



Jay School Corporation  
Quality Schools...Caring Community.

# STRATEGIC PLAN

2018  
2021



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## A message from Mr. Jeremy Gulley, Superintendent of the Jay School Corporation

As the superintendent of the Jay School Corporation, I recognize the proud and intertwined histories of this community and our school system. Through many decades, JSC has developed a noteworthy reputation as an excellent learning organization thanks to the dedication and support of our students, families, teachers, administrators, and support employees along with the entire Jay County community! However, we face significant local, state, national, and global challenges that include:

- Heightened competition among schools/districts for students
- Charter schools/vouchers/social media/marketing
- Increased accountability, performance-based pay
- Demands for greater student success
- New (and ever-changing) State Standards/Assessments
- Changing demographics
- Financial constraints
- Greater state guidance and oversight
- Digital delivery of curriculum/instruction and 1:1 computing



In order to leverage our strengths to tackle upcoming challenges, we have embarked upon a comprehensive strategic planning process. We have adopted the operating philosophy of continuous quality improvement (CQI), defined as: “Ensuring the continuous improvement of processes and outcomes through evidence-based strategies and empowered staff and learners in order to exceed stakeholder expectations.” We believe that the CQI philosophy, related tools, and processes represent proven methods for being a High Performing organization.

Our 2018-2021 strategic plan is the result of a collaborative effort that began with input provided by a 49-member Broad-Based Planning Team representative of our stakeholders and employees and the 20-member JSC Strategic Planning Team. The entire JSC staff participated in a “review and advise” survey. The final plan was approved by the Board of School Trustees as representatives of the Jay Schools and our community.

Research tells us that strategic plans often do not deliver their maximum potential because “leaders place too much emphasis on high-level strategy, philosophizing, and not enough on implementation” (Bossidy and Charan, 2002). To counter this problem, we rely on continuous improvement cycles that ensure our plans are implemented as intended and that results are occurring as projected. Going forward, JSC will become more “results-focused” and “evidence-based” as we create a world class learning organization that is characterized by a high performance culture (Figure 1, page 4).

We appreciate the dedication, professionalism, and support of our staff, faculty, administrators, students, parents, and community members as we begin the challenging work indicated in the following pages. Together, we can achieve our vision to provide quality education that prepares every child to lead a full and productive life.

Thank you,

Jeremy Gulley  
Superintendent



Figure 1

# HighPerformance Culture Model

- ▶ **Where are we going?**
- ▶ **How do we move from good to great?**
- ▶ **How do we measure progress?**
- ▶ **How do we close gaps?**
- ▶ **How do we create an aligned system?**
- ▶ **How do we monitor performance?**



<p>Continuous improvement philosophy-if we meet our goals, set higher ones. If not, review and improve.</p>	<p>Dashboards and scorecards- most important performance indicators and how we measure them.</p>	<p>Evidence-based strategies-designed to close gaps in performance.</p>	<p>Aligned soft system-marketing, interview/ selection, best practice capture/ deployment, professional development, evaluation, leader development, reward and recognition.</p>	<p>Monitoring, feedback, and continuous improvement tools/ process: action plan gsa templates, rubrics, checklists, walkthrough, s25 meetings, plcs.</p>
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## Section 1. Process and Participants

An important aspect of strategic planning is listening to and learning from students, employees, and external stakeholder groups. The Jay School Corporation (JSC) Strategic Planning Team developed the following timeline of activities in order to solicit input and to allow review and feedback opportunities as the plan was taking shape. Our timeline spanned only a few months. No plan can anticipate future realities with 100% accuracy, so we will make revisions each year based on progress and results.

TABLE 1.

**Timeline of Major Activities and Product**

March 6, 2017	Strength, Weakness, Opportunity, Challenge (SWOC) activity with Broad-Based Planning Team (BBPT)
March 2017	Process the input received from BBPT and JSC staff
April 25, 2017	Strategic Planning Team (SPT) reviews SWOC data main themes, transfers those to strategic thinking charts, and transitions to Targets/Strategies/Actions (TSA) forms
June 19, 2017	SPT teams meet to begin identification of Targets/Strategies/Actions (TSA)
July-September, 2017	SPT teams meet independently and with Superintendent to further develop their TSA charts
September 25, 2017	SPT meets to develop/identify JSC leadership core values, mission, and vision in addition to sharing proposed TSA charts
September 29, 2017	Receive completed strategic thinking charts and TSA forms
Early October 2017	Develop draft JSC Strategic Plan for review by BBPT and SPT
Mid October 2017	Provide draft plan to JSC employees and stakeholders for review and comment
End of October 2017	BBPT meeting at which stakeholders provide feedback related to draft JSC Strategic Plan
Early November 2017	Incorporate all feedback into final draft of plan
January 2018	JSC Board of School Trustees approves 2018-2021 Strategic Plan
2018-2021	JSC implements, monitors interim performance improvements, and engages in continuous improvement cycles





## JSC Strategic Planning Participants

Jay School Corporation leaders live the core value of “shared leadership” and we attempt to ensure community representation on appropriate committees and the use of broader community input, as needed. We greatly appreciate the following individuals (Table 2) who served on the Broad-Based Planning Team (BBPT) and attended evening meetings during which participants helped us catalog JSC strengths, weaknesses, opportunities, and challenges in relation to the five focus areas reflected in Table 3 and to review a draft of the strategic plan and provide feedback. A number of BBPT members commented that they valued the strategic planning activity and were pleased to be involved.

TABLE 2.

### JSC Broad-Based Strategic Plan Team Members

PARTICIPANT NAME	AFFILIATION	PARTICIPANT NAME	AFFILIATION
Jeremy Gulley	Superintendent	Ron Laux	School Board Member
Mike Crull	Principal	Kristi Betts	School Board Member
Chad Dodd	Principal	Karmella VanSkyock	Food Service Director
Annie Van Horn	Special Ed Director	Teresa Myers	Transportation Director
Trent Paxson	Director of Curriculum	Kristina Muhlenkamp	Parent
Brad DeRome	Business Manager	Denise Shannon	Parent
Sarah Davidson	Teacher	James Myers	Dean JCHS
Bart Brandenburg	Teacher	Audrey Shreve	Student
Josh Gibson	Teacher	Dillon Muhlenkamp	Student
Jennifer Wilson	Teacher	Rusty Inman	Community Member
Jenny Gibson	Teacher	Doug Inman	Community Member
James Roberts	Teacher	Bill Bradley	Community Member
Adam Steinbrunner	Teacher	Ami Huffman	Community Member
Tami Tillman	Teacher	Devan Bennett	Student
Bethany Johnson	Teacher	Curtis Little	Teacher
Justin Simos	Teacher	Mark Myers	Maintenance Director
Chris Krieg	Teacher	Debbie Funk	Teacher
Meg Mauger	Teacher	Melissa Stotler	Teacher
Annemarie McClung	Teacher	Dwane Ford	Community Member
Vickie Reitz	Teacher	Ed Geesaman	Support Staff
Katie Clark	Teacher	Lisa Wood	Teacher
Phil Ford	School Board Member	Mark Root	Technology Director
John Moore	Industrial Department	Matt Johnson	Agricultural Community
Dave Hyatt	Hospital Administrator	Jeanette Hoffman	Support Staff
Nancy Berry	Nurse		

Broad-Based Strategic Plan Team Members Considering Strengths and Opportunities for Improvement





## JSC Strategic Plan Team

We would like to acknowledge the following individuals—JSC teachers, non-certified staff, and administrators—who committed many hours to attending strategic planning meetings; reviewing strengths, weaknesses, opportunities, and challenges (SWOC) survey data; and conducting independent research related to targets, strategies, and action steps in order to assist in the development of our 3-year plan.

**TABLE 3. JSC Strategic Plan Team Members**

### Highest Student Achievement

Trent Paxson	Director of Curriculum and Instruction
Bart Brandenburg	Teacher Leader, Judge Haynes
Chad Dodd	Member, Principal JCHS
Julie Gregg	Member, Principal General Shanks
Erica Tomano	Member, Principal Judge Haynes
Mike Crull	Member, Principal WJMS

### Safe, Orderly, and Caring Environments

James Myers	Dean, JCHS
James Roberts	Member, Teacher Westlawn Elementary
Nancy Berry	Member, Nurse

### Strong Parental, Family, and Community Involvement/Satisfaction

Jan McGalliard	Principal, Redkey Elementary
Jenny Gibson	Member, Teacher General Shanks Elementary

### Highly Effective and Motivated Staff

Annie Van Horn	Special Education Director
Katie Clark	Member, Technology Department
Vickie Reitz	Member, Guidance JCHS

### Effective Operations/Fiscal Responsibility

Brad DeRome	Business Manager
Teresa Myers	Member, Transportation Director
Mark Myers	Member, Facility and Maintenance Director
Mark Root	Member, Technology Director
Karmella VanSkyock	Member, Food Service Director

### Facilitators

Lt. Col. Jeremy Gulley	Superintendent
Dr. Steve Benjamin	Continuous Quality Improvement (CQI) Facilitator





## The mission of the Strategic Plan Team (SPT):

**The purpose of the strategic planning team was to assist in the development of a 3-year strategic plan for Jay School Corporation.**

This plan will include a vision, mission, core values, dashboard prototypes, and a scorecard of key performance indicators. The SPT will review input received from the BBPT and other pertinent materials in order to develop strategic plan targets, strategies, and action steps that will position the JSC as one of the highest performing school systems in the State of Indiana and the nation. The SPT efforts will reflect a systems approach to organizational improvement. Team members understand that their role is advisory and that the final content and format of the strategic plan will be determined by the JSC Superintendent and Board of School Trustees.

In order to limit the scope of work, we targeted the five most important focus areas. These categories were identified following a content analysis of strategic plans created by dozens of high-performing school corporations across the nation, including a number of Baldrige award winners and national Blue Ribbon schools and districts. The target areas are:

- Highest Student Achievement
- Safe, Orderly, and Caring Environments
- Strong Parental, Family, and Community Involvement/Satisfaction
- Highly Effective and Motivated Staff
- Effective Operations/Fiscal Responsibility

Members of the SPT self-selected or were assigned to one of these five teams.

The Strategic Plan Team Analyzed Strengths, Weaknesses, Opportunities, and Challenges (SWOC) Data





## The Core Drivers: Values, Vision, and Mission

Rosenthal and Masarech (2003) write that, “to gain competitive advantage and to achieve high performance, it is essential to understand the elements of high-performance cultures—in particular, the core drivers: organizational values, vision, and mission.” High-performing leaders recognize that a strategic plan that includes core values, vision, and mission represents the “magnet” that can pull the various individuals, departments, processes, and systems into alignment.

### VISION

To provide a quality education that prepares every child to lead a full and productive life.

### MISSION

The mission of the Jay School Corporation is to produce graduates who are responsible, literate, proficient in academic standards and ready for college and careers.

### LEADERSHIP VALUES

- High Expectations
- Continuous Improvement
- Shared Leadership / Accountability
- Alignment
- Evidence-Based Decision Making
- Results Focus
- Civic Responsibility

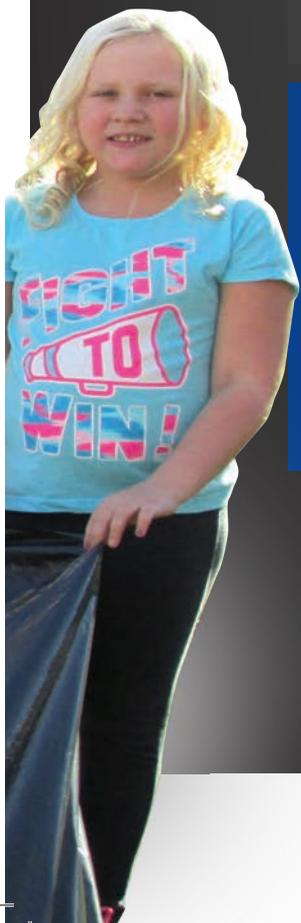




TABLE 4.

## Living and Embedding Our Values

### VALUES

**High Expectations:** Our learning organization requires that we maintain high expectations for all regarding achievement, ethical behavior, and all manifestations of JSC.

**Continuous Improvement:** As good as we are, we know that we can always achieve improved results. We constantly try to find better ways of doing our work, and when we achieve our goals, we set higher targets.

**Shared Leadership/Accountability:** We work as a team—staff, parents, students, and community. Each member, mindful of vision, mission, and values provides essential leadership in support of our common goals. Each member of the organization, at every level, is accountable for his/her results.

**Alignment:** We are most successful when everyone in our learning organization works together to achieve common goals. We can enhance efficiency and effectiveness by achieving alignment across our system.

**Evidence-Based Decision Making:** We make decisions after careful consideration of the most compelling research and data analysis.

### EXAMPLES

Use of adaptive assessments such as Northwest Evaluation Association (NWEA), 1:1 technology initiative, bullying prevention programs, provision of safe and secure schools, drug prevention programs, parent/teacher organizations, collaboration with the John Jay Center, timely and safe transportation, comfortable learning environments, healthy and nutritious meals, modern technology for learning, extracurricular activities for students, after-school tutoring services.

PL221 Plan (updated annually), parent/community input evidenced in school decisions, new and improved user-friendly school website, program to replace aging equipment, investment in regular training/professional development, regular reviews of the research to identify better methods/programs, Student Learning Objectives and Individual Growth Model data as part of the RISE evaluation model.

Broad-based strategic planning participation among all stakeholder groups (see tables 2 and 3), expectation for regular parent/teacher contacts, Title I meetings, schools and police work together to provide a safe environment, parents are expected to reinforce good discipline in the home, use of surveys and meetings to gather input from parents and staff, teacher-driven Professional Development (PD) during staff meetings, PL221 Plan (updated annually and including variety of staff and parents), parent/community participation in budget control and long-term school planning advisories committees, use of various forms of communication.

Curriculum mapping, all schools conduct preparedness drills (fire, tornado, man-made disturbance), entire corporation uses RISE evaluation model correlated with factors leading to student achievement, various groups represented as part of the strategic planning process, development of aligned dashboards by grade level and for departments, development of common formative assessments and selection of rubrics to measure student writing ability.

NWEA, Multi-Tier System of Support (MTSS), Universal screenings, research-based programming, JSC implements research-based strategies from school safety academy annually, use of surveys to assist with decision-making, data-driven attendance programs, DARE, requiring competitive price quotes, comparing results vs. plan/target goals, data tracking on Highly Effective teachers, dual credits, AP scores, testing results, career pathways.



**VALUES**

**Results Focus:** Stakeholders affiliated with the JCS system, including students, employees, parents/family members, and community stakeholders understand that we must deliver outstanding performance results in our dashboards and district scorecard for the benefit of our learners.

**Civic Responsibility:** We ensure that we are good partners within our community and that our students and employees support local individuals and organizations. We demonstrate wise stewardship of public resources and ensure that our graduates are ready to shoulder their civic responsibilities.

**EXAMPLES**

School and district letter grades, scholarships, Senior Night, RISE evaluation model that incorporates challenging improvement objectives, strategic planning initiative, creating corporation scorecard and aligned dashboards, a 3-year strategic plan that establishes clear and challenging goals, implementation of S2S talks to check dashboard results, regular updates to Board of School Trustees regarding deployment of the strategic plan.

Character Counts program, DARE, Meridian Services, Internships and career exploration, senior class service learning requirement, Kids Hope, Crossroads Financial partnership, stipends correlated to HE/E RISE evaluations, JSC Facebook page (attempt to communicate and boost our school system), new website.

Figure 2. Embedded Values Create a High Performance Culture





## Board of School Trustees Approved Goals

### Student Achievement:

1. Implement NWEA (district-wide formative assessment) “The Digital Data Wall & District Scorecard”.
2. Develop “The Jay County Way” Curriculum/Instruction/Assessment Model (on website).
3. Expand the use of technology: 1:1 K-12 by Fall of 2018 / e-learning Certified by Fall of 2019.
4. Become the statewide leader in college and career ready Programs (Jay County Promise, Career Exploration, Pathways, Work & Learn).
5. Become a P-16 Jay County (Preschool to an Associate’s Degree/Certification in Jay County).

### Safe and Orderly Schools:

1. Implement a district-wide bully prevention & response program (online curriculum).
2. Implement physical security improvements.
3. Commit to multi-agency annual training for Active Shooter prevention and response.
4. Create a crisis communication plan.
5. Collaborate with organizations to support strategies that reduce drug abuse in the community.

### Highly Effective Staff:

1. Identify and utilize high performing staff to lead improvement - “grow our own talent”
2. Design district-managed online professional development (Google applications).
3. Utilize Google apps for education or other digital solutions to improve communication and coordination between levels and schools.
4. Streamline, centralize or reduce routine tasks and promote paperless processes in order to increase time for instruction.
5. Provide predictable and competitive wages and benefits to all levels of employees.

### Parent Involvement and Community Support:

1. Increase use of social media; redesign the district website.
2. Expand the use of online surveys to solicit public and parent input.
3. Actively market Jay Schools.
4. Implement new student information management system.
5. Implement online registration.

### Wise use of Resources:

1. Achieve a cash balance of 10% or \$2.1 million dollars by 2020.
2. Achieve a rainy day fund balance of \$500,000 by December 2020.
3. Achieve 3 consecutive years of positive cash flow in the General Fund (Dec 2018, 2019, 2020).
4. Develop a defined and monitored 4-year cash flow and cash balance projection model to aid decision-making.
5. Develop a long-term facility and school configuration plan with community input.



## JSC Dashboards and Scorecard

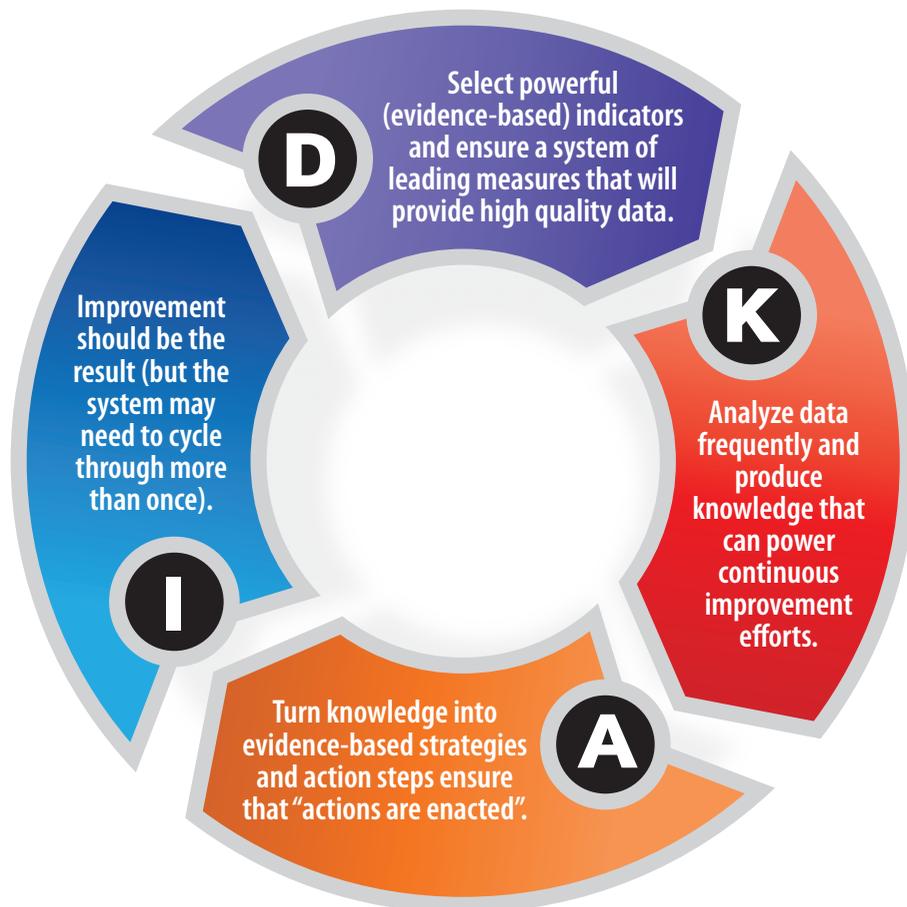
The JSC leadership system requires that we develop a comprehensive data collection process that answers the question, “Are we meeting the challenging goals that this strategic plan establishes?” while targeting various levels of the learning system: student, classroom, school, and district. In response, JSC has created a comprehensive district scorecard and is in the process of creating multiple, aligned dashboards for academic and support areas. These tools are intended to help the various levels of the system, as well as all employee and student groups, focus on the most important performance indicators—those results that we will strive to continuously improve until we become one of the highest performing school corporations in Indiana. An aligned series of dashboards will drive regular team reviews of performance data to identify excellent programs and approaches while spotlighting needed improvement (Figure 3). The development of these tools demonstrates that we are living most, if not all, of our leadership core values.

### Figure 3. Data Dashboards and Knowledge Management Cycle

JSC aligned dashboards include evidence-based performance indicators that have been judged to be the most important leading indicators of success—those that matter most for those stakeholders being served by JSC. Just like the dashboards in our automobiles, an organization dashboard must frequently produce reliable data that can be used for instructional and managerial decision-making. The JSC dashboards indicate which best practice measures have been selected to give us “continuous” information about our performance. We have selected assessments and measurement tools that provide data to the system on a daily, weekly, monthly, or quarterly basis.

We have begun the process of each school, classroom, and support department creating aligned dashboards, and we have begun to link the development of teacher and employee dashboards to our ongoing evaluation systems.

The JSC dashboard & scorecard in the following section contains several additional performance indicators that are also important to monitor, but which are “once a year” or “once a career” in nature (e.g., graduation rate, dropout rate, ISTEP+ and end-of-course assessment results). In addition, the scorecard includes non-student learning indicators such as satisfaction levels of employees, students, and stakeholders; financial results; and facility adequacy data. Table 5. JSC Dashboard of Key Performance Indicators



“After the leadership team has developed its dashboard, it is presented to the next level of the organization with this message: ‘This is what we are watching. Design a dashboard that is appropriate for your work and that is aligned with and supports our dashboard.’ This process continues until each level and department in the organization has designed its own dashboard. All dashboards are linked and aligned both vertically and horizontally and support the organization’s strategy” (Huggett 1999).



**TABLE 5. Highest Student Achievement**

**LITERACY**

KEY PERFORMANCE INDICATORS	LEADING MEASURES	FREQUENCY
NWEA: % of students at grade-level appropriate RIT score in language arts; grades 2-10	NWEA	3 times a year
NWEA: % of students meeting fall to spring growth targets in reading; grades K-10	NWEA	3 times a year
NWEA: % of students at grade-level appropriate Lexile range in reading; grades K-10	NWEA	3 times a year
NWEA: % of students meeting fall to spring growth targets in language standards; grades 2-10	NWEA	3 times a year
% of students "On Track" to pass ISTEP (NWEA RIT Score)	NWEA	3 times a year

**MATH**

KEY PERFORMANCE INDICATORS	LEADING MEASURES	FREQUENCY
NWEA: % of students at grade-level appropriate RIT score in math; grades K-10	NWEA	3 times a year
NWEA: % of students meeting fall to spring growth targets in math; grades K-10	NWEA	3 times a year
% of students "On Track" to pass ISTEP (NWEA RIT Score)	NWEA	3 times a year

**COLLEGE & CAREER READINESS**

KEY PERFORMANCE INDICATORS	LEADING MEASURES	FREQUENCY
% of students "On Track" to graduate	Guidance counselor's check sheet	Every quarter
% of students on track to pass ACT (NWEA - College Ready)	NWEA	3 times a year
% of students K-12 with an active 529 College Savings Account	John Jay Center	2 times a year

**ATTENDANCE**

KEY PERFORMANCE INDICATORS	LEADING MEASURES	FREQUENCY
% of Jay School Corporation student attendance	Attendance officer	Monthly
Reports of attendance to each individual school	Attendance officer	Monthly



## Safe, Orderly, and Caring Environments

KEY PERFORMANCE INDICATORS	LEADING MEASURES	FREQUENCY
Safe, orderly, and caring environments	The percentage of students attending school with a goal of 90%.	Measured once a school year
Student/parent satisfaction surveys	The percentage of student/parent satisfaction results with a goal of 100%.	Measured once a school year
Resolution of reports of bullying, harassment, and threats	The percentage of reports resolved with a goal of 100%.	Monthly
Staff and students who report that the school is a safe and secure working/learning environment.	The percentage of staff/students who report the school is safe and secure with a goal of 100%.	Measured once a school year

## Strong Parental, Family, and Community Involvement/Satisfaction

KEY PERFORMANCE INDICATORS	LEADING MEASURES	FREQUENCY
Parent conference attendance	The percentage of parents/families attending conferences with the goal of 85%.	Measured once in the Spring and once in the Fall
Parent/family reports of satisfaction with the schools as measured in surveys.	The percent of parents/families who report being either satisfied or highly satisfied with Jay Schools with the goal of 85% of respondents falling into these two categories.	Measured once a school year
Community organizations and businesses in partnerships with Jay Schools.	The number of organizations and businesses partnering with Jay Schools.	Measured once a school year





## Highly Effective and Motivated Staff

KEY PERFORMANCE INDICATORS	LEADING MEASURES	FREQUENCY
Streamline procedures and clerical Tasks.	Reduce number of physical and triplicate forms to zero and increase automated tasks via SIS or website.	Annually
All annual PD completed through Google Education Suite (autism, bullying, suicide prevention, etc).	PD quizzes and certificates of completion completed and submitted through Google Drive.	Annually
Celebrate faculty and staff	Recognition committee highlights a teacher from each building. JSC currently has minimal platforms for celebrating employee accomplishments.	Annually
Competitive salaries based on regional corporations.	Certified staff MOU, teacher's union bargaining unit.	Annually
Building relationships essential to fostering a positive work environment for all stakeholders.	Establish collaborative communities with our staff to foster best practices.	Annually

## Effective Operations

### TRANSPORTATION

KEY PERFORMANCE INDICATORS	LEADING MEASURES	FREQUENCY
Number of "At Fault" accidents	Accident reports	Quarterly
Number of "Not At Fault" accidents	Accident reports	Quarterly
Number of traffic violations received by bus drivers	Police citations	Quarterly
Percentage of pick-ups made within 5 minutes of agreed time	Survey	Quarterly
Percentage of "users" reporting courteous & very courteous service	Survey	Quarterly
Number of "outside" substantiated complaints on driving	Complaint log	Quarterly
Number of driver applicants	Transportation log	Quarterly
Number of drivers interviewed	Transportation log	Quarterly
Number of drivers hired	Transportation log	Quarterly



**TECHNOLOGY**

KEY PERFORMANCE INDICATORS	LEADING MEASURES	FREQUENCY
% expressing satisfaction with services	Goal is 80%	Quarterly
% of Work Orders complete of initiated	Goal is 80% within 5 days	Quarterly

**FOOD SERVICE**

KEY PERFORMANCE INDICATORS	LEADING MEASURES	FREQUENCY
Number of schools pass Jay County Health Inspection Report	Report	Quarterly
% of students receiving “A Lunch” of Healthy Hunger Act	Report	Quarterly
% of parents and students expressing satisfaction with foodservice	Food Service survey	Quarterly
USDA and State Review	Report	Quarterly

**MAINTENANCE**

KEY PERFORMANCE INDICATORS	LEADING MEASURES	FREQUENCY
Number of Work Orders complete of initiated/completed	Work Order System	Quarterly
Positive curb appeal	Survey	Quarterly
Comfortable learning environment	Survey	Quarterly
Saved dollars or reduced energy consumption %, \$, #	Reports	Quarterly
Percentage of priority #1 work orders completed in 24 hrs	Work Order System	Quarterly
Percentage of Jobs performed without call backs	Work Order System	Quarterly
Percentage of survey respondents reporting courteous or very courteous service	Survey	Quarterly



## Fiscal Responsibility

KEY PERFORMANCE INDICATORS	LEADING MEASURES	FREQUENCY
Positive cash flow	Cashflow projection	Monthly
% of appropriations remaining by fund	Forecast 5	Monthly
Headcount	Payroll	Monthly
Total cash balance	Komputrol	Monthly

**TABLE 6. Food Service Department Dashboard**

KEY PERFORMANCE INDICATORS	LEADING MEASURES	FREQUENCY
1. Percentage of students receiving a “Type A” lunch	Type A reports	Daily
2. Percentage of students waiting more than 10 minutes to be served	Wait time monitoring report	Weekly
3. Percentage of meals served that meet federal/state nutrition guidelines	Review of guidelines vs. actual meals served	Weekly
4. Number of cleanliness and safety violations	Public health report DCSC health and safety checksheet	Random daily, weekly
5. Number of stores and financial exceptions	State audits DCSC inventory and financial audits	Daily, weekly
6. Percent of stakeholders reporting “good” and “excellent” communication	Stakeholder satisfaction as measured by parent/family/staff survey	Quarterly (random parents within groups)
7. Percent of stakeholders reporting “courteous” and “very courteous” service	Stakeholder satisfaction as measured by student/parent/ family/staff survey	Quarterly (random parents within groups)
8. Percent of stakeholders reporting “clean” and “very clean” when asked about the food service environment	Stakeholder satisfaction as measured by student/parent/ family/staff survey	Quarterly (random parents within groups)
9. Percent of stakeholders reporting “good” and “excellent” regarding range of choices on the menus	Stakeholder satisfaction as measured by student/staff survey	Quarterly (random parents within groups)
10. Percent of stakeholders reporting “satisfied” or “very satisfied” with payment flexibility	Stakeholder satisfaction as measured by parent/family survey	Quarterly (random parents within groups)
11. Percent of stakeholders rating the appearance of the lunch room and serving areas as “good” and “excellent”	Stakeholder satisfaction as measured by parent/family survey	Quarterly (random parents within groups)



## Target, Strategies, Action (TSA)

As previously noted, the Strategic Planning Team has been subdivided into five focus categories following an analysis of strategic plans developed by high performing school districts across the nation:

- Highest Student Achievement
- Safe, Orderly, and Caring Environments
- Strong Parent, Family, and Community Partnerships/Satisfaction
- Highly Effective and Motivated Staff
- Effective Operations/Fiscal Responsibility

The broad mission of these teams has been to:

- Catalog current JSC best practice strategies designed to close the performance gaps in major goal focus areas.
- Seek additional strategies through evidence-based decision-making.
- Create detailed action plans for each strategy.
- Identify professional development and related resource requirements.
- Report progress with action plan implementation regularly to the Board of School Trustees.
- Engage in continuous improvement.

Following research and benchmarking activities, each of the five focus teams completed TSA (Target, Strategies, Action) forms that specified targets, a few most powerful evidence-based strategies designed to close performance gaps, and detailed action plans in support of each strategy.

Because plan implementation is so critical to overall success each TSA includes a column for monitoring the status of our action plan deployment. Blum (2010) notes that, “strategy and execution don’t occur in a vacuum”, rather they require teamwork, communication, and adaptation in order to reach the target. Unfortunately, experience suggests that even leading organizations often fail at strategy execution because individuals inside the organization are unconnected with major strategy initiatives or there is misalignment between the strategy and their attitudes and actions. The JSC leadership system will regularly review “progress to plan” to ensure that we are “doing what we said we will do” and making timely adjustments as needed.

As part of the strategy identification process, the Broad-based Planning Team (BBPT) engaged in a Strengths, Weaknesses, Opportunities and Challenges (SWOC) activity in order to determine existing and future positive/negative factors related to JSC that may help or hinder our planning activities. The SPT used input provided by the BBPT to develop Strategic Thinking Charts that precede each TSA form.

## The Implementation Challenge



**However beautiful the strategy, you should occasionally look at the results.**  
*Winston Churchill*



## Section 2. JSC Targets, Strategies, and Action Plans

In this section, you will find detailed information regarding performance targets, key strategies, specific action steps, who is responsible for overseeing implementation of the plan activities, and due dates as well as a column where CEOs can note progress (green = completed; yellow = in progress; and red = not begun). Most strategic plans tackle too many goals and strategies. Instead, at JSC, we believe that focusing on a few high-value targets (Table 7) and strategies will deliver better results.

TABLE 7.

JSC Targets 2018-2021

# JSC Targets 2018-2021

- ▶ **Target 1.1:** 85% of students K-12 will read at or above grade level.
- ▶ **Target 1.2:** 85% of students K-12 will be proficient in written communication.
- ▶ **Target 1.3:** 85% of students K-12 will be proficient in math.
- ▶ **Target 1.4:** 90% of graduating seniors will be college/career ready.
- ▶ **Target 2.1:** 100% of learning and working environments will be judged safe and secure.
- ▶ **Target 2.2:** 100% of students and staff who exhibit mental/social, substance abuse issues are identified and provided meaningful support upon identification.
- ▶ **Target 2.3:** 100% of students will report ready access to high quality counseling services.
- ▶ **Target 3.1:** 90+% of our stakeholders will report that they are “satisfied” or “highly satisfied” with the overall quality of JSC schools.
- ▶ **Target 3.2:** Identify the number of partnerships that exist. Example: [http://www.durangoschools.org/apps/pages/index.jsp?uREC\\_ID=573891&type=d&pREC\\_ID=1034151](http://www.durangoschools.org/apps/pages/index.jsp?uREC_ID=573891&type=d&pREC_ID=1034151) or <http://www.chuh.org/DistrictPartners.aspx> for example of Tier System) and increase the number of “Tier 1” partnerships to at least 15.
- ▶ **Target 4.1:** 100% of identified clerical tasks will be automated including student referrals, leave requests, substitute placement, field trip requests, bus requests, purchase orders, claim forms etc.
- ▶ **Target 4.2:** 100% of staff members will use research-based best practices (ongoing and reflective). Professional development is continuous, inclusive of technology.
- ▶ **Target 4.3:** 100% of Jay School Corporation staff will be highly motivated to perform their jobs. CEOs: Administrators, Principals, Teacher Leaders, Staff
- ▶ **Target 5.1:** 90% of stakeholders will report “satisfied” or “highly satisfied” regarding degree to which Food Services Department provides: courteous service, a pleasant environment, cleanliness,



efficient service, and healthy food choices.

- ▶ **Target 5.2:** 90% of stakeholder will report “satisfied” or “highly satisfied” regarding the degree to which Transportation Department provides safe, efficient, and courteous service.
- ▶ **Target 5.3:** 90+% of employees, parents, community members, and students will report “satisfied” or “highly satisfied” with the quality of our facilities.
- ▶ **Target 5.4:** 85+% of stakeholders will report “satisfied” or “highly satisfied” with technology (equipment and services).
- ▶ **Target 5.5:** Zero deficit spending (Be in the “Black” for General Fund Cash Flow) will occur while ensuring resources are available for all necessary school operations and obligations (including percent targeting student learning directly).

The teams met in April, June, and September 2017 to review/create initial strategic thinking charts and TSA grids. Their work continued into October. Following an initial orientation meeting, teams met independently to conduct their research and draft targets, evidence-based strategies, and specific action steps with timelines and implementation responsibilities. In June and September, the entire Strategic Planning Team reviewed each team’s TSA forms. The members received detailed, constructive feedback, and used this information to make needed enhancements. You will find the Strategic Thinking Charts and TSA grids on pages 21-51.



TABLE 8.

### Highest Student Achievement Strategic Thinking Chart

	<p><b>Strengths</b></p> <ol style="list-style-type: none"> <li>1. Performance on state assessments</li> <li>2. Opportunities for advanced courses/programming</li> <li>3. Intervention programming</li> <li>4. Dedicated/caring staff</li> <li>5. Visual arts and STEM education</li> <li>6. Opportunities for extracurricular participation</li> </ol>	<p><b>Weaknesses</b></p> <ol style="list-style-type: none"> <li>1. Lack of technology</li> <li>2. Use data-driven decisions to impact problem solving, inquiry skills, vocabulary, and critical thinking</li> <li>3. Drug use, Low SES</li> <li>4. Parental support/student apathy/attendance</li> <li>5. Communication of offerings/programs to community and parents</li> </ol>
<p><b>Opportunities</b></p> <ol style="list-style-type: none"> <li>1. Utilizing our own staff (and maybe technology) to implement professional development opportunities district-wide</li> <li>2. Create awareness of postsecondary opportunities/career possibilities</li> <li>3. Partnerships with area businesses</li> <li>4. Consistent technology infrastructure and availability across the district</li> <li>5. Strengthen our character-based instruction by implementing Positive Behavior Intervention and Supports (PBIS) corporation wide</li> </ol>	<p><b>Opportunity-Strength (OS) Strategies</b>  <b>Use strengths to take advantage of opportunities</b></p> <ol style="list-style-type: none"> <li>1. Utilize our own staff to create a matrix of common intervention needs of our students with intervention opportunities currently offered within the district and community/businesses.</li> <li>2. Establish an identification system for highly effective instructional strategies and/or programming that is occurring in specific grade levels, buildings, or departments.</li> <li>3. Develop a listing/bank of community businesses/individuals that can be partners to connect students with authentic opportunities in the business world, career opportunities/skills needed, etc. while providing ways to recognize these partnerships.</li> <li>4. Continue training and support of staff in identifying and developing college/career readiness attributes, looking into effective strategies to develop the knowledge, skills, and attitudes of students and staff. Share those ideas across the corporation.</li> <li>5. Implement PBIS in all schools utilizing our teachers who are already using this program.</li> </ol>	<p><b>Opportunity-Weakness (OW) Strategies</b>  <b>Overcome weaknesses by taking advantage of opportunities</b></p> <ol style="list-style-type: none"> <li>1. Allow our staff to research best practices for problem-solving, inquiry skills, and critical thinking based on the data available and share across the district.</li> <li>2. Provide opportunities for students to monitor, track and set goals using their own data in reading on a consistent basis.</li> <li>3. Explore effective strategies/best practices for teaching low SES students and train teachers in those methods (include vocabulary in this process).</li> <li>4. Consistent technology infrastructure and availability across the district will address our lack of technology.</li> </ol>



**Challenges**

1. Student motivation
2. Testing mandates
3. Drug use, low SES, parents helping foster success in children
4. Time and quality of professional development
5. Sustained programming
6. Opportunities for teacher planning/collaboration
7. Equal access to technology for each student

**Challenge-Strength (CS) Strategies**  
**Use strengths to avoid challenges**

1. Implement PBIS in an effort to motivate low performing students.
2. Create “mobile” learning labs that meet in the community (apartment complexes, churches, libraries, community centers) inviting parents to learn how to support their child’s learning, emotional, and social needs at home.
3. Establish mentoring groups for students from similar cultural backgrounds led by an adult of similar background to help address motivation and family concerns.
4. Provide e-learning days to allow students to learn from home while offering professional development opportunities for staff during the day (students arrive at 10, but teachers report at 8 for 2 hours of PD).
5. Using technology, set up network for teachers to share successful motivation ideas and techniques.
6. Create a guide that highlights programs and best practices used across the district that have proven to be effective.
7. As testing mandates change, so will our preparation methods. We have proven to make those adjustments necessary to maintain better than the state average in performance.

**Challenge-Weakness (CW) Strategies**  
**Minimize weaknesses and avoid challenges**

1. Utilize technology to facilitate opportunities for quality PD in formative assessments and data-driven instruction.
2. Use students’ interests and experiences while using data-driven instruction to motivate learning and work ethic.
3. Train staff how to create a classroom that increases engagement for students of poverty and limited academic background.
4. Establish a district vision for college/career readiness and provide training and a commitment for/from all staff.
5. Establish a formal cycle of program evaluation in order to evaluate effectiveness and inform any changes.
6. Ensure that our standards-based instruction meets the needs and engages students.

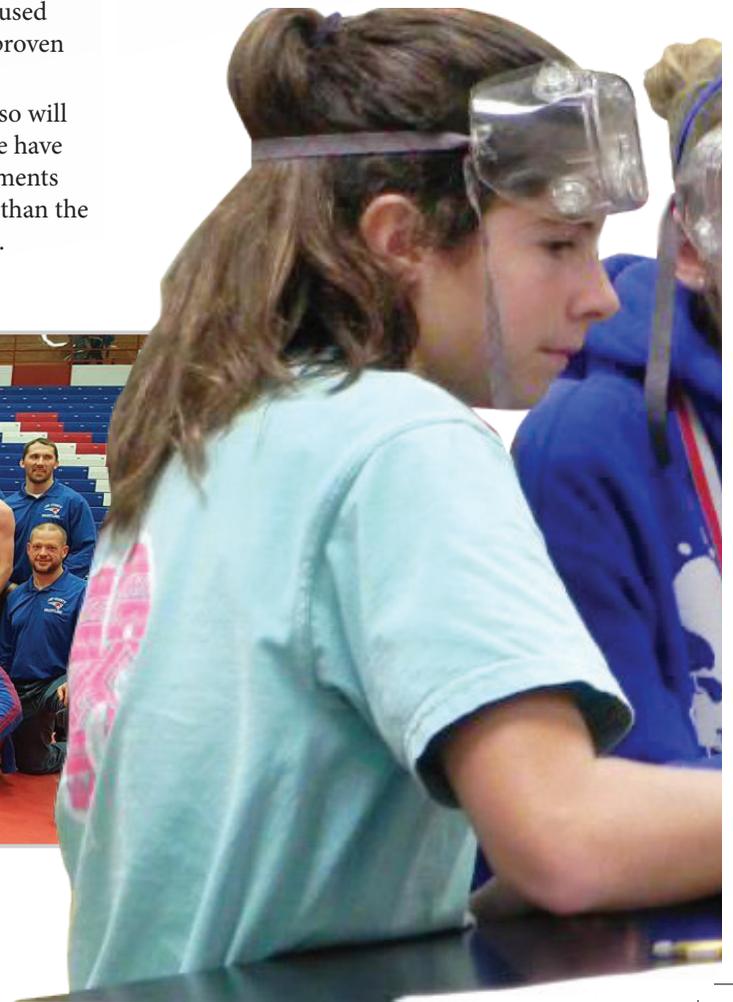




TABLE 9.

## Highest Student Achievement TSA Chart

**Target 1.1:** 85% of students K-12 will read at or above grade level.

**CEOs:** Director of Curriculum and Instruction, Building Administrators, Teachers

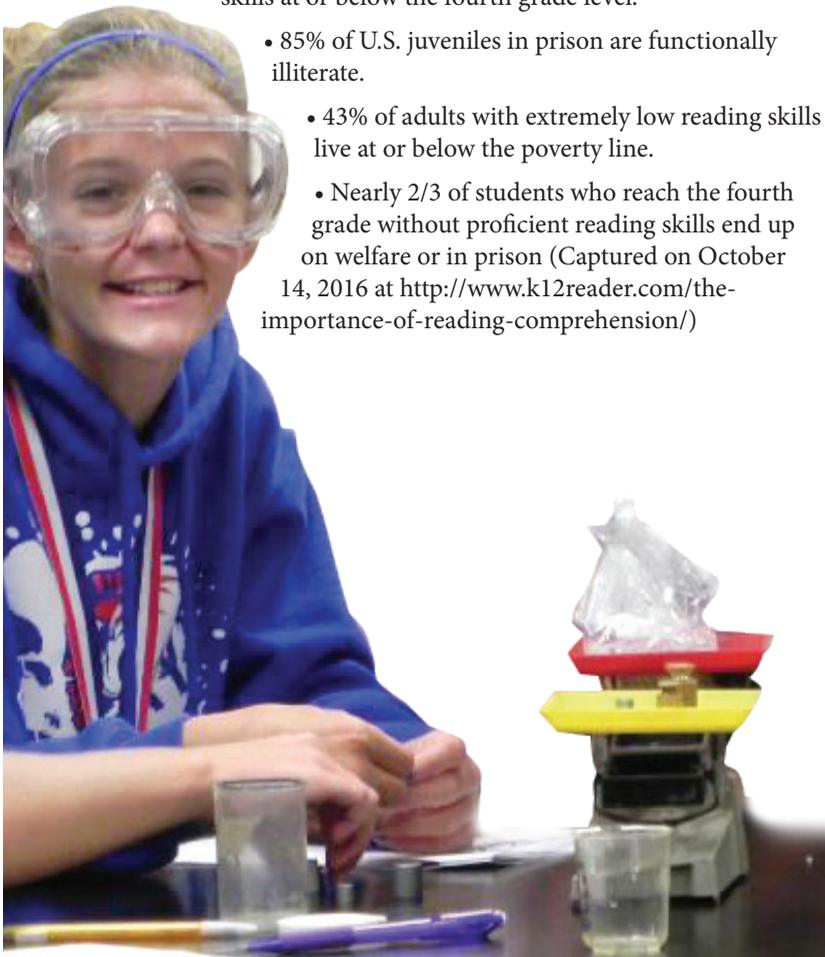
**Strategy 1.1.1:** Continue to provide professional development on research-based best practices, coaching, and resources to support literacy.

**Evidence in Support of Strategy:** Literacy (reading and writing) is at the heart of all learning and may explain as much as 50-67% of the cause of success in state testing in all subjects including math, science, and social studies. The Turnaround Schools Literature discusses the centrality of literacy and the importance of high quality instruction. Herman, Dawson, Dee, Greene, Maynard, Redding, and Darwin (2008) suggest that we should maintain a consistent focus on improving instruction. Hershberg (2005) has found that good instruction is 15-20 times more powerful than family background, income, race, and gender. The Literacy Coach (2004); Improving Adolescent Literacy (What Works Clearinghouse, 2008). The lack of strong reading comprehension skills obviously affects a student's success in school. Academic progress depends on understanding, analyzing, and applying the information gathered through reading. But it goes much further than that. Poor reading comprehension skills have also been linked to poverty and crime. Consider these facts:

- Over 60% of inmates in the U.S. prison system have reading skills at or below the fourth grade level.
- 85% of U.S. juveniles in prison are functionally illiterate.
- 43% of adults with extremely low reading skills live at or below the poverty line.
- Nearly 2/3 of students who reach the fourth grade without proficient reading skills end up on welfare or in prison (Captured on October 14, 2016 at <http://www.k12reader.com/the-importance-of-reading-comprehension/>)

- Research shows there are four requirements if high school graduates are to be well prepared for college work:
- The ability to read complex texts in unsupported environments;
- The capacity to process, retain and synthesize large amounts of new information;
- Significant reading experience in a wide range of content areas; and
- The ability to read and understand tables, charts, maps, lists and other documents that supplement the prose in many college texts (National Center on Education and the Economy, May 2013).

When examining success on ISTEP+, there is a clear link between reading achievement and high stakes test success—that is, the better a student reads, the more likely s/he is to demonstrate strong academic achievement (A Study of the Alignment of the NWEA RIT Scale with the Indiana Statewide Testing for Educational Progress- Plus (ISTEP+), March 2010, The Kingsbury Center at Northwest Evaluation Association). Jay School Corporation standardized test results indicate that students in grades 3-8 are slightly above the state average on their ISTEP+ performance, with a passage rate of 68.8% in English Language Arts. The Jay School Corporation currently uses the AR program to increase reading levels and skills based upon the current reading levels of students while monitoring the progression of students throughout the year. Teachers analyze data throughout the year as the students complete assessments and read. Schools provide various periods of silent reading and discussions within their classrooms. Students are identified during early years of school and the implementation of Reading Intervention in a RTI plan for child with success monitoring and data analyzed as the progress. This RTI plan follows them throughout their schooling until they have reached the specified goals in their plan. Teacher implement literacy standards (IDOE) and check mastery through various assessments, including NWEA, which will be utilized to monitor growth and to provide needed instruction in the areas of weakness to meet each student's needs at all levels.





ACTION STEPS	WHO	WHEN	STATUS
1. Identify and provide a district-wide, high quality common reading assessment for the purpose of screening, diagnosing, and progress monitoring literacy skills.	Director of Curriculum and Instruction, Building Administrators, Teachers	Summer-Fall 2017 (NWEA)	Yellow
2. Implement/use evidence based strategies to intentionally teach reading in all content areas based on individual needs of each student (K-12).	Director of Curriculum and Instruction, Building Administrators, Teachers	Fall 2017-Spring 2021	Green
3. In grades K-5, reading instruction, within the scheduled 90-minute reading block, will include the five components of reading: fluency, comprehension, vocabulary, phonemic awareness and phonics. In all grades, instruction will be standards/skills driven vs. textbook/novel driven.	Director of Curriculum and Instruction, Building Administrators, Teachers	Fall 2017 *Elementary is doing this at a green level. Middle/High needs to work on this	Red
4. Identify and provide high quality research based, systematic interventions for students at risk in reading.	Director of Curriculum and Instruction, Building Administrators, Teachers	Fall 2017-Spring 2021	Yellow
5. Provide/develop on-going professional development at all levels in the areas of reading, vocabulary, and writing.	Director of Curriculum and Instruction, Building Administrators, Teachers	Fall 2017-Spring 2021	Yellow
6. Provide/develop a district-wide model for teaching reading vocabulary. Create content standards-based vocabulary by selecting key words from power standards, within each grade level and content area.	Director of Curriculum and Instruction, Building Administrators, Teachers	2017-2018 School Year	Red

**Strategy: 1.1.2:** All subjects and grades will align their curriculum with Indiana Academic Standards/Career and College Readiness, with an emphasis on developing power standards at every grade level.

**Evidence in Support of Strategy:** “An aligned curriculum has been shown in study after study to be strongly correlated with increased or high student achievement” (Virginia Department of Education, Office of School Improvement, 2013-2014). Effective Schools Research states that for each loop of reteaching, we can expect a 25% gain in student achievement (Lezotte and Pepperl, 1999); Goldberg and Cole (2002) found that achievement gaps can be closed by 20 points

and overall student achievement can approach 90+% for all groups; Marzano (2002) indicates that the most important factor at the school level that impacts student achievement is the guaranteed and viable curriculum; and Benjamin (2009) has found that aligning the taught and tested curriculum with state standards, identifying essential skills, use of interim assessments of mastery, and reteaching contribute to higher student mastery levels.



ACTION STEPS	WHO	WHEN	STATUS
1. All subjects and grades will map (sequence) their standards or use blueprint/ instructional guidance documents supplied by the IDOE. Maps will focus on the critical (identified by Indiana “check-plus”) standards.	Superintendent, Director of Curriculum and Instruction, Building Administrators, Teachers	2017-2018 School Year * To be updated each Fall	Yellow
2. Identify/create district-wide power standards that will become guaranteed curriculum, at every grade level and content area.	Superintendent, Director of Curriculum and Instruction, Building Administrators, Teachers	Fall 2017-Spring 2021	Red
3. Teachers engage in re-teaching and continually maintaining data regarding success of mastery learning (80% or higher) based on results of the formative assessments.	Building Administrators, Teachers	Fall 2017-Spring 2021	Yellow
4. Teachers set their learning goals to mastery of state standards (80% or higher), develop strategies for improvement, and maintain class data charts.	Director of Curriculum and Instruction, Building Administrators, Teachers, Students	Fall 2017-Spring 2021	Yellow

**Target 1.2:** 85% of students K-12 will be proficient in written communication.  
**CEOs:** Director of Curriculum and Instruction, Building Administrators, Teachers  
**Strategy 1.2.1:** Continue to provide professional development on research-based best practices, coaching, and resources to support written communication.

**Evidence in Support of Strategy:** See above research related to reading/literacy. Jay School Corporation standardized test results indicate that students in grades 3-8 are slightly above

the state average on their ISTEP+ performance, with a passage rate of 68.8% in English Language Arts.





ACTION STEPS	WHO	WHEN	STATUS
1. All subjects and grades will map (sequence) their standards or use blueprint/ instructional guidance documents supplied by the IDOE. Maps will focus on the critical (identified by Indiana “check-plus”) standards.	Superintendent, Director of Curriculum and Instruction, Building Administrators, Teachers	2017-2018 School Year * To be updated each Fall	Yellow
2. Identify/create district-wide power standards that will become guaranteed curriculum, at every grade level and content area.	Superintendent, Director of Curriculum and Instruction, Building Administrators, Teachers	Fall 2017-Spring 2021	Red
3. Teachers engage in re-teaching and continually maintaining data regarding success of mastery learning (80% or higher) based on results of the formative assessments.	Building Administrators, Teachers	Fall 2017-Spring 2021	Yellow
4. Teachers set their learning goals to mastery of state standards (80% or higher), develop strategies for improvement, and maintain class data charts.	Director of Curriculum and Instruction, Building Administrators, Teachers, Students	Fall 2017-Spring 2021	Yellow

**Target 1.3:** 85% of students K-12 will be proficient in math.  
**CEOs:** Director of Curriculum and Instruction, Building Administrators, Teachers  
**Strategy 1.3.1:** Continue to provide professional development on research-based best practices, coaching, and resources to support proficiency in math.



**Evidence in Support of Strategy:** According to “Raising the Bar: Curricular Intensity and Academic Performance. Educational Evaluation and Policy Analysis,” Students who take higher-level mathematics and science courses which require strong fundamental skills in mathematics are more likely to attend and to complete college (Attawell, P., & Domina, T. 2008). One study of high school females found that one difference between those who later dropped out of high school and those who graduated was lower math scores among the former group (Tyler, John H., Murname, R. J., and Willett, J. B. 2002). Mathematics proficiency is very

important: “Basic arithmetic skills are required for everyday computations, and sometimes for job applications” (Kirsch, I., Jungeblut, A., Jenkins, L. & Kolstad, A. 1993). Additionally, competence in mathematics skills is related to higher levels of employability (Finnie, R. & Meng, R. 2006). Since 1976, the influence of high school students’ mathematics skills on later earnings has grown steadily ( Reyna, V. F. & Brainerd, C. J. 2007). Jay School Corporation standardized test results indicate that students in grades 3-8 are above the state average on their ISTEP+ performance, with a passage rate of 69.9% in math.

ACTION STEPS	WHO	WHEN	STATUS
1. Identify and provide a district-wide, high quality common math assessment for the purpose of screening, diagnosing, and progress monitoring math skills.	Director of Curriculum and Instruction, Building Administrators, Teachers	Summer-Fall 2017	Yellow
2. All teachers will implement/utilize evidence-based strategies to intentionally teach math in all content areas based on the individual needs of each student (K-12).	Director of Curriculum and Instruction, Building Administrators, Teachers	Fall 2017-Spring 2021	Green
3. Ensure that “open-ended” writing will be a critical component of all math instruction. In grades K-12, students will be expected to write open-ended responses to mathematical questions similar to those on state assessments.	Director of Curriculum and Instruction, Building Administrators, Teachers	Fall 2017-Spring 2021	Yellow
4. Identify and provide high quality research based, systematic interventions for students at risk in math (K-12).	Director of Curriculum and Instruction, Building Administrators, Teachers	Fall 2017-Spring 2021	Yellow
5. Provide/develop on-going professional development at all levels in the areas of math, vocabulary, and writing open-ended responses.	Director of Curriculum and Instruction, Building Administrators, Teachers	Fall 2017-Spring 2021	Yellow
6. Provide/develop a district-wide model for teaching math vocabulary. Create content standards based vocabulary by selecting key words from power standards, within each grade level and content area.	Director of Curriculum and Instruction, Building Administrators, Teachers	2017-2018 School Year	Yellow

**Strategy: 1.3.2:** All subjects and grades will align their curriculum with Indiana Academic Standards/Career and College Readiness, with an emphasis on developing power standards at every grade level.



ACTION STEPS	WHO	WHEN	STATUS
1. All subjects and grades will map (sequence) their standards or use blueprint/ instructional guidance documents supplied by the IDOE. Maps will focus on the critical (identified by Indiana “check-plus”) standards.	Superintendent, Director of Curriculum and Instruction, Building Administrators, Teachers	2017-2018 School Year * To be updated each Fall	Red
2. Identify/create district-wide power standards that will become guaranteed curriculum, at every grade level and content area.	Superintendent, Director of Curriculum and Instruction, Building Administrators, Teachers	Fall 2017-Spring 2021	Yellow
3. Teachers engage in re-teaching and continually maintaining data regarding success of mastery learning (80% or higher) based on results of the formative assessments.	Building Administrators, Teachers	Fall 2017-Spring 2021	Red
4. Teachers set their learning goals to mastery of state standards (80% or higher), develop strategies for improvement, and maintain class data charts.	Director of Curriculum and Instruction, Building Administrators, Teachers, Students	Fall 2017-Spring 2021	Yellow

**Target 1.4:** 90%+ of graduating seniors will be college/career ready.

**CEOs:** Director of Curriculum and Instruction, Building Administrators, Teachers

**Strategy 1.4.1:** Define college/career readiness across the corporation. Articulate the knowledge, skills, and attitudes necessary to transition from K-12 to postsecondary education or workforce.



**Evidence in Support of Strategy:** “The average dropout can expect to earn an annual income of \$17,299, according to the IDOE in 2015. That’s a full \$10,386 less than the typical high school graduate, and \$36,424 less than someone with a bachelor degree. While the national unemployment rate stood at 8.1 percent in August (2012), joblessness among those without a high school degree measured 12 percent. Among college graduates, it was 4.1 percent. The challenges hardly end there, particularly among young dropouts. Among those between the ages of 18 and 24, dropouts were more than twice as likely as college graduates to live in poverty according to the Department of Education.

Dropouts experienced a poverty rate of 30.8 percent, while those with at least a bachelor degree had a poverty rate of 13.5 percent. Among dropouts between the ages of 16 and 24, incarceration rates were a whopping 63 times higher than among college graduates, according to a study by researchers at Northeastern University. To be sure, there is no direct link between prison and the decision to leave high school early. Rather, the data is further evidence that dropouts are exposed to many of the same socioeconomic forces that

are often gateways to crime. The same study found that as a result — when compared to the typical high school graduate — a dropout will end up costing taxpayers an average of \$500,000 over a lifetime due to the price tag associated with incarceration and other factors such as how much less they pay in taxes” (Captured October 14, 2016 at <http://www.pbs.org/wgbh/frontline/article/by-the-numbers-dropping-out-of-high-school/> and [www.doe.in.gov/sites/default/files/attendance/drop-out-consequences-2](http://www.doe.in.gov/sites/default/files/attendance/drop-out-consequences-2)). Dropping out has been described as a “slow process of disengagement from school” (Bridgeland, DiIulio, and Morison, 2006). Willms (2003) found that there is “a high prevalence of students who are disaffected from school” and that “schools with high levels of engagement tended to have high levels of literacy skills”. Students who took the High School Survey of Student Engagement (2009) voiced three common school-related factors that caused them to consider dropping out (and nearly 20% have thought about dropping out): “I didn’t like the school” (50%), “I didn’t see the value in the work I was being asked to do” (42%), and “I didn’t like the teachers” (39%).

ACTION STEPS	WHO	WHEN	STATUS
1. Survey students, staff, and business community to identify college and career interests and needs to shape progressive and relevant curriculum.	Director of Curriculum and Instruction, Building Administrators, Teachers	2017-2018 School Year	
2. Identify and formulate college and career pathways/curriculum to support student interest/needs.	Superintendent, Director of Curriculum and Instruction, Building Administrators, Teachers	Fall 2017-Spring 2021	
3. Based on data collected from surveys, district will provide opportunities for students to explore multiple genres of pathways in life. <ul style="list-style-type: none"> <li>• Monitor and report number of pathway concentrators and completers.</li> <li>• Utilize current workplace internships.</li> <li>• Report number of students who earned dual credit or TGEC before graduation.</li> <li>• Report the number of students who attend higher education.</li> </ul>	Superintendent, Director of Curriculum and Instruction, Building Administrators, Counselors, Teachers, Local Business Representatives	Fall 2017-Spring 2021	
4. Develop a program (grades 6-12) to help students in need of emotional support, especially those struggling with academic achievement.	Director of Curriculum and Instruction, Building Administrators, Counselors, Teachers	Fall 2017-Spring 2021	



5. Develop student satisfaction/engagement surveys (grades 6-12) appropriate for each level of schooling.

Building Administrators,  
Counselors, Teachers

2017-2018 School Year



6. Develop a corporation-wide approach to reduce the number of habitually truant students in the district. Review attendance data (past three years) for all students enrolled, identify the 10% who have contributed the most, to the low attendance rate and develop an approach which may include:

Building Administrators,  
Counselors, Teachers, Students,  
Attendance Hearing Officer,  
Local Agencies' Representatives

2017-2018 School Year



- Develop list of interview questions, and determine causes of poor attendance by interviewing students, reviewing completed interview forms, and seeking common themes for sharing with entire faculty.
- Involve variety of additional support services as needed (parents, families, local agencies).

7. Implement ICE Pilot from the Department of Workforce Development (DWD) in order to provide improved career counseling at the middle school level.

WJMS Administrator/  
Counselor/Teacher

2017-2018 School Year



8. Continue to participate in "Jay County Promise."

Community Partners/  
Elementary Schools

2017-2018 School Year



9. Implement Early College and Career Program at JCHS.

JCHS Principal/Counselors

2017-2018 School Year





TABLE 10.

**Safe, Orderly, and Caring Environments Strategic Thinking**

	<p><b>Strengths</b></p> <ol style="list-style-type: none"> <li>1. Dedicated and caring staff</li> <li>2. Safe and secure schools</li> <li>3. Established safety plans and procedures</li> <li>4. School sponsored activities and student organizations</li> <li>5. Support of community organizations</li> </ol>	<p><b>Weaknesses</b></p> <ol style="list-style-type: none"> <li>1. External security/visibility</li> <li>2. Counselor to student ratio</li> <li>3. Corporation anti-bullying programming</li> <li>4. Drug education and prevention programming</li> </ol>
<p><b>Opportunities</b></p> <ol style="list-style-type: none"> <li>1. Continue to work with school and community organizations to provide student support</li> <li>2. Continue PD for school safety issues</li> <li>3. Continue to improve school security [School Resource Officer (SRO), safety committees, etc.]</li> <li>4. Continue to involve parents/students in decision making progress</li> </ol>	<p><b>Opportunity-Strength (OS) Strategies</b> <b>Use strengths to take advantage of opportunities</b></p> <ol style="list-style-type: none"> <li>1. Use community organizations to provide PD for school safety and student health issues.</li> <li>2. Increase involvement of school sponsored organizations in decisions that affect students and parents (handbook, school safety, bullying, drug prevention).</li> <li>3. Use dedicated staff to provide support for student needs.</li> <li>4. Use SROs in the corporation to provide safe/secure schools (education, support).</li> </ol>	<p><b>Opportunity-Weakness (OW) Strategies</b> <b>Overcome weaknesses by taking advantage of opportunities</b></p> <ol style="list-style-type: none"> <li>1. Community organizations assist in creating anti-bullying and drug education programming.</li> <li>2. School Safety Committees will address school security issue with Administrators.</li> <li>3. Use community organizations to provide support to students</li> </ol>
<p><b>Challenges</b></p> <ol style="list-style-type: none"> <li>1. Limited finances to support improvements</li> <li>2. Few counselors address student needs</li> <li>3. Social media poses a threat to school safety</li> <li>4. Lack of parental involvement in schools</li> <li>5. Being aware of student and family issues</li> </ol>	<p><b>Challenge-Strength (CS)</b> <b>Use strengths to avoid challenges</b></p> <ol style="list-style-type: none"> <li>1. Use staff to run focus groups to address student needs.</li> <li>2. Community may provide additional financial and volunteer support.</li> <li>3. Use school-sponsored organizations to engage parents in schools and the community.</li> <li>4. Adapt school safety plans to address mental health issues, social media, and substance abuse.</li> </ol>	<p><b>Challenge-Weakness (CW)</b> <b>Minimize weaknesses and avoid challenges</b></p> <ol style="list-style-type: none"> <li>1. Better utilize SRO/local PDs to provide external building security.</li> <li>2. Utilize school focus groups to address student needs.</li> <li>3. Utilize technology to provide customized PD and parental resources on social media, bullying, and drug education.</li> </ol>



TABLE 11.

**Safe, Orderly, and Caring Environments TSA Chart**

**Target 2.1:** 100% of learning and working environments will be judged safe and secure.

**CEOs:** School Board, Central Office Administrators, Building Level Administrators, Transportation Director, and Staff Members

**Strategy 2.1.1:** 100% of Staff will be trained annually on Anti-Bullying Interventions, and students will be educated annually on recognition, prevention, and reporting of bullying

**Evidence in Support of Strategy:** Bullying is a form of youth violence. According to the CDC bullying can have many negative affects on an adolescent’s life. The following reports provide data and information regarding bullying: [informationhttps://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf](https://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf), [https://www.cdc.gov/violenceprevention/pdf/bullying\\_](https://www.cdc.gov/violenceprevention/pdf/bullying_)

[factsheet.pdf](#). According to the National Education Association (NEA), bullying is the #1 discipline issue in schools. District-wide programs have been proven successful in reducing bullying incidents in schools because staff members and students understand what bullying is, when and where it occurs, and how to intervene when bullying is seen and reported.

ACTION STEPS	WHO	WHEN	STATUS
1. Provide online training for staff district-wide.	Administrators and Staff (Certified and Noncertified)	August 2017 and then annually	
2. Provide students with support and resources (Get Schooled Tour, A Better Way, Just Say No).	Students K-12	August 2017 and then annually	
3. Develop a corporation bullying prevention and response program.	Safe and Orderly Schools Team, Administrators, and Counselors	By December 2017	
4. Improve physical security of buildings (Safety Grant).	Building Administrators and Buildings and Grounds Supervisor	August 2017	





**Strategy 2.1.2:** Convene with the Jay County Safety Commission that meets quarterly to review and revise emergency operations.

**Evidence in Support of Strategy:** The district and building plans shall provide a comprehensive approach to addressing school safety and violence prevention, and provide the structure where all individuals can fully understand their roles and responsibilities for promoting the safety of the entire school community. The U.S. Department of Education reports that

youth are far more likely to be victims of violent crimes than any other age group. Reports indicate that violent incidents are declining with current measures but those numbers are still unacceptable for our schools. The Department of Homeland Security provides resources for communities, families, and schools on how to prepare for crisis.

ACTION STEPS	WHO	WHEN	STATUS
1. Organize district emergency teams comprised of a variety of responders and building safety specialists.	Building Level Administrator or Designee, First Responders, SROs, and other Local Agencies	August 2017 with quarterly meetings	
2. Create building Safety Teams to review policies and provide professional development.	Building Administrators and Staff	August 2017 with quarterly meetings	
3. Partner with Indiana State Police (ISP) to enable Indiana Internet Crimes Against Children (ICAC) statewide youth education initiative.	Building Level Administrator or Designee	Annually	
4. Establish a Crisis Communication Plan.	Crisis Team Members	Annually	
5. Ensure preparedness for Active Shooter Prevention and Response (annual training).	Building Level Administrators, Local Agencies	Annually	

**Target 2.2:** 100% of students and staff who exhibit mental/social, substance abuse issues are identified and provided meaningful support upon identification.

**CEOs:** Building Level Administrators, Staff, Corporation Nurses, Local Agencies.

**Strategy: 2.2.1:** Utilize community resources to help address the mental/emotional needs of our students and their families.

**Evidence in Support of Strategy:** According to Psychology Today, 1 in 5 girls between the ages of 10 and 18 are cutting themselves (<https://www.psychologytoday.com/blog/sax-sex/201003/why-are-so-many-girls-cutting-themselves>). The

Jason Foundation reports that suicide is the second leading cause of death among today's youth and that on average 5,200 youth attempt suicide on a daily basis (<http://jasonfoundation.com/prp/facts/youth-suicide-statistics/>).

ACTION STEPS	WHO	WHEN	STATUS
1. Provide professional development and certification on suicide and prevention.	All Jay School Corporation Staff (Certified, Non-Certified, Coaches)	By August 31, 2017 and then annually	
2. Utilize corporation website to disseminate suicide prevention material.	Technology Department	Immediately	
3. Provide services for students who exhibit mental/social issues.	Staff, Guidance Department, Interns, Nurses	As needed	
4. Advance the SHAPE system.	Central Office Administrators, Building Level Administrators, and Staff	December 2017	



**Strategy 2.2.2:** Utilize current programs and community resources to address the substance abuse issues in our communities.

**CEOs:** Building Level Administrators, Staff, Local Police Agencies, Community Program Leaders

**Evidence in Support of Strategy:** National Institute on Drug Abuse reports that illicit drug use is increasing. It is estimated that 24 million people, ages 12+, reported using an illicit drug during the last month (<https://www.drugabuse.gov/publica->

[tions/drugfacts/nationwide-trends](https://www.drugabuse.gov/publications/drugfacts/nationwide-trends)). NASN statistics states that 1 in 4 teens has abused a prescription medication. 41% of teens believe that abusing prescription drugs is safer than abusing street drugs like cocaine or heroin (opioid epidemic).

ACTION STEPS	WHO	WHEN	STATUS
1. Utilize and expand current educational programs.	Teachers, Community Leaders, Building Administrators	August 2017	Yellow
2. Provide professional development on drug abuse, its affects on our students, and signs and symptoms of substance abuse.	Building Administrators, Directors	August 2017 and then annually	Yellow
3. Utilize corporation website to disseminate drug abuse and prevention material.	Technology Department	Immediately and then update as needed	Red
4. Collaborate with community organizations to increase awareness regarding the community drug problem.	Building Administrators	August 2017 and then annually	Yellow

**Strategy 2.2.3:** Utilize current programs and community resources to address the sexual/physical abuse issues in our communities.

**CEOs:** Building Level Administrators, Staff, Local Police Agencies, Community Program Leaders

**Evidence in Support of Strategy:** According to Riley Children's Foundation, Indiana has 25,000 substantiated cases of abuse and neglect annually. 25% of elementary students have been victims of child abuse and 5 children everyday die from

abuse or neglect across the nation. 1 in 3 adolescents in the US is a victim of emotional, physical, or sexual abuse from a dating partner. Dating abuse affects around 1.5 million teens annually across the nation according to Loveisrespect.org.

ACTION STEPS	WHO	WHEN	STATUS
1. Utilize and expanding current educational programs.	All JSC Employees including Coaches, Certified and Non-certified Staff	By July 1, 2018 and then annually	Yellow
2. Provide professional development and certification on child abuse and neglect.	All JSC Employees including Coaches, Certified and Non-certified Staff	July 1, 2017 and then once every two years	Red
3. Utilize corporation website to distribute sexual abuse and prevention material.	Technology Department	Immediately and update as needed	Red

**Target 2.3:** 100% of students will report ready access to high quality counseling services.

**CEOs:** School counselors, building administrators, and attendance officer.

**Strategy 2.3.1:** Increase counseling services in Jay Schools.



**Evidence in Support of Strategy:** The American School Counselor Association (ASCA) recommends a 250:1 ratio of students to counselors; however, the national average of students per counselor is closer to 471 (ASCA, 2014). High counselor-to-student ratios further decrease the already limited time school counselors have available for providing direct counseling services to students (Astramovich and Holden, 2002). Feldstein (2000) reported that larger caseloads correlate with higher burnout in school counselors, a finding also echoed in Gunduz’s (2012) study of school counselors in Turkey. School counselors face rising job demands (Cunningham and Sandhu, 2000; Gysbers, Lapan, and Blair, 1999; Herr, 2001) that are often difficult to balance (Bryant and Constantine, 2006), leading them to feel overwhelmed in their work environment (Kendrick, Chandler, and Hatcher, 1994; Kolodinsky, Draves, Schroder, Lindsey, and Zlatev, 2009; Lambie and Williamson, 2004), and to lack the time to provide direct services to students (Gysbers and Henderson, 2000). Professional school counseling is a profession in which emotional empathy is a requirement, and the qualitative and quantitative job demands are high. Stressors linked to burnout (e.g., high workload, negative work environment) have effects that may persist even after exposure to the stressor has ended, leading to negative impact on daily well-being (Repetti, 1993). In those jobs in which high demands exist

simultaneously with limited job resources, both exhaustion and disengagement are evident (Bakker, Demerouti, and Euwema, 2005; Demerouti et al., 2001). Students’ unmet mental health needs can be a significant obstacle to student academic, career, and social/emotional development and can even compromise school safety. Schools are often one of the first places where mental health crises and needs of students are recognized and initially addressed (Froeschle and Meyers, 2004). Of school-age children who receive any behavioral and mental health services, 70–80 percent receive them at school (Atkins et al., 2010). Preventive school-based mental health and behavioral services are essential. Without planned intervention for students exhibiting early-warning signs, setbacks in educational, social, and career development during later school years and adulthood can result (Captured at [http://www.schoolcounselor.org/asca/media/asca/positionstatements/ps\\_studentmentalhealth.pdf](http://www.schoolcounselor.org/asca/media/asca/positionstatements/ps_studentmentalhealth.pdf)). School counseling services are mandated in Indiana for grades K-12 and the State Board of Education sets minimum school counselor-to-student ratio as follows: Grades 1-6, 1:600; Grades 7-12, 1:300 (<http://www.indianaschoolcounselor.org/standards>). Currently Grades 6-12 has a ratio of 1:295 and we do not have any licensed counselors on staff for our elementary schools.

ACTION STEPS	WHO	WHEN	STATUS
1. Jay Schools will partner with the YSB/Meridian Services/Kids Hope to provide counseling services for our students who are identified as at risk students.	Teachers, Elementary Administration, Nurses, JCHS, EJMS, and WJMS Guidance Departments.	By August of 2017	
2. Partner with local universities to use psychology student college interns to provide counseling services to our students. (BSU, Taylor, IWU, IU East).	Building Level Administrators and Director of Guidance Department	Immediately	
3. Use other community/school resources to provide mentoring programs for the students in the Jay Schools. (Better Way, Lykins, Meridian, YSB, Best Buddies, etc.).	Building Level Administrators and Guidance Departments	Immediately	



TABLE 12.

## Strong Parent, Family, and Community Partnerships/Satisfaction Strategic Thinking Chart

	<p><b>Strengths</b></p> <ol style="list-style-type: none"> <li>1. Various means of communication of parent involvement opportunities and school and student information</li> <li>2. Community support for public events hosted by the schools</li> <li>3. Existing organizations and agencies aimed at involving stakeholders</li> <li>4. Community accessibility of facilities</li> </ol>	<p><b>Weaknesses</b></p> <ol style="list-style-type: none"> <li>1. Decreasing opportunities for parent involvement as students transition from elementary to middle school</li> <li>2. Lack of knowledge, time, and ability for parent involvement due to diversified socio-economic and societal challenges</li> </ol>
<p><b>Opportunities</b></p> <ol style="list-style-type: none"> <li>1. Community connections are being developed through various programs and educational projects such as drug prevention, Veteran’s Day activities, family celebration events</li> <li>2. Different opportunities to communicate with parents, such as web page, text alerts, etc.</li> <li>3. Non-school organizations willing to work together with schools, students, and families</li> </ol>	<p><b>Opportunity-Strength (OS) Strategies</b>  <b>Use strengths to take advantage of opportunities</b></p> <ol style="list-style-type: none"> <li>1. Survey and create a procedure for families to choose their preferred method of communication and making this information accessible to stakeholders (e.g. INOW).</li> <li>2. Identify non-school organizations who would be able to reach families with low parent involvement.</li> <li>3. Share school information via student-created videos/media to increase parent involvement (Use Automated Caller, text alerts, etc. to get family attention).</li> </ol>	<p><b>Opportunity-Weakness (OW) Strategies</b>  <b>Overcome weaknesses by taking advantage of opportunities</b></p> <ol style="list-style-type: none"> <li>1. Coordinate with non-school organizations willing to work together with schools to develop effective education for family involvement (e.g. Crossroads FCU for financial fitness, JJCL for help with FAFSA, Meridian Services for functional and behavior support, Portland Foundation 20/20 Vision).</li> <li>2. Use well-attended programs and events to broadcast and promote involvement opportunities with future programs and educational projects (e.g. mini-commercials on big screen, pamphlets, flyers, etc.).</li> </ol>
<p><b>Challenges</b></p> <ol style="list-style-type: none"> <li>1. Developing a unified plan across all schools to implement parent involvement programs</li> <li>2. Socio-economical and societal factors in our community impact parent involvement in K-12</li> <li>3. Stakeholders struggle with finding the time to be involved</li> </ol>	<p><b>Challenge-Strength (CS) Strategies</b>  <b>Use strengths to avoid challenges</b></p> <ol style="list-style-type: none"> <li>1. Create an application for the school corporation accessible to all stakeholders that contains access to all important communications in one place.</li> <li>2. Involve existing organizations and agencies outside the schools in contacting and communicating with families.</li> </ol>	<p><b>Challenge-Weakness (CW) Strategies</b>  <b>Minimize weaknesses and avoid challenges</b></p> <ol style="list-style-type: none"> <li>1. Work with the Portland Foundation Jay County 20/20 Vision Group to develop ideas for a corporation-wide parent involvement program.</li> <li>2. Implement family/school training sessions at different intervals throughout the year for better family/school communication (Parent Academy).</li> </ol>



TABLE 13.

## Strong Parent, Family, and Community Partnerships/Satisfaction TSA Chart/Satisfaction

**Target 3:1:** 90+% of our stakeholders will report that they are “satisfied” or “highly satisfied” with the overall quality of JSC schools.

**CEOs:** Superintendent, Building Administrators and Technology Department

**Strategy 3.1.1:** The Jay Schools will survey the district’s stakeholders, and current students’ families to elicit viewpoints and perceptions about community and family involvement, including the implementation of a new student information system.

**Evidence in Support of Strategy:** “In a rapidly changing technological, competitive, economic, and social environment, many factors may affect students’ and other customers’ expectations and loyalty and your interface with students and other customers. This makes it necessary to continually listen and learn. To be effective, listening and learning need to be closely linked with your overall organizational strategy. Knowledge of students, student groups, other customers and customer groups, market segments, former students and other customers, and potential students and other customers allows your organization to tailor programs and services, support and tailor your marketing strategies, develop a more student- and other customer-focused workforce culture, develop new educational programs and services, evolve your brand or image, and ensure long-term organizational success” (Baldrige in Education Criteria, 2015-16). We currently do not know how many of our parents are aware of our schools’ mission, and are actively engaged in their child’s school. However, EdSource February 2014 in “The Power of Parents” states that parent involvement at home and at school has a measurable impact on student performance in school, and is particularly important for English Language Learners (ELL) and students from low-income families. They further state that improved communication between teachers and parents increases student engagement as measured by homework completion rates, on-task behavior and class participation. The Center for Public Education’s 2011 article “How Parent Involvement Affects Student Achievement” states that 72% of parents say children of uninvolved parents sometimes fall through the cracks of schools. (Johnson & Duffett, 2003). A Survey by Herrold and O’Donnell show parents believe the following:

- 46 percent served as a volunteer on a school committee; and
- 89 percent of those interviewed from January-May 2007 said they had attended at least one school or PTO/PTA meeting since the start of the school year.

Survey data can show our district some of the more successful ways to communicate with parents and how to get parents involved in our schools in a positive way. The article indicated that participation was greater for K-8 students compared to high school students. Programs and interventions that engage families in supporting their children’s learning at home are linked to higher student achievement, compared to other forms that have less effect like volunteering, attending school events. We need to determine the best ways to engage families and to help our students to be successful in their learning.

- 78 percent attended a parent-teacher conference;
- 74 percent attended a class or school event;
- 65 percent participated in school fundraising;
- 86 percent said they had received information about the parents’ expected role at the student’s school;





ACTION STEPS	WHO	WHEN	STATUS
1. Develop and administer a survey (specific and measurable) to determine families' preferred methods of communication, and attitudes toward family involvement in general.	Superintendent and Building Administrators	Complete by Spring 2018	
2. Disaggregate the data to see strengths and opportunities for improvement for our corporation.	Superintendent, Leadership Team	Summer 2018	
3. Determine opportunities for improvement.	Superintendent, Leadership Team	Summer 2018	
4. Share information with appropriate stakeholders as data indicates.	Superintendent, Leadership Team	Summer 2018	
5. Begin implementing action steps to rectify problems/concerns.	Superintendent, Leadership Team	Summer 2018	
6. Use data from survey to redesign current methods of communication, or create a new system such as an APP or new school website. Start using online registration and a new student information system that is family friendly.	Superintendent, Leadership Team	Complete by Spring 2018	
7. Provide professional development on best ways to send information to parents, community members, and students on a regular basis and in a standardized format while utilizing the school website and social media across levels.	Building Administrators, Teachers, Superintendent, Business Office Personnel, Administrative Assistants	Spring 2019	

**Strategy 3.1.2:** Market and brand to the community, Jay School Corporation's opportunities, values, and goals.

**Evidence in Support of Strategy:** Rosenthal and Masarech (2003) discuss the importance of the core drivers (vision, mission, values, JSC Strategic Plan 2016-2020) for organizational success. Marzano (2003) identifies the importance of clear and challenging goals for school success. Goldsmith and Balash (2009) note that plans fail because they are not understood by those expected to implement them. Childress (2009) notes that engaging stakeholders is central to organizational success. One of the most important ways

in which parents are involved in their children's education is through choosing the school they attend. Parents typically choose a school de facto, according to where they live. However, within the past decade, more parents are able to exercise explicit school choice because of specific educational policies, such as magnet schools, charter schools, open enrollment, tax credits, and vouchers (Goldring and Rowley 2006).



ACTION STEPS	WHO	WHEN	STATUS
1. Develop and maintain the Jay School Corporation 's social media plan to communicate positive messages from/about the district.	Technology Department, Superintendent, Building Administrators	Summer 2018	
2. Determine which advertising sources will most effectively deliver our district message. (Examples could be school website and the use of social media across levels).	Superintendent, Leadership Team	Fall 2018	
3. Use well-attended programs and events to broadcast and promote involvement opportunities with future programs and educational projects (e.g. mini-commercials on big screen, pamphlets, flyers, etc.).	Building Administrators and Staff	August 2018	
4. Share school information via student-created videos/media to increase parent involvement (use automated caller, text alerts, etc. to get family attention; use flyers for parent orientation in elementary, middle and high schools), and how to help with student success in areas like attendance, behavior expectations.	Building Administrators, Staff and Students	Beginning 2018-19 school year	
5. Develop a marketing plan to enhance Jay School Corporation 's brand that includes our values/vision/culture/motto/success stories (such as Jay County Promise: to help increase contributions to this program).	Superintendent, Leadership Team	Summer 2018	
6. Highlight current partnerships and promote current successful programs like Jay County Honors Night that award scholarships to students of Jay County through use of media outlets.	Superintendent, Leadership Team, and Building Administrators	August 2018	

**Target 3.2:** Identify the number of partnerships that exist. Example: [http://www.durangoschools.org/apps/pages/index.jsp?uREC\\_ID=573891&type=d&pREC\\_ID=1034151](http://www.durangoschools.org/apps/pages/index.jsp?uREC_ID=573891&type=d&pREC_ID=1034151) or <http://www.chuh.org/DistrictPartners.aspx> for example of Tier System) and increase the number of "Tier 1" partnerships to at least 15.

**CEOs:** District and Building Leaders

**Strategy 3.2.1:** Use partnerships that our schools and district currently maintain to help increase student learning opportunities/student achievement and family and community involvement.



**Evidence in Support of Strategy:** An article by the National Education Association (NEA) on “Parent, Family, Community Involvement in Education” (2008) states that higher academic performance correlates to parent, family, and community involvement. When families and community work together, students earn higher grades, have higher attendance, and drop-out of school at a lower rate. The New Hampshire Department of Education article “Why Family and Community Involvement Is Important” (2012) states that linking community activities to the classroom improves school-related behaviors, positively impacts academic achievements, and reduces suspension rates. They further suggest that it is best to collaborate with the community to strengthen schools, families, and learning. As a district we need to find ways to positively involve our community to

strengthen our schools and our mission to provide a quality education for our students so that they can attend college and be a positive contribution to the workforce. Educators have a responsibility to help families and communities become involved in reducing student absenteeism. Studies show that when schools develop programs of school, family, and community partnerships, they have higher levels of parent involvement (Desimone, Finn-Stevenson, & Henrich, 2000; Epstein, 2001; Sheldon, 2003b; Sheldon & Van Voorhis, 2004), higher percentages of students pass standardized achievement tests (Sheldon, 2003a), and schools take fewer disciplinary actions with students (Sheldon & Epstein, 2002) there is good reason to believe that the development of partnership programs can decrease absenteeism.

ACTION STEPS	WHO	WHEN	STATUS
1. Implement family/school training sessions at different intervals throughout the year for better family/school communication (Parent Academy) such as tutoring, internships and other partnerships that directly impact student learning opportunities.	Building Administrators and Staff	Summer 2019	
2. Coordinate with non-school organizations willing to work together with schools to develop effective education for family involvement (e.g. Crossroads FCU for financial fitness, JJCL for help with FAFSA, Meridian Services for functional and behavior support, Portland Foundation 20/20 Vision, Kids Hope, and Jay County Drug Prevention Coalition).	Superintendent and Leadership Team JCHS Guidance Department Building Administrators and Staff	August 2018	





**Strategy 3.2.2:** Develop new partnerships that our schools and district currently maintain to help increase family and community involvement.

ACTION STEPS	WHO	WHEN	STATUS
1. Work with the Portland Foundation Jay County 20/20 Vision Group to develop ideas for improving Early Education and Day Care options for families in Jay County.	Superintendent and Leadership Team, JCHS Guidance Department, Building Administrators and Staff	August 2018	
2. Identify non-school organizations that would be able to reach families with limited parent involvement.	Superintendent and Leadership Team, JCHS Guidance Department, Building Administrators and Staff	August 2018	
3. Create a survey to distribute to community organizations to gauge ways they would like to be involved in the schools.	Superintendent, Leadership Team, Building Administrators and Staff	August 2018	
4. Partner with The Portland Foundation to design a program for “Early Scholarships” where community members can contribute to 529 plans based on academic and positive school behaviors (attendance, etc.).	Superintendent and Leadership Team	August 2018	

TABLE 14.

### Highly Effective and Motivated Staff Strategic Thinking Chart

Strengths	Weaknesses
<ol style="list-style-type: none"> <li>Leadership</li> <li>Highly motivated staff</li> <li>Willingness to collaborate</li> <li>Employment of certified staff/ experience</li> </ol>	<ol style="list-style-type: none"> <li>Lack of PD, including new teachers, non-certified staff, increasing collaboration</li> <li>Grant writing</li> <li>Equality in access to technology</li> <li>Incentive for continuing education</li> <li>Lack of substitutes</li> <li>Time</li> </ol>



**Opportunities**

1. Participation in PD
2. Utilizing social media for instruction and marketing
3. Grant writing opportunities
4. Connections with students
5. Technology access and improvement
6. Vertical/horizontal collaboration supporting retention of highly motivated staff

**Opportunity-Strength (OS) Strategies**

**Use strengths to take advantage of opportunities**

1. Our highly motivated staff is willing to take advantage of professional development opportunities when provided by leadership.
2. Our highly motivated staff will collaborate together to find grant opportunities with consideration of using retired teachers.
3. Our leadership will foster collaboration and teaming through access to technology.
4. The highly motivated staff will facilitate vertical and horizontal collaboration to support retention of effective staff.
5. Building connections with students will be facilitated by the collaboration of leadership and staff.

**Opportunity-Weakness (OW) Strategies**

**Overcome weaknesses by taking advantage of opportunities**

1. Provide timely and differentiated PD to new teachers, non certified teachers and all staff in designated areas.
2. Use social media/e-learning to alleviate the lack of substitutes.
3. Provide equal access to technology.
4. Consider a variety of incentives for continuing education.
5. Provide opportunities for grant writing.

**Challenges**

1. Keeping certified staff and non certified staff
2. Motivation of staff and students
3. Identifying ways to connect with students
4. Professional development
5. Equality with regards to technology
6. Revision of removal of ineffective employees
7. Competitive wages/benefits
8. Acknowledge building differences
9. Obtaining funding
10. Incentivize continuing education
11. Parental accountability
12. Collaboration
13. Substitute teachers
14. State legislation
15. Marketing our schools
16. Balancing schedule (classroom instruction vs. extra services and programs)

**Challenge-Strength (CS) Strategies**

**Use strengths to avoid challenges**

1. Leadership will help maintain effective staff through PD, additional access to technology, competitive wages and direction from state legislation, providing collaboration opportunities and training for substitutes.
2. Leadership will find ways to incentivize continuing education, mentoring program for new teachers with a possible scaffolding of compensation.
3. Highly motivated staff will find ways to identify with students staff, and parents.
4. Leadership will consider revision of process of removal of ineffective employees.
5. All staff will market schools by promoting the unique traits of each school.

**Challenge-Weakness (CW) Strategies**

**Minimize weaknesses and avoid challenges**

1. Automate routine tasks to save time for staff (referrals, leave requests, subs, etc.).
2. Investigate the use of retired teachers where possible (grant writing, mentors for kids).
3. Provide professional development for certified and non-certified staff opportunities that are timely and differentiated .



**TABLE 15. Highly Effective and Motivated Staff TSA Chart**

**Target 4.1:** 100% of identified clerical tasks will be automated including student referrals, leave requests, substitute placement, field trip requests, bus requests, purchase orders, claim forms etc.  
**CEOs:** Certified Staff, Non-Certified Staff, Administrators  
**Strategy 4.1.1:** Streamline procedures to reduce time spent on clerical tasks.

**Evidence in Support of Strategy:** Robotic Process Automation (RPA) is a clerical process automation technology that works as intelligent automation and has been maturing over the last 10 years. RPA is increasingly being used in the workplace and can actually alleviate pressure from workers by handling a wide variety of low value jobs more efficiently, such as processing invoices and even communicating to customers directly through tools such as live chat. This process

has been shown to free up time for workers to concentrate on their higher value work and opportunities. Employees are concerned their jobs will become redundant if automation increases, and yet, as the Randstad 2016 Workmonitor Report revealed 44% of New Zealanders asked agree that they perform (a lot of) repetitive work and/or routine tasks that could be automated, and could actually make employees more productive.

ACTION STEPS	WHO	WHEN	STATUS
1. Develop a comprehensive list of tasks to be automated.	All staff input via survey created by a committee of various departments (including administrative assistants, custodial staff, teachers, etc.) determined by Administrators	Spring 2018 (end of year, summer and beginning of year procedures)	
2. Investigate software that may streamline daily activities and procedures and report to staff on possible options.	Technology Planning Committee and/or Technology Department	Summer 2018	
3. Approve software purchases.	Administrators and School Board	Summer 2018	
4. Provide staff with PD on software and procedures.	Technology Planning Committee and/or Technology Department	Fall 2018	
5. Support professional development for all levels to implement new student management software.	Technology Department, Technology Coach	Winter 2017	

**Target 4.2:** 100% of staff members will use research-based best practices (ongoing and reflective). Professional development is continuous, inclusive of technology.  
**CEOs:** Administrators, Team Leaders, PD Committee  
**Strategy 4.2.1:** Staff members will be provided high quality PD that adheres to best practice within their areas of operation.

**Evidence in Support of Strategy:** 2014-2015 data shows that 56.8% of certified staff in Jay Schools were Highly Effective and 42.1% as Effective, total of 98.9% in the target range. 2015-2016 data shows that 45% of our teachers have between 0-10 years of experience, 36% of our teachers have 11-20 years and 24.8% have over 20 years. According to ASCD's Cindy Strickland, and NSDC and the U.S. Department of Education, high quality professional development leads teachers to gain

and refine knowledge of both content and pedagogy. High quality professional development reflects best practices in teaching and learning, helping adults with varied interests, learning profiles and readiness learn to work together and feel a part of a community of learners. It has a positive impact on the classroom in terms of both teacher effectiveness and student learning.



ACTION STEPS	WHO	WHEN	STATUS
1. Establish a team of highly effective staff to identify Jay School Corporation Best Practices. This team will oversee the identification of best practices that will be provided as part of professional development.	Director of Curriculum & Instruction	Spring 2018	
2. Develop online training/digital toolkit for PD for new employees (subs, teachers, non-certified staff, etc.) for management systems, required annual state training, and staff on-the-job training (procedures, expectations, etc.).	Administrators, Principals, Technology Coach	Fall 2018	
3. Survey staff on professional development subject matter, training preferences, and enlist our staff as training models.	PD Committee - will create survey and compile results to report to Administrators	Spring 2018	
4. Consideration of schedule revision to provide professional development during the day, such as delayed start once a month.	Administrators, Principals, Teachers Association, School Board	Spring 2018	
5. Provide a wide variety of formats of professional development (peer-driven professional development, face-to-face, online, conferences, etc.).	Technology Department, Administrators and Principals	Spring 2018	
6. Implement MTSS (Multi-Systems Tiers of Support) for ALL students in accordance with ESSA (Every Student Succeeds Act).	Administrators, Principals, Leading Teachers	Spring 2018	
7. Provide a “one-stop shop” for professional development housed online and asynchronously available for staff.	Technology Coach, Administrators, and PD providers	Fall 2018	
8. Support teachers in implementing NWEA and digital data walls.	Administrators	Winter 2017	
9. Identify Highly Effective staff to support development of quality curriculum, instruction and assessment and professional development.	Administrators	Fall 2018	
10. Provide support to faculty in expanding 1:1.	Administrators	Winter 2017	

**Target 4.3:** 100% of Jay School Corporation staff will be highly motivated to perform their jobs.

**CEOs:** Administrators, Principals, Teacher Leaders, Staff

**Strategy 4.3.1:** Develop strategies for building relationships that are essential to fostering a positive work and learning environment for all stakeholders (Administrators, Staff, students, community members, etc.)

**Evidence in Support of Strategy:** ERIC, Motivating Teachers for Excellence states that teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment, thus

administrators can boost morale and motivate teachers to excel by means of participatory governance, in-service education and systematic, supportive evaluation.



ACTION STEPS	WHO	WHEN	STATUS
1. Utilize retired teachers for projects or curriculum needs (to allow teachers to focus on curriculum and student learning).	Administrators, Principals	Spring 2017	Red
2. Present teacher leaders and highly effective teachers as marketable representatives to the community by way of “town hall meetings” and social media platforms.	Administrators, Highly Effective Teachers	Winter 2017	Red
3. Celebrate successes by creating a Recognition Committee to plan corporation wide recognition. A representative from each school implements celebration strategies to increase morale.	Highly Effective Teachers	Fall 2018	Red
4. Provide additional clubs to meet a wider variety of interest areas. Provide common areas and community activities to promote interaction with staff and students.	Teacher Leaders, Student Leaders, Principals	Fall 2018	Red
5. Provide professional development on alternative assessments and project-based and cooperative learning. Modernize the nature of curriculum.	Administrators, Principals	Fall 2019	Red
6. In accordance with IN guidelines, establish certified teacher mentoring program.	Administrators, Principals, Teachers Association.	Fall 2018 or State established requirement.	Red
7. JSC will provide competitive compensation as compared to local schools and schools of similar enrollment and socio-economic status.	Administrators	Fall 2018	Red
8. Research district compensation models that attract and retain teachers and support staff in high need areas.	Administrators	Fall 2018	Red
9. Continue to promote use of grants such as the Teacher Creativity Grants.	Administrators	Winter 2017	Green
10. Explore use of “eLearning Days” to facilitate district-wide professional development.	Technology Department, Administrators	Winter 2017	Red
11. Review use of Title II, Low and Rural Income, High Ability, CTE Performance Grants to create innovative uses of funds to support professional development and teacher leadership.	Superintendent, Assistant Superintendent		Red
12. Explore Jay School Corporation Foundation fund resources/grants.	Administrators	Fall 2019	Red
13. Develop a regional and norm group salary and wage index to ensure district wages are staying competitive.	Central Office	Spring 2018	Yellow



TABLE 16.

## Effective Operations and Fiscal Responsibility Strategic Thinking Chart

	<p><b>Strengths</b></p> <ol style="list-style-type: none"> <li>1. Quality staff at all levels</li> <li>2. Proactive and transparent for fiscal operations and decisions for projects</li> <li>3. High functioning operational areas of technology, transportation, food service, and health services</li> <li>4. Pride in district</li> </ol>	<p><b>Weaknesses</b></p> <ol style="list-style-type: none"> <li>1. Too many old buildings vs. decline in enrollment of students</li> <li>2. Communicating the new Federal Food Service regs for the Healthy Hunger Act</li> <li>3. Long term plan for the funding of the maintenance/replacement of long-term capital items and buildings</li> <li>4. Past deficit spending and decline in General Fund cash balance</li> <li>5. Technology not uniform across the district</li> <li>6. Employee turnover/retention for staff, teachers, drivers, aides, etc.</li> </ol>
<p><b>Opportunities</b></p> <ol style="list-style-type: none"> <li>1. Eliminate waste (paper, supplies, energy, and labor)</li> <li>2. Communications on school projects, issues, social media, and school website</li> <li>3. E Learning and community access to internet</li> <li>4. Cross training for current employees or new employees for hard to fill areas of employment</li> <li>5. Grade levels for existing buildings</li> </ol>	<p><b>Opportunity-Strength (OS) Strategies</b>  <b>Use strengths to take advantage of opportunities</b></p> <ol style="list-style-type: none"> <li>1. Use our high functioning operational areas to further reduce waste.</li> <li>2. Use current social media to effectively communicate with district and public for transparency and proactive actions.</li> <li>3. Quality staff will be able to create e-learning curriculum.</li> <li>4. Train current quality staff to fill in for hard to fill positions.</li> <li>5. Determine grade levels for school sites in the future.</li> </ol>	<p><b>Opportunity-Weakness (OW) Strategies</b>  <b>Overcome weaknesses by taking advantage of opportunities</b></p> <ol style="list-style-type: none"> <li>1. Determine grade levels for existing buildings.</li> <li>2. Communicate Food Service changes/regulations via social media and school website.</li> <li>3. Prioritize the long-term plan for building maintenance and replacement of capital items.</li> <li>4. Reduce deficit spending by eliminating waste.</li> <li>5. Create technology plan to more unify technology across the district.</li> <li>6. Better identify employee turnover causes.</li> </ol>
<p><b>Challenges</b></p> <ol style="list-style-type: none"> <li>1. Declining funding with the decline in enrollment</li> <li>2. Maintaining the physical building needs with limited resources</li> <li>3. Hiring of employees with current economy</li> <li>4. Maintain and replace changing technology with limited resources</li> <li>5. Maintain and replace school bus fleet with limited resources for funding</li> <li>6. Covering requested increased travel demands for field trips in Transportation Department</li> </ol>	<p><b>Challenge-Strength (CS) Strategies</b>  <b>Use strengths to avoid challenges</b></p> <ol style="list-style-type: none"> <li>1. Utilize quality staff to promote district pride to raise enrollment.</li> <li>2. Utilize quality staff to maintain buildings efficiently.</li> <li>3. Better promote benefits of being a Jay Schools employee.</li> <li>4. Use current staff to prolong technology life and use by adapting technology plan.</li> <li>5. Rely upon current transportation maintenance plans and staff to extend the life of current school bus fleet.</li> </ol>	<p><b>Challenge-Weakness (CW) Strategies</b>  <b>Minimize weaknesses and avoid challenges</b></p> <ol style="list-style-type: none"> <li>1. Continue looking at buildings with respect to declining enrollment.</li> <li>2. Use current and state funding to maintain physical building needs. Also consider bond projects for major future capital needs.</li> <li>3. Promote better long-term employment opportunities and benefits.</li> <li>4. Consider utilizing additional state loans for technology needs.</li> <li>5. Consider using additional school bus loans for replacing aging fleet.</li> </ol>



**TABLE 17. Effective Operations / Fiscal Responsibility**

**Target 5.1:** 90% of stakeholders will report “satisfied” or “highly satisfied” regarding degree to which Food Services Department provides: courteous service, a pleasant environment, cleanliness, efficient service, and healthy food choices.

**Strategy 5.1.1:** Ensure that the Food Service Department consistently provides balanced and nutritious meals, meets all requirements for health and safety, portion control, proper maintenance of kitchens and financial records, effective communication on healthy eating habits of meals and snacks, and provides payment flexibility.

**Evidence in Support of Strategy:** The Division of School and Community Nutrition Programs is the administering State Agency in Indiana for the United States Department of Agriculture’s Child Nutrition Programs. Among other programs these include: The National School Lunch Program,

School Breakfast Program, Special Milk Program, Child and Adult Care Food Program, Summer Food Service Program, and the Fresh Fruit and Vegetable Programs.  
<http://www.doe.in.gov/nutrition>

ACTION STEPS	WHO	WHEN	STATUS
1. Communicate the requirements of the Healthy Hunger Act to all stakeholders.	Food Service Director	Yearly	
2. Implement a Food Service Survey that seeks input regarding the factors mentioned in the target, above.	Food Service Director, Superintendent, Business Manager	Random	
3. Provide education regarding healthy nutrition using the Food Service Website and including activities and games in various sections (parent, student and teacher).	Food Service Director	Daily	
4. Engage in frequent and random Department of Health inspections.	Local Health Department	2 times a year	
5. Develop and regularly update a food safety plan with safety practices that emphasize good food safety, prevention of foodborne illness, proper kitchen maintenance, time and temperature control, personal hygiene, and prevention of contamination.	Food Service Director	Yearly	
6. Ensure sound fiscal safeguards and payment flexibility that includes online payments, school-based payments, and ability for parent monitoring of balance and student purchases.	Food Service Director, Parents	Daily	



8. Engage in USDA and state review of food service program.	School Nutrition Specialist, Food Service Director	2-3 years	
9. Participate in state monitoring of food service program.	State Specialist, Food Service Director	Yearly	

**Target 5.2:** 90% of stakeholders will report “satisfied” or “highly satisfied” regarding the degree to which the Transportation Department provides safe, efficient, and courteous service.

**CEOs:** Director of Transportation

**Strategy 5.2.1:** Ensure personnel, policies, and procedures that result in The Jay School Corporation Transportation Department providing cost-effective operations; high quality operating standards; professional integrity; environmental responsibility; education and promotion; and community involvement.

ACTION STEPS	WHO	WHEN	STATUS
1. Develop a replacement plan for buses.	Director	2017	
2. Ensure that 100% of buses pass State Police inspections.	Department	Annual/Semi	
3. Review and reduce routes if possible.	Director	Annual	
4. Recruit new drivers who meet state and federal standards expectations of the Transportation Department.	Department	On going	
5. Survey users regarding the indicators mentioned above in the target and use the results for continuous improvement.	Director	Director	
6. Implement work order system with inventory control.	Department	2018	



**Target 5.3:** 90+% of employees, parents, community members, and students will report “satisfied” or “highly satisfied” with the quality of our facilities.

**CEOs:** Business Manager, Director of Maintenance

**Strategy 5.3.1:** Develop a Comprehensive Facilities Plan and Service Assessment System that is maintained and updated annually for all buildings (electronic document).

**Evidence in Support of Strategy:** Castaldi (1994) writes: “The high cost of labor and the dwindling availability of energy places an extremely high value on the cost of maintenance and on the selection of energy-saving equipment.” Without planning and a proactive approach to maintaining the current facilities to operate at high levels while saving energy, costs to the corporation from high utilities would create a greater

burden on the school corporation and the taxpayer in the future. Our current facilities are very well-maintained and need to continue to perform at efficient levels. Without a plan that identifies current and future needs, the lack of planning will lead to unnecessary and expensive future costs to the corporation.

ACTION STEPS	WHO	WHEN	STATUS
1. Develop an action plan for a Facility Review Study.	Director	Summer 2017	Green
2. Develop a “Curb Appeal” Inspection Sheet.	Director	Summer 2017	Green
3. Replace lighting with LED units.	Maintenance Department	Projected 2020 for completion	Green
4. Complete deficiencies on our Facilities and Maintenance Study of Feb 2017.	Maintenance Department	Projected 2020 for completion	Yellow
5. Refine maintenance survey of 2017.	Director	Spring 2018	Green
6. Conduct an energy audit of buildings.	Director	Spring 2018	Green





**Target 5.4:** 85+% of stakeholders will report “satisfied” or “highly satisfied” with technology (equipment and services).

**CEOs:** Technology Department Administrators and other stakeholders where appropriate

**Strategy 5.4.1:** Solicit needs assessment data and satisfaction feedback in order to drive operations and purchasing decisions.

**Evidence in Support of Strategy:** An effective IT Asset Management (ITAM) program delivers significant benefits through IT cost management, increased agility and reduced risk. Gartner characterizes IT asset management as a framework and set of processes for strategically tracking and managing the financial, physical, licensing and contractual

aspects of IT assets through their life cycle.” This definition highlights three elements that are essential to realize the value of IT asset management: A focus on financial, contractual and physical data; The asset lifecycle; and, A process framework. [http://www.gartner.com/imagesrv/media-products/pdf/provance/provance\\_issue1.pdf](http://www.gartner.com/imagesrv/media-products/pdf/provance/provance_issue1.pdf)

ACTION STEPS	WHO	WHEN	STATUS
1. Develop and implement a Technology Department Survey.	Technology Department	Spring 2018	Red
2. Improve the current Work Order System.	Technology Department	2018	Red
3. Select a new Student Information System (SIS).	Technology Director, Business Director, Stakeholders	Fall 2018	Yellow
4. Expand the JSC 1:1 computer initiative.	Technology Coach and Technolgy Director	Fall 2018	Yellow





**Target 5.5:** Zero deficit spending (Be in the “Black” for General Fund Cash Flow) will occur while ensuring resources are available for all necessary school operations and obligations (including percent targeting student learning directly).

**CEOs Business Manager, Superintendent, Board of Trustees**

**Strategy 5.5.1.** Develop a dashboard that includes cash balance % targets and report results on monthly basis to Superintendent and Board of School Trustees.

**Evidence in Support of Strategy:** IC 20-29-6-3 Unlawful deficit financing

Sec 3 (a) It is unlawful for a school employer to enter into any agreement that would place the employer in a position of deficit financing due to reduction in the employer’s actual general fund revenue or an increase in the employer’s expenditures when the expenditures exceed the employer’s current year actual general fund revenue.

(b) A contract that provides for deficit financing is void to that extent and an individual teacher’s contract executed under the contract is void to that extent. As added by P.L.1-2005, Sec.13. Amended by P.L. 48-2011, Sec.13.

(c) How much cash does a business need to maintain? (10% of annual expenditures),

How much cash balance to maintain?

(d) How much cash balance does an Indiana Public School Corporation need to maintain in their General Fund? (8-12% of annual expenditures or 3 payrolls- IASBO Business Manager’s - accepted practice and Rule of Thumb goal) -

Educational Services Company, 3535 East 96th Street, Suite 126, Indianapolis, IN 46240- “A good rule of thumb is enough cash to cover three payrolls. ”

(e) How much cash balance does an Indiana Public School Corporation need to maintain in their General Fund ? “The 8% rule is a minimum as cash reserve and should remain as a steadfast financial goal. With HEA 1009 on the horizon (Jan 1, 2019), the rules as we currently know them are going to change.” - J.T. Coopman, Ed.D., Executive Director, IAPSS, One North Capital # 1215, Indianapolis, IN 46204.

(f) How much cash balance does an Indiana Public School Corporation need to maintain in their General Fund? “The most accepted rule of thumb is to have 5-8% cash balance in the General Fund. Some will argue that 8-10% is safer which it is, but the balance between acceptable savings and dollars held back is tricky. “ - David Holt, CFO MSD Warren Township/ IASBO Officer, Indianapolis, IN.

ACTION STEPS	WHO	WHEN	STATUS
1. Develop equipment replacement plans for Technology, Maintenance, Transportation, and Food Service Departments.	All Directors	2018	<span style="background-color: red; color: white;"> </span>
2. Measure actual general fund cash flow vs. prior year and budget. Provide feedback.	Business Manager	End Dec 2018	<span style="background-color: yellow; color: black;"> </span>
3. Identify areas in which reductions/cuts are possible and necessary.	Budget Control Committee	2017 / 2018	<span style="background-color: yellow; color: black;"> </span>
4. Generate a financial forecast model that projects cash flow and cash balance out to 3 years.	Business Manager	January 2018	<span style="background-color: green; color: white;"> </span>
5. Create a “Financial health” report for Jay Schools modeled on the Indiana Gen. Assembly’s Interim Study Committee on Fiscal Policy Analysis.	Business Manager	December 2018	<span style="background-color: red; color: white;"> </span>



# Jay School Corporation

Quality Schools...Caring Community.

1976 W Tyson Rd | Portland, IN 47371  
Phone: (260) 726-9341



[jayschoolcorp.org](http://jayschoolcorp.org)