

# Instructional Program Strategic Plan 2019-2025

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*Setting goals gives you long-term vision  
and short-term motivation. It focuses  
your acquisition of knowledge, and helps  
you to organize your time and your  
resources....*

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# MISSION

*To cultivate the BEST in personal growth and achievement*

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# VISION

**Providing the best in educational opportunities by...**

- *Sustaining a culture that supports the intellectual and developmental needs of all*
  - *Being committed to excellence in education and exceeding expectations*
  - *Building a safe, dynamic learning environment where all are valued and respected*
  - *Expanding our home-school-community partnerships*
  - *Operating in a fiscally responsible manner*
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# VALUES

**JE Eagles are...**

**J**ust and caring

*We will be fair and empathetic in our relationships with students, parents, community members and one another.*

**E**xcellent in all that they do

*We will experience achievement in all areas of the district.*

**E**thical in their behaviors

*We will act in accordance with the code of conduct.*

**A**ccepting of all

*We will embrace all members of the school community.*

**G**lobal thinkers

*We will consider how our actions affect one another and the world at large.*

**L**earners first

*We will be curious and seek knowledge to inform all that we do.*

**E**xaminers of why and how

*We will ask questions and make discoveries.*

**S**elfless

*We will put the need of others before our own.*

## Board of Education: Goals

- To be connected with the community by attending at least three student events throughout the year
- To be transparent in our oversight and respond to community questions and inquiries in a timely manner
- To utilize sound budgeting and fiscally responsible practices that reflect the financial values of the community to provide continual district stability, while ensuring we provide strong educational programs, new innovative opportunities, and maintain safe and efficient facilities
- To participate in continual shared learning and discussions with district leaders
- To assure achievement of these goals and make informed decisions, the Jordan-Elbridge School District Board of Education will continually monitor student achievement data and financial metrics throughout the year

## Jordan-Elbridge Central School District: Charge

- To systemically improve the district's PreK-12 math program as measured by student performance on the 3-8 state tests, district-authored summatives, regents exams, and the number of students earning an advanced regents diploma.
- To systemically improve the district's PreK-12 ELA program as measured by student performance on the 3-8 state tests, district-authored summatives, regents exams, and the number of students earning an advanced regents diploma.
- To provide students with the social and emotional learning necessary to be college and career ready as measured by the graduation rate.

## Jordan-Elbridge High School: Stretch Goals

- **By 2025, the 4 year-graduation rate will be at or above 95%.**
    - Current reality: The June 2019 graduation rate was 93%.
  - **By 2025, 75% or higher of every cohort will earn an advanced regents diploma.**
    - Current reality: 45% of the 2015 cohort earned an advanced regents diploma in June 2019.
  - **By 2025, the chronic absenteeism metric for all subgroups will be a level three or higher.**
    - Current reality: The chronic absenteeism metric for economically disadvantaged students is a level one.  
The chronic absenteeism metric for students with a disability is a level three.  
The chronic absenteeism metric for white students is a level one.
- Note: Chronic absenteeism under the Every Student Succeeds Act (ESSA) is defined as being absent at least 10% or more of the days a given student is enrolled in a particular district.

## Jordan-Elbridge Middle School: Stretch Goals

- **By 2025, 60% of all students will demonstrate proficiency on the NYS English/Language Arts 6-8 tests.**
  - Current reality: 2018 Grade 6 ELA test results 47% of the students demonstrated proficiency  
2018 Grade 7 ELA test results 26% of the students demonstrated proficiency  
2018 Grade 8 ELA test results 36% of the students demonstrate proficiency
- **By 2025, 60% of all students will demonstrate proficiency on the NYS Math 6-8 tests.**
  - Current reality: 2018 Grade 6 Math test results 36% of the students demonstrated mastery  
2018 Grade 7 Math test results 31% of the students demonstrated mastery  
2018 Grade 8 Math test results 22% of the students demonstrated mastery
- **By 2025, 90% of the students in each eighth grade cohort will pass all core area classes.**
  - Current reality: June 2019 results 66% of the 2015 cohort passed all core area classes
- **By 2025, the chronic absenteeism metric for all subgroups will be a level three or higher.**
  - Current reality: The chronic absenteeism metric for economically disadvantaged students is a level two.  
The chronic absenteeism metric for students with a disability is a level one.  
The chronic absenteeism metric for white students is a level one.

## Elbridge Elementary: Stretch Goals

- **By 2025, 60% of all students will demonstrate proficiency on the NYS English/Language Arts 3-5 tests.**
  - Current reality: 2018 Grade 3 ELA test results 49% of the students demonstrated proficiency  
2018 Grade 4 ELA test results 42% of the students demonstrated proficiency  
2018 Grade 5 ELA test results 28% of the students demonstrate proficiency
- **By 2025, 65% of all students will demonstrate proficiency on the NYS Math 3-5 tests.**
  - Current reality: 2018 Grade 3 Math test results 61% of the students demonstrated mastery  
2018 Grade 4 Math test results 45% of the students demonstrated mastery  
2018 Grade 5 Math test results 45% of the students demonstrated mastery
- **By 2025, the chronic absenteeism metric for all subgroups will be a level four.**
  - Current reality: The chronic absenteeism metric for economically disadvantaged students is a level four.  
The chronic absenteeism metric for students with a disability is a level three.  
The chronic absenteeism metric for white students is a level two.