

2.0 Strategic Planning

The District’s systematic approach to strategic planning encompasses the deployment of goals and action plans throughout the District as well as the review of results and subsequent changes if necessary. The District’s focus on continuous improvement is inherent in the cycle of refinements that involve discussions and evidence of supporting data.

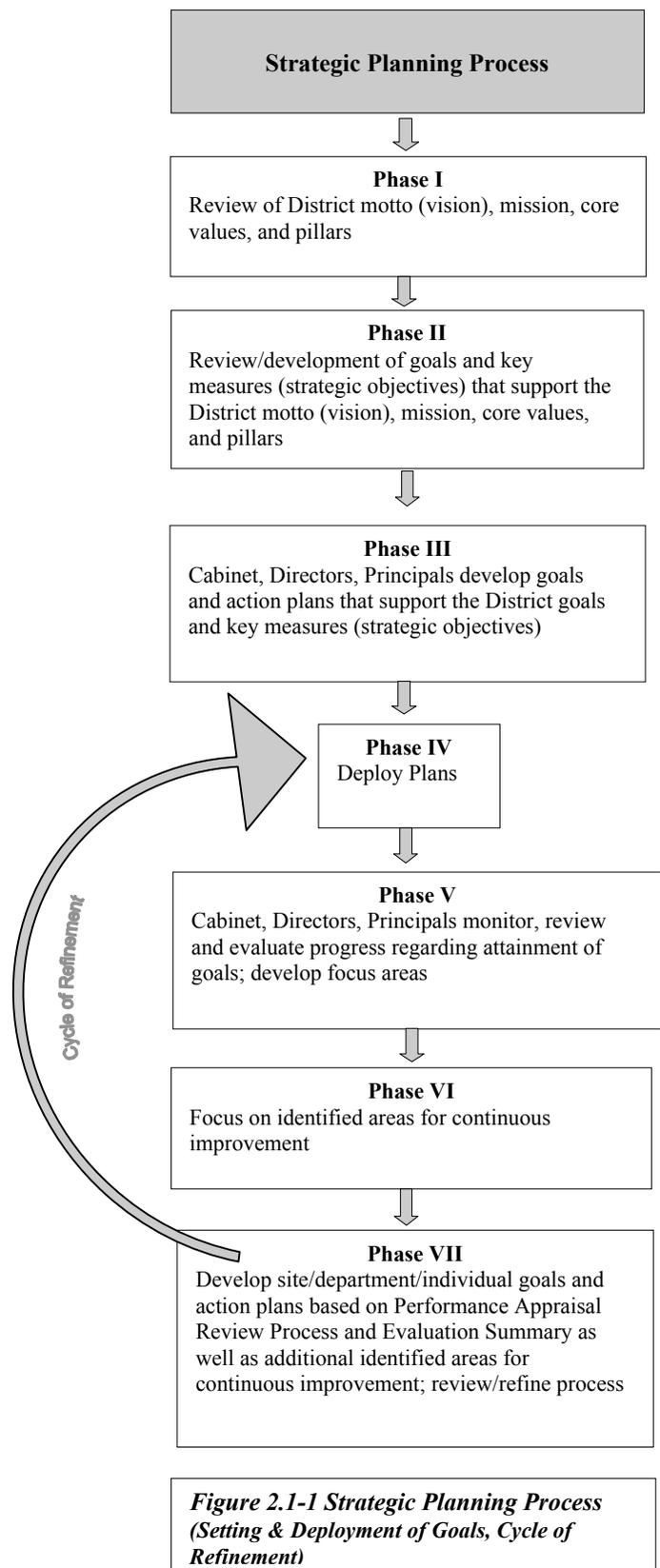
2.1 Strategy Development

2.1a(1) and (2) Strategy Development Process

On a biennial basis the BOE, Superintendent, Cabinet, and various directors utilize the Strategic Planning Process and the Performance Measurement System to review the status of the District as well as the current goals; subsequently new goals and key measures (strategic objectives) are developed using a process that includes brainstorming, developing an affinity diagram, reflecting via fishbone diagrams, and setting priorities. Potential blind spots are identified by listing driving and restraining forces. All administrators have been trained in using an implications wheel. Even though “the wheel” process is not facilitated very often due to the required time commitment, the training placed an emphasis on sensitivity to potential implications when identifying goals and key measures (strategic objectives). The goals support the pillars, core values, mission statement, and motto (vision). Once the goals have been established, key measures (strategic objectives) are determined. (Refer to **Figure 2.1-1** regarding the Strategic Planning Process.)

Administrators’ goals and action plans address and support the district goals. Administrators’ goals and the CLEP address specifics in percentages i.e., improvement in student achievement, decrease in rate of retention, attendance. The Superintendent meets with each Cabinet member and each site principal twice a year to discuss goals, progress, and results. At the winter meetings each administrator provides quantitative and qualitative data in regard to progress and/or accomplishment of his/her goals. Following the winter meetings, an Administrative Evaluation Instrument and comprehensive narrative are completed for each administrator pertaining to accomplishments and areas in need of new and/or continued focus. The Superintendent requires areas of focus to be addressed throughout the remainder of the school year and incorporated into goals and action plans for the subsequent school year if necessary.

Upon receiving the state mandated test scores each year, the site principals and their teachers analyze the results. Following the analysis, goals are developed regarding improvement. Specific strategies are also developed describing how the goals will be attained. The respective goals and planned strategies become a part of each site principal’s goals that are submitted to the Superintendent and appropriate assistant superintendent.



Assessments are tracked from year to year by the director of student assessment and director of technology. Each student receives an annual report tracking his/her assessment results for first through eighth grades. Plans are in place to expand the report through 12th grade. Thus, students and parents have a historical perspective regarding individual achievement.

The District no longer gives students permission to forget. Beginning with mathematics in the 2004-2005 school year, the District implemented the Essential Elements Process. The essential elements for grades pre-kindergarten-twelfth were identified by a district team. Each week the students take a quiz compiled of randomly selected mathematics information and process items. Seventy percent of the items are from the current grade level curriculum and 30% are from the curriculum of the two previous grade levels. This process eliminates the necessity to cram as well as increasing the opportunities for students to remember what they have learned. The students track their progress via a run chart. The teachers track individual student and class progress via run charts, histograms, and/or scattergrams. This process will continue to be implemented throughout the next five years for language arts/English, science, social studies/history, art, music, physical education, reading/literature, and world language.

Each site principal is responsible for developing, implementing, and completing a Site Survey Improvement Plan (SSP). The purpose of the SSP is to identify instructional strategies, software, environmental factors, etc. which improve learning, or conversely, inhibit learning. Each in-depth and comprehensive research project addresses at least one variable related to the improvement of student achievement. Each SSP is required to have a control group and an experimental group. Projects are discussed on an ongoing basis with the Superintendent. Successful strategies are shared among principals and sites; those that inhibit learning are, to the extent possible, eliminated. **(Figure 7.2-2)**

The District Continuous Improvement Leadership Team reviews its goals on an annual basis making deletions, additions, and modifications as deemed necessary. These goals address and support the pillars and district goals as well.

The finance department completes an in-depth budgetary plan for approval by the BOE. A projected revenue and expenditure budget is published in the local newspaper, and notice of the District BOE meeting and public hearing is posted for the purpose of reviewing and adopting the proposed budget for the new fiscal year beginning on

July 1. The associate superintendent, executive director of finance, and director of accounting conduct ongoing internal reviews in which budget adjustments are made depending on revenue, expenditures, interest rates, and/or needs. Formal reports are submitted to the BOE for approval on a monthly basis. The BOE makes the necessary budgetary amendments throughout the year based upon the financial information reported monthly by the administration.

During 2002-2003, the State of Oklahoma experienced impecunious times. This dire economic situation directly impacted the schools during that school year as well as throughout the 2003-2004 school year. The Jenks School District is in the recovery process in regard to reinstating staff and programs. However, in spite of the state's financial woes, the District continues to be held in high regard. Test scores, percentage of National Merit semifinalists, graduation rate, and number of state and national awards belie the recent difficult economic times.

In responding to the aforementioned economic situation, a comprehensive Budget Review and Priority Setting Process was planned and facilitated which involved students, staff, administrators, parents, and community members. Quality tools were used to identify and prioritize cuts in services and programs that would be the least deleterious to students so the District could sustain its operations during this difficult time without diminishing teaching and learning.

The school district staff continued research projects aimed at improving opportunities for students in academic areas. Coaches and sponsors of academic competitive teams, fine arts teams, and athletic teams continued to challenge students. The number of district teachers was decreased by 48; the number of administrators was reduced by four, and the number of classified staff was decreased by 50 due to lack of funding. In spite of budget reductions and decreases in staff numbers, the focus remained on the students.

The shifts in demographics over the past ten years have resulted in a decrease in the Caucasian population by 11%, and an increase in the African American, American Indian, Hispanic, and Asian populations. The District has responded to these needs by increasing the number of English Language Learner (ELL) teachers and implementing an English/Spanish Dual Language Program in kindergarten at the largest elementary site, which incidentally also has the largest Hispanic population. The plan is for the program to expand one grade level at a time each subsequent year.

2.1b(1) and 2.1b(2) Strategic Objectives

Following are the 2003-2005 district goals, strategic challenges, key measures (strategic objectives), action plans, and measures.

Strategic Challenges P.2b	Key Measures (Strategic Objectives) 2.1b(1)	Action Plans 2.2a(3)	Human Resource Plans 2.2a(4)	Measures 2.2a(5)	Figure
Goal: Focus on Finances					
Increase school funding	Increase JPS fund balance to 6%	Sell vote “yes” on bond issues to community	Cultivate relationships with the community	Passage of the bond issue each year	7.3-1
	Increase in OK school funding by \$500,000 (2006)	Continue lobbying efforts	Cultivate relationships with state representatives	Increase in school funding (2006)	7.3-6
	Improve utility efficiency by 5% each year	Continue to decrease energy costs each year	Ongoing evaluations	Water, electricity, and gas consumption	7.3-9
	Maintain accurate reporting of the financial condition of JPS	Maintain 100% compliance record	Enforce federal and state laws; cross training	Maintain 100% compliance record	AOS
Decreasing class sizes	Increase in revenue funding	Continue lobbying efforts	Hire additional teachers	Student/teacher ratio	7.3-8
Goal: Focus on Students					
The shift in demographics	Expand the DLP by one grade level each year	Expand to include first grade (2006)	Hire a qualified teacher	Implementation of the DLP K-6 th grade (2006)	AOS
Goal: Focus on Safety					
Increasing safety measures	Decrease # of bus accidents by 1% each year	Continue training of drivers and students	Continue education in prevention strategies	Decrease in # of bus accidents	7.5-16
	Expand video security systems	Installation of systems at 3 remaining sites	Train administrators in use of systems	# of monitoring systems	AOS
Goal: Focus on Curriculum (Ensure JPS students meet or exceed world class standards)					
The focus on continuous improvement & raising the bar regarding academic success	Improve test scores, including those of subgroups to achieve the maximum API score of 1500 (2010)	Be the first school in Oklahoma to achieve the maximum API score of 1500	Retain/hire high quality teachers	API scores for all groups	7.1-1 7.1-2
	Increase # of AP program course offerings to 35 (2009)	Increase # of AP courses from 33 to 35	Retain/hire high quality teachers	# of AP courses	AOS
	Continue to promote the inclusiveness of all students	Improve API subgroup scores	Retain/hire high quality teachers	API subgroup scores	7.1-2
	Each site meets or exceeds CLEP goals (90% reading and mathematics goals and EOI scores)	Facilitation of effective strategies	Train teachers in differentiation strategies	Meet or exceed CLEP goals each year	7.1-4 7.1-5 7.1-6 7.1-7
	Maintain or improve the drop-out rate (1.1%)	Increase # of alternative program opportunities	Retain/hire/train high quality teachers	Drop-out rate by subgroups	7.2-4
	Increase of parent participation in CAPS conferences from 95% to 99% (2008)	Encourage students and parents to attend	Cultivating parent relationships	Increase # of parents participating in the CAPS each year	AOS
	Increase # of certified staff trained in differentiation strategies to 75% (2008)	Continue high prep and low prep differentiation training	Retain/hire/train high quality teachers	# trained in differentiation strategies	7.4-3
	Increase in highly qualified teachers from 98% to 100% (2007)	Ongoing evaluations & training	Retain/hire highly qualified teachers	# of highly qualified teachers by site/subject	AOS
	Complete PK-12 grade curriculum development in all subject areas (2009)	Expand PK-12 curriculum development to all subject areas including the Essential Elements Process	Train teachers in the development process	Expand & complete the PK-12 curriculum development to include all subject areas	7.5-1
	Use the Curriculum, Instruction, Assessment, and School Climate System				

Figure 2.1-2 Strategic Plan (AOS = Available on Site) There are additional key measures included in the JPS goals (AOS).

The expected date of attainment is next to each measure when applicable. If there is no date, it indicates an ongoing goal.

The goals and key measures (strategic objectives) established for JPS address the identified challenges as well as areas for focus and continuous improvement. The financial goal and key measures (strategic objectives) contain specific targets to provide financial security for the District which impacts class sizes. The goal and key measures (strategic objectives) pertaining to the students also address inclusiveness. A focus on assessment is included in the curriculum goal and objectives. Continuous improvement is not only expected in student achievement, but in collecting, tracking, and analyzing data. One example is the District has begun providing information to individual students and their parents regarding a historical perspective of test results. Another example is the implementation of pre/post mathematics assessments for all students as well as preview/review assessments based on essential mathematics elements. District administrators are ever vigilant regarding student safety. Improvements in processes and procedures are made on an ongoing basis. Training and education continue to be provided. The goal and key measures (strategic objectives) related to curriculum address the need for continuous improvement in not only the area of curriculum, but instruction, assessment, and school climate as well. Specific objectives focus on differentiation and diversity, which address the needs of the changing demographics of the district.

The BOE, Superintendent, Cabinet, and various directors develop the goals and key measures (strategic objectives) on a biennial basis. The goals and key measures (strategic objectives) are developed using a reflective process regarding the needs of the students and stakeholders. The facilitators incorporate the use of quality tools i.e., brainstorming, affinity diagram, fishbone diagram, priority process. The driving question is: "How will the focus on each goal improve learning?" However, the needs of the District's other key stakeholders are also addressed as is apparent in the focus on the District's finances, safety, and communication. The goals and key measures (strategic objectives) support the pillars, core values, district mission and district motto (vision).

The designated fund balance for the fiscal year 2005 is six percent. Courage on the part of administrators and BOE members to reduce expenditures in 2003-2004 resulted in an improved financial status for 2004-2005. Increased revenue from the State of Oklahoma also aided the recovery process. An accurate and detailed financial report is given monthly at a BOE meeting.

2.2 Strategy Deployment

2.2a(1) Action Plan Development and Deployment

The site and department goals and action plans support the key measures (strategic objectives) and goals, which support the pillars, which sustain the core values, which maintain the

District's mission and motto (vision). The Superintendent meets with each Cabinet member; the Superintendent and the designated assistant superintendent meet with each site principal; the associate superintendent and assistant superintendents communicate with the respective directors; and the site principals communicate with the assistant principals in August-September each year to discuss site or department goals, projections, measures, and action plans. Each administrator collects, tracks, and analyzes the data related to each goal as a component of his/her portfolio. Administrators monitor the progress on their respective action plans on an ongoing basis. The portfolios are shared with the respective supervisor in the winter. Following an in-depth discussion, a written evaluation is completed regarding accomplishments and areas for focus. The administrators address the areas identified for continuous improvement. Improvements made as a result of sustained focus on the specific areas are identified. The necessary resources are allocated per the annual budget review and development process.

2.2a(2) When circumstances require a shift in plans and rapid execution of new plans, the Superintendent meets with the appropriate senior leaders, directors, and/or principals to revise the necessary action plans. The administrator who supervises the designated bailiwick assumes the responsibility for assuring deployment of action plans to ameliorate the problem.

2.2a(3) Please refer to **Figure 2.1-2** in regard to goals, strategic challenges, key measures (strategic objectives), action plans, human resource plans, and measures. At this time there are no key changes planned for programs, offerings, or services.

2.2a(4) The key human resource plans that derive from key measures (strategic objectives) and action plans are determining staffing needs, hiring additional teachers to reduce class sizes and improve student learning and services, recruiting and retaining high quality personnel, and seeking diverse applicants that reflect the changing demographics of the District. Human resource plans also focus on supporting the District's pursuit of excellence in education through ongoing evaluations; enforcing federal laws and district policies related to harassment and/or bullying, Title IX, Title VI, and Americans with Disabilities Act (ADA), and safety; maintaining the District's focus on continuously improving technological capabilities; and cultivating relationships within the schools and the community. Please refer to **Figure 2.1-2**.

2.2a(5) The key performance measures (strategic objectives) are aligned with the respective District goals to ensure coverage of key deployment areas, students, and stakeholders. Please refer to **Figure 2.1-2** which includes key performance measures.

2.2b Performance Projection

Key performance projections are reflected in **Figure 2.2-1**. The goal in JPS is continuous improvement (exceeding the all time best). Gaps in performance are addressed via analysis and development and implementation of strategies for improvement by the respective Cabinet members, directors, and principals

Goals	Key Performance Projections	2006	2007	2008
Focus on Finances	Continue to pass bond issues each year	Pass bond issue (A)	Pass bond issue (A)	Pass bond issue (A)
	Continue lobbying efforts	Increase fund balance to 6% (P)	Maintain 6% fund balance (P)	Maintain 6% fund balance (P)
	Continue to decrease energy consumption each year	Decrease by 5% (A)	Decrease by 5% (A)	Decrease by 5% (A)
	Continue to maintain 100% audit compliance record	Maintain 100% compliance record (A)	Maintain 100% compliance record (A)	Maintain 100% compliance record (A)
	Increase in State revenue funding	Increase funding by \$500,000 (P)	Increase funding by \$500,000 (P)	Increase funding by \$500,000 (P)
Focus on Students	Expand the DLP by one grade level each year	Expand the DLP to first grade (A)	Expand the DLP to second grade (A)	Expand the DLP to third grade (A)
Focus on Safety	Continue to decrease # of bus accidents	Decrease the number of bus accidents by 1% (A)	Maintain accident free record (A)	Maintain accident free record (A)
	Increase in # of monitoring systems	Install monitoring system in 3 remaining buildings (A)	Project completed (A)	Project completed (A)
Focus on Curriculum	Be the first school in Oklahoma to achieve the maximum API score of 1500	Increase API score to 1400 (A)	Increase API score to 1425 (A)	Increase API score to 1450 (A)
	Continue to exceed the API target	Exceed target (A)	Exceed target (A)	Exceed target (A)
	Each site meet or exceed CLEP goals (90% reading and mathematics goals and EOI scores)	Meet or exceed updated goals per annual review (A)	Meet or exceed updated goals per annual review (A)	Meet or exceed updated goals per annual review (A)
	Continue to monitor the drop out rate (1.1%)	Maintain or decrease (A)	Maintain or decrease (A)	Maintain or decrease (A)
	Increase # of parents participating in the CAPS conferences each year	Increase by 1% (96%) (A)	Increase by 1% (97%) (A)	Increase by 1% (98%) (A)
	Increase # of certified staff trained in differentiation strategies	61% of certified staff trained (A)	70 % of certified staff trained (A)	75% of certified staff trained (A)
	Increase # of highly qualified teachers	Increase by 1% (99%) (A)	Increase by 1% (100) (A)	Maintain 100% (A)
	Expand PK-12 curriculum development to all subject areas including the Essential Elements Process	Expand to include science (A)	Expand to include social studies and the arts (A)	Expand to include reading/literature (A)

Figure 2.2-1 The Key Performance Projections address each of the District's goals and the targets for three years.

(A=ahead of competitors, P=parity with competitors, B=behind competitors)