the Whole Child

All JCSC students have their physical needs (food, water, shelter, clothing) addressed on a weekly basis by May of each school year, as measured by a report from school counselors.

Taking Care of the Whole Child

All JCSC teachers have professional development in both STEM implementation and technology integration centered around the 4Cs (Communication, Creativity, Critical Thinking, and Collaboration) by April of 2019 as measured by a report from principals.

Taking Care of the Whole Child

By May 2020, All students in JCSC graduate high school with a minimum of 30 community service hours from grades 7-12 as measured by student records.

Our Strategies

We will….

- Ensure all employees understand, engage in and commit to our mission and strategic objectives;

- Ensure our community understands, supports and contributes to our mission;

- Align all curricula, programs, services, policies, procedures and resources to achieve our mission and strategic objectives;

- Collaboratively develop partnerships within our community to accomplish our goals.

Our Strategic Delimiters

We will not adopt any new program or service unless it….

- Aligns with and contributes to our mission and/or

- Aligns with or reduces current practices.

We will not allow….

- "old stories", perceptions or excuses to limit us or our mission.

KEEPING KIDS ENROLLED IN JCSC AND PREPARING THEM FOR THE FUTURE

Strengths

- 112 kids incoming from other school corporations
- Maintained a grad rate above state average around 90% for multiple years
- Number of other opportunities that we give students through specialized programming
- JCHS AP, Dual credit, vocational gives high multiple measures for accountability
- Creation of attendance review panel
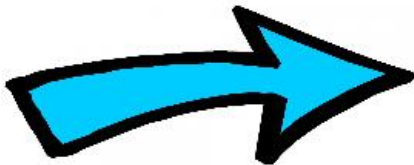
Opportunities/Weaknesses

- Enrollment:
  - Attracting new students
  - Retaining current residence
- Reimagining JCSC: Telling our story
- Multiple designs for school day
- Student attendance

Jennings County School Corporation

District Data Snapshot

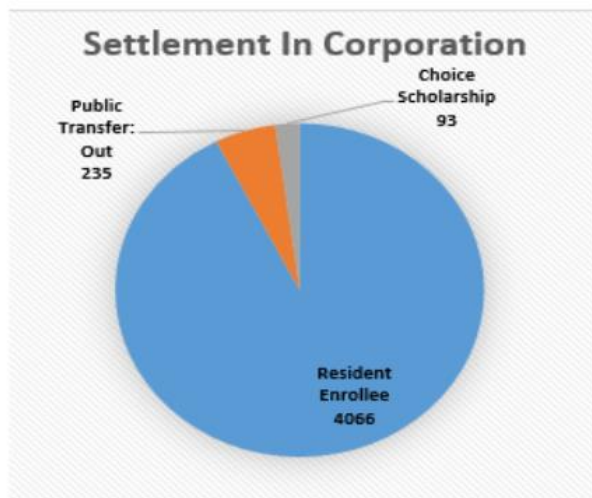| Enrollment	JCSC Student Enrollment							
	13 - 14	14 - 15	15 - 16	16 - 17	17 - 18	18 - 19	19 - 20	20 - 21
JCSC	4,697	4,487	4,409	4,400	4,217	4117	4076	3998

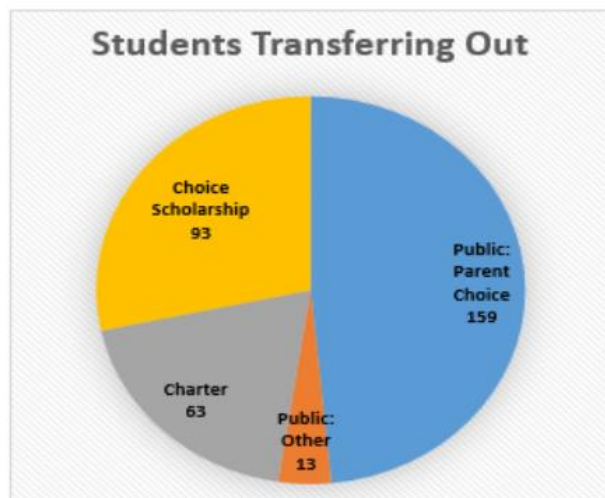Enrollment declined by 480 students over a 5 year period.

Projected Enrollment

Students Transferring Into Jennings County School Corporation
112 students with settlement outside Jennings County School Corporation boundaries attended Jennings County School Corporation

Settlement In Corporation

- Choice Scholarship 93
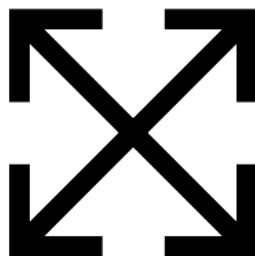- Public Transfer: Out 235
- Resident Enrollee 4066

The above chart represents all students that live in the selected corporation boundaries that are state funded and whether they attend school: within the local corporation, outside the local corporation in a public school, or at a nonpublic school as part of the Choice Scholarship program

Students Transferring Out

- Choice Scholarship 93
- Public: Parent Choice 159
- Charter 63
- Public: Other 13

The above chart represents all students that live in the selected corporation boundaries that are state funded and do not attend the local public school corporation.

Where did they go?

Bartholomew Con School Corp	67
Flat Rock-Hawcreek School Corp	1
South Dearborn Community Sch Corp	3
Decatur County Community Schools	35
Seymour Community Schools	27
Brownstown Cnt Com Sch Corp	2
Madison Consolidated Schools	13
Union School Corporation	8
South Ripley Com Sch Corp	1
Batesville Community School Corp	0
Jac-Cen-Del Community Sch Corp	1
School City of Mishawaka	0
Scott County School District 2	1
Vigo County School Corp	0

Insight School of Indiana	4
Indiana Virtual Pathways Academy	13
Options Charter School - Carmel	1
Indiana Academy for Sci Math Hmn	2
Hoosier Acad Virtual Charter	15
Indiana Virtual School	15
Indiana Connections Academy	12
Saint Peter Lutheran School	1
Columbus Christian School Inc	5
Saint Ambrose School	1
Immanuel Lutheran School	5
Saint John Lutheran School	1
Sandy Creek Christian Academy	8
Christian Academy of Madison	2
Shawe Memorial High School	1
Saint Mary School	68
Howe School	1

Jennings County School Corporation (4015   Jennings County High School (3345)

	2014	2015	2016	2017	2018
Grad Rate per Indiana Law	91.57%	89.20%	94.23%	90.52%	1.06%
Grad Rate per Federal Law	91.30%	89.20%	94.23%	90.23%	1.06%
Number of Graduates	315	289	294	277	3
Number in Indiana Cohort	344	324	312	306	283
Number in Federal Cohort	345	324	312	307	284

Post High School Plans

	2014	2015	2016	2017	2018
Four year or more College	141	133	130	126	0
Military	15	9	12	11	1
Not Applicable	123	122	126	143	363
Not pursuing Higher Ed	57	70	78	59	0
Two year College	86	58	65	69	2
Vocational/Technical School	16	19	9	12	0

JCSC Yearly Graduation Rates

Graduation Year	%
2014	91.57%
2015	89.2%
2016	94.23%
2017	90.52%

JCSC Suspension/Expulsion Data

Suspension/ Expulsions	JCHS	JCMS	BCE	GCE	HES	NVE	SCE	SE
Semester 1 15 - 16	80/5	64/5	10	4	10	28	38	10
Semester 2 15 - 16	79/2	87/1	8	11	3	28	79/1	19
Semester 1 16 - 17	66/11	52/2	7	7	4	23	32	4
Semester 2 16 - 17	86/15	101/2	18	8	5/1	34	32/1	11
Semester 1 17 - 18	39/8	90/1	4	3	5	48	22	2

2014-2015 – Expulsions (83)

Where are they now ?

      Homeschool – 30
Moved to another corporation – 11
Drop out / No record – 11
Graduate – 5 / Still in school - 16
2 Expulsions same year – 5
Detention Center/Boys school – 4

2015-2016 – Expulsions (92)

Where are they now ?

      Homeschool – 34
Moved to another corporation – 13
Drop out / No record – 7
Graduate – 3 / Still in school - 33
2 Expulsions same year – 2

2016-2017 – Expulsions (88)

Where are they now ?

      Homeschool – 15
Moved to another corporation – 4
Drop out / No record – 9
Graduate – 3 / Still in school - 54
2 Expulsions same year – 1
Detention Center/Boys school – 1
Currently Expelled – 1

2017-2018 – Expulsions First Semester (32)

Drugs – 5
Drug-like substance -4
Alcohol-like drink -2
Sexual behavior – 6
Threat & Intimidation – 5
Fighting / Physical Injury -5
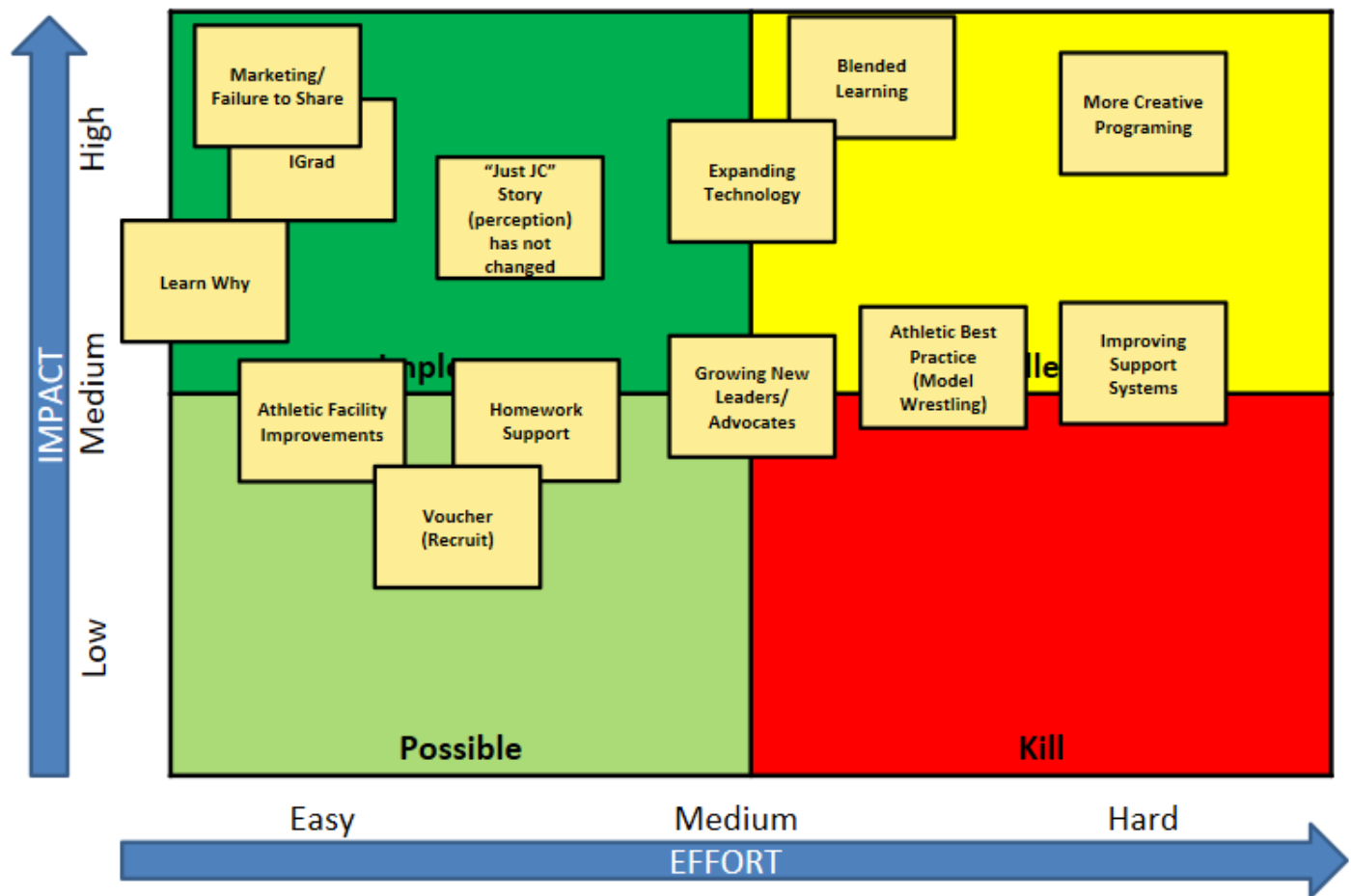Repeated violations – 2
Knife / Weapon – 2
Theft – 1

Goal 1-Strategic Planning: Keeping Kids Enrolled in JCSC

Strategic Planning Group	Jan Suding, Jennifer Ertel, Amy Pettit, Tom Taylor, Theresa Ragsdale, Laurie Shepherd, JoAnn Hallawell	Team Lead	Dustin Roller and Stephanie Ebbing
Date/Time of meeting:	1/1/18; 4/9/18; 4/13/18		
Group Participants:	*TBD		

General Updates and Celebrations
•

Topic - Action Items	Goal 1	Goal 2	Goal 3
S (specific) What do you want to do?	Create a strategic marketing plan to keep kids in (bring kids to) JCSC. Measureable by increasing enrollment 19-20 school year	Increase/Implement creative programming measures (STEM, CTE, etc.). Measurable through staff/student/community surveys, classroom walk-throughs, etc.	
M (measurable) How will you know when you've reached it?	Student Enrollment; ADM both in-district returns and out-of-district transfers; exit/entrance paperwork	Classroom walk-throughs; student/staff/community surveys; WEC completers, CTE completers/ concentrators	
A - (achievable) Is it in your power to accomplish it?	Yes, through multiple marketing measures utilized in a variety of ways to reach different audiences this can be accomplished.	Yes, through continued attention to existing (and new) curriculum opportunities and existing (and new) community partnerships this can be accomplished.	
R - (realistic) Can you realistically achieve this goal?	Yes, this is realistic. It falls in the high impact/low effort area on the PICK chart.	Yes, this is realistic. It falls in the high impact/medium effort on the PICK chart.	
T - (timely) When do you want the goal to be accomplished?	We plan to see positive changes by the 2019-20 school year.	We plan to see positive changes by the 2018-19 school year within existing and new programs.	
Who is responsible?	Principal/AP/Core Work Group/Community Partners/Teachers/ Students	Principal/AP/Counselors/Community Partners/College Partners/Teacher Group	

Data updates that support goals:			
Data Points:			
ADM/Enrollment Reports			
Surveys			
Entrance/Exit Reports			

Support Needed and Next Steps	
Potential Barriers	• **Perceptions, funding, communication/knowledge, PD/training**
Next Steps	• **Surveys, Marketing video for JCSC**
Resources Needed	•
Next Session Date and Time	• **4/13/18**

PICK Chart – Keeping Kids Enrolled in JCSC & Preparing them for the Future

Academic Progress and Growth

Strengths

- Pockets of substantial growth and achievement
- Free/Reduced lunch pass rates in both ELA and Math above state average in grades 3 - 8 and grade 10
- Increased corporation letter grade from C to B and maintained B status for multiple years

Opportunities/Weaknesses

- Inconsistencies in equitable curriculum
- Lack of consistent professional development opportunities for teachers
- Inconsistent implementation of best instructional practices and lesson delivery
- Concerns regarding subgroup performance
- Lack of effective implementation of effective support for struggling students

ISTEP+ 2016 - 2017

Subject	JCSC 10th	State Avg.	JCSC 8th	State Avg	JCSC 7th	State Avg	JCSC 6th	State Avg	JCSC 5th	State Avg	JCSC 4th	State Avg	JCSC 3rd	State Avg
ELA	63.8	60.7	54.3	61.8	55.5	65.1	68.2	66.5	63.1	62.4	64	65.9	74	69.4
Math	34.8	36.9	63.3	55.1	49.7	50.6	60.7	59.6	72.3	65.8	59.6	61.5	66.1	57.8
Both	33.7	34.4	48.4	48.3	40.7	46.2	50.6	52.8	55.3	55.3	49.7	54.1	58.1	53.1

JCSC = Dark Green

State Avg = Light Green

JCSC State Accountability Report Card Data

A - F

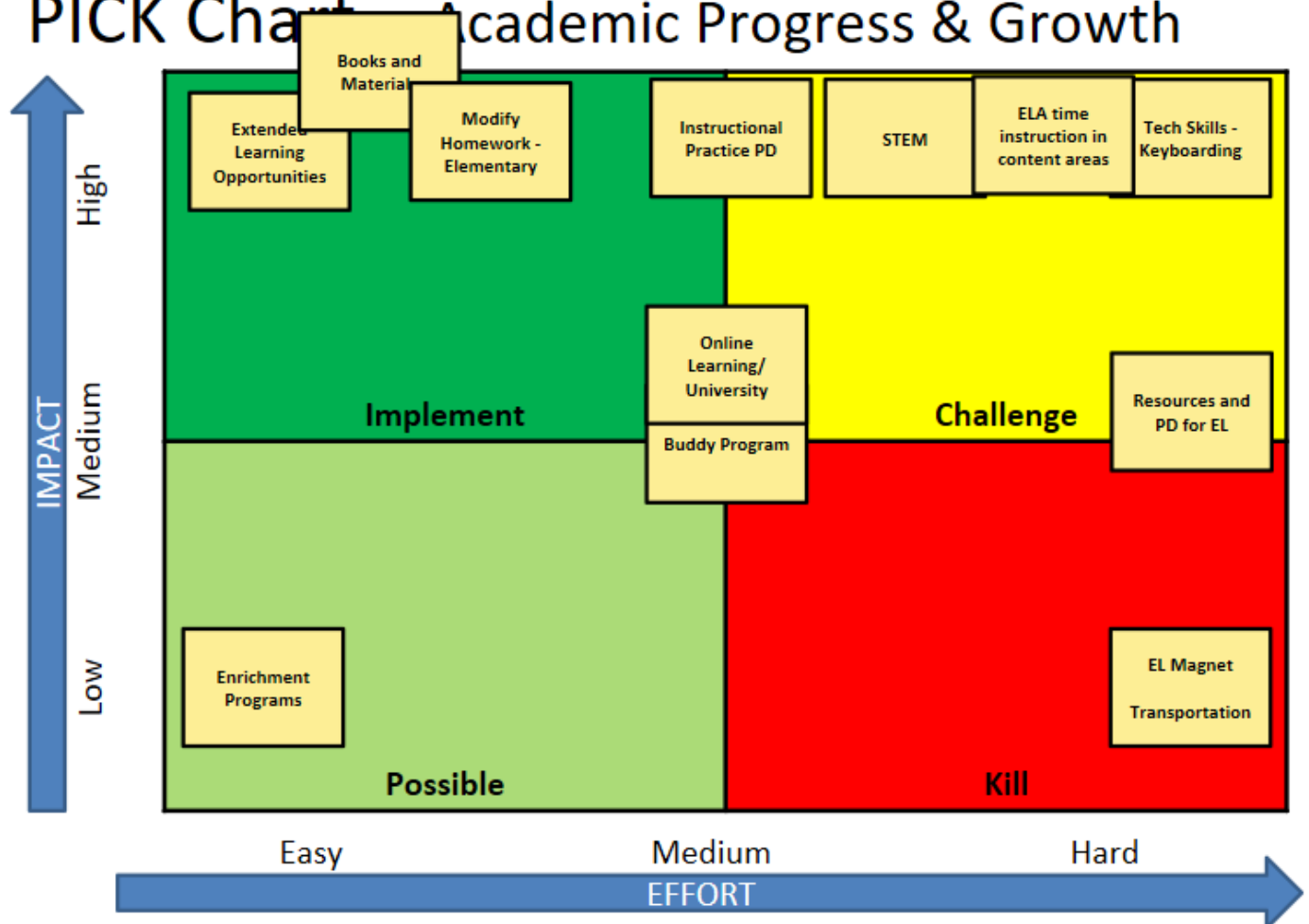| Report Card Indicators	JCHS	JCMS	BCE	GCE	HES	NVE	SCE	SE
Performance Total	51.7	56.7	71.6	68.6	58.6	74.4	57.6	62.7
Performance ELA	66.3	55.9	70.8	68.6	60.5	75.3	65.6	60.7
Performance Math	37	57.4	72.4	68.6	56.6	73.4	49.5	64.6
Growth Total	92.9	86.4	112.8	75.9	69.4	92.9	84.6	99.9
Growth ELA	107.6	73.1	112.6	79.9	80.5	99.1	99.4	92.2
Growth Math	75.2	99.6	112.9	86.5	79.9	86.6	69.8	107.6
⬆ 75 ELA	97.4	78	102	80	80.1	99.6	97.2	85.1
⬇ 25 ELA	117.7	68.1	123	78.9	80.8	98.6	101.6	99.3
⬆ 75 Math	85.3	85.3	102	86.6	88.5	89.9	69.3	97.6
⬇ 25 Math	65.1	65.1	123.6	86.4	71.3	83,2	70.2	117.6
MM*	200.6							
Letter Grade	89.1 (B)	71.6 (C)	112.8 (A)	75.9 (C)	69.4 (D)	83.7 (B)	71.1 (C)	81.3 (B)

Goal 2- Strategic Planning: Academic Progress and Growth

Strategic Planning Group	Erin Stoner, Jennifer Ertel, Morgan Likens, Jennifer George Rita Euers, Josh Taylor	Team Lead	Katie Brennan and Nikki Johnson
Date/Time of meeting:	1/19/18; 3/7/18; 4/13/18		
Group Participants:	TBD		

General Updates and Celebrations			
• **Agenda Review** • **PICK Chart**			

Topic - Action Items	Goal 1	Goal 2	Goal 3
S (specific) What do you want to do?	By August 2019, curriculum will be fully aligned to the Indiana Academic Standards to provide teachers with clear maps **(vertically and horizontally)** to guide successful classroom instruction as determined by district level data.	By August 2019, extended learning opportunities will be offered to **students and teachers** in order to work towards equitable learning experiences for all. Examples of these opportunities include but are not limited to: (Students) tutoring, summer school, STEM, Project Lead the Way, and character education (Teachers) PLC's, early release days, E-learning days...etc.	**Beginning fall of 2020 begin a systematic roll-out of student data tracking and goal setting process to encourage student ownership of learning.**
M (measurable) How will you know when you've reached it?	-Curriculum maps fully implemented by August 2019. -Increase student passing percentages in the performance domain by a minimum of 10 percent in both ELA and Math, with the exception of a more rigorous goal in grade 10 math.	-Increase number of extended learning opportunities students have available to them outside of core classes and the traditional school day. -Increase student performance in the growth domain in each subject by 10 points per year (175 points maximum)	
A - (achievable) Is it in your power to accomplish it?	YES - Through thoughtful planning and pacing we will successfully have curriculum maps implemented by goal date. Teachers have the skills needed to create standards based curriculum maps and will	YES -Collaborating with key stakeholders to create opportunities and minimize barriers will be critical in achieving this goal.	

	be given opportunities to work through this process. The alignment process needs to be focused and goal oriented to ensure to ensure productive outcomes.		
R - (realistic) Can you realistically achieve this goal?	YES - Through appropriate planning and pacing this goal is realistic to attain within the stated timeline.		
T - (timely) When do you want the goal to be accomplished?	During the 18-19 school year we are projecting to complete curriculum alignment for ELA and math. We anticipate a two-year timeline for successful alignment in all grade levels and subject areas. During this time JCSC will also begin a textbook adoption cycle.	During the 18 - 19 school year we will be in the pre-implementation phase of extended learning opportunities where we will investigate options and troubleshoot barriers. The execution of this goal will begin in the 19 - 20 school year with a thoughtful roll-out of opportunities determined by stakeholder feedback and student need.	
Who is responsible?	Director of Curriculum, Teachers, Principals	Director of Curriculum, Director of Transportation, Principals	

Data updates that support goals:			
Data Points:	**Current Data**	**18 - 19**	**19 - 20**

Performance Domain — Current Data:

	ELA % Pass	Math % Pass
3 - 8	63.3%	62.6%
10	66.3%	37%

Performance Domain — 18 - 19:

	ELA % Pass	Math % Pass
3 - 8	68.3%	67.6%
10	71.3%	47%

Performance Domain — 19 - 20:

	ELA % Pass	Math % Pass
3 - 8	73.3%	72.6%
10	76.3%	57%

Growth Domain — Current Data:

	ELA points earned	Math points earned
4 - 8	86.8	94.2
10 - 12	109.2	76.5

Growth Domain — 18 - 19:

	ELA points earned	Math points earned
4 - 8	96.8	104.2
10 - 12	119.2	86.5

Growth Domain — 19 - 20:

	ELA points earned	Math points earned
4 - 8	106.8	114.2
10 - 12	129.2	96.5

Support Needed and Next Steps	
Potential Barriers	• **Time needed to complete the work (goal 1 and 2)** • **Financial barriers (goal 1 and 2)**

	• **Transportation (goal 2)** • **Instructors (goal 2)** • **Teacher buy-in to the process (goal 1 and 2)** • **Ability to honor all voices (goal 1 and 2)** • **Changes in teaching assignments (goal 1)** • **Parent schedules (goal 2)**
Next Steps	• **Determine timeline for meetings** • **Schedule work sessions** • **Investigate textbook options** • **Student survey** • **Investigate supplemental curriculum w/counselors (character ed)**

PICK Chart – Academic Progress & Growth

TAKING CARE OF THE WHOLE CHILD

Strengths

- Partnership with Centerstone
- School counselors fulfilling multiple roles
- Community partnerships
- Service learning projects to support families

Opportunities/Weaknesses

- Mental health professional services
- Absence of opportunities for early childhood learning
- Early warning systems and interventions
- Systemic support for students with mental health needs
- Trauma based care
- Coordinated efforts to provide resources to students
- Professional development for JCSC staff (trauma/poverty)

Child Abuse And Neglect Rate Per 1,000 Children Under Age 18 (Rate Per 1,000)

Location	Data Type	2011	2012	2013	2014	2015
Indiana	Rate per 1,000	12.2	12.5	14.2	16.2	17.1
Jennings	Rate per 1,000	30.4	46.8	62.0	75.2	41.3

Children In Need Of Services (CHINS) (Number)

Location	Data Type	2011	2012	2013	2014	2015
Indiana	Number	13,694	13,035	13,684	14,763	15,555
Jennings	Number	198	251	212	226	182

Early Head Start And Head Start Funded Enrollment Slots (Number)

Jennings	Early Head Start	Number	0	0	0	0	0
	Head Start	Number	52	52	52	52	52
	Total	Number	52	52	52	52	52

*Data collected from Kids Count Data Center, IDOE Compass, Indiana Learning Connection, Indiana Department of Education

Per Capita Income (Currency)

Location	Data Type	2011	2012	2013	2014	2015
Indiana	Currency	$36,357	$37,987	$38,291	$39,578	$41,940
Jennings	Currency	$29,138	$31,002	$31,382	$32,563	$34,730

Children Under Age 18 In Poverty (Percent)

Location	Data Type	2011	2012	2013	2014	2015
Indiana	Percent	22.6%	22.1%	21.9%	21.2%	20.4%
Jennings	Percent	21.6%	22.6%	24.0%	22.2%	21.1%

Child Food Insecurity (Percent)

Location	Data Type	2011	2012	2013	2014	2015
Indiana	Percent	22.7%	21.8%	21.8%	21.2%	19.1%
Jennings	Percent	22.5%	22.9%	24.7%	23.2%	20.3%

JCSC Statistics

- We have approximately 2 students in every JCSC classroom that are homeless or live in vulnerable housing due to their poverty level.

- JCHS has an average of 1 student in crisis on a daily basis.

- JCSC has processed 138 DCS/crisis referrals since 2016 indicating the student is having thoughts of suicide or significant self harm.

- Jennings County has approximately 1 mental healthcare professional for every 1,500 patients with a mental health diagnosis.

JCSC Students Supported by Centerstone Mental Health Clinic

School	Number of students
JCHS	13
JCMS	38
K - 6	151
Total	202

At - Risk Student Populations

Student Subgroup	Percent of Students	# of Students
Homeless	3.5%	149
SES (F/R)	60%	2,530

Goal 3-Strategic Planning: Taking Care of the Whole Child

Strategic Planning Group	Brent Comer, Gloriana Robbins, Erin Treadway, Jan Furgason, Sarah Webster, Jamie Greathouse	Team Lead	Emily Sommers and Carrie Manowitz
Date/Time of meeting:	1/9/18; 4/4/18; 4/13/18		
Group Participants:	TBD		

General Updates and Celebrations			
•			

Topic - Action Items	Goal 1	Goal 2	Goal 3
S (specific) What do you want to do?	Students have physical needs met (food, water, shelter, clothing)	All teachers get PD in 4C's	Students complete community service hours
M (measurable) How will you know when you've reached it?	When all students can come to school with security in all of these areas	As teachers report on progress of students from previous year.	When all grade levels have projects planned.
A - (achievable) Is it in your power to accomplish it?	Yes, we can create a consistent way to respond to students who do not have basic needs met	Yes, as a district with a common way to measure established and training for staff in that.	Yes, with community support and buy in from district.
R - (realistic) Can you realistically achieve this goal?	Yes, creating a common way to identify and respond to inadequacies is realistic	Yes, the measurement of this goal will fit with other groups plan to have students complete portfolios.	Yes, with consistency and good communication.
T - (timely) When do you want the goal to be accomplished?	By May of 2019	By April of 2020	By May 2020.
Who is responsible?	School counselors and administrators.	Implementation team working with teachers.	Grade level teachers

Data updates that support goals:			
Data Points:	Goal 1	Goal 2	Goal 3
	• 20% of students have food insecurities • 60% of students are on free and		• A number of service projects already happen but not coordinated and

	• reduced lunches • 3.5% of students are homeless.		consistent.

Support Needed and Next Steps	
Potential Barriers	• **Establishing purpose for each of these across the corporation**
Next Steps	• **Procedure established for identifying and responding to inadequate student needs** • **Rubric developed per grade level for Goal 2** • **Develop criteria for community service projects k-12.**
Resources Needed	•
Next Session Date and Time	•

PICK Chart – Caring for the Whole Child

Implementation

The continuation of this strategic plan will extend through January 2021.

The Strategic Plan report-out to the Board of School Trustees will take place annually in time for use with various evaluations, systems and procedures analyses, and building the budget. The annual review meeting for the Core Planning Team will occur prior to the School Board approval.

Professional Development Plan Aligned to Goals
Jennings County School Corporation 2018-19

Potential Date(s)	Topic/Content	Person Responsible	Audience	Timeline	Funding Source	Priority Area in Strategic Plan	Level of Commitment
	QPR - Suicide Awareness and Prevention	Katie and Emily	All Teachers	Every 3 years ALL district - 1 session (2) hours		Whole Child	High
	STEM/Curiosity Machine	Justin	Elementary teachers and STEM para's	On-going	Title IV/Cummins	Academics	
	TBRI	Emily and Katie	ALL	3 years	Lilly	Whole Child	
	INsite, EW	Teresa and Katie	Admin and Counselor	18 - 19	Dell Foundation		
	MTSS	Nikki and Katie	Admin	18 - 19		Keeping Kids in School	
	Continuous Improvement	Teresa	Principals	18 - 19		Academics	
	UDL	Nikki	ALL district - optional	3 years		Whole Child	
	ICap - Online Learning	Teresa Helton/JCHS Counselors/Mandy Sullivan	High School	Implement 18 - 19	? Title set aside? SPED? Alt Ed?	Academics	High
	*Due Process	Nikki	Admin	I PD Session	?		
	Curriculum Alignment	Katie and Instructional Coaches	Teachers	On-going Refine Math and ELA - Begin Science and SS		Academics	
	Writing - Smekens	Katie	Teachers	September 13th and second semester			
	EL - WIDA						
	Science Textbooks	Katie	Elementary Teachers				
	Exact Path	Katie	Elementary Teachers	Sept. 6th and 7th			
	PIVOT	Katie	JCMS/JCHS				
	BAS	Katie and Instructional	1st and 2nd grade				

		Coaches					
	ILearn/I AM		Teachers	Incorp into curriculum mapping			
	CPI				SPED - Stipends		

Our mission is to inspire and empower our students to reach their full potential as lifelong learners and productive members of a global community.