

Judson Independent School District
District Improvement Plan
2017-2018



Board Approval Date: November 16, 2017

Mission Statement

All Judson ISD students will receive a quality education enabling them to become successful in a global society.

Vision

Judson ISD is Producing Excellence!

Judson ISD Values

Students First

Teamwork

Accountability

Results-Oriented

Loyalty

Integrity & Mutual Respect

Safe & Secure Environment

Two-way Communication

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Demographics

Demographics Summary

The Judson Independent School District (JISD) encompasses 56 square miles and currently serves the incorporated cities of Converse, Kirby, Selma, portions of Live Oak, Universal City, San Antonio, and Schertz. Preliminary 2017-2018 PEIMS data shows 23,059 students enrolled at 31 campuses as compared to the 2016-2017 Fall PEIMS submission, reporting JISD with a student population of 23,037 and 31 campuses. JISD is the fourth largest school district in Bexar County.

The 2017-2018 beginning of the year preliminary student population by race is 56% Hispanic/Latino, 21% are African American, 16% are White, 4% are Two or More Races, 2% are Asian, 0.4% are Pacific Islander and 0.3% are American Indian or Alaska Native.

2016-2017 PEIMS submission data reported students with disabilities make up 10.4% of the district's population, 29.3% are in the Career and Technical Education program and 8.8% are in the Bilingual/ESL education program. In the 2016-2017 school year, 6.7% of the JISD student population were identified as Gifted and Talented, 63% were Economically Disadvantaged and 75% were At-Risk.

Demographics by Race

School Year	Total Enrollment	African American	Hispanic	White	American Indian/Alaskan	Asian	Pacific Islander	Two or More Races	Eco Dis	ELL	At-Risk
2017-2018	23,144	21.0%	56.0%	16.0%	0.3%	2.0%	0.4%	3.7%	TBD	TBD	TBD
2016-2017	23,037	21.5%	56.7%	15.9%	0.3%	1.9%	0.4%	3.4%	63.3%	9.1%	75.0%
2015-2016	23,286	22.0%	56.6%	15.6%	0.3%	1.8%	0.3%	3.4%	65.0%	9.0%	77.4%
2014-2015	23,292	22.5%	55.7%	16.0%	0.3%	1.9%	0.4%	3.3%	63.3%	8.7%	73.4%

2013-2014	22,928	23.2%	54.8%	16.4%	0.3%	1.8%	0.3%	3.2%	70.5%	8.2%	64.6%
2012-2013	22,576	24.0%	52.8%	17.8%	0.3%	1.7%	0.3%	3.1%	62.4%	8.1%	55.8%
2011-2012	22,460	24.8%	51.5%	18.3%	0.4%	1.8%	0.3%	2.9%	63.9%	8.0%	53.3%
2010-2011	22,016	24.6%	50.5%	19.6%	0.3%	1.9%	0.3%	2.9%	59.8%	7.8%	58.7%

Enrollment by Program

School Year	BE/ESL	CTE	GT	SPED
2017-2018	TBD	TBD	TBD	TBD
2016-2017	8.8%	29.3%	6.7%	10.4%
2015-2016	8.9%	27.2%	7.2%	10.3%
2014-2015	8.7%	24.2%	7.5%	9.8%
2013-2014	8.2%	22.2%	7.8%	9.7%
2012-2013	7.7%	24.9%	7.9%	9.3%
2011-2012	7.4%	24.6%	7.5%	9.4%
2010-2011	7.0%	25.1%	7.7%	9.6%

JISD continues to increase student participation in Career and Technical Education (CTE) programs since 2013. As of the 2016-2017 school year, 29.3% of secondary students are enrolled in CTE courses.

In response to continuing student growth and overcrowding in several schools, JISD taxpayers successfully passed a bond to build two new elementary schools. Escondido North Elementary will open in the Fall of 2018 and provide relief on the south end of the district. Wortham Oaks Elementary will open in December of 2018 and provide relief to the north end of the district.

Judson ISD has continued to increase the percent of students that graduate on time for the past four years. The Four-Year Graduation rate for the class of 2016 was 87.7% in comparison to Class of 2013 at 84%. Every sub-population with the exception of African American showed an increase in the Four-Year graduation rate from the previous year.

Four-Year Longitudinal Graduation Rate

	Class of 2013	Class of 2014	Class of 2015	Class of 2016
All Students	84.0%	85.5%	87.2%	87.7%

African American	84.4%	88.2%	88.5%	87.3%
Hispanic	84.4%	84.0%	86.8%	87.1%
White	80.6%	84.2%	84.7%	88.5%
Asian	90.0%	90.0%	90.9%	92.3%
Two or More Races	93.9%	91.1%	90.0%	97.1%
SPED	71.1%	67.7%	73.2%	76.0%
Eco Dis	84.3%	87.5%	86.8%	88.6%
ELL	71.7%	71.4%	81.5%	82.5

As reflected in the chart below, participation in Advanced and/or Dual Credit courses is on an upward trend.

Student Enrollment in Advanced and Dual Credit Courses											
School Year	All students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	SPED	ECO	ELL
2015-2016	32.8	28.5	32.8	36.7	25	44.1	25	41.0	11.0	30.4	22.7
*2014-2015	30.4	27.8	29.5	34.2	47.1	41.6	46.2	38.9	8.2	27.7	18.8
2013-2014	33.7	30.8	32.2	38.7	27.8	48.8	35.3	47.1	12.2	29.8	21.2
2012-2013	28	26	26.9	31.3	25	39.5	25	39.7	5.6	24	19.4
2011-2012	24.4	21	24.5	25.4	6.7	46.9	12.5	37.2	3	20.7	16
2010-2011	25	22	24.2	27.8	22.2	39.3	33.3	37.4	3.2	21.5	17

2016-2017 data not reported on 2017 TAPR

Demographics Strengths

JISD continues to increase student participation in Career and Technical Education (CTE) programs since 2013. As of the 2016-2017 school year, 29.3% of secondary students are enrolled in CTE courses.

In response to continuing student growth and overcrowding in several schools, JISD taxpayers successfully passed a bond to build two new elementary schools. Escondido North Elementary will open in the Fall of 2018 and provide relief on the south end of the district. Wortham Oaks Elementary will open in December of 2018 and provide relief to the north side of the district.

Demographics Needs

Several elementary schools are capped due to overcrowding which is caused by the steady growth of the district. For financial reasons, the JISD Board of Trustees recently approved an increase in class sizes. For the 2017-2018 school year, the K-4 grades will have a 24-to-1 student-to-teacher ratio, and the 5th grade classes will have a 28-to-1 student-to-teacher ratio. Secondary classes have a 30-to-1 student-to-teacher ratio.

Proper and accurate identification must occur for JISD special programs, especially with populations such as students with disabilities, gifted and talented, bilingual education, at-risk and ESL students. JISD continues to grow in student and staff diversity. JISD needs to extend the Cultural Sensitivity training to all staff by implementing training district-wide. Training for administrators and counselors started in 2013-2014 and 2014-2015, in response to the need, additional training was offered to teachers and staff across the district during summer offerings from an expert, Dr. Kimberly McLeod, who specializes in Cultural Sensitivity training. Many teachers attended training to gain more knowledge to work with students and families.

The representation of the Gifted and Talented student population is not reflective of the student population of the total district. The number of Gifted and Talented students who are identified as economically disadvantaged is 45.3% as compared to the district's economically disadvantaged student population of 63.28%. The number of English Language Learners (ELL) receiving Gifted and Talented services in JISD is 5.8% of student population as compared to the 9.13% of JISD's English Language Learners. There is a need to close the identification gap of ELL and SES students receiving Gifted and Talented services.

Student Achievement

Student Achievement Summary

Based on the 2016-2017 STAAR/EOC assessment spring data, Judson ISD received an overall accountability rating of "Met Standard", with sixteen campuses receiving one or more distinction designations in Mathematics, Reading/ELA, Science, Social Studies, Top 25% student progress, Top 25% Closing Performance Gap and/or Postsecondary Readiness categories.

One elementary campus, Woodlake Elementary, was rated by TEA as Improvement Required. There was a district overall increase in assessment results in math, science, and social studies while there was a slight decline in reading and writing on state assessments.

According to the 2017 System Safeguard report, students with disabilities did not meet the target of 60% in all content areas. The district also missed system safeguards in writing for African American, economically disadvantaged, and ELL students. ESL students did not meet Systems Safeguards in the areas of reading and social studies. The district failed to meet the Federal Graduation Status Target for All Students, African Americans, Hispanics, and Special Education students subgroups.

Student performance is also measured within CTE, SPED, ELL, and NCLB areas and is reported on the Performance-Based Monitoring Analysis System report (PBMAS). PBMAS is designed to determine how smaller student population groups are performing on state assessments and analyze areas such as the numbers of students assigned to Out of School or In-School Suspension. (OSS or ISS).

Student Achievement Strengths

JISD received a "Met Standard" rating for 2017 State Accountability. In addition to ratings, the State also released a System Safeguards Report which measures achievement, participation and graduation rates. JISD meet 83% of the System Safeguards in 2017. As reflected in the STAAR Performance chart below, most demographic populations showed a slight increase in performance for the All Subjects category. The science, mathematics and social studies subjects showed improvement in the all students and most demographic populations.

Judson Early College Academy continues to excel on state assessments. JECA received seven out of seven available TEA Distinction Designations for excellence in student achievement. At the elementary level, Crestview Elementary earned TEA Distinctions in five of five available Distinction Designations.

Crestview Elementary was awarded the National Blue Ribbon School of Excellence Award in September 2017.

STAAR Percent at Approaches Grade Level or Above
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	Year	State	All JISD students	African American	Hispanic	White	American Indian/ Alaskan	Asian	Pacific Islander	Two or More Races	SPED	Eco Dis	ELL
All Subjects	2017	75%	72%	65%	72%	79%	71%	85%	74%	76%	38%	67%	60%
	2016	75%	70%	64%	70%	77%	68%	85%	81%	75%	34%	66%	57%
	2015	77%	77%	71%	76%	84%	73%	82%	74%	85%	45%	72%	59%
	2014	77%	72%	67%	72%	81%	73%	84%	83%	78%	50%	69%	60%
Reading	2017	72%	69%	62%	69%	76%	69%	79%	71%	74%	32%	64%	59%
	2016	73%	70%	63%	69%	77%	73%	86%	79%	78%	33%	65%	55%
	2015	77%	77%	72%	77%	85%	71%	82%	78%	88%	46%	73%	61%
	2014	76%	74%	68%	73%	82%	78%	80%	77%	81%	52%	70%	58%
Mathematics	2017	79%	74%	66%	75%	80%	72%	90%	85%	77%	42%	70%	74%
	2016	76%	70%	63%	71%	78%	61%	87%	82%	74%	35%	67%	64%
	2015	81%	77%	72%	77%	83%	*	90%	56%	80%	42%	74%	59%
	2014	78%	72%	64%	72%	80%	73%	84%	89%	77%	50%	68%	66%
Writing	2017	67%	63%	57%	63%	71%	40%	85%	57%	63%	28%	57%	59%
	2016	69%	64%	59%	63%	70%	56%	79%	64%	69%	29%	59%	52%
	2015	72%	71%	65%	71%	75%	86%	82%	*	78%	23%	66%	64%
	2014	72%	64%	58%	63%	70%	*	81%	50%	71%	42%	59%	55%
Science	2017	79%	78%	73%	77%	85%	84%	89%	80%	85%	46%	74%	70%
	2016	79%	74%	68%	74%	82%	78%	89%	94%	75%	37%	71%	54%
	2015	78%	78%	73%	78%	87%	67%	82%	81%	84%	51%	74%	58%
	2014	78%	75%	69%	75%	85%	71%	93%	95%	81%	52%	72%	63%
Social Studies	2017	77%	73%	72%	70%	83%	88%	90%	56%	73%	46%	68%	51%
	2016	77%	70%	66%	68%	79%	86%	76%	90%	77%	36%	64%	40%
	2015	78%	76%	72%	76%	86%	*	77%	75%	87%	55%	70%	42%
	2014	76%	73%	73%	69%	84%	60%	89%	92%	76%	52%	68%	47%

In June 2017, TEA released the priority/focus list which will be in effect for one year only. During school year 2017-2018, the state will prepare to

implement the requirements under ESSA for school year 2018–2019 and utilize school year 2017–2018 as a transition year. During the transition year, the agency will identify new priority and focus campuses for school year 2017-2018 only, continue to develop an aligned system of state and federal identification and interventions, and provide technical assistance and resources.

Schools currently identified for improvement under state accountability receive intervention requirements and resources through the framework of the Texas Accountability Intervention System (TAIS), which includes the continuous improvement process of data analysis, needs assessment, improvement planning, and implementation and monitoring. Schools identified for improvement under federal accountability receive these same intervention requirements and resources through the TAIS framework. Additionally, schools identified for improvement under federal accountability receive funding through the Title I, Section 1003 School Improvement Priority/Focus grant.

Districts with identified priority and focus schools are eligible to receive supplemental funds through the Title I, Section 1003 School Improvement Priority/Focus grant on behalf of their priority and focus schools. Funding allocations per district will be calculated based on the number of eligible priority and focus schools within the district and include the number of students enrolled on the campus (SY2016-2017). Schools identified by TEA as Priority/Focus schools for 2017-2018 are; Mary Hartman, Eloff, Paschall, Candlewood, Hopkins, Park Village, Former Improvement Required (FRI), Woodlake Hills Middle School and Metzger Middle School. Woodlake Elementary is identified as an Improvement Required (IR) school.

Student Achievement Strengths

JISD received a "Met Standard" on TEA STAAR/EOC accountability rating for 2017. Another accountability system is the Federal System Safeguards Standards which measures achievement, participation and graduation rates. JISD met 86% of the System Safeguards in 2017.

Judson Early College Academy continues to excel on state assessments. JECA received seven out of seven available TEA Distinction Designations for excellence in student achievement. At the elementary level, Crestview Elementary earned TEA Distinctions in five of five available Distinction Designations.

Student performance is also measured within CTE, SPED, ELL and NCLB areas and is reported on the Performance-Based Monitoring Analysis System report (PBMAS). PBMAS is designed to determine how smaller student populations groups are performing on state assessments and analyze areas such as the numbers of students assigned to OSS and ISS.

JISD continues to participate in SAT School Day. All juniors and seniors are provided the SAT during the school day. Students take the SAT in March as juniors and again in October of the following year as seniors. Longitudinal data shows an increase of 16% in the number of students who earn a composite score of 1000 or greater from the 10th grade PSAT to the 12th grade SAT.

SAT Participation (Exams taken by 11th and 12th grade students)

	Juniors	Seniors
2016-2017	1460	1019

2015-2016	1287	1188
2014-2015	391	1168
2013-2014	445	263

PSAT/NMSQT (October 2015) vs. SAT (March 2016/October 2016) performance for Class of 2017.

	320-590	600-790	800-990	1000-1190	1200-1390	1400-1600
11 th PSAT/NMSQT	3%	33%	44%	18%	3%	0%
11 th SAT	2%	27%	43%	22%	6%	3%
12 th SAT	1%	20%	42%	29%	7%	1%

PSAT/NMSQT (October 2015/October 2016) vs. SAT (March 2016/October 2016) performance for Class of 2018.

	320-590	600-790	800-990	1000-1190	1200-1390	1400-1600
10 th PSAT/NMSQT	4%	38%	46%	11%	1%	0%
11 th PSAT/NMSQT	3%	26%	45%	23%	3%	0%
11 th SAT	1%	22%	47%	25%	5%	0%

Student participation in AP exams increased by 9.5% from 2016. The number of exams taken also increased. The number of students earning at least one passing score on an AP exam increased slightly from 137 to 139.

Advanced Placement Participation and Performance (exams not classes)

	2011	2012	2013	2014	2015	2016	2017
Participating Students	493	475	408	418	331	488	509
Number of Exams	819	805	650	612	527	813	852
Students with at least one 3+	222	225	193	170	104	137	139
Total Exams with 3+	309	315	273	224	142	198	185

Student Achievement Needs

2017 STAAR report from TEA shows an academic decline in several of student groups in reading, math, and writing. Overall as a district, there was a decline in reading and writing scores as a whole. Reading comprehension and use of inference skills with text-evidence within paired passages continues to be a struggle for many students. Further analysis of data at the campus level revealed that the district does not have a systemic way to teach reading and is

lacking resources to support students with different reading levels. Writing scores in many schools across the district declined. A further analysis of the writing data concluded that the district does not have an effective program that focuses on not only crafting a composition but focuses on revising and editing. As the state pushes for a more rigorous accountability system, a more focused depth of knowledge and rigorous instruction must occur across the district to support student growth as measured on state assessments.

The District System Safeguard showed that Special Education students continue to miss the index target of 60% in all subjects whereas ESL struggles in reading, writing, and social studies. These populations also showed a gap in performance from the state target on PBMAS in all subjects. There is a strong need for teachers to provide differentiated instruction that is aligned to the TEKS to meet the needs of these learners.

District 2017 STAAR performance of student groups (ESL/SPED) in Reading was 53.1% for ESL, 37.0% for SPED in grades 3-8, and 24.9% for SPED in EOC.

Discretionary Out of School Suspensions (OSS) Placements (12.8 %) for students with disabilities in K-12 did not meet 2016 PBMAS Standards (6%). Out of School Suspensions (OSS) impact overall student achievement negatively. Action plans incorporating creative and unique methods were developed in 2016-2017 school year for the district and each campus experiencing high OSS referrals. The results of action plan implementation reflected in a decline in the number of students assigned to OSS in the 2016-2017 school year. OSS placements for students with disabilities continues to be a need. the number of student assigned to ISS in 2016-2017 took an increase based on preliminary data. While the 2016-2017 PBMAS report will reflect a "data report only" for the ISS/OSS placements, the 2017-2018 data will be counted in the performance of the district. The PBMAS Focus Committee will target goals for reducing ISS placements for students with disabilities and monitor the OSS placements for students with disabilities. Sending weekly reports to district and campus level leaders has been effective in staying abreast of the ongoing ISS/OSS weekly data.

A sub-group that continues to grow for the district is the migrant population. JISD is in a Shared Service Agreement with Region 20 and many of our migrant students receive various support services provided by Region 20. The migrant student group did not meet expectations as measured on the 2016 PBMAS report for reading. This group needs to be more closely monitored to ensure students are receiving the needed supports and are successful on state testing. 2017 PBMAS report will be released in December 2017.

District Culture and Climate

District Culture and Climate Summary

JISD is committed to fostering a nurturing positive culture and climate at each school to ensure a safe teaching and learning environment for teachers and students. The district leadership works collaboratively with students, parents and schools to provide a safe teaching and learning environment.

A committee that meets regularly with the goal to find ways to improve the overall health and wellness of the district's student population is the School Health Advisory Committee (SHAC).

The Judson ISD Police Department provides a visible and positive image for law enforcement by serving as a confidential source of counseling to students concerning the problems they face in today's society. Judson ISD Police Department brings expertise into schools to help young people make more positive choices in their lives no matter what the students may be facing in society. We are a culture-based school district and provide a safe and secure environment for students, staff, and citizens while individuals are on school property during the school day or are participating in school-sponsored /school-related activities during times that differ from the normal school day. Judson ISD Police Department is a specialized unit for school district policing. We maintain an atmosphere where teachers feel safe to teach and students feel safe to learn.

JISD Human Resources Department has convened a committee to gather employee separation information.

In 2016-2017 the Professional Development Department continued the initiative called "New Teacher Academy" to assist all inexperienced teachers new to the district. The meeting times were made accessible to allow teachers to attend at a convenient time to accommodate their schedules. This initiative will continue for 2017-2018. Each campus will have a Lead Mentor assigned to support the new teacher mentor/mentee program for new to the profession teachers. The district Professional Development Coordinator will support the Lead Mentors at each campus.

District Culture and Climate Strengths

Judson ISD Police Department protects and serves an estimated 23,000 employees and students and 56 square miles of Northeast San Antonio, Bexar County. Judson ISD Police Department works closely with all counties and municipalities to establish clear protocols to follow when there is an area crisis and a need for first responders. Our Memorandum of Understanding (MOU) is articulated to assist all first responders when called upon and outlines the established additional training with eight entities including our Alamo Area Metro SWAT team. Our Judson ISD Police Department goal is to provide a safe and secure environment at all times.

The Department of Special Education has a behavior specialist assigned to work with students with disabilities at JCARE, Candlewood Elementary and Woodlake Elementary.

District Culture and Climate Needs

To ensure all JISD schools are aligned in providing a safe teaching and learning environment, the District needs to embrace an initiative that supports and recognizes good student behavior. One that has been recommended but needs more data before it is recommended for district-wide implementation is the Positive Behavior Intervention and Support (PBIS) model and/or Restorative Discipline. Several schools are currently implementing the PBIS program and the district will use the data from those schools to evaluate its effectiveness and positive growth. The data will assist in determining if the District moves to implement PBIS at other schools. The number of students assigned to ISS/OSS/DAEP continues to be a concern as reported by the PBMAS Focus committee. Further, the monetary loss to the district for OSS placements impacts the overall financial resources available to schools. In the 2016-2017 school year, students in third grade and below were no longer permitted to be suspended from school for discretionary discipline actions. Campus administrators continue to be encouraged to seek other strategies to OSS.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

JISD annually recognizes district staff employees, not serving as teachers or librarians, who exhibit the values and commitment of “Producing Excellence” in Judson ISD through the **Spirit of Judson Award**. Employees are nominated by their peers for demonstrating exceptional performance and commitment to the education of all students in Judson ISD. The intent of this award is to identify, select, and celebrate staff members who epitomize the image of a high quality Judson ISD employee. The awards celebrations are held in the fall and the spring of each year.

According to the 2016-2017 TEA Texas Academic Performance Report (TAPR) district profile, Judson ISD staff consisted of 3,102.1 total employees: 1371.8 or 44.2% are teachers, 518.2 or 16.7% are professional support, 85.7 or 2.9% are campus administration and 9 or 0.3% are central office administration. The Board of Trustees consists of seven elected members who serve four-year terms of office.

The teachers currently serving JISD have an average of 9.6 years of teaching experience and an average of 5.8 years in JISD. 30.1% of teachers have a Masters degree and .3% have a doctoral degree. The average number of students per teacher declined slightly from 17.2 in 2015-2016 to 16.8 in 2016-2017. Judson ISD continues to have a larger student-to-teacher ratio as compared to the state average of 15.1 students-to-teacher ratio.

Campuses and district departments collaborate regularly to provide and support a variety of learning opportunities for all employee groups. Staff members of the district have the opportunity to learn through after-school learning opportunities, campus professional learning, summer professional learning, online courses, conferences, and district-sponsored learning opportunities focused on building capacity and promoting student achievement. Paraprofessional training has been provided on various topics during professional development days and throughout the year based on input from paraprofessional staff.

Currently, the 2017 TAPR indicates the turnover rate for teaching staff has decreased from 25.1% in 2016 to 17.2% in 2017. The 17.2% turnover rate continues to be above the state average of 16.4%.

% of Teaching Staff by Ethnicity								
School Year	# of Staff	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
2016-2017	1,371	16.9	31.2	49.3	0.2	0.0	0.0	1.3
2015-2016	1,355	17.9	38.9	40.6	0.3	1	0	1.3

2014-2015	1,518.4	15.6	30	51.9	0.2	1.1	0	1.3
2013-2014	1,335.3	16.2	28.1	53.2	0.4	0.8	0.1	1.2
2012-2013	1,301.9	15.1	28.1	54.2	0.3	0.8	0.2	1.3
2011-2012	1,348.4	14.2	27.5	56.2	0.2	0.9	0	0.9
2010-2011	1,437.1	13.9	27.2	56.4	0.2	1.1	0	1.3

Teacher Retention Rate	
School Year	%
2016-2017	17.2
2015-2016	25.1
2014-2015	17.6
2013-2014	22.8
2012-2013	19.2
2011-2012	17.5
2010-2011	17.5

% Teachers by Highest Degree Held				
School Year	No Degree	Bachelors	Masters	Doctorate
2016-2017	2.2	67.3	30.1	0.3
2015-2016	2.4	67.1	30.4	0.1
2014-2015	3.8	65.1	30.9	0.3
2013-2014	1.2	68.2	30.1	0.4
2012-2013	3.8	67.6	28.2	0.4
2011-2012	2.6	68.3	28.7	0.4
2010-2011	2.8	70.7	26.1	0.3

Judson ISD Police Department consist of 28 Texas Peace Officers mandated by the Texas Commission of Law Enforcement (TCOLE) to hold licenses with the required continuing education certifications. The Judson ISD School Board withholds our commission and is controlled by the Board of Trustees of Judson ISD. Our staffing consist of one Police Chief, one Lieutenant, one Sergeant, one Corporal, one Detective, 23 Officers and one civilian dispatcher. Our performance in operations is exceptional due to the extensive training officers receive yearly. During the summer of 2017, all Judson ISD Police Officers were trained in House Bill 2684 which requires that all law enforcement officers who provide any services to school districts, must be certified in the following areas:

- Child and adolescent development and psychology;
- Positive behavioral interventions and supports, conflict resolution techniques, and restorative justice techniques;
- De-escalation techniques and techniques for limiting the use of force, including limiting the use of physical, mechanical, and chemical restraints;
- The mental and behavioral health needs of children with disabilities or special needs; and

- Mental health crisis intervention.

Judson ISD Police Officers have many opportunities for training throughout their service years. When recruiting for new officers, we search for new and experienced law enforcement officers. We are well-rounded and have seven veteran officers who have been in JISD for 15 plus years. Our retention and recruitment focus allows each employee to know that JISD is family! The JISD Police Department strives to provide an excellent service not only to our students and community, but also to our employees of JISD.

Staff Quality, Recruitment, and Retention Strengths

The district has adopted a new compensation plan with competitive salaries that attracts qualified applicants to apply for jobs in the district. Once in the district, employees have various opportunities for advancement. The district offers an administrative program called Judson Leadership in Educational Administration Program (JLEAP) for aspiring teacher leaders. JISD is proud to sustain the JLEAP program that has been in existence since 2001.

The Human Resources department has been monitoring a live data base to study the retention rates of teaching staff. The chart below shows the current 2016-2017 live data reported by the HR Department indicating the reasons for teacher resignations.

2016-2017 Actually Teacher Data

Total number of JISD teachers	Total number of teacher resignations:	% of JISD teacher turnover:	Left teaching profession	% of teachers leaving the profession	Left for other opportunities	% of teachers leaving for other opportunities
1605	224	13.95%	109	48.66%	115	51.34%

Our 2016-2017 district ethnicity of teaching staff had an increase in the white teaching staff from 40.6% in 2016 to 49% in 2017. There was a decrease in the Hispanic teaching staff from 38.9% in 2016 to 31% in 2017. This decline widens the gap between Hispanic teaching staff demographic of 31.2% to the student demographics of 56.7% . There appears to be an up and down trend that is not consistently alignment to our student demographics. Our African American student populations (22.6%) most closely mirrors our teaching staff demographics despite the 1% decrease to 16.9% African American teachers.

JISD Human Resources Department is researching the possibility of implementing a Master Teacher Program to grow, recruit and retain exceptional experienced teachers.

With the recent salary study conducted by TASB, JISD officers were given a salary adjustment which matched with our surrounding agencies. The district has always tried to place competitive salaries that attracts qualified applicants to apply for law enforcement jobs in the district. The TASB study was a retention strength for JISD Police Department. We do have a weak retention within our department due to no advancement in command staff. We have loyal committed command officers who have longevity with Judson ISD and plan to retire from JISD. This leaves no advancement opportunities for the

younger officers within our department. The current trend is that they choose to leave anywhere from 2-5 years to another law enforcement job for opportunity of advancement as a command staff law enforcement officer. We will seek alternative strategies to retain our valued officers.

Our campus leadership leads by example. JISD Officers have been encouraged by staff/administration to complete their education and become educators. We recently had three officers resign from JISD to become educators at SAISD and Seguin ISD to teach students in the Criminal Justice program under Career and Technical Education (CTE). Judson ISD Police Department currently has one officer working on his Master's Degree and two officers working on their Bachelor's degree.

Chief Ramon has been given many tasks along the line during the 2017-2018 school year. Judson ISD is proud of her election as the Texas School District Police Chiefs Association's 1st (Female) President. The Association was established in 1996. At the 2018 Texas School District Police Chiefs' Conference in July, Chief Ramon will host the conference in Corpus Christi, Texas focusing on special education and de-escalation techniques for educators and law enforcement. Chief Ramon will co-present session "You have an SRO, Now what" with presenter Michelle Parsons. (SRO) School Resource Officer

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Campuses with the highest poverty and highest minority students have the least experienced teachers and demonstrate the lowest student performance. **Root Cause:** Lack of incentives, (monetary or otherwise), to teach at high poverty and high minority campuses.

Problem Statement 2: Campuses with the highest poverty and highest minority students have the least experienced teachers and demonstrate the lowest student performance. **Root Cause:** The District does not have a systematic long range plan that consistently provides ongoing specialized professional development for teachers at high poverty and high minority campuses.

Problem Statement 3: Campuses with the highest poverty and highest minority students have the least experienced teachers and demonstrate the lowest student performance. **Root Cause:** There is a lack of positive school culture including opportunities for recognition and leadership roles, professional growth, and a lack of district support on campuses.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Judson ISD consistently strives to ensure that all students receive daily, high quality instruction that is tightly aligned with the State Standards (TEKS). The district utilizes the TEKS Resource System to provide an instructional scope and sequence in the core content areas for grades Kindergarten through High School. The curriculum guides and maps are comprised of the following rigorous curriculum design strategies: using inference and critical thinking skills, problem solving, journaling and expository writing, embedded process standards, and vocabulary development. Teachers receive continuous professional development in Assessment for Learning strategies (i.e. Checking for Understanding, Quality Questioning, and Depth of Knowledge) to ensure high quality instruction is delivered and formative assessments are implemented in classrooms. Benchmarks are administered each semester as diagnostic tools to measure students' academic performance. Teachers monitor and adjust instruction based on the assessment data. Academic Leaders meet to plan additional strategies to provide to campus based teachers through a Trainer of Trainers (TOT) model to ensure quality professional development is presented on each campus.

RTI Facilitators at each campus are instrumental in ensuring that students in need of additional instructional and/or behavior interventions are provided with sound interventions using weekly progress measures with fidelity prior to determining if a referral to a special program such as dyslexia or special education is necessary.

In response to the 2017 student achievement data, additional support teachers and Academic Facilitators have been added to some Title 1 schools to provide services to the at-risk and academically struggling students.

Federal Title funds over the prior two years are displayed in the chart below.

Entitlement	2016	2017	% Change
Title I	\$4,830,282	\$4,553,008	-6%
Title II	\$367,931	\$585,064	+59%
Title III	\$180,804	\$196,915	+8.9%

Total allocations for Title I salaries is \$3,114,113.85

Beginning in the 2017-2018 school year, students and teachers received new instructional materials for Career and Technology Education CTE and Languages other than English (LOTE) courses through Proclamation 2017. The CTE and LOTE programs have not received new updated instructional materials since 2004. Most instructional materials purchased have an online digital component for students and teachers. Secondary schools were involved in the review and selection process as outline by TEAs Proclamation 2017 guidelines for selecting new instructional materials. Teachers eligible to vote made the final determination of the selected titles that were thereafter approved for purchase using IMA funds by the JISD Board of Trustees.

Curriculum, Instruction, and Assessment Strengths

Based on the 2017 STAAR and EOC reports, measurable curriculum strengths are evident in the district. The **ALL STUDENT** group data summaries show performance increases in some content areas on STAAR. Implementation of The Reader's Workshop Model in grades 3-8; Mathematics and Science Gradual Release Instructional Model for grades 6th-High School and the SELFIE Problem Solving math strategies will continue to be implemented in schools. The two district level RtI Specialist positions are available to provide support to campus RTI Facilitators to ensure compliance with federal and state requirements of RTI and to improve student achievement.

The 2017 ELL Summer Camp provided literacy support for two Middle School ELL student groups: (1) 2016-2017 5th grade ELL students (to bridge the 6th grade middle school transition gap) and (2) 2016-2017 6th and 7th grade ELL students. The overarching goal for the 2017 ELL Summer Camp was to increase students' academic vocabulary across content areas using a technology integration approach.

The 2017 ELL Summer Institute provided literacy support for two Middle and High School ELL student groups: (1) 2016-2017 8th grade ELL students (to bridge the 9th grade high school transition gap) and (2) 2016-2017 9th through 11th grade ELL students who have attended U.S. schools for four years. The primary goal for the 2017 ELL Summer Institute was to improve students' academic vocabulary instruction to prepare the ELL students for future success on the 2017-2018 EOC assessments. A technology integration approach was used as a key instructional tool during the ELL Summer Institute.

All campuses have access to the Eduphoria Data System to support data disaggregation and to make data-driven decisions for students. Based on feedback from several schools in JISD who utilized the All In Learning program in 2016-2017, eighteen JISD campuses will continue using the All In Learning program to support classroom instruction and data-driven decision making in 2017-2018. Usage data will be collected to determine the program's effectiveness and impact on student achievement. The All-In-Learning program was funded partially from Instructional Materials Allotment (IMA) funds and campus local funds.

The Early College High School designations for Wagner High School, Judson High School and Veterans Memorial High School were approved by TEA in 2016. The three Early College High Schools (ECHS) in JISD offered three ECHS courses in the spring of 2017. The planning process is underway to offer additional ECHS/Dual Credit courses in the spring of 2018. College credit courses for each new Early College High School (ECHS) were offered for the second cohort in the fall of 2017. Each ECHS will offer Dual Credit and Early College courses in the spring of 2018 for a 9th grade cohort of approximately 200 students combined for the three Early College High Schools. JISD is currently in discussion with the Board of Trustees and Northeast Lakeview College regarding the future design of the Early College High School programs.

Judson ISD utilizes the Edgenuity Credit Recovery program at all high schools to support students in need of regaining lost credits due to failure to obtain a passing grade to attain credit. The Edgenuity program has an initial credit component that is offered through the Optional Flexible School Day Program (OFSDP) at Wagner and Judson High Schools. The State Compensatory Education program is designed to reduce the drop-out rate. Students attend school four days a week in the evenings. The Edgenuity Credit Recovery Program is also used at JLA, JCARE and the Ayers House.

All campuses have a Certified Academic Language Therapist or Therapist in Training who provides Dyslexia services and supports to students identified with dyslexia. These professionals are specialists in the field of dyslexia. The therapists are able to keep teachers and staff abreast of the latest research and effective teaching strategies from the field of dyslexia.

Family and Community Involvement

Family and Community Involvement Summary

The Family and Community Engagement Initiative in JISD has been on a 21st century communication fast track over the last few years, creating a more engaging and innovative approach to communication and family involvement.

The District has multi-faceted, high-tech communication systems in place for students, parents, community members and all other stakeholders. These systems include District newsletters, District/school websites, Bright Arrow, JISD Connect App, JBLOG, PeachJar and Parent Center. Additionally, the frequently updated JISD website provides all stakeholders with the tools they need to stay informed of all activities, events, and opportunities to contribute to the education of our students. Beginning in the 2017-2018 school year, JISD introduced Direct Chat, an interactive communication program where any stakeholder may share comments, concerns and ask questions. The stakeholder should expect a response within 72 hours.

JISD engages in a variety of strategies to encourage family participation in their children's education, promote volunteerism and actively recruit support from business partners. With the financial support of Title I, campus leaders seek to involve parents in an effective home-school partnership in order to provide the best possible education for all students. Over the course of the last year, JISD has established a living roster of parent/family leaders from across the district, representing all school levels. District-wide, quarterly family meetings have begun and a formalized Family and Community Engagement plan has been created. Family trainings and workshops are held at the campus level to assist parents in participating in their child's education. JISD hosts an annual district parent conference.

Family and Community Involvement Strengths

JISD has worked to develop relationships with our municipal representatives. Mayors often attend the District's board meetings to show support for the schools. Cabinet members occasionally attend the respective city council meetings.

The school community comes together twice a year to do an outreach for student drop-outs during the "Community Sweep". Moreover, in partnership with the Judson Education Foundation, the District has shown a commitment to the community by hosting several free community events to include: an annual Community Thanksgiving Feast and a Senior (Citizen) Prom. Each event involves community partnerships in the form of donations and volunteers. A Summer Youth Football Camp is also hosted each year and is open to all youth in the community.

Judson ISD Student Placement Center is centrally located at the Judson Education Resource Center. (ERC) The center provides district-wide testing to new students enrolling in Judson whose home language is other than English. Upon arrival, students meeting the criteria are tested at the Student Placement Center to ensure prompt appropriate programmatic identification and placement.

The Judson STEM Department provides hands-on family and community involvement during the year including STEM Challenges, STEM Family Days, and STEM Day in collaboration with Congressman Henry Cuellar. Students have opportunities to participate in internships and externships with corporate

partners. To expand opportunities for students to work with more corporate partners, Memorandum of Understandings (MOU) are sought by JISD leadership. Students can apply to the District and corporate partners for the internship and externship opportunities based on the MOU criteria. Additionally, businesses and community organizations interested in working with the JISD to serve as mentors can communicate with the Department of Governmental and Community Relations to facilitate background checks and follow appropriate processes for becoming involved with campuses or district-wide events.

The counseling department hosts campus-based *Coffee with the Counselor* meetings several times a year to bring parents and families to the schools to participate in informal round table meetings. Parents and families are able to get to know the various campus staff to become more comfortable at the campus and learn the many valuable resources available to families. Another initiative at several elementary schools is the Watchdogs program. This program is designed to encourage father figures and male role models to visit their school regularly to assist at the campus during the school day.

During the final year of statutory requirements to evaluate community and student engagement, JISD committees have set evaluation criteria for Community and Parental Involvement and compliance/statutory reporting/policy requirements.

The JISD will continue to utilize Bright Arrow which allows campus administration to send telephone and/or text messages to all families from the campus at one time. This helps with immediate notification by the campus and/or District in the event of an emergency as well. The Communications Department, along with the Government and Community Relations Department, will continue to work on making communication available in Spanish through emails, newsletters, parent notes, parent/teacher conferences, brochures, presentations (Bilingual upon request) and Bright Arrow robo telephone calls/text messages.

The JISD will continue developing relationships with local, state and federal officials in order to ensure that the successes of the JISD are being shared, recognized and celebrated in appropriate ways by local leaders, thus opening up opportunities for additional partnerships in the community. The JISD will establish a network of active and well-informed Judson ISD champions (staff/families/community members) who are willing and able to support their respective campuses on various family/community engagement initiatives, fund-raising for special programming and serve as school advocates in instances when there are external visitors on campus. Those interested in local and state-wide advocacy, in support of Texas public schools, will also be provided with the training necessary to educate the public and policy-makers on the successes and needs of Judson ISD, and Texas public schools, generally, in order to encourage the support for legislation that will benefit public school students.

The JISD supports a District Site-Based Committee that is representative of different community stakeholders, teachers and staff. Family and community members are notified through multiple avenues of open positions and the process to serve on this committee as well as Campus Site-Based Committees.

District Context and Organization

District Context and Organization Summary

Judson ISD highest level of leadership is the Superintendent. The Superintendent works closely with his Cabinet, known as the Judson Executive Team (JET). The JET consists of the Deputy Superintendent, two Assistant Superintendents, a Chief Financial Officer, a Chief Technology Officer, a Chief Human Resources Officer two Executive Directors and one and Director of Communications. The JET works closely with the Superintendent while ensuring smooth daily operations of the District. Each JET member has defined roles and responsibilities to support the campus and District department leadership establish and implement processes and procedures to ensure the District goals are met. The District priorities for the 2017-2018 are Accountability (State Student Performance), Increase Attendance, Budget, Customer Service and Insurance.

There are three high schools, five middle schools and JSTEM, 18 elementary schools, JCARE (Alternative School), Judson Learning Academy, and the Ayers House within the JISD boundary. Soon to open will be two new elementary schools. Each campus is staffed with a campus principal and one assistant principals for every 500 students. The economically disadvantaged percent of the student population is 63.19% based on the preliminary 2017-2018 snapshot data, The schools economically disadvantaged percents range from 85.51% Hopkins Elementary to 34.39% at Rolling Meadows Elementary. The vast differences in the economic status of schools bring unique challenges and needs at schools. The central office leadership consisting of the Cabinet, Executive Directors, Directors, Coordinators, Specialists, and various department paraprofessional staff instrumental in supporting all campuses to ensure the campus leadership brings their students' academic performance to high standards of excellence.

The various departments, to include the Curriculum and Instruction department, work collaboratively to ensure all campuses receive the necessary instructional materials and resource needed to support student achievement and the growth of teachers, leadership and staff.

JISD supports campuses by ensuring teachers have a common planning time, job embedded professional development and leadership density supported by utilizing Instructional Coaches at the middle school level and RTI Facilitators at the elementary level. Master schedules allow students not performing successfully on state assessments, common formative assessments or District Benchmarks to receive remediation during the school day. Currently, in the 2017-2018 school year, there are 2,549 students receiving some level of intervention in the RTI Tier instruction. The JISD non-negotiables for campuses include high level of student engagement, lesson objectives written and displayed in the ABC format, daily journals/note-taking, word walls, student work and TEKS and lesson plans visible and current. The non-negotiables will support instructional alignment which will be reflected in improved academic student achievement and growth.

The District has begun the use of the TAIS model for defining systemic areas of need and identifying root causes to design strategies to improve student achievement in JISD. The Texas Accountability Intervention System (TAIS) is a continuous improvement planning process designed to establish "how" we address the root causes of problems by developing a targeted improvement plan designed to begin with a needs assessment. The purpose of the needs assessment is to determine "why" gaps based on data exist by conducting the root cause data analysis. The data analysis will use multiple data sources to determine the strengths and needs of a campus or district to support continuous improvement.

Some of the strengths include the accessibility of the teachers, parents, paraprofessionals, and support staff to participate on school committees and decision-

making bodies not only at their campuses, but at district level.

In response to the Texas Education Agency, JISD convene the Equity Planning Team consisting of members from various entities within the District. The Equity Planning Team was tasked with using the TAIS process to determine the root cause for the equity gaps students at high poverty campuses and high minority campuses being taught by inexperienced and/or ineffective teachers. The Equity Plan addresses the problems, root causes as they relate to attracting, supporting and retaining experienced teachers, and strategies to be implemented over a two-to-five year time-frame. Currently, JISD has an 8.47% equity gap for low income students as compared to the state gap of 3.71%. The equity gap in Judson for students of color is 6.21% as compared to the state at 3.15%. The District will initiate a plan to implement strategies to close the gap between high poverty and minority students taught by inexperienced and/or ineffective teachers. Strategies include possible monetary incentives, a strong mentoring program, for inexperienced and ineffective teachers, ongoing systemic professional development and opportunities for teacher leaders to collaborate in the development of district initiatives.

Technology

Technology Summary

As a District, Judson Independent School District (Judson ISD) believes all students and staff need to be prepared to meet the technical challenges of the 21st century through learning appropriate computer literacy skills that will provide them a set of skills to expand their ability for lifelong learning.

Technology Strengths

JISD has an effective technology infrastructure district-wide that includes the following: a minimum of two networks drops in every classroom. Most classrooms have nine drops, all campuses and the central offices are site-wide wireless, all locations have security cameras at minimum at main exterior entry points. Most campuses and offices have security cameras installed in hallways as per standards. Also, all campuses have access to radio services through the campus and district-wide emergency channel monitored by the Judson ISD Police and Transportation Departments.

The district has effective technology administrative services that include the following: online application software that allows job applicants to apply for positions, and a transportation program that maintains student addresses, bus routes, and is available online to employees and parents.

The district-wide technology services include the following: Parent Center that allows parents to access student attendance, discipline, library books, transcripts, four year plans, meal pay status and grades. Also, the Judson ISD Connect! Mobile application for Google Android and Apple iOS allows parents and students to access news, sports schedules, scores, and Parent Center data on their mobile devices. TAC is the district-wide grade-book program that synchronizes with the student information system, PEIMS. Document cameras are standard in all instructional classrooms.

The district has district-wide file services to include the following: all students grades PK-12 have access to campus-wide shares to download files. Teachers and all students 2-12 have dedicated home drives on the network to save files. Teachers have full access to those drives to grade paperless should they choose.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Goals

Goal 1: Increase student achievement at the highest academic level by increasing the state and federal performance by 5% points in Mathematics, Reading, and Writing.

Performance Objective 1: All schools will meet state and federal accountability standards.

Evaluation Data Source(s) 1: All schools will meet or exceed state accountability standards at the approaches, meets or masters levels, and meet federal standards by 5% in all subject areas.

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) The Department of Curriculum and Instruction will provide curriculum maps and curriculum guides for grades Pre-K-12, and bi-annual K-12 benchmark assessments to ensure that instruction is aligned to the State Standards (TEKS).</p>		Executive Director of Curriculum and Instruction, PK-12 Curriculum and Instruction Specialists	Teachers will utilize the curriculum guides and maps to provide aligned instruction to meet or exceed state and federal accountability standards.			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) JISD teachers will have access to the TEKS Resource System to plan and deliver high quality instructional lessons aligned to the TEKS/State standards to ensure all students are provided quality instruction designed to meet or exceed state accountability standards.</p>		Executive Director of Curriculum and Instruction, Campus Administration	Teachers will deliver targeted and aligned lessons to meet or exceed state and federal accountability standards.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) District Curriculum Specialists will offer ongoing professional development in all core content areas focusing on instructional gaps throughout the school year to support alignment of instruction.</p>		Executive Director of Curriculum and Instruction, PK-12 Curriculum and Instruction Specialists	Reducing instructional gaps will result in students meeting or exceeding state and federal accountability standards.			

<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) In response to the PBMAS data, the ELL department will provide ongoing professional development in best practices regarding sheltered instruction across content areas, as specified in the Sheltered Instruction EBIES #8, for K-12 teachers and administrators.</p>		Deputy Superintendent, Executive Director of Curriculum and Instruction, Campus Administration, ELL Coordinators	Training presentations, Sign In Sheets, Agendas, State Assessments PBMAS Report			
<p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>5) Appropriate services are provided to all Gifted and Talented identified students. Teachers receive training annually to provide differentiation to promote student achievement at the Master's level of performance on state assessments.</p>		Campus Administrators Advanced Academics Director Gifted and Talented Teachers Teachers of Advanced Courses Gifted and Talented Cluster Teachers	Increase the percentage of Gifted and Talented students who achieve at the Masters level of performance to 60%.			
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) The Department of Curriculum and Instruction will collaborate to analyze student data to determine the needs of students in special programs by program and campus. The data-driven decision making process will provide for adjustments to the methods used to support the campuses experiencing student achievement outcomes not meeting the state standards.</p>		Executive Director of Curriculum and Instruction, Director of Special Education, Director of CTE, ELL Coordinators, Campus Administrators	Data-driven decision making will result in targeted campuses teacher and student support so that the campuses meet or exceed state and federal accountability standards.			
<p>7) To increase accessibility to professional development, the ELL department will video record professional development sessions pertaining to sheltered instruction. Video recordings will be made available on the employee intranet portal which will be easily accessible to teacher and administration.</p>		ELL Department	Completion certificate			
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>8) The Department of Post-Secondary Education and Career Readiness will provide professional development for academic leaders and teachers in project-based learning and STEM (science, technology, engineering, and math) curriculum to increase innovative discovery and hands-on learning.</p>		Assistant Superintendent of Post-Secondary Education and Career Readiness, K-12 STEM Coordinator	Campus visits Professional development agendas Sign-in Sheets Professional Development Evaluations Lesson plans Teacher Coaching / Mentoring			

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>9) Department of Sp. Ed. will conduct random samplings of student behavior intervention plans (BIP) and ensure positive interventions are properly documented in the BIP.</p>		<p>Campus Administrators, Director of Special Education</p>	<p>Effective strategies documentation, Data from random samplings, BIP documents</p>			
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>10) Increase academic and social & emotional opportunities for military-connected students and their families by easing the challenges that military-connected students face due to academics, transitions, relocation, separations, deployments, and making new friends. Staff will hold bi-weekly meetings with students. Increase the amount and quality of learning time, by providing before- and after-school and summer programs and opportunities, and an enriched and opportunities to participate in College and Career Readiness College and career awareness preparation, such as college and career guidance, college fairs and personal finance education.</p>		<p>Military Family & College Readiness Specialist, Campus Administrators</p>	<p>Confirmation of bi-weekly student sign-in sheets submitted, Collaborations/Partnerships, Collaborations with district staff,</p>			
<p>11) To increase identification of underrepresented sub-populations, all 1st and 4th grade students will be screened for Gifted and Talented services using the Cognitive Abilities Test (CogAT).</p>		<p>Elementary Gifted and Talented Teachers Campus Administrators Advanced Academics Director</p>	<p>Increase the percentage of economically disadvantaged students who receive Gifted and Talented services to 50%. Increase the percentage of English language learners who receive Gifted and Talented services to 7%.</p>			
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>12) Implement Genius Hour at 3rd, 4th and 5th grade to support the Texas Library Standards and the ELA TEKS.</p>		<p>Instructional Technology & Library Services Coordinator, Instructional Technology Specialists, Elementary Library Media Specialists</p>	<p>Student showcase of created products, Base-line survey to gather data on the implementation and the perception of students, parents, and teachers</p>			
<p align="center">Critical Success Factors CSF 1</p> <p>13) Provide staff development to all elementary teachers on the characteristics of giftedness in traditionally underrepresented populations.</p>		<p>Campus Administrators Advanced Academics Director Gifted and Talented Teachers Secondary Campuses Gifted and Talented Contacts</p>	<p>Establish baseline data for the number of referrals for Gifted and Talented assessment of economically disadvantaged students and English Language Learners.</p>			

<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>14) JISD will continue a Targeted Intervention Plan to address the PBMAS report and the STAAR/EOC performance for students with disabilities, CTE students, English Language Learners and No Child Left Behind criteria.</p>		Deputy Superintendent Assistant Superintendent of Post-Secondary Education and Career Readiness, Executive Director of Curriculum and Instruction, Director of Special Education, Focus Group, Director of Federal Programs, Data Research Coordinator, Campus Administrators	Training agendas, materials, and sign-in sheets, PBMAS/STAAR/EOC Reports, PEIMS data, PMI (Program Monitoring Interventions)			
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>15) Language and Literacy L2 professional development is provided to teachers to meet the students' needs for content and academic vocabulary development across content areas.</p>		Executive Director of Curriculum and Instruction, ELL Department				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>16) Provide all teachers with training in math content knowledge and strategies for specific students based on student achievement data.</p>		Executive Director of Curriculum and Instruction, Director of Special Education, Director of CTE, ELL Department, Campus Administrators	Targeted instruction in math will result in campuses meeting or exceeding state and federal accountability standards.			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>17) Based on 2017 grade 5 STAAR, the percent of student passing increased to 78%. To support continued growth, STEM Scopes curriculum for grade 5 will be used to increase the hands on investigations in the classroom.</p>		Executive Director of Curriculum and Instruction, Science Specialists K-12 STEM Coordinator	Increased student science experiences in the field and laboratory setting so to increase student achievement in grade 5 Science STAAR scores by 5% points.			

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>18) Based on 2017 Biology STAAR , the percent of students passing decreased from 91% to 85%. STEM Scopes curriculum for Biology will be used to increase the hands on investigations in the classroom.</p>		<p>Executive Director of Curriculum and Instruction, Science Specialist, K-12 STEM Coordinator</p>	<p>Increased student science experiences in the field and laboratory setting so to increase student achievement in EOC Biology STAAR scores by 5% points.</p>			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>19) District will continue to provide EOC Biology Prep and grade 8 intervention summer camp to Title I students, ELL and students with disabilities going into Biology in their upcoming school year and grade 8 students going into Biology.</p>		<p>Executive Director of Curriculum and Instruction, Science Specialists</p>	<p>Student s participating in the summer camp will show increased achievement in EOC Biology STAAR scores.</p>			
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>20) Provide targeted content area training based on the needs assessment as reflected on the TAPR to all English and Reading teachers to include special education and ESL teachers, instructional leaders, administrators, Academic Dean/Facilitators and RTI Coaches.</p>		<p>Deputy Superintendent, Assistant Superintendent of Post-Secondary Education and Career Readiness, Executive Director of Curriculum & Instruction, Director of Federal Programs</p>	<p>Data-driven professional development will result campuses meeting or exceeding state and federal accountability standards.</p>			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>21) Lesson Showcase by targeted TEKS professional development opportunity is being utilized district-wide in grades Pre-K through 12th to provide teachers with a lesson bank of quality instructional ideas on targeted TEKS.</p>		<p>Executive Director of Curriculum and Instruction, Curriculum Specialists K-5 Bilingual Elementary ESL Specialist Secondary ESL Specialist</p>	<p>Increase number of students approaching, meeting, and exceeding grade level standards on STAAR from 2016-2017 to 2017-2018. Increase CIRCLE scores from BOY to MOY and EOY</p>			
<p>22) Targeted Instructional Support documents were created for all campuses in grades Pre-K through 12th to improve the quality of cross-curricular instruction. The Targeted Instructional Support document targets highly tested process standards.</p>		<p>Executive Director of Curriculum and Instruction, Curriculum Specialists Special Education Specialists</p>	<p>Alignment and instructional pacing improvement Increase number of students approaching, meeting, and exceeding grade level on STAAR from 2016-2017 to 2017-2018 Increase CIRCLE scores from BOY to MOY and EOY</p>			

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>23) Balanced Literacy Cohorts are being implemented at Focus campuses in grades Pre-K through 1st to improve the quality of reading instruction and to increase teachers' content knowledge with instruction delivery and assessment. Balanced Literacy incorporates share reading, read aloud, guided reading/invitation groups and writing.</p>		<p>Executive Director of Curriculum and Instruction EC-5 Instructional Specialist Elementary Curriculum Specialists K-5 Bilingual Elementary ESL</p>	<p>Growth in Station performance from BOY to MOY and EOY Increase in CIRCLE performance from BOY to MOY and EOY</p>			
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>24) A writing plan/document is being developed for all campuses in grades 4th and 7th to improve the quality of writing instruction and to increase teachers' content knowledge with instruction delivery and assessment. The writing plan incorporates strategies, sample lessons, student work analysis and Writer's Workshop.</p>		<p>Executive Director of Curriculum and Instruction EC-5 Instructional Specialist Elementary Curriculum Specialists ELAR Curriculum Specialists K-5 Bilingual Elementary ESL Secondary ESL Specialist</p>	<p>Increase number of students approaching, meeting, and exceeding grade level on STAAR from 2016-2017 to 2017-2018.</p>			
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>25) The REFEOS writing strategy is being implemented district wide in grades 6th through 12th and pilot elementary campuses to improve the quality of writing instruction and to increase teachers' content knowledge with instruction delivery and assessment.</p> <p>REFEOS Acronym Reason Explain your reason Fact about your reason Example of your reason Opinion of your reason Summary</p>		<p>Executive Director of Curriculum and Instruction English Language Arts Curriculum Specialists</p>	<p>Increase number of students approaching, meeting, and exceeding grade level on STAAR from 2016-2017 to 2017-2018.</p>			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>26) The Readers Workshop model will be implemented district wide in grades 2nd through 12th to improve the quality of reading instruction and to increase teachers content knowledge with instructional delivery and assessment. The Readers Workshop model incorporates the components of a mini-lesson, link and response to reading through oral and written language.</p>		<p>Executive Director of Curriculum and Instruction EC-5 Instructional Specialist Elementary Curriculum Specialists ELAR Curriculum Specialists K-5 Bilingual Elementary ESL Secondary ESL Specialist</p>	<p>Growth in iStation of year from BOY to MOY and EOY. Increase number of students approaching, meeting, and exceeding grade level on STAAR from 2016-2017 to 2017-2018.</p>			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>27) High School Math Specialist will provide instructional coaching for Algebra 1 mathematics teachers by including goal setting, modeling, implementation, and evaluation using effective teaching strategies to build instructional capacity.</p>		<p>Executive Director of Curriculum and Instruction, High School Math Specialist</p>	<p>Student growth on district benchmarks and Algebra 1 STAAR, including special education and English language learner sub-populations.</p>			
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>28) Elementary campuses will receive Guided Math professional development.</p>		<p>Executive Director of Curriculum and Instruction, Curriculum Specialists K-5 Bilingual Elementary ESL Specialist Secondary ESL Specialist</p>	<p>Increase number of students approaching, meeting, and exceeding grade level on STAAR from 2016-2017 to 2017-2018.</p>			
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>29) Special Education Resource Curriculum documents created for use by teachers at all campuses in grades 6th through 12th to improve student access to the curriculum in STAAR and EOC tested subjects.</p>		<p>Executive Director of Curriculum and Instruction, Curriculum Specialists Special Education Specialists</p>	<p>Alignment and instructional pacing improvement Increase number of students approaching, grade level on STAAR from 2016-2017 to 2017-2018. Increase CIRCLE scores from BOY to MOY and EOY</p>			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>30) The Department of Curriculum and Instruction will provide training of trainer (TOT) professional development for academic leaders and teachers in project-based learning and STEM (science, technology, engineering and math) curriculum to increase implementation of innovative discovery and hands-on learning connected to real-world application.</p>		<p>Assistant Superintendent of Post-Secondary Education and Career Readiness, K-12 STEM Coordinator</p>	<p>Growth in STAAR data Increase in Professional Development in Project-Based Learning and Interdisciplinary Lessons Increase in Teacher Coaching/Mentoring</p>			






<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>31) Students not achieving at their full potential will be monitored by campus and district level departments to plan and implement instructional strategies to support struggling students in all programs to include but not limited to At-Risk, students with disabilities, CTE, ELL, and the economically disadvantaged student group.</p>		<p>Executive Director of Special Programs Director of Special Education, Director of CTE, ELL Coordinators, Campus Administrators</p>	<p>Attendance Reports, Eduphoria Data Reports, Bi-Annual Benchmark /STAAREOC data, 2018 TAPR 2018 PBMAS</p>			
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>32) District will train campus and Special Education department staff on best practices for holding manifestation determination reviews (MDR) and creating effective FBA/BIPs.</p>		<p>Executive Director of Special Programs, Director of Special Education</p>	<p>Improved student behavior as reflected on PEIMS Discipline Reports,</p>			
<p align="center">PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>33) Dept. of Sp. Ed. staff along with Region 20 consultants will train co-teach pairs at JISD campuses and will conduct 8 observations for the 2017-18 school year using a Region 20 Co-Teach Checklist. JISD Co-teach pairs will be observed and provided feedback in order to improve implementation of this service delivery model. Teachers and administrators will receive recommendations and feedback.</p>		<p>Executive Director of Special Programs, Dept. of Sp. Ed. staff Region 20 Consultants</p>	<p>At the end of the school year, co-teach pairs will utilize the non-negotiable components of the co-teach model and will be able to teach in a collaborative manner with their assigned co-teach partner. Effective implementation will be reflected on the Co-Teach Checklist feedback forms.</p>			
<p align="center">PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 3</p> <p>34) Dept. of Sp. Ed. staff will conduct classroom observations using a form developed by the Dept. of Special Populations. Observation results will be reviewed by staff and campus administrators and recommendations will be developed.</p>		<p>Executive Director of Special Programs, Director of Special Education Dept. of Sp. Ed. staff</p>	<p>Student with disabilities performance on STAAR will improve by 5% in tested content areas.</p>			
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>35) District will conduct Discipline Review Committee (DRC) meetings to discuss alternate ways to address student discipline issues and propose ways to ensure campus staff are familiar with Student Code of Conduct components.</p>		<p>Executive Director of Special Programs, Director of Special Education, Director of Pupil Services, Campus Administrators</p>	<p>District Discipline Review Committee meeting findings, Calendar of committee meetings and minutes, Effective strategies documentation, Agendas, handouts and sign-in sheets</p>			

<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>36) Dept. of Sp. Ed. will provide training to special education teachers on the development of effective Behavior Improvement Plans (BIP) that include positive behavioral interventions. Dept. of Sp. Ed. staff will conduct random sampling of BIPs at their assigned campuses.</p>		<p>Executive Director of Special Programs, Director of Special Education Dept. of Sp. Ed. staff</p>	<p>Checklist used to gather data will reflect an increased use of positive behavioral interventions.</p>			
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>37) In response to the PBMAS report, Dept. of Sp. Ed. staff will review student attendance reports, student achievement data, accountability information, and district/State assessment information at weekly District Leadership Team (DLT) meetings. The three TEKS standards with the lowest percentages by grade and content area will be identified and training/monitoring efforts will be developed. Training on content alignment, scaffolding and instruction aligned with TEKS standards in mainstream and resource settings are targeted topics to improve the performance of students with disabilities taking STAAR</p>		<p>Executive Director of Special Programs, Director of Special Education Dept. of Sp. Ed. staff</p>	<p>Student with disabilities performance on STAAR will improve by 5% in tested content areas.</p>			
<p>PBMAS</p> <p>38) Dept. of Sp. Ed. staff will conduct classroom observations using a form developed by the Dept. of Special Populations. Observation results will be reviewed by staff and campus administrators and recommendations will be developed.</p>		<p>Executive Director of Special Programs, Director of Special Education Dept. of Sp. Ed. staff</p>	<p>Student with disabilities performance on STAAR, attendance, will improve by 5% in tested content areas.</p>			
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>39) Summer School, before, during and after school instruction will be provided for students who are identified as not having met expectations on STAAR/EOC assessments. Student Success Initiative (SSI) requirements for 5th and 8th grade students will be followed per state guidelines.</p>		<p>Executive Director Special Programs, Campus Administrators, Director of Special Education, Director of Federal Programs, State Compensatory Education Coordinator</p>	<p>Instructional interventions for struggling students will assist in meeting or exceeding state and federal accountability standards.</p>			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>40) The RtI process will be followed to ensure targeted research-based interventions are being provided by certified teachers to all students with academic and behavior deficiencies. Students (K-12) not meeting state assessment expectations will be provided targeted interventions per state and federal guidelines.</p>		<p>Executive Director of Special Programs JISD RtI Specialists, Campus Administrators, Campus RtI Facilitators, State Compensatory Education Coordinator</p>	<p>RtI progress monitoring, Student assessment data, (Universal Screening, Bi-Annual Benchmark Data, formative assessments, report cards, STAAR/EOC data)</p>			
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>41) iStation will be used as the BOY, MOY, and EOY Universal Screen and as a way to increase reading comprehension and vocabulary development for students in Kinder-8th grades.</p> <p>Stride will be used as the BOY, MOY, and EOY Universal Screen for mathematics K-8 to assess students' ongoing academic progress.</p>		<p>Executive Director of Special Programs, Campus Administration Classroom Teacher RTI Facilitators RTI Specialists</p>	<p>BOY/MOY/EOY Universal Screen Scores Monthly iStation Assessments Mock STAAR Scores Formative Assessment Bi-Annual Benchmark Data/Benchmark Assessment STAAR Scores</p>			
<p align="center">Critical Success Factors CSF 1</p> <p>42) JISD Dyslexia department offers professional development opportunities multiple times per year for Judson ISD teachers, administrators and staff. Professional development sessions help educators gain knowledge on understanding dyslexia, recognizing the characteristics in students, and instructional strategies to assist students with dyslexia integrate the strategies into their coursework.</p>		<p>Executive Director of Student Support Services, Dyslexia Coordinator, Dyslexia Therapists</p>	<p>Dyslexia Therapists will maintain current on their certifications. Students with dyslexia will integrate dyslexia strategies into their coursework and show improvements on ongoing progress measures.</p>			
<p>43) JISD will continue providing the current level of academic interventions and support at all campuses in the area of dyslexia by ensuring Dyslexia Therapists are highly trained as Certified Academic Language Therapists or Therapists in training.</p>		<p>Executive Director of Student Support Services, JISD Dyslexia Program Coordinator Campus Administrators, Dyslexia Therapists</p>	<p>RtI progress monitoring where applicable, Classroom Walkthroughs, TAPR Report, Bi-Annual Benchmark Data, 2018 STAAR/TAPR</p>			
<p align="center">Critical Success Factors CSF 1</p> <p>44) A designated Section 504 Coordinator is identified at each campus to support students with Section 504 accommodations and to ensure district compliance with 504 of the Rehabilitation Act of 1973. Coordinators will assist and train staff on District 504 Operating Guidelines, complete 504 IAPs for all eligible students, and coordinate 504 referrals on campuses</p>		<p>Executive Director of Student Support Services, JISD Section 504 Coordinator Campus Administrators</p>	<p>All campuses will show 100% Compliance with Section 504 of the Rehabilitation Act of 1973 and Provision of FAPE to students with disabilities identified under 504.</p>			

<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>45) JISD will implement the use of Orton Gillingham based programs (English and Spanish) designed to address the specific needs of students identified with dyslexia. Therapists will work closely with classroom teachers to encourage students to use acquired dyslexia strategies across all content areas.</p>		<p>Executive Director of Student Support Services, JISD Dyslexia Program Coordinator JISD Dyslexia Program Specialist Campus Dyslexia Therapists Campus Administrators</p>	<p>Students with dyslexia receiving therapy will show an increase in academic performance across all content areas.</p>			
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>46) Provide supplemental resources for ESL students who attend ESL Academies before/during/after school/Saturday at designated ESL elementary, middle and high school campuses.</p>		<p>Executive Director of Special Programs Federal Programs & Grant Director ELL Coordinators ELL Specialist Campus Administrators</p>	<p>ELs will increase academic performance by 10% on common assessments, curriculum based assessments, STAAR and TELPAS 2017-2018 administration.</p>			
<p>Funding Sources: 195-8 Bilingual/ESL State - \$94,515.00, 263-7 - Title III - \$166,494.00, 199-8 General Operating - \$33,210.00</p>						
<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>47) Provide one-on-one coaching and modeling support regarding the use of sentence stems and vocabulary banks in writing.</p>		<p>Executive Director of Special Programs ELL Coordinators ELL Specialist C & I Department ELA Specialist ELA Department Chairs Campus Administrators</p>	<p>ESL 4th and 7th grade students will increase performance on STAAR Writing by 10 percent in 2018.</p>			
<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>48) In response to the PBMAS data, the ELL department will provide professional development to 3-8 content and ELA/ESOL teachers with identified EL students in their classes, in best practices regarding sheltered instruction across content areas to include differentiated instruction, interactive word walls, and REFEOS, as specified in Chapter 74.4b of the Texas Education Code.</p>		<p>Executive Director of Special Programs ELL Coordinators ELL Specialist C & I Department Campus Administrators ESL/ESOL Teachers</p>	<p>ESL students 3-10 will improve performance on STAAR all content areas by 10%, in order to decrease the Performance Level Indicator by I level on PBMAS, by the end of 2018.</p>			

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>49) In response to the PBMAS data, CTE department will collaborate with English Language Learner (ELL) specialists and Special Education specialists to determine instructional supports needed within the CTE classes for struggling ELL students and students with disabilities. CTE teachers will attend professional development on differentiated instructional strategies, Sheltered Instruction Observation Protocols (SIOP) and best practices to support struggling learners.</p>		<p>Career & Technical Education Director, CTE Specialist, Special Populations Compliance Coordinator, English Language Learner Department, Special Education Director</p>	<p>An increase of 10% (from 26.9 to 36.9) in LEP STAAR/EOC scores</p> <p>Increase of 10% (14.7 to 24.7 or higher) on STAAR/EOC scores for ELL and SPED student groups in ELA</p>			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>50) Increase literacy in the science curriculum at Hartman Elementary and Candlewood Elementary through Project LISTO, at Texas A&M University.</p>		<p>Assistant Superintendent of Post-Secondary Education and Career Readiness, K-12 STEM Coordinator, Campus Administration</p>	<p>Increase hands-on lessons</p> <p>Increase STAAR scores for 5th grade</p>			
<p>Critical Success Factors CSF 1</p> <p>51) Increase interdisciplinary learning with engineering at Rolling Meadows Elementary and Hartman Elementary in grades 3 and 4 by using Engineering in Elementary curriculum</p>		<p>Assistant Superintendent of Post-Secondary Education and Career Readiness, K-12 STEM Coordinator, Campus Administration</p>	<p>Growth in STAAR student performance in science, math and ELA</p>			
<p>Critical Success Factors CSF 1</p> <p>52) Implement the Learning.com curriculum in the Middle School Technology Applications course to cover Technology Application TEKS to increase student proficiency in technology pre-assessment by 5% by the end of the course.</p>		<p>Instructional Technology & Library Services Coordinator, Instructional Technology Specialists Technology Applications Teachers</p>	<p>The post-assessment will show a gain of 5% in the end of course assessment.</p>			
<p>Critical Success Factors CSF 4 CSF 5</p> <p>53) Counselors will provide all aspects of a comprehensive school counseling program to include academic, personal, social, emotional developmental skills. Services will support students in developing interpersonal effectiveness, personal health and safety, and post secondary readiness skills.</p>		<p>Executive Director of Student Support Services, Director of Guidance and Counseling, Campus Counselors, Campus Administrators</p>	<p>Judson ISD School Counseling Data Analysis report Increase academic performance on STAAR, EOC and increase promotion in grades K-8, increase graduation rates, and all students attendance rates. There will be a decrease in discipline referrals across the campuses.</p> <p>Judson ISD School Counseling Data Analysis report</p>			

<p align="center">Critical Success Factors CSF 1</p>		<p>Director of Guidance and Counseling, Campus Counselors, Campus Administrators,</p>	<p>As reflected in the Judson ISD School Counseling Data Analysis report, 100% of staff will receive mandatory training as it relates to responsive services. Increase supports through more student participation in the comprehensive guidance curriculum at all levels.</p>			
<p>54) Guidance and Counseling will continuously implement and evaluate a PK-12 guidance and counseling program that fosters the growth of all students in the areas of personal-social, career, and educational development. School counselors will provide support and training in the area including support/training addressing Prevention training; Physical Abuse, Sexual Abuse and Neglect, Jenna's Law, Bullying (in accordance with David's Law), Mental Health, First Aid, and Suicide Prevention and Intervention.</p>		<p>Director of Guidance and Counseling, Campus Counselors, Campus Administrators</p>	<p>Counselors will ensure all students have student support plans as it relates to responsive services. Counseling student outcry data will decrease due to more responsive services provided.</p>			
<p>55) The counseling department will provide responsive services to address all student situations addressing student needs at the preventive, remedial, and crisis level(s). Services are provided to ensure students have ample opportunity to be supported in their personal-social and academic development.</p>		<p>Director of Guidance and Counseling, Campus Counselors, Campus Administrators</p>	<p>Counselors will ensure all students have student support plans as it relates to responsive services. Counseling student outcry data will decrease due to more responsive services provided.</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Increase student achievement at the highest academic level by increasing the state and federal performance by 5% points in Mathematics, Reading, and Writing.

Performance Objective 2: Increase the graduation rate to 87.5%.






Evaluation Data Source(s) 2: All high schools will exceed state graduation standards and meet federal standards as measured on the TAPR report.

Summative Evaluation 2:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Students who qualify and failed no more than two state assessments may meet with an Individual Graduation Committee (IGC) to review Personal Graduation Plan (PGP) and to determine eligibility for graduation.</p>		Executive Director of Student Support Services, Director of Guidance and Counseling, CTE Director, Campus At-Risk and Career Counselors, Campus Administrators	Report Cards, Credit attainment, Attendance report for enrolled students, Student assessment results, Personal Graduation Plan			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Students deficient in credits have the opportunity to recover credits through the Edgenuity Instructional On-line program available before, during and after school at each comprehensive high school. The Ayer's House, JLA, Boot Camp and the District Alternative Educational Placement (DAEP) utilize Edgenuity for credit recovery and credit attainment in some unique settings.</p>		Deputy Superintendent, Director of Guidance and Counseling, Campus At-Risk Counselors, Career Counselors, Campus Administrators, State Compensatory Education Coordinator, Edgenuity Coordinator	Report Cards, Credit attainment students, Attendance report for enrolled students, Student assessment results, Personal Graduation Plan			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Instructional intervention classes are provided to students at VMHS, JHS and WHS for At-Risk students who failed to meet the state assessment requirements on EOC/STAAR Assessments. RTI teachers provide academic interventions at JHS, WHS and VMHS.</p>		Deputy Superintendent, Director of Guidance and Counseling, Campus At-Risk Counselors, Campus Administrators, Academic Deans, State Compensatory Education Coordinator	Report Cards, Credit attainment students, Attendance report for enrolled students, Student assessment results, Personal Graduation Plan			
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Through various venues such as JISD College Nights and Career Fairs, the Guidance and Counseling department will promote Post Secondary Education and Career Readiness by ensuring all students (K-12), parents, counselors and teachers are provided with information and instructional strategies regarding Higher education admissions and financial aid opportunities [TEC 11.252(4)], TEXAS grant program, Teach for Texas grant programs, and the importance of futures planning (i.e. course selection) that leads to post secondary education and career readiness.</p>		Executive Director of Student Support Services, Director of Guidance and Counseling, Campus counselors, Campus At-Risk Counselors, Career Readiness Counselors, Campus Administrators, Director of Special Education, Director of CTE, Advanced Academics	Credit attainment students, Attendance report for enrolled students, Student assessment results, Personal Graduation Plan, Career Fair information, Attendance at College Nights, College enrollment, Scholarships			
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) JLA, Judson and Wagner High Schools will participate in the Optional Flexible School Day program to provide instructional opportunities in the evening time (4:30p.m.-7:30p.m. Mondays-Thursdays) to support students at risk of dropping out of school.</p>		Credit Recovery Campus Coordinators. Campus At-Risk and Career Counselors, Campus Administrators, State Compensatory Education Coordinator	Report Cards, Credit attainment students, Attendance report for enrolled students, Student assessment results, Personal Graduation Plan			
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>6) Guidance and Counseling will deliver system support services to consult, assess, plan, evaluate, develop, and implement supports to enhance district culture, climate, family, and community involvement.</p>		Executive Director of Student Support Services, Director of Guidance and Counseling, Campus counselors, Campus At-Risk Counselors, Career Readiness Counselors Assistant Superintendent of Post-Secondary and Career Readiness	Coffee with the counselor presentations and sign in sheets, needs assessment (student, staff, and teacher) surveys and results, Agendas, Judson ISD School Counseling Data Analysis report			

7) Guidance and Counseling will deliver a proactive, preventative program addressing system anti-bullying (as per Texas HB 1942). Additionally, Guidance and Counseling will support this legislative mandate through the use of appropriate character education programs supporting student development, such as Second Step, Second Step Bullying Prevention units PK-5, and other counseling related services.		Executive Director of Student Support Services, Director of Guidance and Counseling, Campus counselors, Campus At-Risk Counselors	Counselor presentations, Sign in sheets, pre/post assessment data, Judson ISD School Counseling Data Analysis report			
8) The Department of Post-Secondary Education and Career Readiness will provide a STEM Day in collaboration with Congressman Henry Cuellar and University of Texas at San Antonio. STEM day will provide hands-on application with community and corporate partners in the STEM field.		Assistant Superintendent of Post-Secondary Education and Career Readiness, K-12 STEM Coordinator, JISD Communications Department	Sign-In Sheets Publicity Flyers Agenda			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Increase student achievement at the highest academic level by increasing the state and federal performance by 5% points in Mathematics, Reading, and Writing.

Performance Objective 3: Close the performance gap between JISD students taking the SAT and the State Average for Texas College Bound Seniors by 5%.






Evaluation Data Source(s) 3: College Board SAT Reports for October 2017 and March 2018.

Summative Evaluation 3:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Provide all juniors and seniors the opportunity to take the SAT during the school day.		Campus Administration Advanced Academics Director	100% participation in SAT testing by juniors and seniors.			
2) Provide appropriate accommodations on all College Board tests to students who use accommodations for state assessments.		Campus Administration Advanced Academics Director Special Education Director 504 Coordinator	Improve average PSAT/NMSQT score for sophomores to 850. Improve average PSAT/NMSQT score for juniors to 915. Improve average SAT School Day score for juniors to 930. Improve average SAT School Day score for seniors to 950.			
3) Provide all high school teachers and students with online resources for college readiness testing preparation and practice.		Campus Administration Advanced Academics Director Teachers	Improve average PSAT/NMSQT score for sophomores to 850. Improve average PSAT/NMSQT score for juniors to 915. Improve average SAT School Day score for juniors to 930. Improve average SAT School Day score for seniors to 950.			
4) Develop a process to provide all 10th, 11th and 12th grade students with a detailed understanding of their PSAT and SAT scores and to connect them with available preparation resources.		Campus Administration Director of Guidance and Counseling Advanced Academics Director	Improve average PSAT/NMSQT score for sophomores to 850. Improve average PSAT/NMSQT score for juniors to 915. Improve average SAT School Day score for juniors to 930. Improve average SAT School Day score for seniors to 950.			

<p>5) Military Family and College Readiness Specialist will provide academic & social support services for students at the JISD Early College High School Campuses to increase college readiness. Increase the amount and quality of learning time, by providing before- and after-school and summer programs and opportunities, and an enriched and opportunities to participate in College and Career Readiness College and career awareness preparation, such as college and career guidance, college fairs and personal finance education.</p>		<p>Assistant Superintendent of Post-Secondary and Career Readiness, Military Family & College Readiness Specialist, Early College High School Administrators</p>	<p>Collaboration with school instructors and counselors, EOC results, SAT scores</p>			
<p>6) Military Family and College Readiness Specialist will provide academic & social support services for students at the JISD Early College High School Campuses to increase college readiness. Increase the amount and quality of learning time, by providing before- and after-school and summer programs and opportunities, and an enriched and opportunities to participate in College and Career Readiness College and career awareness preparation, such as college and career guidance, college fairs and personal finance education.</p>		<p>Executive Director of Special Programs, Military Family & College Readiness Specialist, Early College High School Administrators</p>	<p>Confirmation of proposals submitted Confirmation of summary reports/student & parent evaluations, Collaboration with school administrators and counselors, Grant attainment</p>			
<p>7) Military Family and College Readiness Specialist coordinate military sensitivity training to campuses/district staff that has high military-connected student enrollment through the Joint Based San Antonio School Liaison Officers.</p>		<p>Executive Director of Special Programs , Military Family & College Readiness Specialist, Early College High School Directors</p>	<p>Training attendance reports, Collaboration with school administrators and counselors</p>			
<p>8) Military Family and College Readiness Specialist will facilitate counselor training involving the Military Interstate Compact to ensure academic military connected student needs are being fulfilled</p>		<p>Executive Director of Special Programs, Military Family & College Readiness Specialist</p>	<p>Collaboration & Partnerships with Joint Based San Antonio School Liaison Officers</p>			
<p>9) Increase academic and social & emotional opportunities for military-connected students and their families by easing the challenges that military-connected students face due to academics, transitions, relocation, separations, deployments, and making new friends. Staff will hold bi-weekly meetings with students. Increase the amount and quality of learning time, by providing before- and after-school and summer programs and opportunities, and an enriched and opportunities to participate in College and Career Readiness College and career awareness preparation, such as college and career guidance, college fairs and personal finance education.</p>		<p>Executive Director of Special Programs Campus counselors Executive Director of Student Support Services Career Counselors Military Family & College Readiness Specialist Director of Guidance & Counseling Campus Administrators</p>	<p>Confirmation of bi-weekly sign in sheets Collaborations/Partnerships Collaborations with JBSA Military Installations Collaborations with district staff Decrease in school counseling visits of military connected students. Increase in participation in STA School Days for juniors and seniors Increase in student, family & community involvement according to HBS Confirmation of proposals submitted</p>			

<p>10) Through various venues such as JISD College Nights, College & Careers Fairs, the Military Family & College Readiness Specialist will promote Post -Secondary Education and Career Readiness by ensuring all military-connected students (K-12), parents, counselors and teachers are provided with instructional strategies, information regarding higher education admissions and financial aid opportunities and the importance of future planning (i.e. course selection) that leads to post-secondary education and career readiness.</p>		<p>Military Family & College Readiness Specialist Executive Director of Special Programs Campus Counselors CTE Counselors Career Readiness Counselors Director of Guidance and Counseling Director of CTE</p>	<p>District-wide partnerships Collaboration with school administrators and counselors Collaboration/Partnerships with Universities Partnerships with JBSA military-installation schools Increase in military-connected student, family & community involvement Confirmation of proposals submitted</p>			
<p>11) Military Family and College Readiness Specialist will provide professional development to district staff in regards to Military Sensitivity Training to campuses/district staff that has high military-connected student enrollment through the Joint Based San Antonio School Liaison Officers.</p>		<p>Executive Director of Special Programs Campus Administrators Military Family & College Readiness Specialist Director of Guidance and Counseling</p>	<p>Training attendance reports. Collaboration with school administrators and Counselors, Collaboration & partnerships with Joint Based San Antonio School Liaison Officers, Increase number of schools receiving training from 3 schools to all campuses with high military-connected student enrollment.</p>			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


Goal 1: Increase student achievement at the highest academic level by increasing the state and federal performance by 5% points in Mathematics, Reading, and Writing.

Performance Objective 4: Increase by 5% the number of students taking Advanced Placement exams and scoring a 3+.

Evaluation Data Source(s) 4: Number of students taking Advanced Placement exams and scoring a 3+

Summative Evaluation 4:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Implement the National Math and Science Initiative (NMSI) College Readiness Program in Advanced Placement Math, Science and English courses with fidelity.		Campus Administration Advanced Academics Director Designated Administrators Site Coordinators Advanced Placement Teachers	Increase the number of students taking Advanced Placement Math, Science and English exams by 5%. Increase the number of Advanced Placement Math, Science and English exams with scores of 3 or higher by 5%.			
2) Use local funds and College Board resources to provide supports to Advanced Placement Social Studies, World Languages and Fine Arts courses that are similar to those provided by the NMSI College Readiness Program.		Campus Administration Advanced Academics Director Advanced Placement Teachers	Increase the number of students taking Advanced Placement Social Studies exams by 5%. Increase the number of Advanced Placement Social Studies exams with scores of 3 or higher by 5%.			
Critical Success Factors CSF 1 3) Apply for all high schools to implement the College Board Pre-Advanced Placement curriculum in 9th grade core content classes in 2018-19.		Campus Administration Advanced Academics Director	100% participation in the College Board Pre-Advanced Placement 9th grade core content curriculum in 2018-19.			
4) Continue to reduce financial barriers for students taking Advanced Placement exams by offsetting the cost to students with local and NMSI grant funds.		Campus Administration Advanced Academics Director Advanced Placement Teachers	60% of students enrolled in Advanced Placement courses will take the Advanced Placement exam for those courses.			
						






Goal 1: Increase student achievement at the highest academic level by increasing the state and federal performance by 5% points in Mathematics, Reading, and Writing.

Performance Objective 5: Close the performance gap between JISD students taking the SAT and the state average for Texas College Bound Seniors by 5%

Evaluation Data Source(s) 5: 2018 College Board Advanced Placements Reports.

Summative Evaluation 5:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Provide all juniors and seniors the opportunity to take the SAT during the school day.		Campus Administration Advanced Academics Coordinator	100% participation in SAT testing by juniors and seniors.			
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> 2) Provide appropriate accommodations on all College Board tests to students who use accommodations for state assessments.		Campus Administration Advanced Academics Director Special Education Director 504 Coordinator	Improve average PSAT/NMSQT score for sophomores to 850. Improve average PSAT/NMSQT score for juniors to 915. Improve average SAT School Day score for juniors to 930. Improve average SAT School Day score for seniors to 950.			
<p>Critical Success Factors CSF 4 CSF 7</p> 3) Provide all high school teachers and students with online resources for college readiness practice and testing.		Campus Administration Advanced Academics Director Teachers	Improve average PSAT/NMSQT score for sophomores to 850. Improve average PSAT/NMSQT score for juniors to 915. Improve average SAT School Day score for juniors to 930. Improve average SAT School Day score for seniors to 950.			
4) Develop a process to provide all 10th, 11th and 12th grade students with a detailed understanding of their PSAT and SAT scores and to connect them with available preparation resources.		Campus Administration Director of Guidance and Counseling Advanced Academics Director	Improve average PSAT/NMSQT score for sophomores to 850. Improve average PSAT/NMSQT score for juniors to 915. Improve average SAT School Day score for juniors to 930. Improve average SAT School Day score for seniors to 950.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Increase student achievement at the highest academic level by increasing the state and federal performance by 5% points in Mathematics, Reading, and Writing.

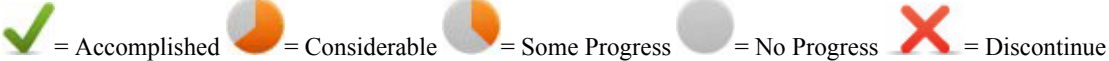
Performance Objective 6: Early College High School and Career and Technology Education departments will solidify the programs of study and/or certification options for students enrolled in courses.

Evaluation Data Source(s) 6: Increased student enrollment in CTE pathways, Early College High School and Dual Credit courses.

Summative Evaluation 6:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Minimize financial barriers for students at-risk of dropping out of high school by providing opportunities for students to earn college credits or program certifications. Students are offered Early College courses, Dual Credit courses, and CTE pathways at JHS, WHS, VMHS, JLA, and JECA campuses.</p>		Assistant Superintendent of Post-Secondary and Career Readiness ECHS Directors, CTE Director, Campus Administrators	Collaboration/Partnership Agreements, Increased enrollment and successful completion of courses in Dual Credit, ECHS courses and CTE pathways.			
<p>2) All students in the District have free access to innovative educational program opportunities such as ECHS, STEM, Cyber Security, Heath Science Pathway and Dual Credit programs. Each campus offers various programs. Students are eligible to choose programs from across the District.</p>		Assistant Superintendent of Post-Secondary and Career Readiness ECHS Directors, CTE Director, Campus Administrators	Collaboration/Partnership Agreements, Increased enrollment and successful completion of courses in Dual Credit, ECHS courses and CTE pathways.			
<p>3) Through the expansion of existing programs across JISD, Early College High School, Dual Credit and additional Career Pathway enrollment opportunities are made available to JISD High School students district-wide.</p>		Assistant Superintendent of Post-Secondary and Career Readiness, CTE Directors ECHS Directors, Campus Administrators	Collaboration/Partnership Agreements, Course articulation agreements, Increased student enrollment in ECHS, Dual Credit courses and CTE pathways, Students' attainment of CTE program licenses and certifications			


4) Eliminate financial barriers for students enrolled in the TSTEM program by providing dual-enrollment courses through University of Texas OnRamps.		Assistant Superintendent of Post-Secondary Education and Career Readiness, K-12 STEM Coordinator, Campus Administration	Enrollment Data of TSTEM students Training of JISD staff by University of Texas OnRamps.			
						

Goal 1: Increase student achievement at the highest academic level by increasing the state and federal performance by 5% points in Mathematics, Reading, and Writing.

Performance Objective 7: Increase by 10% the number of students completing requirements for the IB Diploma.

Evaluation Data Source(s) 7: Number of students completing IB Diploma.

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Complete the phase out of the IB Diploma Program at Judson HS during the 2017-18 school year.		Campus Administration Advanced Academics Director IB Coordinator IB Teachers	All seniors in the IB Program at Judson HS complete all requirements for the IB Diploma.			
						

Goal 2: Improve student attendance by 0.5% by implementing a student attendance incentive plan.

Performance Objective 1: Increase the average daily attendance (ADA) for JISD by 0.5% for the 2017-2018 school year.






Evaluation Data Source(s) 1: 2018 TAPR, System Safeguard Report, Average Daily Attendance (ADA) rate, PEIMS Data

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) In response to the new truancy guidelines limiting the court referrals, the district truancy/attendance department will conduct more frequent home visits to share information with parents/guardians/students regarding attendance laws and hold Truancy Intervention Program (TIP) meetings with families and students. Diligent efforts will be made to locate students experiencing attendance issues.</p>		Executive Director of Student Support Services, District Truancy/Attendance Department, Campus Administrators, Campus Attendance Committees	PEIMS Attendance Data Improved Attendance on TAPR reports, TIP Sign in sheets, Attendance Tracker data, Home Visit logs			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) All campuses will have a Campus Attendance Committee to develop a plan to improve student attendance. Committees will develop strategies that will include communication with families of students experiencing attendance issues.</p>		District Truancy Department, Campus Administrators, Campus Attendance Committees	PEIMS Attendance Data Attendance Awards Improved Attendance on TAPR reports.			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>3) To boost student attendance, incentives such as monthly attendance awards and perfect attendance socials will be held at the various campuses experiencing low attendance. District will provide trophies to the campuses with the highest attendance rate and most improved attendance each 6 weeks.</p>		Executive Director of Student Support Services, District Truancy Department, Campus Administrators, Campus Attendance Committees	PEIMS Attendance Data Attendance Awards Improved Attendance on TAPR reports.			

<p>4) To increase student attendance and motivation, the STEM program provides opportunities for students to participate in After-School Clubs in robotics, field-based trips to STEM companies for middle school and high school students. Increase corporate partners and virtual learning experiences for all students.</p>		<p>Assistant Superintendent of Post-Secondary Education and Career Readiness, K-12 STEM Coordinator, Teachers, Campus Administrators</p>	<p>Increase enrollment in robotics teams, Increase field-based experiences for students, Increase corporate funding for STEM programs</p>			
<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>5) District and Campus Discipline Review Committee will meet quarterly to review student data and utilize a tiered approach to disciplining students with disabilities.</p>		<p>Deputy Superintendent, Director of Special Education, District Hearing Officer, Campus Administrators</p>	<p>Utilizing Discipline Committee findings/minutes, data collected from PEIMS discipline reports, 2018 STAAR and 2018 PBMAS Data will show improvements on student performance from the 2017 reports.</p>			
<p>6) Analyze Discipline data on a weekly basis and provide reports to campus and district leadership weekly.</p>		<p>Deputy Superintendent, Director of Special Education, District Hearing Officer, Campus Administrators</p>	<p>Data collected from PEIMS discipline reports, 2018 STAAR and 2018 PBMAS Data will show improvements on student performance from the 2017 reports.</p>			
<p>7) JISD will follow the Federal McKinney-Vento requirements to identify students living in a homeless situation. Staff will remove any barriers to enrollment and regular attendance in school. JISD will ensure equal access and comparable services, to include transportation, nutrition, and Title 1 services are provided to support students' opportunities to succeed in school.</p>		<p>Executive Director of Student Support Services, Director of Federal Program & Grants, District McKinney-Vento Liaison, Campus-based McKinney-Vento Liaison</p>	<p>100% of students meeting the requirements are enrolled in school under the McKinney-Vento Program (Student Residency Questionnaire) 100% of students identified as McKinney-Vento (homeless) will receive services to increase attendance rates from 92% to 93%.</p>			
<p align="center">Critical Success Factors CSF 1</p> <p>8) To ensure a safe learning environment conducive to successful student academic achievement, all teachers and staff serving students will be trained according to the JISD local policies on effective student management strategies. Students will be held to and disciplined according to the Board approved JISD Student Code of Conduct.</p>		<p>Executive Director of Student Support Services, Campus Administrators, District Hearing Officer, Director of Special Education</p>	<p>Training and additional resources will show a decline as reflected on the Weekly Reports in the number of discipline referrals and students assigned to ISS/OSS. Data collected from PEIMS discipline reports, 2018 STAAR and 2018 PBMAS Data will show improvements on student performance from the 2017 reports. CPI and TBSI training will reflect and increase in training attendance.</p>			
<p>9) The District will hold training for campus administrators to include ways to disaggregate their campus disciplinary data and report disciplinary information in PEIMS in a timely manner.</p>		<p>Executive Director of Special Programs, Campus Administrators, Director of Special Education JISD Data Research Coordinator</p>	<p>Campus disciplinary committee meeting findings Calendar of committee meetings and minutes Effective strategies documentation Agendas, handouts and sign-in sheets</p>			

<p align="center">PBMAS</p> <p>10) District will conduct Discipline Review Committee (DRC) meetings to discuss alternate ways to address student discipline issues and propose ways to ensure campus staff are familiar with Student Code of Conduct components.</p>		<p>Executive Director of Special Programs, Director of Special Education, Director of Pupil Services, Campus Administrators</p>	<p>District Discipline Review Committee meeting findings, Calendar of committee meetings and minutes, Effective strategies documentation, Agendas, handouts and sign-in sheets</p>			
<p align="center">Critical Success Factors CSF 1</p> <p>11) Judson provides homebound instructional services to students who meet the criteria established in the Texas Education Agency Student Attendance Accounting Handbook.</p>		<p>JISD McKinney Vento Coordinator, JISD 504 Coordinator, Campus Administrators</p>	<p>Homebound Roster, 504 Student Plans</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Improve student attendance by 0.5% by implementing a student attendance incentive plan.






Performance Objective 2: Increase the attendance by 5% for students identified as homeless per the McKinney Vento requirements for the 2017-2018 school year.

Evaluation Data Source(s) 2: 2018 TAPR, System Safeguard Report, District Attendance Report/PEIMS Data

Summative Evaluation 2: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>1) Identify students who are homeless by collecting SRQs (Student Residency Questionnaires) during the registration process or when a student is referred by a staff member. Immediate enrollment for students identified as homeless.</p>	9	Campus Administration, Homeless liaison, Counselor, Social Worker, PEIMS Clerk, Registrar, Secretary	PEIMS homeless reports, Student Residency Questionnaires (SRQ)			
<p>2) Provide appropriate services, including supplies, uniforms, meals, and transportation, to homeless students at every campus to improve academic progress, attendance, and graduation rates.</p>	9, 10	Campus Administration, Homeless liaison, Counselor, Social Worker	Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students, TEXSHEP (ESC 10, ESC 20) mid-year review			
Funding Sources: 211-8 Title I - \$0.00						
<p>3) Monitor the attendance and grades of homeless students and communicate immediately when barriers or concerns exist for homeless students/families.</p>	9	Campus Administration, Homeless liaison, Counselor, Social Worker	Improved grades reflected on 9-weeks report card grades, Improved attendance reports of homeless students Letters, call log to parents of homeless students			
		Funding source: TEXSHEP grants (ESC 10, ESC 20)				
<p>4) Provide one-on-one tutoring services on campus, in shelters, or in the homes of homeless students to improve academic progress.</p>						

5) Provide VIA bus passes to parents and students to increase parent participation in campus activities including academic nights, conferences, and other campus meetings.		Campus Administration, Homeless liaison, Counselor, Social Worker	Sing in sheets for academic events, conferences and other campus meetings.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Maintain a competitive compensation package with other districts that leads to increased employee retention and job satisfaction.






Performance Objective 1: The Office of Human Resources will demonstrate appreciation of JISD employees through district-wide recognition events for performance and service.

Evaluation Data Source(s) 1: End of Year Program Review and data from employee satisfaction surveys.

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Employees will be recognized for years of service on their anniversary date. Distinguished educators will be recognized annually at the JISD Distinguished Educator event and through participation in the Trinity Prize for Excellence program. Retirees will be recognized annually for their years of service.		Chief Human Resource Officer Director of Employee Relations	Yearly Recognition Ceremony			
2) The Department of Human Resources will host the annual Distinguished Educator Awards to include recognizing the Novice Teacher.		Chief Human Resource Officer Director of Employee Relations	Annual recognition ceremony in alignment with the Trinity Prize for Excellence timelines			
3) The Department of Human Resources will host a retirement banquet.		Chief Human Resource Officer Director of Employee Relations	Annual retirement banquet			
<p>Critical Success Factors CSF 5 CSF 6</p> 4) The Department of Human Resources will acknowledge positive public recognition of employees and community; Volunteer Service Award, Spirit of Judson Award, Substitute Banquet and positive monthly employee recognition.		Executive Director of Curriculum and Instruction Chief Human Resource Officer Director of Communications Director of Employee Relations	Annual and semi- annual recognition events through positive monthly employee recognition on district website , social media , electronic publications, and the news media.			

5) The Department of Public Information will widen the scope of community awareness of district's appreciation of employees by publicizing employee recognition events, district-wide pay and benefit increases as well as positive employee stories by way of district website, social media, electronic publications and news media.		Director of Communications	District website Social media Electronic publications News media			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Maintain a competitive compensation package with other districts that leads to increased employee retention and job satisfaction.






Performance Objective 2: The Office of Human Resources will ensure employees are adequately compensated.

Evaluation Data Source(s) 2: Use compensation trend data and comparison analysis of private and public sector to align within 90% of fair market value to assist in minimizing the turnover rates by less than 10% at all campuses and departments.

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) JISD will maintain 100% Highly Qualified (HQ) teacher and paraprofessional staff and report the HQ status annually to the Board of Trustees.</p>		Chief Human Resources Officer	Annual HQ report			
<p>2) Required professional development training will be provided to all personnel to include: FERPA, Sexual Harassment, Bullying, and Ethics. Training will be documented electronically.</p>		Chief Human Resources Officer Chief Technology Officer Campus Administrators	Training documentation, Presentation, Roster of staff completing training			
<p>3) The Department of Human Resources' Director of Compensations will maintain a reasonable response time to all compensation inquiries.</p>		Director of Compensations	Monthly Inquiry Tracking Log			
<p>4) The HR Department will recommend assignment changes based on applicable certifications, performance data, and other relevant information.</p>		Chief Human Resources Officer Director of Employee Relations, Campus Administrators	Increased STAAR scores (Index 1,2,3,4) in comparison to previous year. Increased Bi-Annual Benchmark Data in comparison to previous year. Increase in district-wide Accountability Distinctions in comparison to previous year.			
<p>System Safeguard Strategy</p> <p>5) The HR Department will recruit and hire highly qualified instructional personnel with a focus on improving PBMAS, SPED and ELL STAAR performance.</p>		Chief Human Resources Officer, Human Resources, Executive Director for Curriculum and Instruction, Campus Administrators	Increased STAAR SPED and ELL sub-population scores (Index 3) in comparison to previous year. Increased Bi-Annual Benchmark scores in comparison to previous year. Reduction in PBMAS indicator areas in need of improvement.			

6) The HR Department will monitor and make recommendations to adjust secondary staffing formulas for campus-based administrators to help maximize efficiency and effectiveness, thus positively impacting student achievement..	Chief Human Resources Officer, Chief Financial Officer, Director of Compensations	Increased STAAR scores (Index 1,2,3,4) in comparison to previous year. Increased Bi-Annual Benchmark scores in comparison to previous year. Increase in district-wide Accountability Distinctions in comparison to previous year.			
7) Recruit, staff, track and monitor substitute fill rates and 30-day assignments on a weekly basis to support campus instructional initiatives.	Director of Auxiliary Personnel and Substitutes, AESOP Technician	Weekly reports will show an increase of daily substitute fill rates and compliance with TEC pertaining to non-qualified classroom instructors.			
8) Monitor the HR website to make sure it is current and consistently updated.	Director of Employee Relations	Maintain updated website for 2017-2018			
9) Review and update HR Administrative Procedures	Chief Human Resources Officer/Director for Employee Relations/Communications Office	Procedures are clarified and updated to remain current with corresponding Legal and Local District policies.			
<p style="text-align: center;">Equity Plan Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>10) Training will be provided for new to teaching educators at the beginning of the 17-18 school year (New Teacher Academy).</p>	Human Resources Department Professional Development Coordinator	New to Judson teachers will gain the necessary tools and information to assimilate into their teaching assignment and campus with ease. Surveys will show a positive feedback from new to Judson teachers.			
<p style="text-align: center;">Equity Plan Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>11) Professional Development Department will implement an effective induction program for new to the profession teachers by providing a trainer of trainers model using Ginger Tucker's Heart of Teaching model for Lead Mentors from each campus.</p>	Human Resources Department Professional Development Coordinator	Increase of new/inexperienced teacher retention Lower attrition Increased teacher effectiveness			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: Maintain a competitive compensation package with other districts that leads to increased employee retention and job satisfaction.

Performance Objective 3: JISD Equity Plan Team will implement the plan across the district to increase the number of effective and experienced teachers at high poverty and high minority schools.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide incentives that will attract effective, experienced teachers to high poverty/minority campuses.</p>		Equity Planning Team	Close the Equity Gap in high poverty/minority students taught by inexperienced teachers			
<p>2) Use effective, experienced teachers to provide relevant PD for teachers at high poverty & high minority campuses</p>		Equity Planning Team	Close the Equity Gap, Increase the number of experienced teachers at high poverty and high minority campuses			
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) Provide opportunities for teacher leaders to collaborate in the development of district initiatives: provide stakeholders with ongoing training for professional growth.</p>		Equity Planning Team	Close the Equity Gap in high poverty/minority students taught by inexperienced teachers.			
						

Goal 4: Improve communication with all stakeholders to increase and enhance community engagement and parental involvement.






Performance Objective 1: The Communications Department will improve communication with all stakeholders by increasing the number of information pathways and parental and community outreach events.

Evaluation Data Source(s) 1: End of Year Program Review and data from community events and surveys.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) District-wide programs such as Parent Center, PeachJar, Report IT and Direct Chat are linked to each campus website. Report IT allows all stakeholders to anonymously report bullying and/or any safety/crime acts that may be observed. Direct Chat allows two-way communication between district and school community.</p>		District Webmaster, Chief Technology Officer, Campus Administrators, Campus Webmasters, Director of Communications	The District will see a 10% increase in parent/family satisfaction with avenues for communicating needs for mentoring, tutoring, counseling, etc. as reflected in end of year surveys.			
<p>Critical Success Factors CSF 5</p> <p>2) Promote use of The Parent Center (PC) through presence at report card nights, parent organization presentations, etc. PC allows guardians to remain informed on everyday activities of their children: grades, attendance, library books, discipline, health, transportation, various types of alerts and meal balances in students' accounts. PC will be utilized for feedback gathering by engaging families in two surveys. Outcome of surveys will be shared in Parent Center.</p>		District Webmaster, Chief Technology Officer Campus Administrators Campus Webmasters	<p>Increase the number of parents/families enrolled in Parent Center by 3%.</p> <p>Increase the use of Parent Center by students by 2.5%.</p> <p>Two district-wide parent surveys throughout the year through Parent Center will show an increase in parent/family satisfaction.</p>			

<p align="center">Critical Success Factors CSF 5</p> <p>3) District and campus collaboration with community groups / organizations and/or businesses that offer educational enrichment opportunities through distribution of information and materials electronically using JISD Website, PeachJar, Judson Post, Direct Chat and Bright Arrow. Messaging will contain improved subject line writing, more engaging content and links, and increased video content in posts.</p>		<p>District Webmaster, Chief Technology Officer, Campus Administrators, Campus Webmasters, Director of Communications, Director of Governmental, Community and Judson Education Foundation Relations</p>	<p>Reaching 30% open rates (PeachJar)</p> <p>Reaching average open rate for school year of 17% (Judson Post)</p> <p>Reach 2.6 million new visitors for website (JISD Website)</p>			
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Garner input from family and community members and host district-wide events that provide resources for parents/families and students in the community, showcase district and student successes and bring together different stakeholders (families, students, business partners, community organization, JISD faculty and staff) that can ultimately support student achievement.</p>		<p>Director of Governmental, Community and Judson Education Foundation Relations</p>	<p>Increase participation by hosting two district-wide family/community meetings each semester that guide the Family & Community Engagement Plan for JISD</p> <p>Host a minimum of three district-wide events with a goal of 150 participants at each event.</p> <p>Presence of 80 different district partners (vendors, community organizations, local businesses) across all district-wide events.</p>			
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) JISD will host a STEM Day to provide opportunities for all students to engage in hands-on learning with corporate partners in the STEM field.</p>		<p>Assistant Superintendent of Post-Secondary Education and Career Readiness, K-12 STEM Coordinator, Campus Administrators</p>	<p>Increase participation and family engagement in the annual STEM Day.</p> <p>Increase the number of STEM Corporate Partners.</p>			
<p>6) Establish a parent organization on every campus.</p>		<p>Campus Administrator, Director of Governmental, Community and Judson Education Foundation Relations</p>	<p>JISD will increase by 25% increase the number of identified active parent organizations across the district</p> <p>Parent Survey will reflect a 12% increase of parents feeling welcomed and increased satisfaction on campuses.</p>			
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>7) Establish relationships with Neighborhood Associations (NA) and faith-based community in the area.</p>		<p>Campus Administrator, Director of Governmental, Community and Judson Education Foundation Relations</p>	<p>District will visit/present at three Neighborhood Associations meetings in the Fall.</p> <p>District will visit/present at four Neighborhood Associations meetings in the Spring.</p> <p>Meet with at least one faith-based organization in each JISD single member district by end of school year.</p>			


<p align="center">Critical Success Factors CSF 5</p> <p>8) The ELL department staff will work with campuses to provide translation services as needed to parents and community.</p>	<p align="center">6</p>	<p>ELL Department, Campus Administrators, Director of Communications, Director of Governmental, Community and Judson Education Foundation Relations</p>	<p>Improved communication with parents and community members.</p>			
<p>Funding Sources: 263-8 Title III - \$1,600.00</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: To spend money wisely, efficiently, and equitably by maintaining a "Superior" rating, earning an Unqualified Opinion Letter, and maintaining a fund balance that is aligned with Board Policy.

Performance Objective 1: Develop a budget that reflects equitable distribution of resources to campuses and conforms to fund balance requirements established by the Board of Trustees.

Evaluation Data Source(s) 1: The FY 2016-2017 through FY 2017-2018 budgets will reflect student and staff allocations to be equitable to all campuses while maintaining the General Fund Balance at a level that is at least 17% of General Operating budgeted expenditures.

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) The Department of Business services will establish funding, on a per student basis, for the development of the general fund budget.		Chief Financial Officer, Director of Accounting	Distribution of student allocation funds to principals, by campus.			
2) The Department of Business Services will analyze expenditures by functional areas and compare them to peer districts to measure efficiency.		Chief Financial Officer, Director of Accounting	Complete functional expenditure comparison template.			
3) The Department of Operations and Employee Services will develop student enrollment projections for upcoming school year.		Assistant Superintendent of Operations	Demographic study report. Presentation of demographic study to Board of Trustees. Budget approved based on enrollment projection.			
4) The Department of Operations and Employee Services will develop and maintain a 10-year facility plan		Assistant Superintendent of Operations	10 year facility plan approved by Board of Trustees.			
5) The Department of Human Resources will establish guidelines for staffing campuses equitably.		Chief Human Resource Officer	Presentation and acceptance of staffing allocation template to Board of Trustees.			
6) The Department of Technology will develop a long term technology plan that ensures campuses are being provided computers and other required technology.		Chief Technology Officer	Adoption of the Technology Plan by the Board of Trustees. (Technology Plan attached as addendum)			
7) The Department of Technology will develop a plan that ensures that instructional media is adequate at all campuses.		Executive Director of Curriculum and Instruction, Chief Technology Officer	Completion of annual instructional plan and survey.			
						

Goal 5: To spend money wisely, efficiently, and equitably by maintaining a "Superior" rating, earning an Unqualified Opinion Letter, and maintaining a fund balance that is aligned with Board Policy.

Performance Objective 2: The Business Services Department will continue to monitor the criteria required to earn a superior rating on the Financial Integrity Rating System of Texas (F.I.R.S.T.)

Evaluation Data Source(s) 2: The rating of the SY 2016-2017 through SY 2017-2018 Financial Integrity Rating System of Texas will be indicated as superior achievement.

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) The Department of Business Services will achieve the highest score on each of the indicators measured by this rating instrument. (The indicators being measured are attached as an addendum.)		Chief Financial Officer Director of Accounting	The scores assigned by Texas Education Agency for each indicator.			
						

Goal 5: To spend money wisely, efficiently, and equitably by maintaining a "Superior" rating, earning an Unqualified Opinion Letter, and maintaining a fund balance that is aligned with Board Policy.

Performance Objective 3: The Business Services Department will continuously monitor the current fiscal year financial records and implement changes as required and in accordance with new accounting rules to ensure that the financial position of the school district is reflected fairly in all material aspects.

Evaluation Data Source(s) 3: An Unqualified Opinion Letter will be issued by the independent auditors regarding the financial statements contained in FY 2016-2017 through FY 2017-2018 annual financial audit report.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) The Department of Business Services will perform reviews of financial information to ensure it is accurate.		Chief Financial Officer, Director of Accounting	Completed monthly reconciliations of bank accounts and inventory accounts.			
2) The Department of Business Services will perform reviews of internal financial processes to identify and correct risks.		Chief Financial Officer, Director of Accounting	Complete two work flow charts for selected processes.			
3) The Department of Business Services will monitor changes in accounting rules to ensure compliance.		Chief Financial Officer, Director of Accounting	Attend training on changes to accounting reporting requirements.			
4) The Department of Business Services will monitor state and federal grant expenditures and reporting for compliance.		Chief Financial Officer, Director of Accounting	No findings or questioned costs as a result of the annual single audit. Draw down of funds submitted to the Texas Education Agency on a monthly basis. Timely filed grant applications and amendments.			
5) The Department of Human Resources will maintain complete employee files for all employees.		Chief Human Resource Officer	No missing records identified as a result of the sample tested by the external auditors during the annual audit.			
						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	In response to the PBMAS data, the ELL department will provide ongoing professional development in best practices regarding sheltered instruction across content areas, as specified in the Sheltered Instruction EBIES #8, for K-12 teachers and administrators.
1	1	6	The Department of Curriculum and Instruction will collaborate to analyze student data to determine the needs of students in special programs by program and campus. The data-driven decision making process will provide for adjustments to the methods used to support the campuses experiencing student achievement outcomes not meeting the state standards.
1	1	14	JISD will continue a Targeted Intervention Plan to address the PBMAS report and the STAAR/EOC performance for students with disabilities, CTE students, English Language Learners and No Child Left Behind criteria.
1	1	15	Language and Literacy L2 professional development is provided to teachers to meet the students' needs for content and academic vocabulary development across content areas.
1	1	31	Students not achieving at their full potential will be monitored by campus and district level departments to plan and implement instructional strategies to support struggling students in all programs to include but not limited to At-Risk, students with disabilities, CTE, ELL, and the economically disadvantaged student group.
1	1	32	District will train campus and Special Education department staff on best practices for holding manifestation determination reviews (MDR) and creating effective FBA/BIPs.
1	1	35	District will conduct Discipline Review Committee (DRC) meetings to discuss alternate ways to address student discipline issues and propose ways to ensure campus staff are familiar with Student Code of Conduct components.
1	1	36	Dept. of Sp. Ed. will provide training to special education teachers on the development of effective Behavior Improvement Plans (BIP) that include positive behavioral interventions. Dept. of Sp. Ed. staff will conduct random sampling of BIPs at their assigned campuses.
1	1	37	In response to the PBMAS report, Dept. of Sp. Ed. staff will review student attendance reports, student achievement data, accountability information, and district/State assessment information at weekly District Leadership Team (DLT) meetings. The three TEKS standards with the lowest percentages by grade and content area will be identified and training/monitoring efforts will be developed. Training on content alignment, scaffolding and instruction aligned with TEKS standards in mainstream and resource settings are targeted topics to improve the performance of students with disabilities taking STAAR.
1	1	39	Summer School, before, during and after school instruction will be provided for students who are identified as not having met expectations on STAAR/EOC assessments. Student Success Initiative (SSI) requirements for 5th and 8th grade students will be followed per state guidelines.

Goal	Objective	Strategy	Description
1	1	41	iStation will be used as the BOY, MOY, and EOY Universal Screen and as a way to increase reading comprehension and vocabulary development for students in Kinder-8th grades. Stride will be used as the BOY, MOY, and EOY Universal Screen for mathematics K-8 to assess students' ongoing academic progress.
1	1	45	JISD will implement the use of Orton Gillingham based programs (English and Spanish) designed to address the specific needs of students identified with dyslexia. Therapists will work closely with classroom teachers to encourage students to use acquired dyslexia strategies across all content areas.
1	1	47	Provide one-on-one coaching and modeling support regarding the use of sentence stems and vocabulary banks in writing.
1	1	48	In response to the PBMAS data, the ELL department will provide professional development to 3-8 content and ELA/ESOL teachers with identified EL students in their classes, in best practices regarding sheltered instruction across content areas to include differentiated instruction, interactive word walls, and REFEOS, as specified in Chapter 74.4b of the Texas Education Code.
1	1	49	In response to the PBMAS data, CTE department will collaborate with English Language Learner (ELL) specialists and Special Education specialists to determine instructional supports needed within the CTE classes for struggling ELL students and students with disabilities. CTE teachers will attend professional development on differentiated instructional strategies, Sheltered Instruction Observation Protocols (SIOP) and best practices to support struggling learners.
1	2	2	Students deficient in credits have the opportunity to recover credits through the Edgenuity Instructional On-line program available before, during and after school at each comprehensive high school. The Ayer's House, JLA, Boot Camp and the District Alternative Educational Placement (DAEP) utilize Edgenuity for credit recovery and credit attainment in some unique settings.
1	5	2	Provide appropriate accommodations on all College Board tests to students who use accommodations for state assessments.
2	1	1	In response to the new truancy guidelines limiting the court referrals, the district truancy/attendance department will conduct more frequent home visits to share information with parents/guardians/students regarding attendance laws and hold Truancy Intervention Program (TIP) meetings with families and students. Diligent efforts will be made to locate students experiencing attendance issues.
2	1	2	All campuses will have a Campus Attendance Committee to develop a plan to improve student attendance. Committees will develop strategies that will include communication with families of students experiencing attendance issues.
2	1	3	To boost student attendance, incentives such as monthly attendance awards and perfect attendance socials will be held at the various campuses experiencing low attendance. District will provide trophies to the campuses with the highest attendance rate and most improved attendance each 6 weeks.
2	1	5	District and Campus Discipline Review Committee will meet quarterly to review student data and utilize a tiered approach to disciplining students with disabilities.

Goal	Objective	Strategy	Description
2	2	1	Identify students who are homeless by collecting SRQs (Student Residency Questionnaires) during the registration process or when a student is referred by a staff member. Immediate enrollment for students identified as homeless.
3	2	1	JISD will maintain 100% Highly Qualified (HQ) teacher and paraprofessional staff and report the HQ status annually to the Board of Trustees.
3	2	5	The HR Department will recruit and hire highly qualified instructional personnel with a focus on improving PBMAS, SPED and ELL STAAR performance.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
171.11.6112.24.001.8.00.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$8,100.00
171.11.6112.24.008.8.00.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,500.00
171.11.6112.24.010.8.00.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$3,600.00
171.11.6112.24.042.8.00.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$3,600.00
171.11.6112.30.041.8.00.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$900.00
171.11.6112.30.043.8.00.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$900.00
171.11.6112.30.044.8.00.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$900.00
171.11.6112.30.045.8.00.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$900.00
171.21.6118.30.117.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$3,950.00
171.11.6118.24.042.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$7,970.00
171.11.6118.30.103.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$1,500.00
171.13.6118.24.109.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$1,000.00
171.21.6118.24.104.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$520.00
171.11.6118.24.104.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$5,500.00
171.11.6118.30.105.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$7,500.00
171.13.6118.24.116.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$1,000.00
171.21.6118.24.116.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$1,100.00
171.11.6118.24.116.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$9,000.00
171.11.6118.30.106.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$5,000.00
171.13.6118.24.119.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$1,000.00
171.21.6118.24.118.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$1,200.00
171.11.6118.24.118.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$9,000.00

171.11.6118.30.107.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$5,000.00
171.13.6118.30.041.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$200.00
171.21.6118.24.119.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$2,000.00
171.11.6118.24.119.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$10,000.00
171.11.6118.30.109.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$3,000.00
171.13.6118.30.043.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$1,500.00
171.21.6118.30.041.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$1,000.00
171.11.6118.26.003.8.HB.0.00	6118 Extra Duty Stipend - Locally Defined	\$1,500.00
171.11.6118.30.110.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$4,200.00
171.13.6118.30.044.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$600.00
171.21.6118.30.043.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$2,000.00
171.11.6118.30.041.8.HB.0.00	6118 Extra Duty Stipend - Locally Defined	\$750.00
171.11.6118.30.111.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$11,105.00
171.13.6118.30.102.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$1,000.00
171.21.6118.30.044.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$2,500.00
171.11.6118.30.041.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$2,500.00
171.11.6118.30.112.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$6,500.00
171.13.6118.30.103.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$1,000.00
171.21.6118.30.101.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$1,181.00
171.11.6118.24.001.8.HB.0.00	6118 Extra Duty Stipend - Locally Defined	\$2,350.00
171.11.6118.30.043.8.HB.0.00	6118 Extra Duty Stipend - Locally Defined	\$750.00
171.11.6118.30.113.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$12,050.00
171.13.6118.30.105.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$700.00
171.21.6118.30.102.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$3,000.00
171.11.6118.24.001.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$50,000.00
171.11.6118.30.043.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$5,000.00
171.11.6118.30.114.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$8,500.00
171.13.6118.30.106.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$500.00

171.21.6118.30.103.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$2,000.00
171.11.6118.24.008.8.HB.0.00	6118 Extra Duty Stipend - Locally Defined	\$2,350.00
171.11.6118.30.044.8.HB.0.00	6118 Extra Duty Stipend - Locally Defined	\$750.00
171.11.6118.30.115.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$12,500.00
171.13.6118.30.111.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$250.00
171.21.6118.30.105.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$1,100.00
171.11.6118.24.008.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$15,000.00
171.11.6118.30.044.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$16,000.00
171.11.6118.30.117.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$10,000.00
171.13.6118.30.112.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$1,150.00
171.21.6118.30.106.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$1,800.00
171.21.6118.30.107.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$2,000.00
171.11.6118.24.009.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$7,500.00
171.11.6118.30.045.8.HB.0.00	6118 Extra Duty Stipend - Locally Defined	\$750.00
171.13.6118.24.001.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$5,000.00
171.21.6118.24.008.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$15,000.00
171.21.6118.30.111.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$1,525.00
171.11.6118.24.010.8.HB.0.00	6118 Extra Duty Stipend - Locally Defined	\$2,350.00
171.11.6118.30.045.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$10,000.00
171.13.6118.24.009.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$330.00
171.21.6118.24.009.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$330.00
171.21.6118.30.112.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$2,500.00
171.11.6118.24.010.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$4,500.00
171.11.6118.30.101.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$6,025.00
171.13.6118.24.042.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$1,000.00
171.21.6118.24.010.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$2,000.00
171.21.6118.30.115.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$2,000.00
171.11.6118.24.042.8.HB.0.00	6118 Extra Duty Stipend - Locally Defined	\$750.00

171.11.6118.30.102.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$12,000.00
171.13.6118.24.104.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$350.00
171.21.6118.24.042.8.TF.0.00	6118 Extra Duty Stipend - Locally Defined	\$3,000.00
171.11.6119.24.698.8.00.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$170,000.00
171.11.6119.24.699.8.00.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$170,000.00
171.13.6119.24.698.8.00.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$2,000.00
171.13.6119.24.699.8.00.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$4,000.00
171.21.6119.24.698.8.00.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$8,000.00
171.21.6119.24.699.8.00.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$12,000.00
171.23.6119.24.698.8.00.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$26,000.00
171.23.6119.24.699.8.00.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$30,000.00
171.33.6119.24.698.8.00.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$2,800.00
171.33.6119.24.699.8.00.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$4,500.00
171.11.6121.24.103.8.TF.0.00	6121 Extra Duty Pay/Overtime - Support Personnel	\$750.00
171.11.6121.24.116.8.TF.0.00	6121 Extra Duty Pay/Overtime - Support Personnel	\$500.00
171.11.6121.30.045.8.TF.0.00	6121 Extra Duty Pay/Overtime - Support Personnel	\$2,000.00
171.11.6121.30.101.8.TF.0.00	6121 Extra Duty Pay/Overtime - Support Personnel	\$655.00
171.11.6121.30.103.8.TF.0.00	6121 Extra Duty Pay/Overtime - Support Personnel	\$500.00
171.11.6121.30.106.8.TF.0.00	6121 Extra Duty Pay/Overtime - Support Personnel	\$800.00
171.11.6121.30.114.8.TF.0.00	6121 Extra Duty Pay/Overtime - Support Personnel	\$250.00
171.23.6129.24.699.8.00.0.00	6129 Salaries or Wages for Support Personnel	\$7,000.00
171.33.6129.24.698.8.00.0.00	6129 Salaries or Wages for Support Personnel	\$1,500.00
171.11.6129.24.104.8.TF.0.00	6129 Salaries or Wages for Support Personnel	\$200.00
171.11.6129.24.698.8.00.0.00	6129 Salaries or Wages for Support Personnel	\$5,000.00
171.11.6129.24.699.8.00.0.00	6129 Salaries or Wages for Support Personnel	\$7,000.00
171.11.6129.30.115.8.TF.0.00	6129 Salaries or Wages for Support Personnel	\$1,000.00
171.23.6129.24.698.8.00.0.00	6129 Salaries or Wages for Support Personnel	\$2,500.00
	6100 Subtotal:	\$819,791.00

6200 Professional and Contracted Services		
	6218 Professional Services - Locally Defined	\$500.00
	6200 Subtotal:	\$500.00
6300 Supplies and Services		
171.11.6329.24.698.8.00.0.00	6329 Reading Materials	\$1,000.00
171.11.6329.30.115.8.00.0.00	6329 Reading Materials	\$5,000.00
171.11.6329.24.699.8.00.0.00	6329 Reading Materials	\$1,000.00
171.11.6329.30.117.8.00.0.00	6329 Reading Materials	\$5,000.00
171.11.6329.30.041.8.00.0.00	6329 Reading Materials	\$23,495.00
171.13.6329.24.001.8.00.0.00	6329 Reading Materials	\$7,300.00
171.11.6329.30.043.8.00.0.00	6329 Reading Materials	\$500.00
171.13.6329.24.008.8.00.0.00	6329 Reading Materials	\$2,145.00
171.11.6329.30.044.8.00.0.00	6329 Reading Materials	\$9,000.00
171.13.6329.24.009.8.00.0.00	6329 Reading Materials	\$1,500.00
171.11.6329.30.045.8.00.0.00	6329 Reading Materials	\$5,000.00
171.13.6329.24.118.8.00.0.00	6329 Reading Materials	\$1,500.00
171.11.6329.30.101.8.00.0.00	6329 Reading Materials	\$7,589.00
171.13.6329.24.119.8.00.0.00	6329 Reading Materials	\$500.00
171.11.6329.30.102.8.00.0.00	6329 Reading Materials	\$5,000.00
171.13.6329.30.044.8.00.0.00	6329 Reading Materials	\$1,000.00
171.11.6329.30.103.8.00.0.00	6329 Reading Materials	\$4,500.00
171.13.6329.30.045.8.00.0.00	6329 Reading Materials	\$1,000.00
171.11.6329.30.105.8.00.0.00	6329 Reading Materials	\$4,000.00
171.13.6329.30.107.8.00.0.00	6329 Reading Materials	\$1,500.00
171.11.6329.24.001.8.00.0.00	6329 Reading Materials	\$15,000.00
171.11.6329.30.106.8.00.0.00	6329 Reading Materials	\$1,900.00

171.13.6329.30.112.8.00.0.00	6329 Reading Materials	\$1,000.00
171.11.6329.24.008.8.00.0.00	6329 Reading Materials	\$15,000.00
171.11.6329.30.107.8.00.0.00	6329 Reading Materials	\$4,500.00
171.31.6329.24.001.8.00.0.00	6329 Reading Materials	\$5,000.00
171.11.6329.24.010.8.00.0.00	6329 Reading Materials	\$3,780.00
171.11.6329.30.109.8.00.0.00	6329 Reading Materials	\$3,000.00
171.11.6329.24.042.8.00.0.00	6329 Reading Materials	\$7,000.00
171.11.6329.30.110.8.00.0.00	6329 Reading Materials	\$4,000.00
171.11.6329.24.116.8.00.0.00	6329 Reading Materials	\$1,500.00
171.11.6329.30.111.8.00.0.00	6329 Reading Materials	\$3,400.00
171.11.6329.24.119.8.00.0.00	6329 Reading Materials	\$500.00
171.11.6329.30.112.8.00.0.00	6329 Reading Materials	\$1,000.00
171.11.6399.24.042.8.00.0.00	6399 General Supplies	\$18,000.00
171.11.6399.30.106.8.00.0.00	6399 General Supplies	\$8,550.00
171.13.6399.30.105.8.00.0.00	6399 General Supplies	\$850.00
171.11.6399.24.104.8.00.0.00	6399 General Supplies	\$6,780.00
171.11.6399.30.107.8.00.0.00	6399 General Supplies	\$8,600.00
171.13.6399.30.107.8.00.0.00	6399 General Supplies	\$1,200.00
171.11.6399.24.116.8.00.0.00	6399 General Supplies	\$9,700.00
171.11.6399.30.110.8.00.0.00	6399 General Supplies	\$16,700.00
171.13.6399.30.110.8.00.0.00	6399 General Supplies	\$500.00
171.11.6399.24.119.8.00.0.00	6399 General Supplies	\$5,500.00
171.11.6399.30.112.8.00.0.00	6399 General Supplies	\$5,500.00
171.13.6399.30.112.8.00.0.00	6399 General Supplies	\$3,000.00
171.11.6399.24.698.8.00.0.00	6399 General Supplies	\$22,910.00
171.11.6399.30.113.8.00.0.00	6399 General Supplies	\$10,000.00
171.23.6399.24.698.8.00.0.00	6399 General Supplies	\$4,500.00
171.11.6399.24.699.8.00.0.00	6399 General Supplies	\$26,080.00

171.11.6399.30.114.8.00.0.00	6399 General Supplies	\$15,450.00
171.23.6399.24.699.8.00.0.00	6399 General Supplies	\$500.00
171.11.6399.26.003.8.SC.0.00	6399 General Supplies	\$5,100.00
171.11.6399.30.115.8.00.0.00	6399 General Supplies	\$7,900.00
171.31.6399.24.001.8.00.0.00	6399 General Supplies	\$2,000.00
171.11.6399.28.005.8.SC.0.00	6399 General Supplies	\$2,090.00
171.11.6399.30.117.8.00.0.00	6399 General Supplies	\$5,900.00
171.31.6399.24.008.8.00.0.00	6399 General Supplies	\$3,000.00
171.11.6399.30.041.8.00.0.00	6399 General Supplies	\$1,500.00
171.13.6399.24.001.8.00.0.00	6399 General Supplies	\$5,000.00
171.32.6399.24.008.8.00.0.00	6399 General Supplies	\$2,000.00
171.11.6399.30.043.8.00.0.00	6399 General Supplies	\$15,000.00
171.13.6399.24.008.8.00.0.00	6399 General Supplies	\$2,000.00
171.32.6399.30.041.8.00.0.00	6399 General Supplies	\$1,000.00
171.11.6399.30.044.8.00.0.00	6399 General Supplies	\$4,000.00
171.13.6399.24.109.8.00.0.00	6399 General Supplies	\$5,500.00
171.32.6399.30.042.8.00.0.00	6399 General Supplies	\$1,000.00
171.11.6399.30.045.8.00.0.00	6399 General Supplies	\$24,420.00
171.13.6399.24.116.8.00.0.00	6399 General Supplies	\$500.00
171.32.6399.30.044.8.00.0.00	6399 General Supplies	\$500.00
171.11.6399.24.001.8.00.0.00	6399 General Supplies	\$30,000.00
171.11.6399.30.101.8.00.0.00	6399 General Supplies	\$5,000.00
171.13.6399.24.118.8.00.0.00	6399 General Supplies	\$1,400.00
171.32.6399.30.110.8.00.0.00	6399 General Supplies	\$500.00
171.11.6399.24.008.8.00.0.00	6399 General Supplies	\$10,000.00
171.11.6399.30.102.8.00.0.00	6399 General Supplies	\$10,050.00
171.13.6399.24.119.8.00.0.00	6399 General Supplies	\$400.00
171.32.6399.30.112.8.00.0.00	6399 General Supplies	\$1,000.00

171.11.6399.24.009.8.00.0.00	6399 General Supplies	\$2,000.00
171.11.6399.30.103.8.00.0.00	6399 General Supplies	\$7,000.00
171.13.6399.30.041.8.00.0.00	6399 General Supplies	\$400.00
171.33.6399.24.698.8.00.0.00	6399 General Supplies	\$150.00
171.11.6399.24.010.8.00.0.00	6399 General Supplies	\$25,120.00
171.11.6399.30.105.8.00.0.00	6399 General Supplies	\$6,800.00
171.13.6399.30.043.8.00.0.00	6399 General Supplies	\$1,865.00
171.33.6399.24.699.8.00.0.00	6399 General Supplies	\$50.00
6300 Subtotal:		\$508,574.00
6400 Other Operating Costs		
171.13.6411.24.001.8.00.0.00	6411 Employee Travel	\$3,000.00
171.21.6411.24.010.8.00.0.00	6411 Employee Travel	\$1,500.00
171.13.6411.24.008.8.00.0.00	6411 Employee Travel	\$10,000.00
171.21.6411.24.699.8.00.0.00	6411 Employee Travel	\$200.00
171.13.6411.24.010.8.00.0.00	6411 Employee Travel	\$4,500.00
171.21.6411.24.811.8.00.0.00	6411 Employee Travel	\$2,500.00
171.13.6411.24.042.8.00.0.00	6411 Employee Travel	\$2,000.00
171.23.6411.24.699.8.00.0.00	6411 Employee Travel	\$20.00
171.13.6411.24.109.8.00.0.00	6411 Employee Travel	\$2,000.00
171.31.6411.24.001.8.00.0.00	6411 Employee Travel	\$3,000.00
171.13.6411.24.118.8.00.0.00	6411 Employee Travel	\$1,000.00
171.31.6411.24.008.8.00.0.00	6411 Employee Travel	\$1,500.00
171.13.6411.24.119.8.00.0.00	6411 Employee Travel	\$600.00
171.32.6411.24.008.8.00.0.00	6411 Employee Travel	\$1,000.00
171.13.6411.30.041.8.00.0.00	6411 Employee Travel	\$300.00
171.32.6411.30.043.8.00.0.00	6411 Employee Travel	\$500.00
171.13.6411.30.045.8.00.0.00	6411 Employee Travel	\$2,000.00

171.32.6411.30.044.8.TF.0.00	6411 Employee Travel	\$290.00
171.13.6411.30.105.8.00.0.00	6411 Employee Travel	\$700.00
171.32.6411.30.110.8.00.0.00	6411 Employee Travel	\$800.00
171.13.6411.30.106.8.00.0.00	6411 Employee Travel	\$1,000.00
171.32.6411.30.112.8.00.0.00	6411 Employee Travel	\$1,000.00
171.13.6411.30.111.8.00.0.00	6411 Employee Travel	\$300.00
171.13.6411.30.112.8.00.0.00	6411 Employee Travel	\$1,500.00
171.13.6411.30.117.8.00.0.00	6411 Employee Travel	\$750.00
171.21.6411.24.001.8.00.0.00	6411 Employee Travel	\$3,000.00
171.21.6411.24.008.8.00.0.00	6411 Employee Travel	\$2,000.00
171.11.6429.24.001.8.00.0.00	6429 Insurance and Bonding Costs - Locally Defined	\$2,560.00
171.11.6494.24.698.8.00.0.00	6494 Reclassified Transportation Expenses	\$10,000.00
171.11.6494.24.699.8.00.0.00	6494 Reclassified Transportation Expenses	\$10,000.00
171.11.6494.30.043.8.TF.0.00	6494 Reclassified Transportation Expenses	\$6,000.00
171.11.6494.30.044.8.TF.0.00	6494 Reclassified Transportation Expenses	\$2,500.00
171.11.6494.30.101.8.TF.0.00	6494 Reclassified Transportation Expenses	\$2,000.00
171.11.6494.30.106.8.TF.0.00	6494 Reclassified Transportation Expenses	\$2,500.00
171.11.6494.24.001.8.TF.0.00	6494 Reclassified Transportation Expenses	\$10,000.00
171.11.6494.24.008.8.TF.0.00	6494 Reclassified Transportation Expenses	\$30,000.00
171.11.6494.24.009.8.TF.0.00	6494 Reclassified Transportation Expenses	\$1,000.00
171.11.6494.24.118.8.TF.0.00	6494 Reclassified Transportation Expenses	\$4,500.00
171.11.6494.24.119.8.TF.0.00	6494 Reclassified Transportation Expenses	\$1,000.00
6400 Subtotal:		\$129,020.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amber Palmer	Social Worker	Guidance and Counseling	1
Jodi Burton	Coordinator	State Compensatory Education	1
Lilo Brill	ELL Secondary Specialist	Bilingual Education	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	K-12 ELA and Reading Specialist	Curriculum and Instruction	.50
Eliza Duhart	Secretary to the Director of Federal Pro	Federal Programs and Grants	.50
Harris, Mao	K-12 ELA and Reading Specialist	Curriculum and Instruction	1.0
Hernandez, Deyanira	NCLB Compliance Specialist	Federal Programs and Grants	1.0
Padilla-Ferrer, Veronica	K-8 Math Specialist	Curriculum and Instruction	1.0
Ramirez, Luz	Pre-K - 5 Bilingual Coordinator	Curriculum and Instruction	.50
Roddy, Sharon	Director of Federal Programs and Grants	Federal Programs and Grants	.50
Young, Dianetta	McKinney-Vento Liaison	Curriculum and Instruction	1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Dr. Carl A. Montoya	Superintendent
Business Representative	Kevin Hadas	Year 2 of Term 1, Cartwheel Communications
Business Representative	Elizabeth Stamper	Year 2 of Term 1, Scholastic Rep
Chair	Elida Bera	Deputy Superintendent
Community Representative	Jackie Freeman	Year 2 of Term 1, Member
Community Representative	Sonny Merrell	Year 2 of Term 1, Member
District-level Professional	Liza Pesina	Year 2 of Term 1, PD Coordinator
Elementary Teacher	Cindy Elizondo	Year 1 of 2, Copperfield Elementary
Elementary Teacher	Therese Ermer	Year 2 of Term 1, Salinas Elementary
Elementary Teacher	Megan Farley	Year 1 of Term 1 Ed Franz Elem.
Elementary Teacher	Kathlene Pruitt	Year 2 of Term 1, Copperfield Elem.
Manual Trades	Vacant Vacant	Year 1 of Term 1
Non-classroom Professional	Cynthia Correa	Year 2 of Term 1, MMS
Non-classroom Professional	Kelley Holdman	Year 1 of Term 1 PVE
Parent	Patricia Shelly	Rolling Meadows Parent Year 2
Co-chair	Douglas Smith	JECA / KHMS Parent Year 2
Secondary Teacher	Daniel McRoberts	Year 2 of Term 1 WHS
Secondary Teacher	William Bailey	Year 2 of Term 1, Judson MS
Secondary Teacher	Pedro Cabrera	Year 2 of Term 1, Judson HS
Secondary Teacher	Stacey High	Year 1 of Term 1, VMHS
Special Programs Teacher	Wanda DeLeon	Year 1 of Term 1, KMS
Paraprofessional	Carolotta Forester-Langford	Year 2 of Term 1 JHS

District Funding Summary

171-8 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$956,490.00
+/- Difference					\$956,490.00
211-8 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,553,008.00
+/- Difference					\$4,553,008.00
255-8 Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$585,064.00
+/- Difference					\$585,064.00
263-8 Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	8			\$1,600.00
Sub-Total					\$1,600.00
Budgeted Fund Source Amount					\$196,915.00
+/- Difference					\$195,315.00
211-7 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,830,282.00
+/- Difference					\$4,830,282.00
255-7 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$367,931.00
+/- Difference					\$367,931.00
263-7 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	46			\$166,494.00
Sub-Total					\$166,494.00
Budgeted Fund Source Amount					\$180,804.00
+/- Difference					\$14,310.00
Grand Total					\$168,094.00

Addendums



Judson Independent School District

District Technology Plan 2016—2019



**Judson Independent School District Technology Plan
2016 - 2019**

Dr. Carl Montoya, Superintendent

DISTRICT PROFILE

ESC Region: 20

City, State Zip: San Antonio, TX 78233

Phone: (210) 945-5100

Fax: (210) 945-6900

Number of Campuses: 29

Total Student Enrollment: 23,286

District Size: 10,000 - 24,999

Percent Econ. Disadvantaged: 64.9%

Number of Campuses with Direct Connection to Internet: 29

Percentage of Campuses with Direct Connection to Internet: 100.00%

Number of Classrooms with Direct Connection to Internet: 1546

Percentage of Classrooms with Direct Connection to Internet: 100.00%

Computer/Student Ratio: 3 student(s) for every computer

Computer/Teacher Ratio: 1 teacher(s) for every computer

PLAN INTRODUCTION

Technology Planning Committee:

Jesse Cortinas, LC Malone, Michael Davis, Michelle Triplett, Leticia Ornelas, JoAnn Cruz, Patricia Baker, Ric Solis, Soine Fisher, Elsa Barrientos, Jesse Hernandez, Chastity McGee, Gina Lehman, Carolyn Moreno, Kristin Saunders, Kristina Kellogg.

In addition to formal committee meetings, senior District technology leaders met and will conduct a visioning day to gather input from stakeholders to include students, staff, parents and board members. The visioning day will be held in spring 2018.

The draft plan was formed from all of this input was then posted online for employees, students, and members of the public to offer comments and suggestions.

Judson Independent School District
District Technology Plan 2016-2019

EXECUTIVE SUMMARY

As a District, Judson Independent School District (Judson ISD) must rise to the challenge of preparing students and staff for a tomorrow that is becoming increasingly dependent on technology. Both society and the workplace are continually demanding higher level thinking skills and greater flexibility than in previous generations. We believe all students and staff need to be prepared to meet the technical challenges of the 21st century through learning appropriate computer literacy skills that will provide them a set of skills to expand their ability for lifelong learning. Students will receive instruction on clearly defined technology skills that meet technology proficiency requirements for their grade level or course through a computer literacy program adopted by the state for elementary and middle schools. Judson ISD will take advantage of these resources in the coming years to meet both the TA TEKS and the integration of technology into the core content TEKS.

The economy and funding continue to be an issue for Judson ISD. The district continues to expand at an average rate of 3% per year. With these challenges the district must find a way to continue to provide state of the art technology with limited resources.

With the passing of the 2016 bond, \$12 million has been earmarked to continue modernizing technology infrastructure, upgrading devices at campuses and enhancing security at all facilities. In the last two years the state of Texas cut the vital Technology Allotment funding for all districts including Judson ISD. These funds allowed us to keep updating much of our classroom technology and to be able to provide vital instructional technology support to classroom teachers. Being able to replace the outdated network infrastructure that remains at our non-eRate schools is a priority for this plan period. While there are murmurs that eRate funds are drying up, Judson ISD is hopeful that limited priority 2 funds will be available to help keep the network equipment in satisfactory working condition through the span of this plan. A fast high speed wired and wireless network are critical to Judson ISD. Almost all technology initiatives from the back office to the classroom revolve around the network, so its speed and reliability are of paramount importance. Data of all types, student information systems, finance information systems, video, lighting controls, HVAC controls, voice telephone calls, email, instant messaging, web conferencing, online learning and much more now all transverse the Judson ISD network. We do not see this process tapering off, but only increasing over the next three years. As more and more campuses look at adding more student devices for learning, whether they are District purchased tablets, laptops, or e-readers, or whether they are students who are BYOD (bringing your own device), the amounts and variety of classroom devices is growing daily and will mushroom in the three years of this plan.

To promote digital literacy, Judson ISD will continue to increase the number of mobile devices available to classroom teacher and students , i.e. ipads, kindle fires, chromebooks, etc, used to strategically find and evaluate information, connect and collaborate with others, produce and share original content, and use the Internet and technology tools to achieve many academic goals.

Judson ISD has already successfully deployed pervasive wireless at all sites across the District. Costs will have to be incurred to support and possibly enhance this, but opportunities to reduce costs will not be ignored. Judson ISD will continue to heavily embrace server virtualization and engage in implementing cloud solutions when they make sense. Increasingly, high quality refurbished network gear and end user computing devices may have to be used, due to limited funding streams for capital replacement. While Judson ISD is extremely well positioned for providing network and cloud based services for 2016 - 2019, funding challenges for providing a modern up to date infrastructure and end user devices during the plan period will be cause for concern with being able to successfully execute many initiatives.

Last Updated October 18, 2017

NEEDS ASSESSMENT

Assessment Process

A comprehensive needs assessment based on the District Strategic Plan is conducted annually to analyze the current status of technology in the district and determine future needs. Items analyzed included: infrastructure, hardware, software, instructional programs, courses, student achievement, technology resources, staff development, and technical support. Additionally meetings have been held with all district departments and staff and student surveys have been used to help assess current technology and plan future needs. Findings from this needs analysis are as follows:

Current Conditions

District-Wide Infrastructure

- Direct connection to the Internet at the Educational Resource Center via a 1 gigabit uplink.
- Second connection to the Internet at Judson High School via a 1 gigabit uplink.
- All campuses and main office locations have direct connection to the Internet via Gigabit links back to the Educational Resource Center or Judson High School.
- District computer training lab available for students, staff, and community members.
- Twenty-four fiber Gigabit backbone to IDFs, mostly 1000 Mbps (with some 100 Mbps) Ethernet-to-the-desktop with Cat5 or Cat6
- A minimum of two networks drops in every classroom. Most classrooms have six drops.
- All campuses and the central offices are site-wide wireless.
- Ten locations have keyless access entry at the main exterior doors.
- All locations have security cameras at minimum at main exterior entry points. Most campuses and offices have security cameras installed in hallways as per standards.
- Each campus has access to radio services for the campus and a district-wide emergency channel monitored by the Judson ISD Police and Transportation Departments.
- VoIP installations complete at all locations that shared use of District PRIs and voicemail delivery to the email Inbox.
- Centralized backup solution with 5 days on disk, 6 months on tape and offsite storage for disaster recovery.
- Centralized virtual server farm at two data center and a tertiary site implemented to reduce cost, electrical consumption, and footprint.
- Centralized monitoring of network equipment, health, and temperature.
- Deployment and patch management for Windows desktop environment.

District-Wide Administrative Services

- District web servers providing district information and student work.
- Learner Management System to track and manage staff development offerings including e-courses for on demand training modules.
- Student Information System that maintains PEIMS, report cards, transcripts, attendance, and discipline.
- Financial information system that maintains PEIMS, financial, records, payroll, and human resources.
- Food services system that maintains financial records, inventory and free-and-reduced status.
- E-mail server on which every employee has an account.

Judson Independent School District District Technology Plan 2016-2019

- Online application software that allows job applicants to apply for positions.
- A document management server for archiving personnel and student records.
- Transportation program that maintains student addresses, bus routes, and is available online to employees and parents.
- Work-Order system for use by facilities and maintenance.
- Help Desk system for use by Technology Services to provide quality customer service and feedback to users.
- Intranet for employees, which houses administrative procedures, instructions, forms, and other internal documentation.
- eForms are used across the District and within campus sites to speed communication, save time, reduce paper waste and allow users to track form status as forms move throughout a workflow.
- Report writing server that allows SIS users to pull SIS reports.
- Networked printers placed throughout the campuses.
- Employee Portal (myJISD) that offers access inside and outside the district to network file shares, web based applications, resources, and more.

District-Wide Instructional Services

- ParentCenter that allows parents to access student attendance, discipline, library books, transcripts, four year plans, meal pay status and grades.
- Judson ISD Connect! Mobile application for Google Android and Apple iOS that allows parents and students to access news, sports schedules, scores, and ParentCenter data on their mobile devices.
- Student Portal (MyJISD) that offers access inside and outside the district to network file shares, web based applications, resources, Live@Edu email, Schoology LMS, ParentCenter and more.
- Google email services for all students.
- Schoology learning management system available to staff and students for learning collaboration in the MyJISD Portal.
- Professional Instructional staff has access to a reporting solution that includes demographic and standardized testing data.
 - Library system with inter-campus book loaning and Internet access to the card catalog.
 - Library system provides 24/7 access to state supported databases and ebooks for all campuses.
- Grade book program that synchronizes with the student information system.
- CAD, desktop publishing, advanced word processing, web mastering, digital graphics and animation, video technology, computerized accounting, computer repair, and Microsoft Academic Authorized Training.
- Data projectors mounted in all standard instructional classrooms.
- Document cameras in all standard instructional classrooms.
- Library Access:
 - High School Libraries contain a minimum of 24 networked computers and 1 networked printer.
 - Middle School Libraries contain a minimum of 20 networked computers and 1 networked printer.
 - Elementary Libraries contain a minimum of 12 networked computers and 1 networked printer.
- Secondary campus labs implemented lab management software to monitor students and control instructional time.
- Elementary campuses implement Easy Tech for computer literacy at K-8.
- Majority of elementary campuses meet the standard of one computer lab and one integration lab with grade level appropriate software.
- Middle Schools have two computer literacy labs and two integration labs.
- All students grades PK-12 have access to campus-wide shares to download files from teachers.

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- All students K - 12 have dedicated home drives on the network to save files. Teachers have full access to those drives to grade paperless.

High School Campus Achieve Texas Opportunities

- One (1) BIMM lab at each high school to support the Career Prep cluster.
- One (1) art, graphics and animation lab at Judson High School to support AV Cluster and one(1) at Wagner HS to support the Information & Visual Technology cluster.
- One (1) digital video editing lab at Judson High School to support AV Cluster.
- One (1) AG lab equipped with probes and software to support the Agriculture cluster at Judson HS.
- One (1) marketing lab to support the Marketing Business & Finance cluster at Judson HS.
- One (1) computer tech lab equipped with Microsoft servers and Cisco equipment to support the Information & Visual Technology cluster at Wagner HS.
- One (1) marketing lab to support the Business Mgt and Administration cluster at Wagner HS.
- Three (3) Project Lead The Way pre-engineering labs at Wagner HS equipped with AutoCAD software and career modules to support the STEM Cluster.
- Each middle school has two career exploration labs installed: Engineering Exploration and Family & Consumer Sciences Exploration.
- JMS middle school (JSTEM) has 1 Project Lead The Way pre-engineering lab and a 1 SMART Lab.

Procedures & Policies

Written policies in place for the following:

- Acceptable use of the Internet, World Wide Web content, network management, and equipment donations.
- Information Security
- Security camera placement and video use
- Visitor System
- Parent Notification System
- Software Acquisition Process
- District Technology Standards for classrooms and administration

Identified Needs

District-Wide Infrastructure

- Fund a 5 year replacement cycle for desktop computers.
- Fund a five year replacement cycle for network servers and a five year cycle for file services.
- Utilize eRate funding to ensure all switches are less than 10 years of age.
- Complete the installation of keyless access systems at all district buildings.
- Due to the number of mission critical and emergency services now offered via the network, implement a power backup solution for all district locations to sustain system in the event of power failure.

District-Wide Administrative Services

Last Updated October 18, 2017

Judson Independent School District District Technology Plan 2016-2019

- Provide application training for district standard software.
- Provide introductory and advanced training in utilization of the network.
- Offer training for file and print services for both administrative and instructional purposes.
- Present training sessions for the deployment and utilization of wireless networking.
- Expand the use of electronic courses for on demand training modules.
- Provide training on Acceptable Use, Information Security and Identity Theft.
- Research and implement district-wide time management solution.
- Increase the use of electronic forms and document scanning for both administrative and student functions.
- Implement a revised Teacher Access Center.

District-Wide Instructional Services

- Implement Google Apps for Education for teachers and students.
- Increased focus on student devices through BYOD, targeted 1:1 initiatives, and chromebook carts.
- Provide application training for district standard software.
- Continue to develop workshops that teach how to integrate the Technology Application TEKS into the existing curriculum.
- Offer training for file and print services for both administrative and instructional purposes.
- Present training sessions for the deployment and utilization of wireless networking.
- Expansion of campus instructional support to one employee unit per campus minimum.

Procedures & Policies

- Review policies and procedures yearly.
- Full implementation and testing of Disaster Recovery Plan.

Goal 1: Ensure that all students pursue mastery of clearly-defined technology skills as indicated by the TA TEKS.

Objective 1.1: All students will meet the technology proficiency requirements for their grade level or course based on the Technology Application TEKS.

Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
1.1.1	Provide and maintain district hardware and software standard for all Computer Literacy Labs to support the proficiency of the Technology Application TEKS.	Revised In Progress	2016 - 2019	Instructional Technology Staff Technology Services	All JISD computers are loaded with the standard district software. All JISD hardware meets the established standard.
1.1.2	Modify, provide and implement the technology literacy curriculum by grade level and course to address the Technology Application TEKS.	Revised In Progress	2016 - 2019	Technology Aides Technology Applications Teachers Instructional Technology Staff	Lessons completed in Easy Tech (Learning.com) based on District created Scope and Sequence Yearly Curriculum Analysis
1.1.3	Provide training on the utilization of the technology literacy curriculum for Technology Application Teachers and Technology Aides.	Revised In Progress	2016 - 2019	Instructional Technology Staff	Eduphoria/Workshop records Sign-in sheets Training evaluations
1.1.4	Monitor and assess student proficiency of the Technology Application TEKS.	Revised In Progress	2016 - 2019	Technology Aides Technology Application Teachers Instructional Technology Staff	EasyTech (Learning.com) reports, Yearly Technology Assessment at 2 nd , 5 th & 8 th grade
1.1.5	Ensure all middle school students complete the	Original In Progress	2016 - 2019	Middle School Principals Middle School Counselors	ESchool Plus Reports Middle School Course Catalog

	Technology Applications I course by 8th grade.			Technology Application Teachers Instructional Technology or CTE Staff	
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Goal 2: Incorporate technology into teaching and learning in all curriculum areas to enable students to effectively build content knowledge.

Objective 2.1: Prepare and support students to integrate the Technology Application TEKS into all curriculum areas.

Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
2.1.1	Implement Bring Your Own Device (BYOD) and investigate funding to increase student devices in the classroom	Original In Progress	2016 - 2019	Instructional Technology Staff Technology Services Staff	BYOD Policy approved by School Board Communication to stakeholders
2.1.2	Ensure that students incorporate technology tools into instructional activities.	Original Planned	2016 - 2019	Teachers Instructional Technology Staff	Classroom observations Investigate access to Google Admin usage reports
2.1.3	Ensure that students create technology products that demonstrate application of core content TEKS.	Revised In Progress	2016 - 2019	Teachers Instructional Specialists Technology Aides	Sample student technology products
2.1.4	Implement annual district and/or campus technology/academic showcases that highlight student integration projects.	Revised In Progress	2016 - 2019	Instructional Technology Staff Library Media Specialists Teachers	Artifacts/Student Products from Technology/Academic Showcases

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Objective 2.2: Prepare and support teachers and administrators to integrate the Technology Application TEKS into all curriculum areas.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
2.2.1	Collaborate with district curriculum teams to implement technology integration support for district curriculum for all content areas.	Revised In Progress	2016 - 2019	Instructional Technology Staff	Meeting agendas Sign-in sheets Technology Resources embedded into content area curriculum.
2.2.2	Provide campus-based and district-wide, quality professional development opportunities focused on producing technology integrated projects for students.	Revised In Progress	2016 - 2019	Instructional Technology Staff	Eduphoria/Workshop records Sign in sheets Agendas Sample student projects
2.2.3	Fund participation in technology workshops, seminars, and/or conferences for specific technology leaders to learn integration strategies and present to other JISD staff.	Revised In Progress	2016 - 2019	Instructional Technology Staff	Registration Attendance Sharing sessions
2.2.4	Encourage administrators to include technology integration into Campus Improvement Plans.	Revised In Progress	2016 - 2019	Campus Administration Instructional Technology Staff	Campus Improvement Plan

Goal 3: Enhance learning and student engagement by using technology to deliver instruction.

Objective 3.1: Teachers are able to utilize technology tools to enhance instruction.

Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
3.1.1	Provide technology resources to teachers such as projectors, mobile devices, document cameras, and presentation systems.	Revised In Progress	2016 - 2019	Instructional Technology Staff Technology Services Staff Campus Administration	Technology tools purchased and deployed to classrooms.
3.1.2	Deliver training that models the effective use of the technology tools in instruction.	Revised In Progress	2016 - 2019	Library Media Specialists Instructional Technology Staff	Eduphoria/Workshop Records Sign in sheets Classroom observations
3.1.3	Support the effective use of technology tools in instruction.	Revised In Progress	2016 - 2019	Teachers Library Media Specialists Instructional Technology Staff	Classroom Observations

Objective 3.2: Teachers and students are able to utilize online resources to enhance learning.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
3.2.1	Provide the resources for students to access instructional content through the use of online resources.	Revised In Progress	2016 - 2019	Curriculum & Instruction Department Instructional Technology Staff Technology Services	Technology resources/tools purchased and made available to campuses
3.2.2	Provide training for teachers and students to effectively use and maintain the online resources.	Revised In Progress	2016 - 2019	Instructional Specialists Trainer of Trainers Model Vendors	Eduphoria/Workshop records Sign in sheets Training materials Observation of student use
3.2.3	Use the online management system of the resource to differentiate instruction for students.	Revised In Progress	2016 - 2019	Teachers	Disaggregated data Resources programmed and functional
3.2.4	Implement, evaluate and reflect to improve the effectiveness of the online resource.	Revised In Progress	2016 - 2019	Instructional Specialists Teachers	Software usage reports (if applicable) Student scores Observations
3.2.5	Incorporate a Learning Management System into instruction to support and extend learning	Original Planned	2016 - 2019	Teachers Instructional Technology Staff	Usage analytics reports

Goal 4: Develop and support policies, plans, and procedures that standardize and streamline the implementation of current and emerging technologies in order to promote equity and access for all stakeholders.

Objective 4.1: Research and implement funding and acquisition procedures to ensure successful implementation of emerging technologies

Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
4.1.1	Investigate funding sources and strategies to increase student access to technology as defined by the curriculum and state testing requirements	Revised In Progress	2016 - 2019	Chief Technology Officer Coordinator of Instructional Technology & Library Services Grant-Writer	Documentation of grants awarded
4.1.2	Seek funding for a computer replacement plan that maintains or exceeds current student to computer ratio.	Revised In Progress	2016 - 2019	Chief Technology Officer Chief Financial Officer	Funds allocated

Objective 4.2: Develop and utilize emerging technologies in order to facilitate communication between stakeholders.

Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
4.2.1	Implement the use of Google Suites for staff and students	Original In Progress	2016 - 2019	Technology Leadership Team	Successful research and evidence of pilots

Objective 4.3: Develop and implement policies and procedures regarding access, security, and validation of data systems in order to facilitate the use of data in instruction and administrative decision making.

Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
4.3.1	Design and implement an automated process for the flow of data between disparate systems.	Revised In Progress	2016 - 2019	Database Administrator Programmer; Director of Data Services Director of Network Services	Documentation of data flow and processes

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4.3.2	Research, develop and implement policies and procedures for securing data.	Revised In Progress	2016 - 2019	Director of Network Services Database Administrator Programmer	Adoption of Policy Documentation of training Communication of procedures
4.3.3	Implement a web based financial information system	Completed	2016 - 2019	Director of Data Services Director of Network Services Chief Financial Officer	Implemented Web-based Financial System
Objective 4.4: Facilitate effective and efficient use of technology resources through system implementation, quality support, and staff development opportunities.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
4.4.1	Implement cost effective processes and policies to increase recycling and reuse of IT equipment.	Revised In Progress	2016 - 2019	Technology Services Leadership Team	Documentation of disposal compliance
4.4.2	Convert from analog to IP based video surveillance system	Original In progress	2016 - 2019	Director of Network Services	Video streams accessible on internal network
4.4.3	Increase use of Intranet, document management and eForms in order to streamline administrative processes.	Revised In Progress	2016 - 2019	Cabinet Members Directors of Departments Technology Services Staff	Reduction in paper copies Files Documentation of online processes
4.4.4	Provide training to administrative and support staff.	Revised In Progress	2016 - 2019	Chief Technology Officer Director of Desktop Services Director of Network Services Director of Data Services	Sessions in Eduphoria Workshop Training sign-in sheets
4.4.5	Implement online budget transfers.	Revised In Progress	2016 - 2019	Director of Accounting Chief Financial Officer Director of Data Services	Reduction in paper flow Documentation of system and processes

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4.4.6	Research and implement solution to deliver online state mandated testing.	Completed	2016	Testing Coordinator Director of Desktop Services Facilities Planning Director Maintenance Director Director of Network Services	Yearly percentage comparison of paper vs. online testing Documentation of the processes and procedures
4.4.7	Implement time and attendance system district wide.	Revised In Progress	2016 - 2019	Director of Accounting Chief Financial Officer Director of Data Services	Documentation of system and processes
4.4.8	Replace paper leave and supplemental pay forms with electronic process.	Original In Progress	2016 - 2019	Director of Accounting Chief Financial Officer Director of Data Services	Documentation of system and processes
4.4.9	Implement position control management system.	Revised In Progress	2016 - 2019	Executive Director of HR Director of Data Services	Purchase order Documentation of implementation
4.4.10	Automate data transfer from free and reduced lunch forms to SIS.	Revised Planned	2016 - 2019	Director of Child Nutrition Director of Data Services	System in place and operational
4.4.11	Leverage Internet/cloud services for those services which can be delivered most efficiently through the web or for which Judson ISD staff does not have time/nor expertise to provide.	Revised In Progress	2016 - 2019	Technology Leadership Team	Use of Internet services
4.4.12	Implement new web-based HR Applicant System	Original In Progress	2016 - 2019	Chief Technology Officer Executive Director of HR Director of Data Services	Implemented HR Applicant System; Documentation and Process of System
4.4.13	Implement revised Teacher Access Center with better design user interface	Completed	2013-2014	Director of Data Services Coordinator of Instructional Technology & Library Services	Implemented revised system

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4.4.14	Implement Window 7 District Wide	Original Completed	2016 - 2019	Director of Desktop Services Coordinator of Instructional Technology & Library Services	Windows 7 deployed to all computers
4.4.15	Implement Windows 10 District Wide	Original	2017-2019	Director of Desktop Services	Deploy Windows 10 to all computers
4.4.16	Implement a system management server to manage computing devices and servers	Original In Progress	2016 - 2019	Chief Technology Officer Director of Desktop Services Director of Network Services	Documentation of system and processes
4.4.17	Create mobile app for Warehouse and Mailroom Deliveries	Original Planned	2016 - 2019	CTO Director of Purchasing	Completed working app
4.4.18	Implement a media monitoring service to keep up with media coverage of Judson ISD	Original Planned	2016 - 2019	Director of Public Information	Service Implemented
4.4.19	Research and possibly implement Online Discipline Entry for teachers	Original Planned	2016 - 2019	Director of Data Services PEIMS Coordinator Exec Dir of Student Support Services	Research Complete Implementation Complete
4.4.20	Research and pilot GPS bus tracking	Original Planned	2016 - 2019	Director of Transportation Exec Dir of Operations	Research and Pilot Complete
4.4.21	Upgrade Child Nutrition system to new version	Original Completed	2016 - 2019	Director of Child Nutrition Systems Support Specialist Director of Network Services	System fully implemented
4.4.22	Research and possibly Implement construction cost tracking software	Original Planned	2016 - 2019	Director of Facilities Planning	Systems Researched System Implemented

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				Director of Network Services	
4.4.23	Implement less paper intensive HR file management process using intensive document scanning	Original Planned	2016 - 2019	Exec Dir of Human Resources Director of Data Services	Process Researched Process Implemented

Goal 5: Provide and support a secure, robust, reliable, and flexible infrastructure.					
Objective 5.1 Provide a robust and updated physical network.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
5.1.1	Replace outdated campus network infrastructure.	Original In Progress	2016 - 2019	Director of Facilities Planning Director of Network Services Chief Technology Officer	Network Operations Center tested and operational
5.1.2	Expand virtualization technologies when cost effective.	Revised In Progress	2016 - 2019	Director of Network Services Network Engineer	Yearly comparison of virtual vs. non-virtual environment Cost analysis spreadsheet
5.1.3	Upgrade core switches to improve network throughput and routing capabilities.	Revised In Progress	2016 - 2019	Director of Network Services	Inventory of installed switches and network statistics
5.1.4	Investigate new wireless networking options and implement as needed.	Revised Completed	2016 - 2019	Director of Network Services Director of Desktop Services	Wireless project plan Pilot site up and running
5.1.5	Research networking of existing facility controls.	Revised In Progress	2016 - 2019	Director of Maintenance Executive Director of Operations Director of Network Services	Documentation of needs and cost analysis
5.1.6	Revise and implement a disaster recovery plan that includes hardware, software and data.	Revised In Progress	2016 - 2019	Technology Services Leadership Team	Adoption of Policy Documentation of training Communication of procedures
5.1.7	Develop a load-balanced, redundant solution for essential web-servers.	Revised In Progress	2016 - 2019	Director of Network Services, Web Developer District Webmaster Network Engineer	System online Documentation of implementation and procedures

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5.1.8	Implement DMZ at JHS	Original In Progress	2016 - 2019	Director of Network Services Network Manager	DMZ Network Operations Center tested and operational with failover
Objective 5.2 Monitor and maintain systems to ensure security and provide highly available network resources.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
5.2.1	Implement storage mirroring techniques in order to maximize availability.	Revised In-Progress	2016 - 2019	Director of Network Services Network Engineer	Increase in file service uptime and a decrease in recovery time
5.2.2	Improve and expand implementation of an identity management solution to consolidate and automate user provisioning.	Revised In-Progress	2016 - 2019	Director of Network Services Network Engineer Executive Director of Human Resources Programmer	Every district user has a single network account to access all resources
5.2.3	Expand keyless access systems to all existing campus facilities with credentials managed by Active Directory.	Revised In Progress	2016 - 2019	Chief Technology Officer Special Systems Administrator Executive Director of Operations Director of Network Services	Systems in place and operational Reduction of exterior door keys
Objective 5.3 Foster and develop highly trained personnel in accordance with TEA recommended staffing ratios.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
5.3.1	Utilize best practices and adjust staffing to maintain an average work order completion time of less than four days.	Revised In Progress	2016 - 2019	Director of Desktop Services Chief Technology Officer Chief Financial Officer	Documentation of technician to computer ratio
5.3.2	Expand the helpdesk services to accommodate growth, call	Revised In Progress	2016 - 2019	Director of Desktop Services Chief Technology Officer	Documentation through Work Order System on percentage and

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	volume and utilize remote support capabilities.			Chief Financial Officer	type of work orders solved by the Helpdesk
5.3.3	Foster and develop a highly trained technical staff to support new technologies.	Revised In Progress	2016 - 2019	Director of Network Services Director of Desktop Services	Increase in technician certifications
5.3.4	Investigate expansion of data services system analyst to accommodate data growth and increased state reporting demands	Original Planned	2016 - 2019	Chief Technology Officer Director of Data Services Executive Director of Human Resources	Job Description written Hiring of data system analyst
Objective 5.4 Develop and maintain internal procedures and documentation.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
5.4.1	Develop and implement departmental metrics & KPI's for monitoring the health and effectiveness of technology systems.	Revised In Progress	2016 - 2019	Technology Services Leadership Team	Creation of metric standards document and periodic measurement against the standard
5.4.2	Expand and update an internal documents and information repository for configuration and process documentation.	Revised In Progress	2016 - 2019	Director of Network Services Network Engineer Director of Desktop Services	Documentation of procedures Yearly comparison of paper vs. electronic documents

Goal 6: To Develop and Foster a Vision for the Effective Use of Technology					
Objective 6.1: Inspire a shared vision and foster an environment conducive to the effective use technology.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
6.1.1	Facilitate and communicate a vision for technology shared by all stakeholders.	Revised In Progress	2016 - 2019	Technology Services Leadership Team Instructional Technology Staff	Technology Plan approved by Board of trustees and TEA STaR Chart Yearly evaluation
6.1.2	Administer the STaR chart with 100% participation of the campuses and evaluate results for the purpose of technology planning.	Revised In Progress	2016 - 2019	Instructional Technology Staff Teachers Principals	Completion and comparison of Texas STaR Chart objectives on a yearly basis
6.1.3	Develop, implement, and monitor a long-range technology plan to achieve the vision.	Revised In Progress	2016 - 2019	Superintendent Technology Services Leadership Team Instructional Technology Staff	Technology Plan approved by Board of trustees and TEA STaR Chart Yearly evaluation
6.1.4	Advocate on a state level opportunities that support the implementation of technology in learning.	Revised In Progress	2016 - 2019	Technology Services Leadership Team Coordinator of Instructional Technology & Library Services	Attend state-sponsored technology meetings/trainings Membership to state technology advocacy groups
Objective 6.2: Apply technology to enhance professional practice and promote increased productivity.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
6.2.1	Use current tools and systems for communication, management, assessment, and professional development.	Revised In Progress	2016 - 2019	Superintendent's Leadership Team Technology Services Leadership Team	Logs from communication systems Increase in professional development offerings and

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					enrollments as evidenced by Workshop reports
6.2.2	Use a variety of media and formats to communicate and interact with employees and community.	Revised In Progress	2016 - 2019	Chief Technology Officer Associate Superintendent of Curriculum & Instruction/Elementary Assistant Superintendent of Curriculum/Secondary Executive Director of Student Support Services Director of Public Information	Yearly evaluation of communication process
Objective 6.3: Communicate social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
6.3.1	Develop and communicate procedures and practices that clearly define and enforce copyright laws and fair use guidelines.	Revised In Progress	2016 - 2019	Technology Leadership Team Coordinator of Instructional Technology & Library Services	Documentation of: Board Approved Policy Administrative Regulations Training process Yearly evaluation of communication process
6.3.2	Develop and communicate procedures to educate and enforce privacy, security, and online safety for employees and students.	Revised In Progress	2016 - 2019	Technology Leadership Team Coordinator of Instructional Technology & Library Services	Documentation of: Board Approved Policy Administrative Regulations Training process Yearly evaluation of communication process

PLAN EVALUATION

Evaluation Process

The effectiveness of the Judson Technology Plan will be a systematic ongoing process. All aspects of the Plan will be formally evaluated annually to ensure that the use of technology is indeed improving the academic performance of all students in Judson ISD. The Technology Services and Instructional Technology Departments will be responsible for the ongoing review and evaluation of this plan. The purpose of the evaluation will be to make decisions on the impact that technology has on the learning process for all students and to stimulate widespread reforms in teaching practices. The Texas STaR Chart results as well as technology and curriculum goals for each campus will be used to help assess progress made toward meeting the objectives of the Long Range Plan for Technology in Judson ISD. Periodic meetings between the Chief Technology Officer and the Superintendent will determine progress and possible revisions to the implementation of the plan. In addition, Technology Services will maintain a document detailing the plan's progress that will be updated at least yearly.

Evaluation Methods

- Annual formal survey/needs assessment of the staff in regards to their use of technology in the classroom.
- Semi-annual informal evaluations conducted by the Technology Committee representatives on campus.
- Formal summative evaluations of campus technology plan strategies as they are completed.
- Number of students using technology as a learning tool in the classroom monitored by teachers.
- Use of benchmarks to assess student computer literacy proficiency.
- Records of staff member participation in technology training monitored by data reports from the learner management system.
- Integration of technology into the classroom as measured by lesson plans and number/type of student technology products.
- Monitoring and documentation of community access to technology resources and information on the campus web site.
- Yearly inventory of hardware and software.