

**Jefferson County School District, 509-J  
Strategic Plan  
Board Approved, October 13, 2014**

**Jefferson County School District, 509-J**



**Strategic Plan for  
Future-Focused Success**

***Uniting to Empower Culturally-Enhanced  
Learners to Shape the World***

## Mission

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The Mission of the Jefferson County School District is:

### ***Uniting to Empower Culturally-Enhanced Learners to Shape the World***

Our mission powerfully and concisely states the purpose and the reason that our school system exists. It is the starting point for all decisions regarding curriculum, instruction, policies, practices, and all matters of importance.

Our school district is unique in that it represents multiple cultures. As the world becomes smaller, understanding and acceptance of multiple cultures help us live and grow in harmony. Therefore, the JCSD recognizes our diversity as a strength to be nurtured.

**“It is time for parents to teach young people early on that in diversity  
there is beauty and there is strength.”**

*-Maya Angelou*

## **Beliefs**

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The Strategic Design for the Jefferson County School District includes the identification of our strongest beliefs regarding students and learning, teachers and teaching, and effective learning communities. These beliefs inspire and inform the District's mission and vision, and consistently serve as our decision-making lens.

### **Jefferson County School District's Strongest Beliefs Regarding:**

#### **Students and Learning, Teachers and Teaching, and Effective Learning Communities**

##### **About Students and Learning, we believe that:**

- We are all learners
- Learners learn in different ways and at different paces
- Learners learn from mistakes as well as successes
- Learning happens with, not to, the learner
- Learners have unique interests that heighten motivation and engagement

##### **About Teachers and Teaching, we believe that:**

- Teachers are learning facilitators
- Effective learning facilitators strive to meet the needs of each learner
- Empowered learning facilitators empower learners
- Enthusiasm and passion for learning are learning facilitator requirements
- Positive relationships with individual learners are key to learning

##### **About Effective Learning Communities, we believe that:**

- Families provide the foundation for learners and learning success
- Education is a full partnership between the school, the family and the community
- Learning communities intentionally empower each learner to become a lifelong learner
- Diversity and voice create unity

## Core Values

**Everyone in the Jefferson County School District will strive to model values that will be part of the ethical and moral foundation of JCSD graduates. JCSD Core Values are;**

### **HONESTY**

Honest people are genuine, truthful, kind, and sincere.

### **INTEGRITY**

People with integrity behave in a manner that is consistent with universal values. They walk their talk, take pride in their work, and give their best effort.

### **TRUSTWORTHINESS**

People worthy of trust keep promises, fulfill commitments, and abide by the spirit as well as the letter of an agreement.

### **LOYALTY**

Loyal people consistently demonstrate respect, and are committed to support their friends, families, communities and organizations based on positive values.

### **FAIRNESS**

Fair people are committed to justice, the equitable treatment of individuals, and the appreciation of diversity.

### **CARING**

Caring people show concern for the well being of self, others, and the environment. Caring is shown through understanding, compassion, empathy, generosity, kindness and service.

### **RESPECT**

Respectful people have confidence in their own beliefs and values, and acknowledge, understand, and support the rights of others to express their beliefs and values.

### **CITIZENSHIP**

Responsible citizens contribute to the local, state, federal and global communities in active, positive, and creative ways while encouraging the participation of others.

### **RESPONSIBILITY**

Responsible individuals know, understand, consider, and accept the impact and consequences of personal decisions and actions. They reflect on the results of their work and apply this new learning to subsequent tasks.

### **COOPERATION**

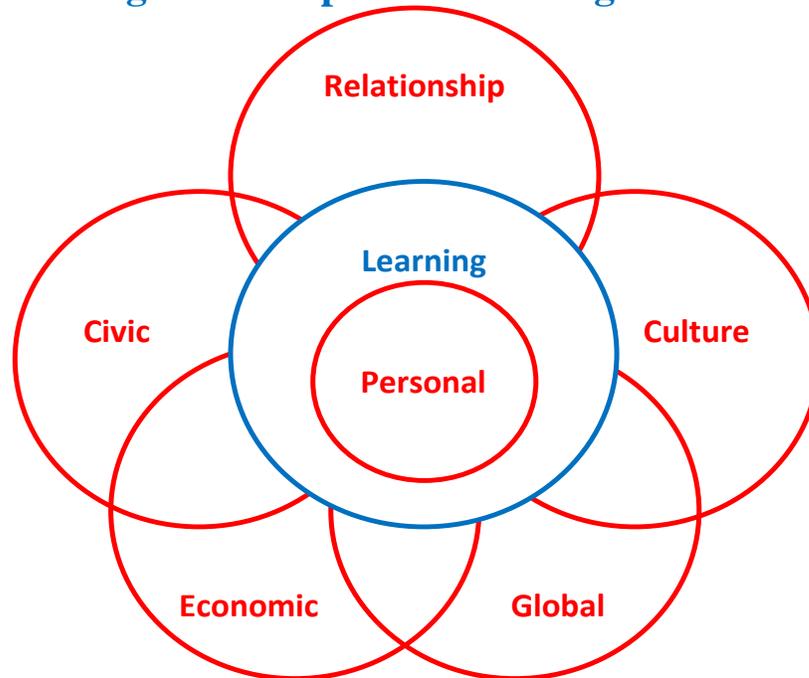
Cooperative people actively participate with others in sharing information and ideas toward a common goal.

The ability to define, embrace, and model these Jefferson County School District Core Values is considered to be an integral part of what each learner should embody upon graduation from JCSD.

## The Spheres of Living

The Spheres of Living provide the link between the Jefferson County School District’s Mission, *Uniting to Empower Culturally-Enhanced Learners to Shape the World*, and the Learner Exit Outcomes that follow. Our mission implies that JCSD graduates will be equipped to live a successful life in the world they will encounter. The question then, for the Strategic Planning group, became “Where will students live their lives, or, what are the major spheres/arenas of living for successful adults?” Think forward. 1) If we can determine the major Spheres of Living, and then 2) identify the Learner Exit Outcomes for each Sphere of Living, and then 3) graduate young men and women who can demonstrate those Learner Exit Outcomes, the Jefferson County School District will have accomplished its mission, *To Empower Culturally-Enhanced Learners to Shape the World*. The following seven Spheres of Living were agreed to by the Strategic Design Planning Group.

### Significant Spheres of Living



#### **Future Conditions to be Encountered by Jefferson County Graduates, and Exit Learner Outcomes to be Demonstrated by Jefferson County Graduates**

Dynamic changes in almost all aspects of life in the twenty-first century have redefined what students need to know, be able to do, and be able to show in order to be successful adults. The Exit Learner Outcomes on the following pages were systematically identified to support the Jefferson County School District’s mission – “Uniting to Empower Culturally-Enhanced Learners to Shape the World.” These outcomes were derived after a thorough study of the shifts, trends, and future conditions that are defining the world our graduates will face in each of the Spheres of Living. The Exit Learner Outcomes then are based upon 1) the Mission of the JCSD, 2) the Future Conditions our graduates will encounter, and 3) the Core Values we want each of our graduates to embrace. When JCSD graduates are able to demonstrate the following Exit Learner Outcomes, they are presumed to be prepared to live in accordance with our Core Values and to meet the challenges and opportunities in a rapidly changing world.

## Learner Exit Outcomes

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### Personal Sphere of Living

#### **The JCSD Graduate is a Self-actualized Learner who:**

- Understands, articulates, and demonstrates a personal set of core values and exhibits an understanding of the core values of other belief systems, acknowledging the validity of other cultural norms.
- Understands the need for mental, emotional, physical, and spiritual well being.
- Embraces a personal growth mindset.
- Prioritizes time for a balanced life.
- Creates, pursues, and accomplishes goals.
- Contributes to his/her community and can actively participate in a group to problem solve in order to attain a common goal.
- Uses life's challenges to build personal resiliency.
- Invests in and develops healthy and meaningful relationships while demonstrating authenticity.
- Reflects deeply on past experiences and seeks feedback to adjust and improve future encounters.
- Accepts personal accountability for his/her words and actions.
- Manages and budgets time, money, and other resources effectively.

### Learning Sphere of Living

#### **The JCSD Graduate is a Passionate and Continual Learner who:**

- Possesses the foundational skills necessary to build future learning and obtain skills to be career and college ready.
- Is a self-motivated, self-directed, and continual learner.
- Acquires, organizes, analyzes, evaluates, and synthesizes information from a wide variety of sources and applies that information to solve problems.
- Communicates (listening, speaking, writing, and reading) and collaborates effectively.
- Accepts failure as an opportunity to grow and persevere.
- Embraces evolving technology skills and competencies.
- Actively pursues knowledge and skills in order to better self, community, and the world.
- Analyzes current trends and issues and can articulate an argument with supportive evidence. Creates and pursues purposeful and challenging learning goals.
- Seeks learning opportunities consistent with future-focused vision of self.
- Exhibits leadership skills with integrity, is open-minded, creative, and adaptable.
- Questions current systems and perceptions in order to generate creative ideas and solutions.
- Can actively participate in a group to problem solve in order to attain a common goal.

## **Relationship Sphere of Living**

### **The JCSD Graduate is a Caring Communicator who:**

- Creates and maintains open, honest, and healthy relationships.
- Balances family and work relationships, personal needs, and community obligations to form a healthy lifestyle.
- Actively participates in groups to problem solve and attain a common goal.
- Effectively adapts to changing relationships and changing times.
- Effectively uses interpersonal communication skills – even when in stressful situations.
- Listens, encourages, accepts feedback, continues to build trust, and offers constructive feedback to individuals and groups.
- Demonstrates loyalty, integrity, trustworthiness and accountability.
- Embraces diversity and creates and maintains multi-cultural relationships.
- Uses the Internet and other communication technology to establish healthy, mutually satisfying personal and professional relationships.
- Creates trusting relationships quickly and discontinues relationships that are not healthy.

## **Civic Sphere of Living**

### **The JCSD Graduate is a Civic Minded Individual who:**

- Actively participates in civic and community service.
- Explores opportunities within and beyond Jefferson County.
- Identifies, analyzes, and articulates positions and solutions on important issues at all levels of government.
- Identifies bias, propaganda, and dishonesty in all forms of media.
- Develops leadership skills, remains informed on policy, and expresses opinions in a constructive way.
- Practices the 509-J Core Values in all aspects of life.
- Takes an active role in the identification of community goals, and works toward their accomplishment.
- Actively seeks to understand and resolve multi-cultural issues.
- Is knowledgeable about the collective histories of Americans and can articulate how what has happened in the past has brought us to where we are.
- Compares and contrasts different forms of government and major economic systems, and articulates both the democratic form of government and the capitalistic economic system.
- Obeys the laws and, when necessary, works constructively for their change.

## **Cultural Sphere of Living**

### **The JCSD Graduate is a Culturally Rich Person who:**

- Has competence in their culture and seeks to understand the traditions of other cultures.
- Honors personal heritage and culture and seeks to teach others about culture through the arts.
- Encourages and celebrates spirituality while living the core values.
- Has the courage to overcome cultural stereotyping, prejudice, and bias while honoring traditions and striving for excellence in honoring their own cultural lifestyle.
- Is aware of global dynamics and the role that culture plays in world politics.
- Uses the latest advances in technology to access the wealth of cultural resources now available to everyone at their convenience.
- Analytically and objectively judges what is good, valuable, and true, and acts on those beliefs, values, and judgments.
- Works effectively in culturally diverse settings and with culturally diverse people.

## **Economic Sphere of Living**

### **The JCSD Graduate is a Quality Producer and Financial Manager who:**

- Compares and contrasts differing economic systems and understands how a free market economic system works.
- Creates a personal budget and manages his/her financial resources.
- Is a knowledgeable consumer who can effectively evaluate goods and services.
- Understands economics to the point that he/she can formulate long-term financial planning to include retirement, debt, interest, and investments.
- Has examined career opportunities and can identify careers that would lead to personal fulfillment.
- Is a highly motivated, self-directed, flexible, and empowered worker or entrepreneur.
- Is a lifelong learner, keeping himself/herself competitive in a rapidly changing world and job market.
- Communicates and works effectively in diverse work groups.
- Applies transformational technology to increase quality and productivity.
- Considers and acts upon the moral, ethical, and environmental ramifications of economic decisions and activities.

## Global Sphere of Living

### **The JCSD Graduate is a Global Citizen who:**

- Uses technology to understand the world and communicate internationally.
- Seeks to understand, and be sensitive to, other cultures.
- Uses higher level thinking skills to understand and form opinions on global issues.
- Articulates the impact historical world events have had on our current global community.
- Describes how different political and economic systems work and how they interact in today's world.
- Seeks to gain multi-cultural communication skills that facilitate interaction with other cultures and communities.
- Continuously prepares himself/herself to compete and cooperate in our global economy.

## Vision

### **The Jefferson County School District Vision**

*How we will look, feel, and act while operating at our ideal best.*

What will our school system look like, feel like, and be like when:

- We are making all important decisions with the Jefferson County School District **Mission** in mind;
- We are consistently reviewing and acting on our **beliefs about learners and learning, teachers and teaching, and effective learning communities**;
- We are intentionally working to graduate young men and women who embody our **Core Values**; and
- All graduates leave us able to demonstrate our **Learner Exit Outcomes**?

This section of the Jefferson County Strategic Design answers that question in some detail.

The Strategic Design Planning Group addressed eight key areas for specific vision statements. Together these vision statements describe the vision that Jefferson County School District **holds for itself, expects to accomplish, and works toward each day.**

- **LEARNING:** *From a learner's perspective*
- **CURRICULUM:** *What we expect learners to learn*
- **INSTRUCTION:** *How we help learners to achieve*
- **ASSESSMENT:** *How we measure learner success and are held accountable*
- **TECHNOLOGY:** *How we use technology to customize and increase learning*
- **PERSONNEL:** *Who we employ as an ideal staff*
- **LEADERSHIP:** *How we provide support at all levels*
- **STAKEHOLDERS:** *How we involve all members of the community*

## About VISIONS

The term vision, when applied to leadership and organizations, is a rather fuzzy concept. To set expectations for what you will read in the next pages, please study the following four statements regarding effective vision statements. The Jefferson County School District vision statements are designed to fit these expectations.

- Vision statements describe the preferred future . . . what we want to look like, feel like, and achieve when we are operating at our ideal best.
- To be powerful, visions must be bold . . . and, to be powerful, visions must run well ahead of our present capacity to do them.
- Visions are most powerful when stated in the present tense . . . as though we are already there.
- Visions then become the blueprint, the plan, and the focus for all school improvement projects. The job description of every individual in the district is realizing JCSD's Vision.

### **Learning Vision: *What learning is like from a learner's perspective.***

- My personal learning needs are met daily. I am controlling much of my learning, my school is inviting and challenging. "I like school; I want to be there!"
- I am learning at my optimum level, through multiple learning styles, and am able to study things that are interesting. I know that what I am learning is preparing me for my future.
- My learning facilitators know me well and have helped me become a lifelong learner . . . I set my own learning goals and take responsibility for learning.
- I am allowed to demonstrate my learning in many ways . . . I have evidence or a portfolio which shows that I have mastered an outcome I share with staff and family.
- Learning is exciting because we learn in so many ways . . . I expect instruction to be interacting and engaging. I get excited about projects and community work.
- Much of my learning is available online and I have access to it in and out of school.
- Our world is becoming increasingly global and diverse, and Jefferson County learners continuously learn to embrace diversity . . . of cultures, religions, ethnicity, and ways of viewing the world.
- All Jefferson County learners leave our school system with the opportunity to choose any future they desire . . . graduates are ready for college, employment, and/or for creatively designing their own future.

### **Curriculum Vision: *What we expect our learners to learn.***

- Curriculum is standards-based and aligned with Jefferson County's Learner Exit Outcomes.
- Upon completion of elementary grades, all learners have a strong foundation in literacy and numeracy.
- The Strategic Design process identified the learner exit outcomes for all learners. When learners graduate from our system, they are able to demonstrate all learner exit outcomes . . . which means they are Culturally-Enhanced Learners ready to Shape the World.
- The Jefferson County curriculum is designed to offer choices to learners, to provide multiple pathways for learning and for demonstrating that learning.
- The Jefferson County curriculum is focused on developing higher order thinking and problem solving skills.
- Culture, the arts, and multiple languages are highly valued and are a significant part of our curriculum.
- Communication skills in all forms, and at all levels, are a focus of Jefferson County's curriculum.
- Technology is fully utilized across all avenues of curriculum and instruction when appropriate.
- Jefferson County learning facilitators and learners are all future-focused and their learning allows them to update curriculum content when new and relevant content emerges.
- All stakeholders in our communities are encouraged to engage in learning.

### **Instruction Vision: *How we help students to learn.***

- Instruction in JCSD is designed to meet the learning level, learning styles, and interest areas of each learner. Learners are motivated to learn at their individual maximum pace.
- Each learner has a learning facilitator/coach/advisor that is compassionate toward the learner and passionate about the learner's growth and development.
- Each learner has a personal growth plan that drives her/his learning opportunities.
- Over time, learners take more and more responsibility for their own learning. All graduate with the skills and desire to be lifelong learners.
- Learners and learning facilitators/coaches/advisors work from a "growth" mindset . . . both learners and the learning facilitators are on a growth curve.
- Learners have opportunities, in and out of school, to learn through multiple opportunities. These can be direct instruction, online learning, group interaction and/or projects, and through community mentors.
- The JCSD ensures a safe and secure environment for learning . . . physically, psychologically, and emotionally.
- Because the JCSD customizes learning to the individual student, grade levels will be redefined. The question is no longer "is the individual learner ready for the next grade," but "what learning outcome is each learner now ready for?"
- JCSD staff is comprised of professionals who continuously study their craft, reflect on their experiences, and apply the latest and best research.
- JCSD staff connects personally with students helping to ensure that students find success and joy in their learning.

**Student Assessment Vision: *How we measure student success and how we are held accountable.***

- Learner assessment is directly aligned with clearly stated standards and curriculum. We identify what we want students to know and be able to do; we teach to the learner exit outcomes and standards, and assess student progress.
- Mistakes are inherent in learning; we discuss what went wrong, learn from the mistakes, and embrace new opportunities to demonstrate learning.
- When learners have trouble mastering a standard or outcome, they are not given a failing grade or labeled as failures but are informed that the outcome continues to be a work in progress.
- Each learner creates and maintains a portfolio containing successful demonstrations of standards and outcomes; learners and parents/guardians have access to the portfolio.
- Learners have multiple opportunities and ways of demonstrating learning.
- What a learner has learned is considered more important than when the learner mastered the outcome.
- Whenever possible, learner assessments reflect real world settings and practices.
- The JCSD is accountable for learner assessment; there are follow-up assessments of graduates and composite comparisons regarding how the JCSD compares to comparable districts.
- JCSD learners perform comparable to the state of Oregon and the nation.

**Leadership Vision: *How we provide direction and support at all levels.***

- JCSD leaders are authentic people with high levels of integrity; they are trustworthy, model ethical and moral behaviors and are focused on learners and learning outcomes.
- All leaders enthusiastically articulate, embrace, and support the JCSD Strategic Plan.
- JCSD leaders are future-focused visionaries, with the courage to take risks to improve learning for students.
- Learner needs are the number one criteria for all leaders when making decisions.
- Leaders ask for and listen to stakeholders' voices when making decisions.
- JCSD leaders have created an organizational culture that values and rewards student success, cooperation, innovation, and quality.
- JCSD leaders acknowledge and embrace the cultural values of our diverse communities.
- JCSD leaders consciously and intentionally prepare others for leadership opportunities within our district.
- Community leaders are strong advocates for the district's vision; they speak about it when making important decisions, and they signal everyone that the JCSD Vision is to be consistently and creatively used as a decision lens.
- Community leaders sincerely believe that the Jefferson County School System will become the model other learning communities want to follow.

**Technology Vision: How we use technology to customize and increase learning.**

- Every student has access to a computer with the Internet in and out of school.
- Most JCSD curricula can be accessed online, and students have choices in their learning style and personal interests for most online instruction.
- JCSD strives to create and maintain a balance between learning via technology and learning through direct instruction and group interaction.
- JCSD uses technology effectively in three ways: to access content, to teach or instruct those outcomes best learned via technology, and to manage complex technological systems.
- Technology provides an effective communication link between learners, parents, staff, school, and district.
- JCSD is proactive in helping parents acquire the skills to use technology.
- Technology makes it possible for school and district staff, learners and parents to track student progress toward learner outcomes.
- All technology purchases are made based upon the positive impact on learners and learning facilitators.

**Stakeholder Vision: How we involve all members of the community.**

- The mission, vision, and values of the Jefferson County School District are a direct reflection of our communities; members of the community helped to set the Strategic Direction for our schools so there is natural support for the vision and values.
- All stakeholders are aware of and can articulate and enthusiastically support the JCSD values, mission, and vision.
- Employers and community leaders provide time for family members to participate in their children's education.
- Stakeholders value and support the cultural diversity of the JCSD communities.
- Stakeholders embrace their roles as mentors for young learners; they volunteer services and understand the skills necessary to be a role model and mentor.
- Stakeholders take an active and positive role in the selection of board members and matters involving finance and budgeting.
- Stakeholders expect and require JCSD leaders to be accountable for learner results and for decisions regarding the leadership and management of the school district.
- Employers seek to recruit our graduates and employ self-motivated, lifelong learners who model the JCSD values.
- Communities and foundations seek committed, self-motivated, lifelong learner graduates of JCSD to participate in and lead activities that enhance communities.
- JCSD facilities are first-rate. All learning environments are clean, inviting, safe, healthy and suited to learning.

**Personnel Vision: *Who we employ as our ideal staff.***

- Learning facilitators and staff members are dedicated and passionate about their mission to help learners grow and lead successful lives.
- All staff members can enthusiastically embody the JCSD vision.
- Learning facilitators focus on creating positive relationships with each learner.
- All staff members are lifelong learners who keep informed about best educational practices.
- Everyone keeps current with technological advances, accepting and utilizing the latest technology to improve performance and productivity.
- Learning facilitators embrace their obligation to be role models for learners.
- Staff members are heavily involved in our communities, taking part in projects and accepting leadership roles.
- Staff members embrace diversity, see diversity as strength, and help others to embrace the diversity within JCSD.
- Staff diversity mirrors the diversity of the JCSD.
- The reputation of the Jefferson County School District for excellence, innovation, and working climate makes it an attractive choice for talented staff.
- Staff selection, evaluation, and advancement are based on, and directly aligned with, the district's beliefs, values, mission and vision.
- Learning facilitators and administrators know that students learn in different ways and at different paces; they are firm in what learners must ultimately demonstrate, but they are flexible regarding learning styles and learning rates.
- Positive and collaborative relationships exist between the school board, the leadership team, learning facilitators, support staff, learners, families and communities. Conflicts do arise, but are managed in a civil and professional manner with the best interests of learners at the core of all discussions and decisions.
- Marginal staff members are given opportunities for development and are encouraged to find employment elsewhere when they do not meet the high standards and expectations of JCSD.