



**Judson Independent School District  
District Improvement Plan  
2010-2011**

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**NOTICE OF NONDISCRIMINATION**

*“Judson Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended.”*

*“Es norma del Distrito Escolar Independiente de Judson de no discriminar por motivos de raza, religión, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requiere el Título VI de la Ley de Derechos Cíviles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.”*

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**District Site-Based Decision Making Committee**

Kathryn Korelich, District Plan Facilitator  
Clarence Alberts, District Non-Teaching Professional  
Dawn Fletcher, Campus Non-Teaching Professional  
Marsha Bellinger, District Non-Teaching Professional (Co-Chair)  
Dr. Sharon Summers, Special Programs Teacher  
Kristin Rumfield, Regular Secondary Teacher  
Chawanna Bethany-Chambers, Regular Secondary Teacher  
Margaret Choate, Regular Secondary Teacher  
Julian Garcia, Regular Elementary Teacher  
Leanne Hewitt, Regular Elementary Teacher  
Susaye Scott, Regular Elementary Teacher  
Gerri Spellmen, Regular Elementary Teacher  
Nicole Alexander, Campus Para-Professional  
Frank Ontiveros, Manual Trades  
Steve Respondek , Community Member  
Sonny Peter Merrell, Community Member  
Nathan Sherman, Business Manager  
Shannon Silas, Business Manager  
Dimares Lares, Parent Member  
Auturo Cardozo, Parent Member

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**Vision**

*Judson ISD is Producing Excellence!*

**Mission**

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

**Judson ISD Values**

- *Students First*
- *Teamwork*
- *Accountability*
- *Results-Oriented*
- *Loyalty*
- *Integrity & Mutual Respect*
- *Safe & Secure Environment*
- *Two-way Communication*

**Title I, Part A**  
**Improving Basic School Programs**  
**10 School Wide Components**

All of these components **MUST** be addressed in the  
Campus Improvement Plans of schools receiving Title I, Part A Funds.

1. Comprehensive Needs Assessment
2. School Wide Reform Strategies
3. Instruction by Highly Qualified Teachers
4. High quality and ongoing professional development for teachers, principals, and paraprofessionals
5. Strategies to attract high-quality, highly qualified teachers to high-need schools
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs
8. Measures to include teachers in the decisions regarding the use of academic assessments
9. Effective, timely additional assistance for students who experience difficulty reaching mastery standards
10. Coordination of Programs  
(State Comp Ed/Local/Title)

\*Component #7 does not apply to secondary schools.

**Judson Independent School District  
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**Board/District Goals**

**Student Focus**

Improve, sustain, and support academic student performance at or beyond grade level

Develop and implement programs for social and emotional learning

**Stakeholder Focus**

Provide quality customer service with increased customer satisfaction

Develop and implement programs to involve and engage stakeholders

**Financial Focus**

Develop and implement a long-term financial plan

Develop and implement a long-term technology plan

Develop and implement a long-term, strategic human resource plan

Develop and implement a long-term facility plan

## **Leadership**

Establish a leadership development program

Develop and implement a succession plan

Develop student leadership program

## **Human Resources**

Develop and implement an effective and efficient recruiting and selection process

Develop and implement a district professional development plan

Build an effective retention program (bonus', salaries, benefits, rewards and recognitions)

## **Process**

Identify and document core operational procedures and processes

Review and improve documented processes and procedures for effectiveness and timeliness

**Judson Independent School District  
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**No Child Left Behind Performance Goals**

Performance Goal 1:

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2:

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3:

By 2010-2011, all students will be taught by highly qualified teachers.

Performance Goal 4:

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5:

All students will graduate from high school.

**Judson Independent School District  
District Improvement Plan  
2010-2011  
Needs Assessment Summary**

<b>Curriculum and Instruction</b>			
<b>Area of Review</b>	<b>Strengths</b>	<b>Areas of Concern</b>	<b>Comments &amp; Suggestions</b>
2010 TAKS Science Student Scores	<ul style="list-style-type: none"> <li>• White subpop above state average</li> <li>• Gains across subpops range from 2-9 percentage points (83%)</li> <li>• 6 Campuses recognized with Gold Performance for Commended Science Scores</li> </ul>	<ul style="list-style-type: none"> <li>• District Overall: SPED 43% and LEP 49%</li> <li>• All Students, A. American, Hispanic, Native American, Asian/PI, Male, Female, SPED, EcoDis, LEP, &amp; At-Risk below state average (83%)</li> </ul>	<ul style="list-style-type: none"> <li>• District Overall &amp; All Grade Levels: SPED and LEP continue performing significantly below all other subpops despite great gains made</li> <li>• Continue to improve standardized curriculum</li> <li>• Continue to improve CBAs</li> <li>• Continue to raise standards for rigor, lab time, and equipment and instructional materials</li> <li>• Teachers need training in instructional strategies that will help close the achievement gaps in sub-populations.</li> <li>• Continue to vertically align the curriculum guides PreK-12. Address areas that have resulted in lower test scores</li> </ul>
2010 TAKS Math Student Scores	<ul style="list-style-type: none"> <li>• White, Native American, &amp; Asian/PI above state average (84%)</li> <li>• Gains across all subpops ranging from 1-15 percentage points</li> </ul>	<ul style="list-style-type: none"> <li>• SPED 45% and LEP 67%</li> <li>• All Students, A. American, Hispanic, Male, Female, SPED, EcoDis, LEP, &amp; At-Risk below state average below state average</li> </ul>	<ul style="list-style-type: none"> <li>• District Overall &amp; All Grade Levels: SPED and LEP continue performing significantly below all other subpops despite great gains made</li> </ul>

	<ul style="list-style-type: none"> <li>• 2 Campuses recognized with Gold Performance for Commended Math Scores</li> <li>• 3 Campuses recognized with Gold Performance for Comparable Improvement in Math</li> </ul>	(84%)	<ul style="list-style-type: none"> <li>• Continue to improve standardized curriculum</li> <li>• Continue to improve CBAs</li> <li>• Teachers should use data from testing to determine areas of concern.</li> <li>• Vocabulary instruction should be a part of the math lessons</li> <li>• New district-wide problem solving method is being implemented this year</li> </ul>
2010 TAKS Reading/ELA Student Scores	<ul style="list-style-type: none"> <li>• White, Asian/PI, Native American and Female subpops above state average (90%)</li> <li>• Gains across all subpops ranging from 2-18 percentage points</li> <li>• 4 Campuses recognized with Gold Performance for Commended Writing Scores</li> <li>• 5 Campuses recognized with Gold Performance for Commended Reading/ELA Scores</li> <li>• 4 Campuses recognized with Gold Performance for Comparable Improvement in Reading/ELA</li> </ul>	<ul style="list-style-type: none"> <li>• SPED 65% and LEP 74%</li> <li>• All Students, A. American, Hispanic, Male, Female, SPED, EcoDis, LEP, &amp; - Risk below state average (90%)</li> </ul>	<ul style="list-style-type: none"> <li>• District Overall &amp; All Grade Levels: SPED and LEP continue performing significantly below all other subpops despite great gains made</li> <li>• Continue to improve standardized curriculum</li> <li>• Continue to improve CBAs</li> <li>•</li> </ul>
2010 TAKS Social Studies Student Scores	<ul style="list-style-type: none"> <li>• All students, White, Asian/PI, &amp; Female at or above state average (95%)</li> <li>• Gains range from 2-8 percentage points</li> </ul>	<ul style="list-style-type: none"> <li>• SPED 76% and LEP 844%</li> <li>• A. American, Hispanic, Native American, Male, SPED, EcoDis, LEP, &amp; At-Risk below state average</li> </ul>	<ul style="list-style-type: none"> <li>• District Overall &amp; All Grade Levels: SPED and LEP continue performing significantly below all other subpops despite great gains made</li> </ul>

	<ul style="list-style-type: none"> <li>• District received Gold Performance Acknowledgement for Social Studies</li> <li>• 5 Campuses recognized with Gold Performance for Commended Social Studies Scores</li> </ul>	(95%)	<ul style="list-style-type: none"> <li>• Continue to improve standardized curriculum</li> <li>• Continue to improve CBAs</li> <li>• Ongoing and comprehensive professional development in the content area</li> </ul>
2010 Adequate Yearly Progress (AYP)	<ul style="list-style-type: none"> <li>• District met AYP</li> <li>• 20/21 campuses met AYP</li> </ul>	<ul style="list-style-type: none"> <li>• WHS did not meet AYP for Math and Graduation Rate</li> <li>• MMS continues in Stage 1</li> <li>• Percentage of students taking TAKS-M exceeded 2%, meaning the district would have not met AYP in the area of SPED due to artificial failures</li> </ul>	<ul style="list-style-type: none"> <li>• New standards are increasing to 80% for Reading/ELA and 75% for Math</li> <li>• Although MMS met AYP this year, it must meet for 2 consecutive years in order to drop off SIP list</li> <li>• Look at TAKS-M participation percentages</li> </ul>
PBMAS	<ul style="list-style-type: none"> <li>• Bilingual/ESL moved from Stage 2 Intervention to no intervention</li> <li>• CTE moved from Stage 3 Intervention to Stage 2 Intervention</li> <li>• NCLB (TAKS performance) and SPED continue to stay off intervention stages</li> </ul>	<ul style="list-style-type: none"> <li>• CTE SPED students in the areas of Math and Science</li> <li>• Although Bilingual/ESL is currently not in an intervention stage, ESL performance is below standard in the areas of Reading/ELA, Math, and Science; LEP graduation rate is below significantly below the standard</li> <li>• CTE LEP performance in Math, Reading, &amp; Science and CTE SPED Reading are below standard (but met Required Improvement)</li> <li>• Although not in a stage of</li> </ul>	<ul style="list-style-type: none"> <li>-If rate of improvement are &amp; not maintained, several areas could move into stages of intervention (Bil/ESL, SPED)</li> <li>• Campuses must look at data at the levels</li> </ul>

		<p>intervention, the following SPED areas are below standard: TAKS Passing Rate (Math, Reading, Science &amp; Writing), SPED TAKS/TAKS-A Participation rate, SPED TAKS-M Participation rate, SPED Less Restrictive Environment ages 6-11 &amp; 12-21, SPED Annual Drop-Out Rate (Grades 7-12), SPED Graduation Rate, SPED Representation, SPED A.American Representation, SPED Discretionary DAEP Placements, SPED Discretionary Placements to ISS, SPED Discretionary Placements to OSS</p>	
Library Services	<ul style="list-style-type: none"> <li>• Newly appointed Director of Library Services</li> <li>• Standards being met in regards to staffing at Elementary and Middle School campuses</li> <li>• Annual funding for campus libraries based on a formulaic model</li> <li>• District funding to support librarians and library aides</li> <li>• Standards being met in regards to district support staff for library processing</li> </ul>	<ul style="list-style-type: none"> <li>• Campuses are still below expectations across several state library instructional standards</li> <li>• Large amounts of funding needed to reach standards in regards to size and age of collection</li> <li>• Professional development needed in many areas: copyright, emerging technologies, project-based learning etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise implementation plan to meet instructional standards at the recognized level</li> <li>• Review and update comprehensive plan that will meet or exceed state standards</li> <li>• Explore alternative funding sources to improve size and age of collection</li> <li>• Fund outside sources of professional development</li> </ul>

	<ul style="list-style-type: none"> <li>• Two year staff development plan in place for librarians and library aides</li> <li>• District funding for Texas Library Association conference</li> <li>• Deployment of on-going support for both librarians and library aides</li> <li>• Goal setting activities to obtain input, set focus and attain success</li> <li>• Standardization of accountability system for meeting and documenting standards</li> </ul>		<ul style="list-style-type: none"> <li>• Ensure campus funding meets formulaic model</li> <li>• Fund a District Librarian</li> <li>• Ensure all librarians attend the TLA conference</li> </ul>
Dyslexia Program	<ul style="list-style-type: none"> <li>• Therapist level training for teachers who provide dyslexia interventions in most district schools.</li> <li>• Knowledge base of identification, intervention and policy affecting implementation of district dyslexia program.</li> </ul>	<ul style="list-style-type: none"> <li>• Referral process for parent generated requests for testing not clearly communicated.</li> <li>• Changes in identification process as outlined in the updated Dyslexia Handbook not yet implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Written procedures for referrals provided to all campus RTI coordinators.</li> <li>• Develop a system, along with 504 coordinator; to ensure the integrity of the identification process as recommended by The Dyslexia Handbook, Updated 2010. Communicate this system to all campus administrators.</li> </ul>

**Special Education Department**

Area of Review	Strengths	Areas of Concern	Comments & Suggestions
State Performance Plan Standards (SPPs)	2008-2009 School Year indicates that 100% compliance standards were met in the following indicators: #3 – Adequate Yearly Progress (AYP) by participation in state assessments, #5 – Removal from General Education Environment, Aged 6-21, #6– Educational Environment, Aged 3-5, #9- Representation of Racial and Ethnic Groups receiving special education services, #10- Representation of Racial and Ethnic Groups in specific disability categories	2009-2010 School Year indicates that the compliance standards were not met for Indicator #11- Evaluations and Eligibility determinations completed within timelines And Indicator #12- Referral & eligibility determinations for students prior to and by age 3; indicators requiring 100% compliance. And #13- Transition Services for Enabling students to Meet Post-Secondary goals.	<ul style="list-style-type: none"> <li>• Provision of written Operating Guidelines that detail the procedures and processes required to adhere to federal, state and local guidelines.</li> <li>• Maintain an internal Data Base to ensure accuracy in data management and monitor the SPP Indicators data.</li> <li>• Refer students for special education services through district referral process: Provide intervention and when appropriate, refer to SPED</li> <li>• Develop instructional standards for specialized program classrooms and Implement PK-12 instructional standards for every classroom</li> </ul>
State Assessments (TAKS-M, TAKS-Alt, TAKS-Accommodated)	<ul style="list-style-type: none"> <li>• District met Federal AYP standards</li> <li>• Schools met State Standards for AEIS</li> </ul>	<ul style="list-style-type: none"> <li>• All campuses to meet Federal AYP standards</li> <li>• State Assessment Performance for students receiving special education services and</li> </ul>	<ul style="list-style-type: none"> <li>• ≤3% of students with special needs completing TAKS-M and TAKS Alternate assessments.</li> <li>• ≥80% of students with special needs meeting</li> </ul>

		participating in CATE programming for PBMAS	<p>TAKS M and TAKS Alt passing standards</p> <ul style="list-style-type: none"> <li>• ≥90% of students meeting passing standard in the core content areas</li> <li>• Ensure integration of special programs in curriculum alignments</li> <li>• Create and use a report to collect Special Ed. and Special Ed. /CATE student data</li> <li>• Implement standards-aligned benchmark assessment program</li> </ul>
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<b>Human Resources</b>			
<b>Area of Review</b>	<b>Strengths</b>	<b>Areas of Concern</b>	<b>Comments &amp; Suggestions</b>
Highly Qualified Teachers	<ul style="list-style-type: none"> <li>• Strategic recruiting of HQ teachers in critical needs areas</li> </ul>	<ul style="list-style-type: none"> <li>• Administration awareness of required certification(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative training to communicate hiring process and certification requirements for certified positions</li> </ul>
Law, Board Policy & Administrative Procedures	<ul style="list-style-type: none"> <li>• Maintenance of polices in accordance with TASB updates</li> <li>• Communication of administrative procedures updates to principals</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing – to address ongoing policy/ procedure updates and changes</li> <li>• Communication at the campus level of administrative procedure updates and changes</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain ongoing communication with all levels of employees regarding policy &amp; procedure</li> <li>• Align efforts to communicate policy &amp; procedures throughout the district</li> </ul>
New Employee Orientation	<ul style="list-style-type: none"> <li>• Established processes</li> <li>• Offered monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation does not include JISD culture component</li> </ul>	<ul style="list-style-type: none"> <li>• Partner with PIO office to develop and implement culture component to NEO</li> </ul>

Position Control	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• FTE require standardized tracking in order address staffing needs within the district</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase and implementation of Position Controlling system</li> </ul>
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<b>Student Support Services</b>			
<b>Area of Review</b>	<b>Strengths</b>	<b>Areas of Concern</b>	<b>Comments &amp; Suggestions</b>
Counseling and Guidance Department	<ul style="list-style-type: none"> <li>• Secondary campuses are fully staffed with Academic, College and Career Counselors.</li> <li>• Secondary campuses are fully staffed with a Social Services (Social Worker) Provider.</li> <li>• Common implementation and utilization of student tracking, grading, registration and planning system (Student Success Planner system for student registration and Personal Graduation Plans).</li> </ul>	<ul style="list-style-type: none"> <li>• Continued focus on alignment of district guidance program with that set forth by the Texas Counseling Association and the American School Counseling Association.</li> <li>• Expanded college and career guidance and support for students</li> <li>• Refined process for students accessing and communicating with counselors. How do students gain access to see a Counselor? Are they successful? How long does the process take?</li> <li>• Master Scheduling and Scheduling process. Increased number of schedule changes; incorrect schedules, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Updated Counseling Logs will be utilized beginning in January. Data will be tracked to keep accountable to meeting with students and parents.</li> <li>• Time Study report will be implemented to evaluate counselor use of time and program focus.</li> <li>• Create and refine middle and high school course catalog for SY 10-11. Inclusive of graduation information.</li> <li>• Catalog will help drive the time line for master scheduling process and assuring students have schedules for SY 10-11 prior to the end of current academic year.</li> <li>• New implementation and usage of Student success planner, academic and career pathway planning software.</li> <li>• Ongoing professional</li> </ul>

			development; specific to needs assessment feedback and district communication needs.
McKinney-Vento Homeless Program	<ul style="list-style-type: none"> <li>• McKinney Vento Comprehensive Training provided to all campus homeless liaisons and counselors.</li> <li>• Ongoing regular meetings to stay abreast of process and requirements is provided to Social Workers.</li> <li>• Updates from Feds and THEO are communicated at an ongoing basis.</li> <li>• TEXSHEP and TXHEARRA Homeless Grant funds provided are used to support homeless students with after school programs, supplies and support</li> </ul>	<ul style="list-style-type: none"> <li>• Determination, denial and dispute process are continuously refined and communicated to ensure student access to public education</li> <li>• Electronic submission of data and communication to district office needs continuous updates.</li> <li>• Tracking and services of students to be continuous by campus social service provider</li> </ul>	<ul style="list-style-type: none"> <li>• Develop McKinney-Vento website</li> <li>• Training for campus staff to create consistent, reliable system for enrollment; all denial and disputes will need to be determined and filtered through district homeless coordinator</li> <li>• Apply for new grant funds made available for youth in homeless situations</li> </ul>
504 Program	<ul style="list-style-type: none"> <li>• Continuous training and guidance.</li> <li>• 504 “101” sessions will be provided on new documentation created and implemented.</li> <li>• Updates from legal conferences are disseminated to campuses.</li> <li>• In depth audit of accommodations and plans to be completed by</li> </ul>	<ul style="list-style-type: none"> <li>• Continual need for procedures to be clearly defined and implemented to bring campuses into compliance</li> <li>• Introduction and expansive training made available to campus administrators, counselors and teachers.</li> <li>• Non-compliance; lack of providing reasonable accommodations; lack of</li> </ul>	<ul style="list-style-type: none"> <li>• Include campus coordinators in State Conferences</li> <li>• Expansive 504 trainings for all levels of learners</li> <li>• Continual modification of 504 website</li> <li>• Closer monitoring and revisiting of student performance based on 504 accommodations and plans</li> </ul>

	DOGC, Student support services and Curriculum and Instruction	<p>adhering to accommodations notated in 504 plans</p> <ul style="list-style-type: none"> <li>Uniformity in campus practice and procedure that is consistent with guidance provide from district level</li> </ul>	
Completion Rates	•	<ul style="list-style-type: none"> <li>Target Hispanic and Low SES student populations to 90% completion rate at both High Schools.</li> </ul>	<ul style="list-style-type: none"> <li>Continue annual community sweeps.</li> <li>Focus on cohort lists beginning in January 2011.</li> <li>Expand enrollment of districts alternative graduation programs.</li> </ul>
Drop Out Rates	•	<ul style="list-style-type: none"> <li>Decrease overall Hispanic dropout rate.</li> </ul>	<ul style="list-style-type: none"> <li>Develop district-wide dropout recovery plan</li> <li>Expand enrollment of districts alternative graduation programs.</li> </ul>
District Attendance	•	<ul style="list-style-type: none"> <li>Increase District Attendance above 95%</li> <li>Decrease truancy among Hispanic in grades 6-12</li> </ul>	<ul style="list-style-type: none"> <li>Create a District Attendance Committee</li> <li>Review and revise current policies and procedures</li> <li>Implement new attendance incentives for all campuses</li> </ul>

### Federal Programs and Grants

Area of Review	Strengths	Areas of Concern	Comments & Suggestions
Federal Funding Allocations	<ul style="list-style-type: none"> <li>• Ongoing professional development and support is provided for campus administrators and staff</li> <li>• NCLB Parental Involvement is being supported and improved district-wide</li> <li>• Federal Roll-forward funds have been reduced to a minimum</li> <li>• Established District wide protocols for requisitioning funds which are reasonable and necessary for improving the student achievements in the at risk population</li> </ul>	<ul style="list-style-type: none"> <li>• Federal funding continues to decrease while district poverty level and enrollment continues to increase</li> <li>• Use of federal funds does not always have a definitive connection to student achievement and CIPs/DIP</li> <li>• More training is needed for administrators in understanding how to evaluate the use of federal funds and how it connects to program compliance and effectiveness.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and evaluation of District and Campus spending trends of Federal funds may be beneficial</li> <li>• District standards for use of funds may need to be established to provide clear guidance to ensure program effectiveness</li> <li>• Continue professional development for the campus administrator and the Title I contact for each campus in order to ensure all campuses are compliant with NCLB and title I requirements</li> </ul>
PBMAS, Program Compliance and Evaluation	<ul style="list-style-type: none"> <li>• JISD met all Attainment AMOS (Annual Measurable Objectives System) for Bilingual/ESL Education</li> <li>• ESL English TAKS scores for Reading/ELA and Social Studies demonstrated significant gains in student achievement.</li> <li>• Trained ESL teachers in the Alternative Education Discipline setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Drug Free Schools and Community program needs to be enhanced to meet NCLB compliance</li> <li>• Data Validation on Student Assessment is Stage 1</li> <li>• Data Validation on Student Discipline is Stage 1</li> <li>• NCLB received a Stage 1A intervention</li> <li>• Bilingual/ESL Education</li> </ul>	<ul style="list-style-type: none"> <li>• The district must have a drug prevention education awareness for elementary and a prevention program for secondary level.</li> </ul>

	<ul style="list-style-type: none"> <li>• Comprehensive transition plan for ESL student from the AEP to the home campus.</li> </ul>	<ul style="list-style-type: none"> <li>received a Stage 1A PBMAS Intervention</li> <li>• CATE received a Stage 3 Level of Intervention</li> <li>•</li> </ul>	
Title IIA Teacher Quality, Class Size Reduction Program	<ul style="list-style-type: none"> <li>• Currently, 3 class size reduction teachers are provided with Federal Title II funds at the campus level</li> <li>• (1 at Paschal, 1 at Candlewood, &amp; 1 at Park Village Elementary)</li> <li>• Paschall Elementary's model for Class Size Reduction as teacher development and support, appears to be the most successful</li> </ul>	<ul style="list-style-type: none"> <li>• Need to evaluate the effectiveness of the model used at the CWE and PVE. May need to redesign the program</li> </ul>	<ul style="list-style-type: none"> <li>• District will provide a professional development specialist at the district level with Title II funds to support teachers and thus increase student achievement.</li> </ul>
Texas Migrant Program	<ul style="list-style-type: none"> <li>• Judson will participate in a Shared-Service Arrangement (SSA) with Region XX to provide supplemental support to our migrant students</li> </ul>	<ul style="list-style-type: none"> <li>• Disseminating information to migrant families in a timely manner in order to ensure they are able to participate in the opportunities provided by the SSA</li> </ul>	<ul style="list-style-type: none"> <li>• JISD migrant students will benefit for in-home tutoring, social services as well as financial assistance for summer school tuition from Region XX as a participant of the SSA</li> </ul>
Federal Funding Allocations	<ul style="list-style-type: none"> <li>• Ongoing professional development and support is provided for campus administrators and staff</li> <li>• NCLB Parental Involvement is being supported and improved district-wide</li> <li>• Federal Roll-forward funds have been reduced to a</li> </ul>	<ul style="list-style-type: none"> <li>• Federal funding continues to decrease while district poverty level and enrollment continues to increase</li> <li>• Use of federal funds does not always have a definitive connection to student achievement and CIPs/DIP</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and evaluation of District and Campus spending trends of Federal funds may be beneficial</li> <li>• District standards for use of funds may need to be established to provide clear guidance to ensure program effectiveness</li> </ul>

	<ul style="list-style-type: none"> <li>minimum</li> <li>Established District wide protocols for requisitioning funds which are reasonable and necessary for improving the student achievements in the at risk population</li> </ul>	<ul style="list-style-type: none"> <li>More training is needed for administrators in understanding how to evaluate the use of federal funds and how it connects to program compliance and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Continue professional development for the campus administrator and the Title I contact for each campus in order to ensure all campuses are compliant with NCLB and title I requirements</li> </ul>
PBMAS, Program Compliance and Evaluation	<ul style="list-style-type: none"> <li>JISD met all Attainment AMAOS (Annual Measurable Achievement Objectives) for Bilingual/ESL Education</li> </ul>	<ul style="list-style-type: none"> <li>Safe and Drug Free Schools and Community program needs to be enhanced to meet NCLB compliance</li> </ul>	<ul style="list-style-type: none"> <li>The district must have a drug prevention education awareness for elementary and a prevention program for secondary level.</li> </ul>

<b>Advanced Academics</b>			
<b>Area of Review</b>	<b>Strengths</b>	<b>Areas of Concern</b>	<b>Comments &amp; Suggestions</b>
Talented and Gifted Program	<ul style="list-style-type: none"> <li>District-Wide pull out program</li> <li>Initial Cluster group established</li> <li>Initial Cluster group of teachers trained</li> <li>Nomination and testing procedures established</li> <li>District committee established</li> <li>Program brochure printed</li> <li>Elementary Coordinators meetings established for consultation and revisions as well as curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Revision of matrix and other forms</li> <li>Need to train all teachers/ administrators involved in G/T in Foundation Hours</li> <li>Integrity of the Pull Out</li> <li>More uniform and rigorous Gifted curriculum at all levels</li> <li>TAG classes at MS</li> <li>TAG Equity</li> </ul>	<ul style="list-style-type: none"> <li>Continue Cluster grouping plan for all campuses</li> <li>Continue to update Foundation Hours</li> <li>Require 30 Foundation Hours for all teachers district wide</li> <li>Mandate at all schools the legal requirements for training</li> <li>Formally require differentiation evidence</li> <li>Create TAG at HS 9th math</li> </ul>

Advanced Academics	<ul style="list-style-type: none"> <li>• Increase in numbers given PSAT and Readiness test</li> <li>• 2 National Merit Semi-Finalists</li> <li>• All AP teachers have their syllabus approved by College Board</li> <li>• PSAT math summer camp</li> </ul>	<ul style="list-style-type: none"> <li>• Rigor and College Readiness awareness and degree of integration of standards into the curriculum</li> <li>• Rigor Accountability in PreAP classes</li> <li>• Specific curriculum for PreAP classes</li> <li>• Number of students taking AP exams</li> <li>• Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Give PSAT at lower grades</li> <li>• Give Accuplacer at lower</li> <li>• Create a PSAT preparation class</li> <li>• Springboard from College Board</li> <li>• Use AP Potential</li> <li>• Ensure use of College Board Standards and College Readiness Standards</li> <li>• Training in Depth and Complexity</li> <li>• Increase number of students taking test as well as enrolled in AP</li> <li>• Increase contact with parents</li> </ul>
AVID Program (Advancement Via Individual Determination)	<ul style="list-style-type: none"> <li>• 100% of seniors @ Judson H.S. passed exit level TAKS</li> <li>• AVID tutors have all received some training in the AVID tutorial process</li> <li>• AVID site team meetings are taking place on campuses</li> <li>• Wagner has 30 seniors</li> </ul>	<ul style="list-style-type: none"> <li>• 1 AVID teacher has not been formally trained for the elective class</li> <li>• Neither Academic Dean at the high schools has any AVID training</li> <li>• College readiness needs to begin at the middle school level minimally</li> <li>• Student passing rates should be higher</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development needs to be created to address school climate and to increase rigor as well as build capacity</li> <li>• Can the program be piloted in 8th grade for HS feeder campuses in order to increase student enrollment in AP courses?</li> <li>• Mandatory tutoring should be implemented</li> </ul>

<b>Child Nutrition</b>			
<b>Area of Review</b>	<b>Strengths</b>	<b>Areas of Concern</b>	<b>Comments &amp; Suggestions</b>
Free and Reduced Price Meal Application Rates	<ul style="list-style-type: none"> <li>Total applications collected has increased by 8% from 2009-10 (14,993) to 2010-11 (16,253).</li> </ul>	<ul style="list-style-type: none"> <li>Judson High School students are returning applications at a lower rate (52%) when compared to Wagner High (72%).</li> </ul>	<ul style="list-style-type: none"> <li>Offered door prizes to high school students that turned in a complete application. Judson High did not participate.</li> </ul>
Rates of Student Participation in Meal Program	<ul style="list-style-type: none"> <li>Student breakfast participation increased by 971 students per day (17%) from 2008-09 (5,715 students) to 2009-10 (6,686 students).</li> <li>Student lunch participation increased by 139 students per day (1%) from 2008-09 (13,575 students) to 2009-10 (13,714 students).</li> </ul>	<ul style="list-style-type: none"> <li>After school snack program participation decreased by 94 students per day (11%) from 2008-09 (840 students) to 2009-10 (746 students).</li> </ul>	<ul style="list-style-type: none"> <li>Expanded free breakfast program to all campuses for 2010-11 school year</li> <li>Student meal prices have not been increased since 2001.</li> <li>Continue to gather student input and feedback to improve participation.</li> </ul>

<b>Police Department</b>			
<b>Area of Review</b>	<b>09 / 10 School Year</b>	<b>10 / 11 Quarterly Report</b>	<b>Comments &amp; Suggestions</b>
Police Calls for Service	<ul style="list-style-type: none"> <li>3416 Reports Taken</li> <li>3897 No Report Required</li> <li>7313 Calls for Service</li> </ul>	<ul style="list-style-type: none"> <li>967 Reports Taken</li> <li>731 No Report Required</li> <li>1698 Calls for Service</li> </ul>	<ul style="list-style-type: none"> <li>Civil Matters and Gang Fights in the area have increased (South End of the JISD)</li> <li>Suggestions – Increase man power and continue to provide a safe and secure environment</li> </ul>
Arrests	<ul style="list-style-type: none"> <li>Arrests 523</li> <li>Misdemeanors 1770 (Citations &amp; File @ Large)</li> <li>Felony Cases 149</li> </ul>	<ul style="list-style-type: none"> <li>Arrests 217</li> <li>Misdemeanors 434 (Citations &amp; File @ Large)</li> <li>Felony Cases 25</li> </ul>	<ul style="list-style-type: none"> <li>Work with Administration on criminal matters and prosecute with Bexar County DA'S office</li> </ul>

	<ul style="list-style-type: none"> <li>• Total Arrest 1988</li> </ul>	<ul style="list-style-type: none"> <li>• Total Arrest 676</li> </ul>	<ul style="list-style-type: none"> <li>• Find a solution/resource for the student (Offender)</li> <li>• Continue working with JISD Pupil Services &amp; Student Services</li> </ul>
Pro-Active Initiatives	<ul style="list-style-type: none"> <li>• National Night Out</li> <li>• Administrative Summit</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative Summit</li> <li>• National Night Out (5) Communities</li> <li>• WHS Freshmen Camp</li> <li>• Traffic Certification Class</li> <li>• Compulsory School Law Community Forum (Park Village)</li> <li>• 4<sup>th</sup> Annual Community Sweep</li> <li>• Dine A Versity (Secondary Alternative) Sessions</li> <li>• 3<sup>rd</sup> Annual Parent Advisory Conference</li> <li>• Bike Rodeo's</li> <li>• Night In Old Converse Parade (2<sup>nd</sup> Place)</li> <li>• Universal City Veterans Parade</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a Freshmen orientation of TX Laws and Consequences each year</li> <li>• Provided Parents with Info. about the law &amp; fines</li> <li>• Door to Door escorts with Attendance Information and PEMIS reported drop out stats</li> <li>• JISD Officer's will continue the tradition</li> </ul>
Campus Support Activities	<ul style="list-style-type: none"> <li>• Staff Development Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• District Awards Teacher Excellence Grant (3 Police Officers-KMS/WHS)</li> <li>• Park Village Elementary Student Mentor Program – (2) JISD Police Officers</li> </ul>	<ul style="list-style-type: none"> <li>• Will be involved in education and mentoring programs</li> </ul>
Gang Awareness	<ul style="list-style-type: none"> <li>• Kitty Hawk 6th graders</li> <li>• Kirby and Metzger 6<sup>th</sup> graders</li> <li>• Summer Program @ Kirby MS</li> </ul>	<ul style="list-style-type: none"> <li>• Gang Resistance Education and Training (KMS, KHMS, JMS, MMS &amp; WHMS) All 6<sup>th</sup> Graders</li> <li>• San Antonio Police</li> </ul>	<ul style="list-style-type: none"> <li>• Appoint two officers to instruct throughout JISD each semester. All 6<sup>th</sup> grade students will receive the G.R.E.A.T. Program</li> </ul>

		Department Gang Intelligence Meetings <ul style="list-style-type: none"> <li>G.R.E.A.T. Summer Program (Incoming 6<sup>th</sup> Grade Students)</li> </ul>	<ul style="list-style-type: none"> <li>Continue a summer G.R.E.A.T. Program</li> </ul>
Bullying Presentations Dating Violence Presentations	<ul style="list-style-type: none"> <li>30 minute Bullying Presentation to 4 Elementary Schools (Converse, Millers point, Olympia, Hartman, Hopkins, Millers Point , Coronado, Olympia, Hartman, Woodlake Elementary)</li> </ul>	<ul style="list-style-type: none"> <li>6<sup>th</sup> Grade Presentations</li> <li>Invitations to present to elementary schools</li> <li>HS Parent Dating Violence Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Present 100% of elementary bullying presentation</li> <li>Present 100% of high school dating violence video training</li> <li></li> </ul>

<b>Administrative/Employee Support</b>			
<b>Area of Review</b>	<b>Strengths</b>	<b>Areas of Concern</b>	<b>Comments &amp; Suggestions</b>
Site Based Decision Making	<ul style="list-style-type: none"> <li>All positions filled</li> <li>Process in place for elections</li> <li>Training module developed and implemented</li> <li>Documentation kept</li> <li>Administrative procedures utilized</li> <li>Yearly agenda developed</li> </ul>	<ul style="list-style-type: none"> <li>Campus accountability for CSBC (agendas and minutes posted, three meetings per year)</li> </ul>	<ul style="list-style-type: none"> <li>Yearly agenda posted on website</li> <li>Forms for input and waivers posted on website</li> </ul>
Parent Calls/Complaints	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Increased parent calls that circumvent chain of command. (teacher, principal, student services)</li> </ul>	<ul style="list-style-type: none"> <li>Develop model for registering complaints at campus level.</li> <li>Increase customer service response</li> </ul>

<b>Transportation Department</b>			
<b>Area of Review</b>	<b>Strengths</b>	<b>Areas of Concern</b>	<b>Comments &amp; Suggestions</b>
Hazardous Route Study	<ul style="list-style-type: none"> <li>Study resulted in reduction of hazardous routes by 10%, reducing transportation operations cost</li> </ul>	<ul style="list-style-type: none"> <li>Local communities assisting with reduction in hazardous routes</li> </ul>	<ul style="list-style-type: none"> <li>Initiate "Safe Routes to School" Program to promote kids walking/biking to school</li> </ul>
Bus Accidents	<ul style="list-style-type: none"> <li>Reorganization of training section has resulted in reduction of preventable accidents</li> </ul>	<ul style="list-style-type: none"> <li>Additional training for training staff</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of driver course to maintain safe driving skills</li> </ul>
Bus Replacement Program	<ul style="list-style-type: none"> <li>Replacement program parameters developed to facilitate proper justification</li> </ul>	<ul style="list-style-type: none"> <li>Bus fleet inventory not to exceed 15 years of age</li> </ul>	<ul style="list-style-type: none"> <li>Buses are rotated among routes to ensure mileage is not accumulated prematurely</li> </ul>

<b>Maintenance Department</b>			
<b>Area of Review</b>	<b>Strengths</b>	<b>Areas of Concern</b>	<b>Comments &amp; Suggestions</b>
Analysis of job orders/expenditures for work completed	<ul style="list-style-type: none"> <li>consistent schedule for replacement of filters and belt</li> </ul>	<ul style="list-style-type: none"> <li>understaffed for chiller and rooftop PM</li> </ul>	<ul style="list-style-type: none"> <li>Consider adding at least one HVAC Technician to staff</li> </ul>

<b>Facilities Planning</b>			
<b>Area of Review</b>	<b>Strengths</b>	<b>Areas of Concern</b>	<b>Comments &amp; Suggestions</b>
Analysis of 2006 Bond Projects	<ul style="list-style-type: none"> <li>The District was able to replace aging structures from its inventory with new safer, energy efficient structures.</li> <li>Adjustments within the program &amp; improved community involvement lead to favorable pricing</li> </ul>	<ul style="list-style-type: none"> <li>Low volume of Contractors bidding projects.</li> <li>Inflation factors resulted in value engineering.</li> </ul>	<ul style="list-style-type: none"> <li>Projects were impacted by the global economy, material and labor shortages. These events grossly escalated construction pricing.</li> <li>Continue to engage the contracting community to improve competition.</li> </ul>

	toward the end of the Bond.		
OCR Program Access Review	<ul style="list-style-type: none"> <li>Overall plan is sound and achievable.</li> </ul>	<ul style="list-style-type: none"> <li>Funding.</li> </ul>	<ul style="list-style-type: none"> <li>Plan has been executed.</li> <li>District's Maintenance department to execute majority of identified items.</li> </ul>

Objective: Demonstrate sustained growth in student achievement

Perspective: Student Focus

OWNER: Nancy Robinson

Goals	Measure of Success	Targets	Milestones	
			1 year	3-5 yr.
<ul style="list-style-type: none"> <li>Improve, sustain, and support academic student performance at or beyond grade level</li> </ul>	<ul style="list-style-type: none"> <li>TAKS-Passing Standard</li> <li>TAKS A- Passing Standard</li> </ul>	<ul style="list-style-type: none"> <li>≥90% of students meeting passing standard in the core content areas</li> <li>≥30% of students scoring at commended levels on TAKS</li> <li>≥90% of students passing all tests taken</li> <li>≤20% or less difference between student groups</li> </ul>	<ul style="list-style-type: none"> <li>≥80%</li> <li>≥15%</li> <li>≥70%</li> <li>≤55%</li> </ul>	<ul style="list-style-type: none"> <li>≥90%</li> <li>≥30%</li> <li>≥90%</li> <li>≤20%</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>TAKS M- Passing Standards</li> <li>TAKS Alt- Passing Standards</li> </ul>	<ul style="list-style-type: none"> <li>≥80% of students with special needs meeting TAKS M and TAKS Alt passing standards</li> </ul>	<ul style="list-style-type: none"> <li>≥70%</li> </ul>	<ul style="list-style-type: none"> <li>≥80%</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>DRA2/EDL2</li> </ul>	<ul style="list-style-type: none"> <li>≥90% of students in grades K-2 scoring on level</li> </ul>	<ul style="list-style-type: none"> <li>≥80%</li> </ul>	<ul style="list-style-type: none"> <li>≥90%</li> </ul>

•	• TELPAS- Growth Measure	• Meet all standard indicators for AMAO • ≥90% of students meeting passing standards on each test (Annual Measurable Achievement Objectives)	• K-2- 10% • 3-12-30%  • ≥80% of student groups meeting AMAO passing standards on each test	• K-2- 20% • 3-12- 50%  • ≥90% of student groups meeting AMAO passing standards on each test
•	• AYP	• 100% of all campuses meet requirements for Adequate Yearly Progress	• 95% of all campuses meet requirements for Adequate Yearly Progress	• 100% of all campuses meet requirements for Adequate Yearly Progress
•	• SAT • Participation Rate	• New Matrix for 2010-2011- TBD • ≥80%	• TBD • ≥65%	• TBD • ≥80%
•	• Number/Percent of Texas Scholars (Recommended Distinguished Plan)	• ≥90%	• ≥85%	• ≥90%
•	• College Ready Graduates ELA (TSI)	• ≥90%	• ≥55%	• ≥90%

•	• College Ready Graduates Math (TSI)	• ≥80%	• 45%	• ≥80%
•	• Number of National Merit Scholars	• ≥3	• ≥1	• ≥3
•	• Number and dollars of scholarships received	• TBD	• Baseline	• TBD
•	• Dual Credit Completion (Baseline 14%)	• ≥50%	• ≥15%	• ≥50%
•	• Number of AP exams with grades of 3, 4, or 5 (earned college credit)	• ≥60%	• ≥40%	• ≥60
• Develop and implement programs for social and emotional learning	• Number of district-wide programs offered	• TBD	• 2 District-wide	• TBD
•	• District/Campus Attendance Rate	• ≥98% student attendance in all subgroups	• ≥95%	• ≥98%
•	• AEIS Completion Rate	• ≥90%	• ≥78%	• ≥90%
•	• Number of Teacher Referrals	• ≤1500	• ≤3000	• ≤1500

•	• Number of ISS Placements	• ≤1000	• ≤2500	• ≤1000
•	• Number of OSS Placements	• ≤1000	• ≤2000	• ≤1000
•	• Number of SRC Placements	• ≤500	• ≤800	• ≤500
•	• Number of DAEP Placements	• ≤300	• ≤ 500	• ≤300

## Action Plan

<b>Goal 1: Improve, sustain, and support academic student performance at or beyond grade level</b>  <b>Strategy 1:</b> Develop and implement a K-12, aligned curriculum in the four core areas that meets state standards.		<b>Perspective: Student Focus</b>  <b>Owner: Nancy Robinson</b>							
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>				
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>	
<ul style="list-style-type: none"> <li>• <b>Purchase and operationalize an electronic curriculum (CSCOPE)</b></li> </ul>	K-12	Associate Supt.	<ul style="list-style-type: none"> <li>• CSCOPE Curriculum on-line, Customized with logins</li> </ul>	\$152,544 K-12 Local \$50,000 Local	Δ				
<ul style="list-style-type: none"> <li>• <b>Ensure integration of special programs needs</b></li> </ul>	Sp. Ed, ELL, TAG	ELL Coord. K-8 Director and Content Spec.	<ul style="list-style-type: none"> <li>• Completed Up-loads of Strategies or Accommodations</li> </ul>	\$10,000 Local/State \$15,200 Stimulus	Δ				
<ul style="list-style-type: none"> <li>• <b>Create an Implementation Plan with a primary focus on science and math</b></li> </ul>	K-12	Associate Supt.	<ul style="list-style-type: none"> <li>• Completed Plan</li> </ul>	\$25,000 ESL Certification	Δ				
<ul style="list-style-type: none"> <li>• <b>Develop and schedule professional development</b></li> </ul>	K-12	PD Coordinator	<ul style="list-style-type: none"> <li>• Completed Plan and Electronic Scheduling in Eduphoria</li> </ul>	\$70,000 Local/Federal Stimulus	Δ	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>• <b>Communicate plan to all stakeholders</b></li> <li>• <b>Conduct fall &amp; spring parent conferences</b></li> </ul>	K-12	Associate Supt. & Assistant Supt.	<ul style="list-style-type: none"> <li>• Communication Plan, Agendas, Sign-in Sheets, &amp; Communiqués</li> </ul>	\$5,000 Local \$2,000 Stimulus	Δ	Δ	Δ	Δ	Δ

• <b>Implement plan</b>	K-12	K-8 Director, Associate Supt. & Assistant Supt. Principals Campus Academic Dean (CWE & PVE)	• Walk-through Data, CBA Data & Stakeholder Feedback	\$25,000 Local \$124,000 Stimulus	Δ	Δ	Δ	Δ
• <b>Submit and receive budget approval</b>	K-12	Associate Supt.	• Approved Budget		Δ			
• <b>Monitor and adjust plan</b>	K-12	K-8 Director, Assistant Supt. & Associate Supt.	• Written Adjustments based on Walk-through Data, CBA Data & Stakeholder Feedback		Δ	Δ	Δ	Δ
• <b>Evaluate program effectiveness</b>	K-12	Associate Supt.	• DRA II Data, CBA Data, Special Programs Data, State Testing Results, and Stakeholder Feedback					Δ

## Action Plan

<b>Goal 1: Improve, sustain, and support academic student performance at or beyond grade level</b>  <b>Strategy 2: Evaluate, create, and implement a systematic assessment program</b>			<b>Perspective: Student Focus</b>  <b>Owner: Nancy Robinson</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
• <b>Create and publish state testing calendar and requirements</b>	3-12	Testing Coordinator	• Published Calendar	\$150 Local	Δ			
• <b>Develop and implement standards- aligned benchmark assessment program</b>	K-12	Associate Supt. & Assistant Supt.	• Completed Plan, Revised CBAs, Data Reports	\$168,800 Local \$50,000 Local	Δ	Δ	Δ	Δ
• <b>Develop and implement instructional data team structure and protocols</b>	PK-12	Associate Supt. & Assistant Supt.	• Completed Protocols, Development Plan, Walk-throughs, & Reports		Δ	Δ	Δ	Δ
• <b>Provide training for data teams</b>	PK-12	PD Coordinator	• Electronic Sign-in Sheets	\$2,000 Local	Δ	Δ	Δ	Δ
• <b>Identify and link information systems to provide student assessment data</b>	K-12	Chief Technology Officer	• Integrated Reports	\$5,000 Local	Δ	Δ	Δ	Δ
• <b>Align RTI and district-wide interventions</b>	K-12	RTI Specialist	• Completed Resource Pyramids			Δ		

<ul style="list-style-type: none"> <li>• <b>Create and publish comprehensive assessment handbook</b></li> </ul>	PK-12	Data Research Admin.	<ul style="list-style-type: none"> <li>• Completed Handbook</li> </ul>	\$2,000 Local	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>• <b>Implement quarterly scorecard reviews</b></li> </ul>	PK-12	Associate Supt. & Assistant Supt.	<ul style="list-style-type: none"> <li>• Scorecard</li> </ul>		Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>• <b>Integrate assessment process into leadership academies and leadership meetings</b></li> </ul>	PK-12	Associate Supt. , Assistant Supt.& HR	<ul style="list-style-type: none"> <li>• Academy Curriculum</li> <li>• Provided Data Team Minutes</li> </ul>		Δ	Δ	Δ	Δ

## Action Plan

<b>Goal 1: Improve, sustain, and support academic student performance at or beyond grade level</b>			<b>Perspective: Student Focus</b>					
<b>Strategy 3: Develop and Implement PK-12 instructional standards for every classroom</b>			<b>Owner: Debbie Grady</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<ul style="list-style-type: none"> <li>• <b>Identify the 7 (PK-12) evidence-based instructional and environmental standards with primary focus on science and math</b></li> </ul>	PK-12	K-8 Director	<ul style="list-style-type: none"> <li>• District Needs Assessment</li> <li>• Walk-through Data</li> </ul>		Δ			
<ul style="list-style-type: none"> <li>• <b>Create an implementation plan</b></li> </ul>	PK-12	K-8 Director, Math and Science Content Specialists	<ul style="list-style-type: none"> <li>• Formalized plan printed and bound for distribution to applicable Curriculum and Instruction department staff.</li> <li>• Implementation Plan timeline established to measure progress.</li> <li>• Results of campus surveys that target effective implementation.</li> </ul>	Fund 199 \$500 Supplies	Δ			Δ
<ul style="list-style-type: none"> <li>• <b>Create development modules and classroom mini-posters</b></li> </ul>	PK-12	K-8 Director, Math and Science Content Specialists	<ul style="list-style-type: none"> <li>• Professional Development Modules developed for each standard.</li> <li>• Professional Development participant evaluations</li> <li>• Visible posters in all PK-</li> </ul>	Fund 199 \$25,000 Supplies, printing costs	Δ			Δ

			<ul style="list-style-type: none"> <li>12 classrooms.</li> </ul>					
<ul style="list-style-type: none"> <li>• <b>Communicate to all stakeholders</b></li> </ul>	PK-12	K-8 Director, Secretary	<ul style="list-style-type: none"> <li>• Instructional Standards posted on district website and parent portal.</li> <li>• Instructional Standards brochures displayed at all campuses and all district offices.</li> <li>• Instructional Standards presented to district Board Members.</li> </ul>	Fund 199 \$10,000 Supplies, printing costs	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>• <b>Schedule and provide professional development</b></li> </ul>	PK-12	Professional Development Coordinator	<ul style="list-style-type: none"> <li>• Professional Development Calendar disseminated to all JISD staff members.</li> <li>• Number of participants at professional development offerings.</li> <li>• Professional Development participant evaluations.</li> </ul>	Fund 199 \$3,000 Supplies	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>• <b>Align classroom walk-through tools to support the 7 standards</b></li> </ul>	PK-12	K-8 Director, Technology Director	<ul style="list-style-type: none"> <li>• Newly designed walk-through tools</li> <li>• End-of-Year user evaluations</li> </ul>	Fund 199 \$100 Supplies	Δ			Δ
<ul style="list-style-type: none"> <li>• <b>Collect data from walk-throughs to monitor and adjust</b></li> </ul>	PK-12	K-8 Director, Content Specialists	<ul style="list-style-type: none"> <li>• CBA Data</li> <li>• Benchmark Data</li> <li>• TAKS Data</li> <li>• Walk-through Data</li> </ul>		Δ	Δ	Δ	Δ

<ul style="list-style-type: none"> <li>• <b>Close the loop by coaching and developing teachers and principals</b></li> </ul>	<p>PK-12</p>	<p>K-8 Director, Professional Development Coordinator, Math and Science Specialists</p>	<ul style="list-style-type: none"> <li>• CBA Data</li> <li>• Benchmark Data</li> <li>• TAKS Data</li> <li>• Walk-through Data</li> <li>• Teacher Needs Assessment Data</li> <li>• Principal Needs Assessment Data</li> </ul>	<p>Fund 199 \$2,000 Supplies \$232,000 Title II A</p>	<p>Δ</p>	<p>Δ</p>	<p>Δ</p>	<p>Δ</p>
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# Action Plan

<b>Goal 1: Improve, sustain, and support academic student performance at or beyond grade level</b>  <b>Strategy 4: Prepare and implement program and services to develop college and career readiness</b>			<b>Perspective: Student Focus</b>  <b>Owner: Elida Bera</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
Establish a marketing and communication plan for PreK-16 vision of college and career	Pre K-12	CATE Director	Communication Plan	\$5,000	Δ	Δ	Δ	Δ
Increase number of college ready graduates according to the AEIS Report.  Increase the number of students that qualify for non-remedial classes.	12 <sup>th</sup> graders	High School Counselors  AVID District Director	The % if students identified as college ready will increase from 31% to meet or exceed the state average of 44%.  Increased number of students passing accuplacer.	In-house expense	Δ	Δ	Δ	Δ
Provide accuplacer testing site at district level.	11 <sup>th</sup> and 12 <sup>th</sup> grade students	High School Counselors AVID District Director	Increased number of students taking accuplacer.	\$8,000	Δ	Δ	Δ	Δ
Provide staff development to teachers to increase the levels of expectation and achievement for students regarding CRS in the critical areas of English/language arts, social sciences, mathematics and science.		Advanced Academic Coordinator AVID District Director	Increase in teachers' levels of expectation and achievement for students regarding CRS in the critical areas of English/language arts, social sciences, mathematics and science.	Advanced Academic Coordinator	Δ	Δ	Δ	Δ

Develop and implement a STEM focus with marketing and appropriate programs.	6-12	Advanced Academic Coordinator AVID District Director	Increase graduates in education, engineering, computer science, math, physical science, allied health, nursing and other critical fields.	\$25,000	Δ	Δ	Δ	Δ
Create a senior level course to support and increase student transitions between high schools and community and technical colleges, universities and health-related institutions	11-12 <sup>th</sup> grade	Advanced Academic Coordinator AVID District Director	Higher percentage of students will enter community and technical colleges, universities and health-related institution.	\$2000	Δ	Δ	Δ	Δ
Create parent forums for collaboration & communication. Create Parent Center	K-12	Associate Super.	Parent Surveys	\$5,000 Stimulus				

## Action Plan

<b>Goal 2: Develop and implement programs for social and emotional learning</b>  <b>Strategy 1: Develop and implement a systematic approach to student discipline</b>			<b>Perspective: Student Focus</b>  <b>Owner: Joe Gonzalez</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<ul style="list-style-type: none"> <li>Analyze past and current discipline data to determine trends and patterns</li> <li>Prioritize 3-4 key areas for improvement</li> </ul>	PK-12	Joe Gonzalez Clarence Alberts	<ul style="list-style-type: none"> <li>Number of Student Incidents</li> <li>Create action plan to improve discipline district-wide</li> </ul>	Student Support Services PEIMS 425 Discipline Report	Δ			Δ
<ul style="list-style-type: none"> <li>Revise and update Student Code of Conduct to reflect changes in state and local policies/procedures</li> </ul>	PK-12	Joe Gonzalez Clarence Alberts	<ul style="list-style-type: none"> <li>Number of Student Incidents</li> </ul>	Code of Conduct Education Code Board Policy (\$20,000)	Δ			Δ
<ul style="list-style-type: none"> <li>Provide professional development for all administrators to include specific timelines and topics</li> </ul>	PK-12	Joe Gonzalez Clarence Alberts	<ul style="list-style-type: none"> <li>Number of Student Incidents</li> </ul>	Region 20 Texas Education Agency Professional Department	Δ			Δ
<ul style="list-style-type: none"> <li>Integrate technology into discipline plan</li> </ul>	PK-12	Joe Gonzalez Clarence Alberts Steve Young	<ul style="list-style-type: none"> <li>Number of Student Incidents</li> </ul>	JISD Technology Department	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Communicate district-wide discipline plan to all stakeholders</li> </ul>	PK-12	Joe Gonzalez Clarence Alberts Public Relations Director	<ul style="list-style-type: none"> <li>Number of Student Incidents</li> </ul>	JISD Technology and Public Relations Department (\$5,000)	Δ	Δ	Δ	Δ

<ul style="list-style-type: none"> <li>• <b>Implement student discipline plan across district</b></li> </ul>	PK-12	Joe Gonzalez Clarence Alberts	<ul style="list-style-type: none"> <li>• Number of Student Incidents</li> </ul>	Student Services Pupil Services (\$5,000)	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>• <b>Track district discipline data to evaluate program effectiveness</b></li> </ul>	PK-12	Joe Gonzalez Clarence Alberts	<ul style="list-style-type: none"> <li>• Number of Student Incidents</li> </ul>	Student Support Services PEIMS 425 Discipline Report	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>• <b>Develop budget that identifies costs of maintaining systematic approach to student discipline</b></li> </ul>	PK-12	Joe Gonzalez Clarence Alberts Jose Elizondo	<ul style="list-style-type: none"> <li>• Number of Student Incidents</li> </ul>	Student Services Pupil Services Business Office	Δ			Δ

## Action Plan

<b>Goal 2: Develop and implement programs for social and emotional learning</b>  <b>Strategy 2: Evaluate, improve and implement a district-wide attendance plan</b>			<b>Perspective: Student Focus</b>  <b>Owner: Joe Gonzalez</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
• <b>Examine past and current attendance data to determine trends and patterns</b>	PK-12	Joe Gonzalez Bruce Bray	<ul style="list-style-type: none"> <li>• Increase the District and Campus Attendance rates</li> </ul>	Student Support Services PEIMS Department	Δ			Δ
• <b>Review and update student attendance policies and procedures in accordance with state law and board policies</b>	PK-12	Joe Gonzalez Bruce Bray	<ul style="list-style-type: none"> <li>• Increase the District and Campus Attendance rates</li> <li>• Number of court referrals</li> </ul>	Student Support Services Education Code Board Policy	Δ			Δ
• <b>Create and implement an procedural-based attendance plan district-wide</b>	PK-12	Joe Gonzalez Bruce Bray	<ul style="list-style-type: none"> <li>• Increase the District and Campus Attendance rates</li> <li>• Number of court referrals</li> </ul>	Student Support Services	Δ	Δ	Δ	Δ
• <b>Develop and implement district-wide dropout recovery plan</b>		Joe Gonzalez Bruce Bray	<ul style="list-style-type: none"> <li>• Increase the District and Campus Attendance rates</li> <li>• Number of court referrals</li> <li>• Completion rate</li> </ul>	Student Support Services	Δ	Δ	Δ	Δ
• <b>Increase the use of current technology programming in the district-wide attendance plan</b>	6-12	Joe Gonzalez Bruce Bray	<ul style="list-style-type: none"> <li>• Increase the District and Campus Attendance rates</li> <li>• Number of court referrals</li> </ul>	Student Support Services Attendance Improvement Management Program (\$200,0000)	Δ	Δ	Δ	Δ
• <b>Communicate the procedural-based attendance plan district-wide to all stake holders</b>	PK-12	Joe Gonzalez Bruce Bray Public	<ul style="list-style-type: none"> <li>• Increase the District and Campus Attendance rates</li> <li>• Number of court referrals</li> </ul>	Student Support Services Attendance Office	Δ	Δ	Δ	Δ

		Relations Director		Technology and Public Relations Department				
<ul style="list-style-type: none"> <li>• <b>Monitor, track and adjust procedural-based attendance plan district-wide</b></li> </ul>	PK-12	Joe Gonzalez Bruce Bray	<ul style="list-style-type: none"> <li>• Increase the District and Campus Attendance rates</li> <li>• Number of court referral</li> </ul>	Student Support Services Attendance Office PEIMS Department	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>• <b>Provide campuses with incentives and additional resources related to prevention/intervention</b></li> <li>• <b>Develop, implement and train school leaders on alternative school transitioning</b></li> </ul>	PK-12	Joe Gonzalez Bruce Bray	<ul style="list-style-type: none"> <li>• Increase the District and Campus Attendance rates</li> <li>• Number of court referral</li> <li>• Number of Students recognized for positive attendance</li> </ul>	Student Support Services Attendance Office Judicial System Social Services (\$2,500)	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>• <b>Develop budget that identifies costs relating procedural-based attendance plan</b></li> </ul>	PK-12	Joe Gonzalez Bruce Bray Jose Elizondo	<ul style="list-style-type: none"> <li>• Number of Student Incidents</li> </ul>	Student Services Attendance Office Business Office	Δ			Δ

## Action Plan

<b>Goal 2: Develop and implement programs for social and emotional learning</b>  <b>Strategy 3: Evaluate, develop and implement PK-12 counseling and social assistance program that meets state guidelines</b>			<b>Perspective: Student Focus</b>  <b>Owner: Ernest Cox</b>					
Actions/Tasks	Students	Responsible Person	Measures of Success <small>(Formative/Summative Evaluation Criteria)</small>	Resource Allocation <small>Source Amount</small>	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<ul style="list-style-type: none"> <li>• Create a formal and unified needs assessment to identify areas of professional dev. Needs. Implement training opportunities to address these areas</li> </ul>		Director of Guidance and Counseling (DoGC)	<ul style="list-style-type: none"> <li>• Professional development evaluations will note “meets expectations” in 90% of surveys</li> <li>• Participation by 95% of counseling and social services staff</li> </ul>	Counseling Budget	Δ			Δ
<ul style="list-style-type: none"> <li>• Develop, implement and evaluate an age appropriate comprehensive social and emotional development guidance program</li> </ul>	K-12	DoGC, under guidance of Assoc./Assist. Super	<ul style="list-style-type: none"> <li>• 100% of guidance counselors will receive training to include expectations, evaluations, and guidance curriculum - norms</li> </ul>	Local /Counseling Budget \$20,000	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>• Develop JISD guidance plan supporting appropriate counselor time allocation in the four guidance component areas: guidance curriculum, responsive services, individual planning and system support</li> </ul>	K-12	DOGc, Campus Principal	<ul style="list-style-type: none"> <li>• 100% of guidance counselors/departments will submit guidance plans, program improvements plans and individual needs assessment to DoGC. Will be evaluated bi-annually</li> </ul>		Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>• Implement and evaluate JISD and campus guidance program to align with guidelines set for school counselors by TEA</li> </ul>	K-12	DoGC, campus counselors, Principal	<ul style="list-style-type: none"> <li>• 100% of campuses will submit yearly guidance plan to DoGC for collaboration</li> </ul>		Δ			Δ

<ul style="list-style-type: none"> <li>• Increase time spent in implementing Social and Emotional Development program / guidance program components</li> </ul>	K-12	DoGC, campus counselor, Principal	<ul style="list-style-type: none"> <li>• 100% of guidance counselors will meet to collaborate on plan to decrease the time spent in non-guidance activities, as defined by TEA</li> </ul>		Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>• Plan, develop, implement and evaluate campus guidance program</li> </ul>		DoGC, Principal, Counselors, under guidance of Assoc./Assist. Super	<ul style="list-style-type: none"> <li>• 100% of the campus counselors will maintain and submit monthly contact logs indicating time allocation, contacts with students, and nature of contact as identified under the four guidance domains (guidance curriculum, individual planning, responsive services and system support)</li> <li>• Number of PGP reviewed per month</li> </ul>		Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>• Create/designate core counseling foundation with member(s) of elementary, middle and high school counselor in order to evaluate, improve and refine guidance program between campus and district office</li> </ul>		DoGC, select campus counselors, nurses	<ul style="list-style-type: none"> <li>• 100% attendance and participation in quarterly guidance meetings</li> </ul>		Δ			Δ
<ul style="list-style-type: none"> <li>• Create plan ensure that all students have the opportunity to visit with campus counselor a minimum of 3 times a year</li> </ul>	K-5 6-12	DoGC, Counselor, Principal	<ul style="list-style-type: none"> <li>• Contact logs will demonstrate compliance in the attempts and meetings with students</li> </ul>		Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>• All district counselors will elicit the assistance of parents/guardians in social and emotional development,</li> </ul>	K-12	DoGC, social service providers,	<ul style="list-style-type: none"> <li>• Speaker series presented by campus and/or district office</li> </ul>	Title 1 –PV, NCLB	Δ	Δ	Δ	Δ

<b>curriculum/academic development and opportunity for growth and development</b>		campus Principal, district office administrators						
<b>• Monthly district counselor meetings to implement, evaluate and enhance social and emotional development / guidance program. Increase communication and collaboration between campus and district office</b>		DoGC, Counselors, nurses, under guidance of Assoc./Asst. Super	<ul style="list-style-type: none"> <li>• 100% participation (reflected in sign in sheets) in district counselor meetings. Individual meetings at campus with counselor and principal for those unable to attend district meeting</li> <li>• Number of Best Practices shared and documented</li> </ul>		Δ	Δ	Δ	Δ
<b>• Orientation and mentor (to ensure support) assignment for all new counselors to JISD.</b>		DoGC, new Counselor, Mentor Counselor, Principal	<ul style="list-style-type: none"> <li>• 100% new counselor will attend and meet quarterly with DoGC and mentor</li> </ul>		Δ			Δ
<b>• All students who require a PGP (personal graduation plan) will receive one.</b>	8-12	DoGC, Counselor, Principal	<ul style="list-style-type: none"> <li>• 100% of students will have a PGP. If absent during class presentations, Counselor will meet with individually to create</li> </ul>			Δ	Δ	
<b>• Counselor performance evaluation will be properly utilized by evaluator</b>		DoGC, Principal, Human Resources	<ul style="list-style-type: none"> <li>• DoGC and campus Principal will meet to review and evaluate performance of campus counselor and report accordingly with Human Resources</li> </ul>		Δ			Δ

<ul style="list-style-type: none"> <li>Partnership with social services, community resources and academic boards and foundations to provide opportunity for advancement and development</li> </ul>	6-12	DoGC, Counselor, Social Service providers	<ul style="list-style-type: none"> <li>50% increase in identified partners and networks. Creation and implementation of student opportunity fair</li> </ul>			Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Implement effective parental involvement activities to improve student development in social and emotional development, academic, social and attendance support</li> </ul>	K-12	DoGC, Counselor, Social Service providers	<ul style="list-style-type: none"> <li>Offer a minimum of 3 weekday(evening)/Saturday events for parents</li> </ul>	Title 1, NCLB	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Develop and implement strategies and opportunities that will foster collaboration between educational agencies, community partners, parents and all other stakeholders in development of students</li> </ul>	K-12	DoGC, Counselor, Comm. Agencies, Educ. Agencies	<ul style="list-style-type: none"> <li>Stakeholder/partner will attend bi-annual meeting/fair</li> <li>Number of positive contacts with families</li> </ul>	Local	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Identify students needs and create a series to provide support and educate the community</li> </ul>	K-12	DoGC, select Counselors	<ul style="list-style-type: none"> <li>S&amp;E development series and education. Speaker series presented around the community</li> </ul>	Local	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Develop and implement communication and marketing of speaker series</li> </ul>	K-12		<ul style="list-style-type: none"> <li>Participation Rates</li> <li>Satisfaction Rates – at least 75% rate series as “met expectation”</li> </ul>	Local	Δ	Δ	Δ	Δ

## Action Plan

Goal 2: Develop and implement programs for social and emotional learning			Perspective: Student Focus					
Strategy 4: Create and implement programs and services to increase the graduation rate			Owner: Elida Bera					
Actions/Tasks	Students	Responsible Person	Measures of Success <small>(Formative/Summative Evaluation Criteria)</small>	Resource Allocation <small>Source Amount</small>	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<ul style="list-style-type: none"> <li>Develop, implement and communicate the long-term college and career model.</li> </ul>		Counselors	<ul style="list-style-type: none"> <li>Career/College model</li> </ul>	In-house	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Ensure that all students are on track for the Recommended High School Program (college-preparatory courses)</li> </ul>	PK-16	High School Counselors	<ul style="list-style-type: none"> <li>100 percent of the students will have a personal graduation plan (PGP)</li> </ul>	In-house	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Communicate to students and their families understand the benefits of higher education and the necessary steps to prepare academically and financially for college.</li> </ul>	• Pre K-16	<ul style="list-style-type: none"> <li>Secondary Assistant Supt</li> <li>Counseling Coordinator/director</li> </ul>	<ul style="list-style-type: none"> <li>Participation of students and parents</li> <li>Number of scheduled communication events</li> </ul>	• \$2000	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Redesign and implement the AVID program</li> </ul>	8-12	District AVID Director	<ul style="list-style-type: none"> <li>Student results and participation ratio</li> </ul>	\$170,000.00	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Target professional development activities specifically for attendance and dropout issues</li> </ul>	PK-12	Joe Gonzalez	<ul style="list-style-type: none"> <li>Increase the District and Campus Attendance rates</li> <li>Number of court referrals</li> </ul>	\$3,000	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Establish “buddy” program for dropout recovery at high schools</li> </ul>	9-12	Joe Gonzalez	<ul style="list-style-type: none"> <li>Decrease Number of Dropouts</li> </ul>	Student Support Services Attendance Offices	Δ	Δ	Δ	Δ

				(\$5,000)				
<ul style="list-style-type: none"> <li>• <b>Develop and implement programs designed to involve and engage students such as athletics</b></li> </ul>	5-12	Athletic Director Asst. Super.	<ul style="list-style-type: none"> <li>• Increase student involvement</li> <li>• Participation rate in athletics, clubs, band, etc.</li> </ul>		Δ	Δ	Δ	Δ

**2010-2011 SSA Migrant Districts  
Education Service Center Region 20**

<b>Migrant Education Program: Priority For Service Action Plan</b>					
<b>Goal:</b>	Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.				
<b>Objective:</b>	Ensure all eligible migrant families residing in the district are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on COEs and 100% accuracy in meeting the Migrant Performance Based Monitoring criteria by June 30, 2011.				
<b>Evidence of Need</b>	<b>Activity</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resource</b>	<b>Analysis of Program &amp; Impact</b>
<b>Priority For Service Students</b>  As a result of migrant students moving from school to school, students are often failing or at risk of failing. The LEA must identify these students' academic needs to enable them to meet the State content standards and master the State assessment.	Provide district staff criteria for Priority for Service (PFS) and a copy of the New Generation System (NGS) Priority for Services Student report.	Monthly	Educational Spec System Spec Support Staff	PFS Report District Contact Campus Counselors	100% of PFS students obtained above and beyond services
	Identify students in need of priority for services and provide priority placement in migrant supplemental programs.	Monthly	System Spec Recruiter Educational Spec	PFS Report	100% of PFS students obtained above and beyond services
	Provide appropriate placement/ programs for students not meeting the State content standards or mastering TEKS objectives. (examples: tutoring, TAKS redemption, UT Austin migrant coursework, Nova Net, Plato reinforcement options or accruing credits, summer school, community resources/services)	Year Round	Educational Spec Counselor	Graduation Plans TAKS Scores Transcripts District Contact Campus Counselors	Increase in number of students completing partial credit and/or passing TAKS
	Collect and analyze sources of student data to determine progress toward graduation.	Year Round	Counselor Educational Spec	Graduation Plans Transcripts TAKS Scores Campus Counselors	Increase in number of students completing partial credit and/or passing TAKS
	Provide an opportunity for counselors to attend the Graduation Enhancement Training for Counselors conducted at the Education Service Center Region 20.	TBA	Counselor Educational Spec	Session Material	Participant evaluations

**Migrant Education Program: Priority For Service Action Plan**

<b>Goal:</b>	Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.				
<b>Objective:</b>	Ensure all eligible migrant families residing in the district are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on COEs and 100% accuracy in meeting the Migrant Performance Based Monitoring criteria by June 30, 2011.				
<b>Evidence of Need</b>	<b>Activity</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resource</b>	<b>Analysis of Program &amp; Impact</b>
<b>Priority For Service Students</b>  Continued, Page 2	Provide an opportunity for counselors to analyze migrant student educational data.	Year Round	Counselor	Graduation Plans Transcripts Campus counselors	Counselor evaluations Student feedback
	Train and assist counselors in reviewing out-of-state transcripts from Mexico.	November training Year Round assistance	Bilingual Spec Counselor	Session Material	Participant evaluations
	Ensure students have an opportunity to continue the class from previous school/school district/state.	Year Round	Counselor	Transcripts	Counselor follow-up
	Provide parents with the knowledge of local and state requirements for promotion, graduation, academic progress of their child, PFS criteria and community or social services.	Year Round	Educational Spec Counselor SSA Recruiters Adjunct Teachers	PAC meeting Referrals Home/school visits Community Outreach Fair	Parent evaluations Counselor follow-up Adjunct teacher evaluations
	Provide opportunities for teachers to attend staff development for enhancing their knowledge of the migrant student population.	Year Round	Educational Spec	iLearning Sessions District contact	Participant evaluations
	Provide summer school for students' reinforcement in mastering content standards or in need of accruing credits.	June-July	Educational Spec Adjunct Teachers Counselor	Current Project Smart curriculum District contact	Teacher evaluations Parent evaluations

**Migrant Education Program: Priority For Service Action Plan**

<b>Goal:</b>	Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, student performance standards expected of all children.				
<b>Objective:</b>	Ensure all eligible migrant families residing in the district are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on COEs and 100% accuracy in meeting the Migrant Performance Based Monitoring criteria by June 30, 2011.				
<b>Evidence of Need</b>	<b>Activity</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resource</b>	<b>Analysis of Program &amp; Impact</b>
<b>Priority For Service Students</b>  Continued, Page 3	Provide direct counseling services to Counselors regarding priority for service students.	Year Round	Educational Specialist Counselor	District Contact Campus Counselor	Increase number of PFS students passing TAKS
	Provide district contacts with Priority for Services criteria and a plan of how PFS students will be serviced.	September April	Educational Spec	District Contact Campus Counselor	Increase campus knowledge of PFS students
	Provide district PEIMS contact NGS reports and review PEIMS data for NGS accuracy.	Monthly	System Spec Educational Spec	PEIMS Contact	100% of accuracy of migrant coding
	Identify all dropout students and help them enroll in a high school and/or GED program.	Year Round	Educational Spec Counselor District contact Campus Counselor	NGS Reports PEIMS Reports Recruiters	Increase of dropout students who enroll in high school or GED program
	Communicate with PEIMS coordinator to ensure the correct coding of migrant students.	Year Round	Educational Spec System Spec	PEIMS reports NGS reports	Any corrections will be made on NGS and PEIMS Coordinator will be informed of updates
	Maintain a PFS plan for all PFS students that describes in detail all federal, state and local programs that are provided through the campus and services provided by ESC-20.	October – May	Educational Spec Counselor	PFS Report District Contact Campus Counselor	Increase number of PFS students passing TAKS

# Special Education Action Plans

Objective: Demonstrate sustained growth in student achievement

Perspective: Student Focus

Owner: Dessynie Edwards

Goals	Measure of Success	Targets	Milestones	
			1 yr. (2010-2012)	3-5 yr. (2012-2015)
Improve, sustain, and support academic student performance at or beyond grade level	<ul style="list-style-type: none"> <li>• TAKS-Passing Standard</li> <li>• TAKS A- Passing Standard</li> </ul>	<ul style="list-style-type: none"> <li>• ≥90% of students meeting passing standard in the core content areas</li> <li>• ≥30% of students scoring at commended levels on TAKS</li> <li>• ≥90% of students passing all tests taken</li> <li>• ≤20% or less difference between student groups</li> </ul>	<ul style="list-style-type: none"> <li>• ≥80%</li> <li>• ≥15%</li> <li>• ≥70%</li> <li>• ≤55%</li> </ul>	Do Not Change
	<ul style="list-style-type: none"> <li>• TAKS M- Passing Standards</li> <li>• TAKSAlt- Passing Standards</li> </ul>	<ul style="list-style-type: none"> <li>≥80% of students with special needs meeting TAKS M and TAKS Alt passing standards</li> <li>≤4% of students with special needs completing TAKS-M and TAKS Alt assess.</li> </ul>	<ul style="list-style-type: none"> <li>≥70%</li> <li>≤3%</li> </ul>	

	<ul style="list-style-type: none"> <li>• DRA2/EDL2</li> </ul>	<p>≥90% of students in grades K-2 scoring on level</p>	<p>≥80%</p>	
	<ul style="list-style-type: none"> <li>• AYP</li> </ul>	<p>100% of all campuses meet requirements for Adequate Yearly Progress</p>	<p>97% of all campuses meet requirements for Adequate Yearly Progress</p>	

## Special Education Action Plan

<b>Goal 1: Improve, sustain, and support academic student performance at or beyond grade level</b>  <b>Strategy 1:</b> Implement a K-12, aligned curriculum in the four core areas that meets state standards.			<b>Perspective: Student Focus</b>  <b>Owner: Dessynie Edwards</b>					
Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1 10/25	Q2 1/25	Q3 4/25	Q4 6/9
Ensure integration of special programs in curriculum alignments]	PK-12	Director, Principals, Special Ed. Admin.	Sign-In Sheets from Trainer of Trainer Sessions	Local and Federal	Δ		Δ	
Ensure implementation of Response to Intervention (RtI) System and Data Management	PK-12	Director, Principals, RtI Coordinator and Specialist	Data contained in the electronic data warehouse system	Federal		Δ	Δ	Δ
Operationalize and use electronic curriculum (C-Scope)	PK-12	Principal	Instructional Alignment as indicated in Walkthrough Data	Local and Federal		Δ	Δ	Δ
Collaborate with C& I to create an Implementation Plan for special and general education staff with a focus on math and science	PK-12	Director, Special Ed. Admin. Task Force	Meeting Agendas, Sign-ins and Written Plan	Local and Federal		Δ		
Communicate plan to all stakeholders	PK-12	Director, Special Ed. Admin. & Task Force	Communication Plan, Agendas, Sign-in Sheets, & Communiqués	Local and Federal		Δ	Δ	Δ
Develop and schedule professional development	PK-12	Special Ed. Admin.	Completed Plan and Electronic Scheduling in Eduphoria	Local and Federal		Δ	Δ	Δ
Implement plan	PK-12	Director, Special Ed. Admin, Campus Admin. & Teachers	Walk-through Data, CBA Data & Stakeholder Feedback	Local		Δ	Δ	Δ

<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> <i>Source</i> <i>Amount</i>	<i>Scheduled Dates for Action</i> <i>Q1 10/25 Q2 1/25 Q3 4/25 Q4 6/9</i>			
<b>Create and use a report to collect Special Ed. and Special Ed. /CATE student data</b>	PK-12	Director, CATE Coord., Data/Research Admin.	Report and data collection	Local and Federal		Δ	Δ	Δ
<b>Evaluate program effectiveness</b>	PK-12	Director, CATE Coord., Data/Research Admin.	DRA II Data, CBA Data, Special Programs Data, State Testing Results, and Stakeholder Feedback	Local				Δ
<b>Standards-Based IEP Development: Professional Development</b>	PK-12	Director, Special Ed. Admin and Campus Admin.	Agendas, Sign-in sheets and Training Module	Local and Federal		Δ	Δ	

## Special Education Department Action Plan

<b>Goal 1: Improve, sustain, and support academic student performance at or beyond grade level</b>  <b>Strategy 2: Evaluate, create, and implement a systematic assessment program</b>		<b>Perspective: Student Focus</b>  <b>Owner: Dessynie Edwards</b>						
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
					<i>Q1 10/25</i>	<i>Q2 1/25</i>	<i>Q3 4/25</i>	<i>Q4 6/9</i>
<b>Implement standards- aligned benchmark assessment program</b>	PK-12	Director, Special Ed. Admin and Campus Admin.	CBA's, TAKS- ALT Essence Statement Progress Reviews, Data Reports	Local	Δ	Δ	Δ	
<b>Implement instructional data team structure and protocols inclusive of special education personnel</b>	PK-12	Director, Special Ed. Admin and Campus Admin.	Documented participation of special ed. personnel in data teams	Local		Δ	Δ	Δ
<b>Special Education personnel participate in training for data teams</b>	PK-12	Director, Special Ed. Admin and Campus Admin.	Agendas, Sign-ins and Training Modules	Local		Δ	Δ	Δ

## Special Education Department Action Plan

<b>Goal 1: Improve, sustain, and support academic student performance at or beyond grade level</b>  <b>Strategy 3: Develop instructional standards for specialized program classrooms and Implement PK-12 instructional standards for every classroom</b>			<b>Perspective: Student Focus</b>  <b>Owner: Dessynie Edwards</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i> <b>Q1 10/25 Q2 1/25 Q3 4/25 Q4 6/9</b>			
<b>Implement the 7 (PK-12) evidence-based instructional and environmental standards with primary focus on science and math: in pull-out and self-contained instructional settings</b>	PK-12	Director, Special Ed. Admin and Campus Admin.	Walk-through Data Standards for Pull-out and self-contained instructional settings	Local and Federal	Δ	Δ	Δ	Δ
<b>Develop the (PK-12) evidence-based instructional environmental standards for specialized program</b>	PK-12	Director, Special Ed. Admin and Campus Admin.	Standards for Programs	Local and Federal		Δ	Δ	Δ
<b>Use required funds to provide supplemental materials to support the program standards</b>	PK-12	Director, Special Ed. Admin and Campus Admin.	Walk-through Data indicates that materials being used	Local and Federal		Δ	Δ	Δ
<b>Ensure the integration of special education through PPCD classrooms</b>	Pre-K PPCD Kinder	EC Coord SPED	Implementation of student IEP's	Local and Federal	Δ	Δ	Δ	Δ
<b>Refer students for special education services through district referral process</b> <ul style="list-style-type: none"> <li>• Provide intervention</li> <li>• When appropriate, refer to SPED</li> </ul>	Pre-K PPCD Kinder	Pre-K Teachers SPED Dept.	<ul style="list-style-type: none"> <li>• Develop intervention strategies</li> <li>• Refer to SPED</li> </ul>	Local and Federal	Δ	Δ	Δ	Δ

## Special Education Department Action Plan

<b>Goal 2: Develop and implement programs for social and emotional learning</b>  <b>Strategy 1: Develop and implement a systematic approach to student discipline</b>			<b>Perspective: Student Focus</b>  <b>Owner: Dessynie Edwards</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
					Q1 10/25	Q2 1/25	Q3 4/25	Q4 6/9
<b>Implement student discipline plan across district with</b>	PK-12	Campus Admin. & Special Ed. Admin.	Track 10-day out of placement disciplinary action	Local		Δ	Δ	Δ
<b>Track district discipline data to evaluate program effectiveness</b>	PK-12	Campus Admin. & Special Ed. Admin.	Report of In-School, Out of School and Alternative Setting Placements	Local		Δ	Δ	Δ
<b>Track Manifestation Determination Reviews by campus</b>	PK-12	Campus Admin. And Special Ed. Evaluation Staff	Tracking Log of students and campus	Local	Δ	Δ	Δ	Δ

## Special Education Department Action Plan

**Goal 2: Develop and implement programs for social and emotional learning**

**Strategy 2: Evaluate, improve and implement a district-wide attendance plan**

**Perspective: Student Focus**

**Owner: Dessynie Edwards**

<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> <i>Source</i> <i>Amount</i>	<i>Scheduled Dates for Action</i>			
					<i>Q1 10/25</i>	<i>Q2 1/25</i>	<i>Q3 4/25</i>	<i>Q4 6/9</i>
<b>Examine past and current attendance data to determine trends and patterns</b>	PK-12	Campus Admin. & Special Ed. Admin.	Review of correlation of below standard attendance and performance data	Local		Δ	Δ	
<b>Implement a procedural-based attendance plan district-wide</b>	PK-12	Campus Admin. & Special Ed. Admin.	Student Attendance addressed and documented in each student's IEP	Local		Δ	Δ	



## Special Education Department Action Plan

<b>Goal: Develop and implement an effective and efficient recruiting and selection process</b>			<b>Perspective: Human Resources</b>					
<b>Strategy 1: Use Position Control System</b>			<b>Owner:</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i> <small>Q1 10/25 Q2 1/25 Q3 4/25 Q4 6/9</small>			
<b>Develop standards for staff allocations based on increased/decreased enrollment that change based on student needs</b>	PK-12	Spec. Ed. Director, HR Director & Campus Admin.	Standards and Staff Allocations	Local and Federal		Δ		Δ
<b>Implement a Pre-K/ESL Task Force for the purpose of certifying PK Teachers in ESL</b>	PK	Spec. Ed. Director, HR Director & Campus Admin.	Hire Pre-K certified teachers with dual certifications in ESL or SPED	Local	Δ			Δ

## Special Education Department Action Plan

<b>Goal: Develop and implement an effective and efficient recruiting and selection process</b>  <b>Strategy 3: Ensure all job descriptions are accurate</b>	<b>Perspective: Human Resources</b>  <b>Owner: Dessynie Edwards</b>
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Actions/Tasks	Students	Responsible Person	Measures of Success <small>(Formative/Summative Evaluation Criteria)</small>	Resource Allocation <small>Source Amount</small>	Scheduled Dates for Action			
					Q1 10/25	Q2 1/25	Q3 4/25	Q4 6/9
<b>All Special Education job descriptions on file with Human resources</b>	PK-12	Director of Special Ed. and Directors of Human Resources	Job Descriptions on file and accessible for review	Local and Federal		Δ	Δ	Δ

## Special Education Department Action Plan

<b>Goal: Identify and document core operational procedures and processes</b>  <b>Strategy:</b> Document campus and department process/procedures by creating process or procedures binder			<b>Perspective: Process</b>  <b>Owner: Dessynie Edwards</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i> <small>Q1 10/25 Q2 1/25 Q3 4/25 Q4 6/9</small>			
<b>Departments create core process list and order based on priority.</b>	PK-12	Director and Spec. Ed. Admin.	Operating Guidelines Developed	Local and Federal		Δ	Δ	
<b>Document at least 3 core processes/procedures per year</b>	PK-12	Director and Spec. Ed. Admin.	Processes and procedures for: Timelines for Initial and Re-valuations, ARD/IEP Process and Transition Planning	Local and Federal		Δ	Δ	Δ
<b>Create campus/department Process/Procedure Binder</b>	PK-12	Director and Spec. Ed. Admin.	Department binder with documented processes	Local and Federal		Δ	Δ	Δ
<b>Review binder with staff annually</b>	PK-12	Director and Spec. Ed. Admin.	Agendas, Sign-In Sheets and Training or Meeting Agendas	Local and Federal		Δ		Δ

# PIO Scorecard Measures

## Action Plans

**Perspective/Focus Area:** Student Focus

*Objective/Goal: Demonstrate sustained growth in student achievement*

OWNER: James Keith

Goals	Measure of Success	Targets	Milestones	
			1 year	3-5 yr.
<ul style="list-style-type: none"> <li>Improve, sustain, and support academic student performance at or beyond grade level.</li> </ul>	<ul style="list-style-type: none"> <li>Test scores</li> <li>Attendance</li> </ul>	<ul style="list-style-type: none"> <li>Greater than 90%</li> <li>99%</li> </ul>	<ul style="list-style-type: none"> <li>Baseline</li> <li>Baseline</li> </ul>	<ul style="list-style-type: none"> <li>Greater than 90%</li> <li>99%</li> </ul>
<ul style="list-style-type: none"> <li>Develop and implement programs for social and emotional learning</li> </ul>	<ul style="list-style-type: none"> <li>Test scores</li> <li>Attendance</li> </ul>	<ul style="list-style-type: none"> <li>Greater than 90%</li> <li>99%</li> </ul>	<ul style="list-style-type: none"> <li>Baseline</li> <li>Baseline</li> </ul>	<ul style="list-style-type: none"> <li>Greater than 90%</li> <li>99%</li> </ul>

## Action Plan

<b>Goal 1: Improve, sustain, and support academic student performance at or beyond grade level</b>  <b>Strategy 1:</b> Communicate and promote the developed K-12 aligned curriculum to stakeholders			<b>Perspective: Student Focus</b>  <b>Owner: James Keith</b>					
Actions/Tasks	Students	Responsible Person	Measures of Success <small>(Formative/Summative Evaluation Criteria)</small>	Resource Allocation <small>Source Amount</small>	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<ul style="list-style-type: none"> <li>• <b>Establish list of programs in developed curriculum</b></li> </ul>		Nancy Robinson and James Keith	<ul style="list-style-type: none"> <li>• Completed list</li> </ul>	In House				Δ
<ul style="list-style-type: none"> <li>• <b>Determine target audience and best means for communicating program</b></li> </ul>		James Keith	<ul style="list-style-type: none"> <li>• Completed communication plan</li> </ul>	In House				Δ
<ul style="list-style-type: none"> <li>• <b>Communicate programs to stakeholders</b></li> </ul>		James Keith	<ul style="list-style-type: none"> <li>• Communication delivered</li> </ul>	\$2,000	Δ	Δ	Δ	Δ

**Student Code:**  
 AS=All Students  
 AR=At Risk

**Responsible Person Code**

## Action Plan

<b>Goal 1: Improve, sustain, and support academic student performance at or beyond grade level</b>  <b>Strategy 2: Communicate and promote curriculum department's systematic assessment program</b>			<b>Perspective: Student Focus</b>  <b>Owner: James Keith</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<ul style="list-style-type: none"> <li>• <b>Determine target audience and best means for communication of programs and material</b></li> </ul>		Nancy Robinson and James Keith	<ul style="list-style-type: none"> <li>• Completed communication plan</li> </ul>	In House				Δ
<ul style="list-style-type: none"> <li>• <b>Communicate program to stakeholders</b></li> </ul>		James Keith	<ul style="list-style-type: none"> <li>• Communications delivered</li> </ul>	In House	Δ	Δ	Δ	Δ

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## Action Plan

<b>Goal 1: Improve, sustain, and support academic student performance at or beyond grade level</b>  <b>Strategy 3: Communicate and promote PK-12 instructional standards for every classroom</b>			<b>Perspective: Student Focus</b>  <b>Owner: James Keith</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<ul style="list-style-type: none"> <li><b>Identify standards being implemented</b></li> </ul>		Debbie Grady and James Keith	<ul style="list-style-type: none"> <li>Summary of standards</li> </ul>	In House				Δ
<ul style="list-style-type: none"> <li><b>Communicate standards to stakeholders</b></li> </ul>		James Keith	<ul style="list-style-type: none"> <li>Communications delivered</li> </ul>	\$2,000	▲			Δ

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## Action Plan

<b>Goal 1: Improve, sustain, and support academic student performance at or beyond grade level</b>  <b>Strategy 4:</b> Assist with implementation of programs and services to develop college and career readiness.			<b>Perspective: Student Focus</b>  <b>Owner: James Keith</b>					
Actions/Tasks	Students	Responsible Person	Measures of Success <small>(Formative/Summative Evaluation Criteria)</small>	Resource Allocation <small>Source Amount</small>	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<ul style="list-style-type: none"> <li><b>Promote and execute marketing and communication plan being established by curriculum</b></li> </ul>		Elida Bera and James Keith	<ul style="list-style-type: none"> <li>Communication Plan</li> </ul>	\$2,000				Δ
<ul style="list-style-type: none"> <li><b>Provide mentoring to students seeking careers in communications</b></li> </ul>	AS	James Keith	<ul style="list-style-type: none"> <li>Meeting with students</li> </ul>	In House	▲	▲	▲	▲
<ul style="list-style-type: none"> <li><b>Evaluate communication plan</b></li> </ul>		James Keith	<ul style="list-style-type: none"> <li>Data reflecting college enrollment/acceptance, participant feedback</li> </ul>	In House	Δ	Δ	Δ	Δ

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## Action Plan

<b>Goal 2: Develop and implement programs for social and emotional learning</b>  <b>Strategy 1:</b> Communicate systematic approach to student discipline.			<b>Perspective: Student Focus</b>  <b>Owner: James Keith</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
			<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>		
<ul style="list-style-type: none"> <li><b>Determine best means to inform stakeholders about JISD discipline plan.</b></li> </ul>		Student Services & James Keith	<ul style="list-style-type: none"> <li>Communication plan</li> </ul>	In House				Δ
<ul style="list-style-type: none"> <li><b>Communicate district-wide discipline plan to stakeholders</b></li> </ul>		Student Services & James Keith	<ul style="list-style-type: none"> <li>Completed Communications</li> </ul>	\$2,000	Δ			Δ
<ul style="list-style-type: none"> <li><b>Evaluate communication plan</b></li> </ul>		James Keith	<ul style="list-style-type: none"> <li>Feedback, discipline data, communication plan</li> </ul>	In House	Δ	Δ	Δ	Δ

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## Action Plan

<b>Goal 2: Develop and implement programs for social and emotional learning.</b>  <b>Strategy 2:</b> Assist in the implementation of a district-wide attendance plan.			<b>Perspective: Student Focus</b>  <b>Owner: James Keith</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<ul style="list-style-type: none"> <li>• <b>Determine best means to inform stakeholders about attendance plan</b></li> </ul>		Student Services & James Keith	<ul style="list-style-type: none"> <li>• Communication plan</li> </ul>					Δ
<ul style="list-style-type: none"> <li>• <b>Communicate procedural based attendance plan to stakeholders</b></li> </ul>		Student Services & James Keith	Completed communication					Δ
<ul style="list-style-type: none"> <li>• <b>Evaluate communication plan</b></li> </ul>		James Keith	<ul style="list-style-type: none"> <li>• District and campus attendance rates, number of court referrals, communication plan</li> </ul>		Δ	Δ	Δ	Δ

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## Action Plan

<p><b>Goal 2: Develop and implement programs for social and emotional learning.</b></p> <p><b>Strategy 3: Promote PK-12 counseling and social assistance program that meets state guidelines.</b></p>			<p><b>Perspective: Student Focus</b></p> <p><b>Owner: James Keith</b></p>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
			<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>		
<ul style="list-style-type: none"> <li><b>Identify needs requiring promotion</b></li> </ul>		Ernest Cox, Jr. and James Keith	<ul style="list-style-type: none"> <li>List of needs complete</li> </ul>	In House				Δ
<ul style="list-style-type: none"> <li><b>Assist counseling staff with appropriate communication tools.</b></li> </ul>		Ernest Cox, Jr. and James Keith	<ul style="list-style-type: none"> <li>Communication plan</li> </ul>	In House				Δ
<ul style="list-style-type: none"> <li><b>Promote stakeholder meetings and events through district communication resources.</b></li> </ul>		James Keith	<ul style="list-style-type: none"> <li>Completed communications, attendance rates</li> </ul>	\$2,000	Δ			Δ

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## Action Plan

<b>Goal 2: Develop and implement programs for social and emotional learning.</b>  <b>Strategy 4:</b> Promote programs and services to increase the graduation rate.			<b>Perspective: Student Focus</b>  <b>Owner: James Keith</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<ul style="list-style-type: none"> <li>• <b>Identify programs and services</b></li> </ul>		Elida Bera and James Keith	<ul style="list-style-type: none"> <li>• List of programs and services</li> </ul>	In House				Δ
<ul style="list-style-type: none"> <li>• <b>Publicize programs and services</b></li> </ul>		James Keith	<ul style="list-style-type: none"> <li>• Communication plan, completed communications, graduation rates</li> </ul>		Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>• <b>Evaluate communication plan</b></li> </ul>		James Keith	<ul style="list-style-type: none"> <li>• Graduation rates</li> </ul>					Δ

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# Action Plans

**Perspective/Focus Area:** Stakeholder Focus

*Objective/Goal:* Engage our stakeholders and partners to build a shared vision of district success.

OWNER: James Keith

Goals	Measure of Success	Targets	Milestones	
			1 year	3-5 yr.
<ul style="list-style-type: none"> <li>Provide quality customer service with increased customer satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Survey results of customers/stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>80% satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Baseline</li> </ul>	<ul style="list-style-type: none"> <li>80% satisfaction</li> </ul>
<ul style="list-style-type: none"> <li>Develop and implement programs to involve and engage stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>List of programs &amp; purpose</li> <li>Survey results for level of satisfaction and participation</li> </ul>	<ul style="list-style-type: none"> <li>Pattern of increase from baseline</li> </ul>	<ul style="list-style-type: none"> <li>Baseline</li> </ul>	<ul style="list-style-type: none"> <li>Pattern of increase from baseline</li> </ul>

## Action Plan

<b>Goal 1: Provide quality customer service with increased customer satisfaction</b> <b>Strategy 1: Create and implement a plan to increase and gauge satisfaction.</b>			<b>Perspective: Stakeholder Focus</b>  <b>Owner: James Keith</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
• <b>Develop matrix of key stakeholders, messages and media</b>		Facilitator	• Matrix is created	In-house			▲	
• <b>Transfer stakeholder communications to district calendars for execution</b>		James Keith and Cabinet	• Critical dates added to district/department calendar • Planning and execution dates are scheduled	In-house	▲	▲	▲	▲
• <b>Create and implement quarterly stakeholder communications</b>		James Keith and Cabinet	• Scorecard of on time deliveries	\$5,000	▲			
• <b>Evaluate stakeholder satisfaction with communications by survey</b>		James Keith	• Stakeholder Survey Results	In-house			▲	▲
• <b>Continually improve communication approaches</b>		James Keith	• Improvements implemented to annual plan	In-house	▲	▲	▲	▲

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## Action Plan

<b>Goal 2: Develop and implement programs to involve and engage stakeholders</b>  <b>Strategy 1: Create or improve stakeholder-involved programs.</b>			<b>Perspective: Stakeholder Focus</b>  <b>Owner: James Keith</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
• <b>Collect and analyze current programs</b>		James Keith	• Baseline report of programs	In-house			▲	
• <b>Develop projected actions and milestones for implementing a long-term plan for programs</b>		James Keith and Cabinet	• Completed calendar of program time periods with key dates and times	In-house				Δ
• <b>Prioritize and communicate plan</b>		James Keith	• Prioritized list of programs • Summary on how plans will be implemented	In-house				Δ
• <b>Measure engagement and involvement through participation rates and satisfaction</b>		James Keith	• Participation rates • Satisfaction rates	In-house			Δ	Δ

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# Action Plans

Objective: Align resources to support the vision of the district.

Perspective: Financial Focus

OWNER: José D. Elizondo Jr.

Goals	Measure of Success	Targets	Milestones	
			1 year	3-5 yr.
<ul style="list-style-type: none"> <li>• Develop and implement a long-term financial plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan implemented</li> <li>• Balanced budget</li> <li>• Unqualified audit opinion</li> <li>• Superior achievement rating on F.I.R.S.T</li> </ul>	<ul style="list-style-type: none"> <li>• Fund balance</li> <li>• Board policy</li> <li>• Develop annual budget</li> <li>• Financial audit completed</li> <li>• Official rating notice from T.E.A.</li> </ul>	<ul style="list-style-type: none"> <li>• Policy Adopted</li> <li>• Budget adopted</li> <li>• Board approval of audit report</li> <li>• F.I.R.S.T. public hearing</li> </ul>	<ul style="list-style-type: none"> <li>• Policy review and revisions adopted</li> </ul>
<ul style="list-style-type: none"> <li>• Develop and implement a long-term technology plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder meetings</li> <li>• Plan adopted by Board</li> </ul>	<ul style="list-style-type: none"> <li>• Plan adopted by Board</li> </ul>	<ul style="list-style-type: none"> <li>• Review plan and make necessary adjustments</li> </ul>
<ul style="list-style-type: none"> <li>• Develop and implement a long-term, strategic human resource plan</li> </ul>	<ul style="list-style-type: none"> <li>• Plan implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Compensation plan adopted by Board</li> </ul>	<ul style="list-style-type: none"> <li>• Plan adoption by Board</li> </ul>	<ul style="list-style-type: none"> <li>• Plan review and revisions adopted</li> </ul>
<ul style="list-style-type: none"> <li>• Develop and implement a long-term facility plan</li> </ul>	<ul style="list-style-type: none"> <li>• Plan implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder meetings</li> <li>• Successful bond election</li> </ul>	<ul style="list-style-type: none"> <li>• Bond election approved by Board</li> </ul>	<ul style="list-style-type: none"> <li>• Review plan and make necessary adjustments</li> </ul>

## Action Plan

<b>Goal: Develop and implement a long-term financial plan</b>  <b>Strategy:</b> Review current revenues and forecast future revenues			<b>Perspective: Financial Focus</b>  <b>Owner: Jose Elizondo</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<ul style="list-style-type: none"> <li>Review current student enrollment and incorporate projected enrollment changes to forecast</li> </ul>		D. Kershner	<ul style="list-style-type: none"> <li>Positive attendance rates</li> <li>Growth rate over time</li> </ul>		Δ	Δ		
<ul style="list-style-type: none"> <li>Review current taxable values and develop a procedure to determine future taxable values to incorporate in forecast</li> </ul>		Janice G	<ul style="list-style-type: none"> <li>Tax Collection Rate</li> <li>Communication</li> <li>Positive Fund Balance</li> </ul>		Δ	Δ		
<ul style="list-style-type: none"> <li>Review the current state funding model for school districts and incorporate future changes from the model in the forecast</li> </ul>		J Elizondo	<ul style="list-style-type: none"> <li>Long-term financial plan incorporation</li> </ul>		Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Review current federal program revenues and develop a process to determine future federal revenues to be included in forecast</li> </ul>		Sharon R Jennifer B	<ul style="list-style-type: none"> <li>Federal funding plan</li> </ul>		Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Determine and incorporate future bond program proceeds required for capital projects</li> </ul>		Jose Daniel Purchasing	<ul style="list-style-type: none"> <li>Documented and implemented bond planning process</li> <li>Systematic mgt. and review of bond plan and expenditures</li> </ul>		Δ	Δ	Δ	Δ

## Action Plan

<b>Goal: Develop and implement a long-term financial plan</b>  <b>Strategy:</b> Review current expenditures and forecast future expenditures			<b>Perspective: Financial Focus</b>  <b>Owner: Jose Elizondo</b>					
Actions/Tasks	Students	Responsible Person	Measures of Success <small>(Formative/Summative Evaluation Criteria)</small>	Resource Allocation <small>Source Amount</small>	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<ul style="list-style-type: none"> <li>Review the current comp. and benefit plans and compare to other districts to establish benchmarks</li> <li>Establish process to include future staffing needs in the forecast</li> <li>Establish a process to incorporate the Human Resource plan into the budget</li> </ul>		N. Mansfield	<ul style="list-style-type: none"> <li>Proposed salary and benefits schedule</li> <li>Systematic HR planning process</li> <li>Integration process for budget</li> </ul>	3-10%		Δ		
<ul style="list-style-type: none"> <li>Review utility expenditures and develop future forecasting approach</li> <li>Develop and implement energy reduction plan in forecast</li> <li>Review the long-term facilities plan and incorporate plan into utility forecast</li> </ul>		DK JE  DK  DK	<ul style="list-style-type: none"> <li>Utility costs forecasts</li> <li>Controllers implemented for cost controls</li> <li>Posting of utility data</li> <li>Cost reduction plan</li> </ul>			Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Develop and implement a capital asset management and replacement program that is incorporated in budget and long-term financial plan</li> </ul>		JE	<ul style="list-style-type: none"> <li>Inventory of current assets</li> <li>Replacement and new build forecast and process</li> </ul>	Baseline inventory and definition	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Review and incorporate long-term technology plan into financial forecasts</li> </ul>		SYoung JE	<ul style="list-style-type: none"> <li>Technology plan approved and implemented</li> <li>District standards communicated for</li> </ul>		Δ	Δ	Δ	Δ

			technology process					
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## Action Plan

<b>Goal: Develop and implement a long-range facility plan</b>  <b>Strategy: FP-1 Assess current facilities</b>			<b>Perspective: Financial</b>  <b>Owner: Daniel Kershner</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
• <b>Develop facility standards</b>	AS	Victor Valdez	• Produced document					
• <b>Review condition of current facilities against standards</b>	AS	Victor Valdez	• Report					
• <b>Develop annual facilities maintenance schedule</b>	AS	Richard Shults	• Produced document					
• <b>Develop needs for improvement/renovation of current facilities</b>	AS	Daniel Kershner	• Report					
• <b>Research business partnerships (strategic partners) for cost-sharing opportunities</b>	AS	???	• List of committed business partners					

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## Action Plan

<b>Goal: Develop and implement a long-range facility plan</b>  <b>Strategy: FP-2 Assess need for additional facilities (pg. 1)</b>			<b>Perspective: Financial</b>  <b>Owner: Daniel Kershner</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>				
<ul style="list-style-type: none"> <li>• <b>Enlist consultant to conduct an assessment of district growth and mobility carried out to three years.</b></li> </ul>	AS	Daniel Kershner	<ul style="list-style-type: none"> <li>• Produced document</li> </ul>	\$25,000				
<ul style="list-style-type: none"> <li>• <b>Review demographic study to establish “catchment” areas</b></li> </ul>	AS	Daniel Kershner	<ul style="list-style-type: none"> <li>• Report</li> </ul>					
<ul style="list-style-type: none"> <li>• <b>Communicate the results of the demographic study to district stakeholders</b></li> </ul>	AS	Dr. Mackey	<ul style="list-style-type: none"> <li>• Board agenda item; community forum</li> </ul>					
<ul style="list-style-type: none"> <li>• <b>Work with local real estate agents to find/obtain future development properties</b></li> </ul>	AS	Jose Elizondo	<ul style="list-style-type: none"> <li>• List of available properties</li> </ul>					
<ul style="list-style-type: none"> <li>• <b>Research business partnerships (strategic partners) for cost-sharing opportunities</b></li> </ul>	AS	??	<ul style="list-style-type: none"> <li>• List of committed partners</li> </ul>					

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## Action Plan

<b>Goal: Develop and implement a long-range facility plan</b> <b>Strategy: FP-2 Assess need for additional facilities (pg. 2)</b>			<b>Perspective: Financial</b> <b>Owner: Daniel Kershner</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
<ul style="list-style-type: none"> <li>• <b>Obtain Board approval on long-range plan.</b></li> </ul>	AS	Dr. Mackey	<ul style="list-style-type: none"> <li>• Board agenda item; Board vote</li> </ul>					
<ul style="list-style-type: none"> <li>• <b>Create and institute a bond plan.</b></li> </ul>	AS	Dr. Mackey	<ul style="list-style-type: none"> <li>• Committee formed and recommendations received; Voter ballot</li> </ul>					
<ul style="list-style-type: none"> <li>•</li> </ul>			<ul style="list-style-type: none"> <li>•</li> </ul>					
<ul style="list-style-type: none"> <li>•</li> </ul>			<ul style="list-style-type: none"> <li>•</li> </ul>					
<ul style="list-style-type: none"> <li>•</li> </ul>			<ul style="list-style-type: none"> <li>•</li> </ul>					

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## Action Plan

<b>Goal: Develop &amp; Implement Three Year Technology Plan</b>  <b>Strategy:</b> Assess needs and current state of technology in the District			<b>Perspective: Financial</b>  <b>Owner: Steve Young</b>						
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>				
<ul style="list-style-type: none"> <li>• <b>Create inventory of district hardware and software</b></li> </ul>		Desktop Services & Instructional Technology	<ul style="list-style-type: none"> <li>• Inventories of equipment by campus</li> </ul>		Δ				
<ul style="list-style-type: none"> <li>• <b>Assess current inventory against JISD Technology Standards and instructional requirements</b></li> </ul>		Instructional Technology	<ul style="list-style-type: none"> <li>• Assessment Data</li> </ul>		Δ				
<ul style="list-style-type: none"> <li>• <b>Meet with departments, students, and technology committee to gather input on needs.</b></li> </ul>		Technology Leadership Team	<ul style="list-style-type: none"> <li>• Successful meetings with needs document produced</li> <li>• Student survey analysis</li> <li>• Summarized notes of key departmental needs</li> </ul>		Δ				
<ul style="list-style-type: none"> <li>• <b>Create technology communications plan to communicate technology procedures with staff and community</b></li> </ul>		Technology Leadership Team	<ul style="list-style-type: none"> <li>•</li> </ul>		Δ	Δ	Δ	Δ	

## Action Plan

<b>Goal: Develop &amp; Implement Three Year Technology Plan</b>  <b>Strategy:</b> Create & Implement Three Year Plan		<b>Perspective: Financial</b>  <b>Owner: Steve Young</b>							
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>				
		<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>				
<ul style="list-style-type: none"> <li><b>Analyze inventories, standards assessment, and meeting input to develop plan strategies</b></li> </ul>		Technology Leadership Team, District Tech Committee	<ul style="list-style-type: none"> <li>Data from actions and meetings to start developing strategies</li> </ul>		Δ				
<ul style="list-style-type: none"> <li><b>Create draft plan based on District priorities</b></li> </ul>		Technology Leadership team, District Technology Committee	<ul style="list-style-type: none"> <li>Creation of draft plan</li> </ul>			Δ			
<ul style="list-style-type: none"> <li><b>Gather input on draft plan</b></li> </ul>		Technology Leadership Team	<ul style="list-style-type: none"> <li>Meeting notes/input from District Technology Committee</li> <li>Internet public comment survey</li> </ul>			Δ			
<ul style="list-style-type: none"> <li><b>Write final plan</b></li> </ul>		Technology Leadership Team	<ul style="list-style-type: none"> <li>Creation of final document approved by Board of Trustees and Texas Education Agency</li> </ul>				Δ		

<ul style="list-style-type: none"> <li>• <b>Create financing plan</b></li> </ul>		CTO	<ul style="list-style-type: none"> <li>• Successful yearly budget approval</li> <li>• Bond Plan Financed</li> <li>• eRate funded</li> </ul>					
<ul style="list-style-type: none"> <li>• <b>Implement &amp; monitor plan for progress</b></li> </ul>		Technology Leadership Team	<ul style="list-style-type: none"> <li>• Conduct progress meetings at least twice per year</li> </ul>		Δ	Δ	Δ	Δ

# Action Plans

Objective: Ensure effective leadership through implementation of a sustainable leadership system.

**Perspective: Leadership**

**OWNER: Dr. Mackey**

Goals	Measure of Success	Targets	Milestones	
			1 year	3-5 yr.
<ul style="list-style-type: none"> <li>Establish a leadership development program</li> </ul>	<ul style="list-style-type: none"> <li>Mobility rate</li> <li>Graduates of programs</li> <li>Retention rate</li> <li># promotions from within</li> </ul>	<ul style="list-style-type: none"> <li>90% retention</li> <li>90% graduate rate</li> <li>&gt;75% promotions from within</li> </ul>	<ul style="list-style-type: none"> <li>10%</li> <li>Baseline</li> <li>5 promotions w/n</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Develop and implement a succession plan</li> </ul>	<ul style="list-style-type: none"> <li>District plan</li> </ul>	<ul style="list-style-type: none"> <li>Plan by July 20th</li> </ul>	<ul style="list-style-type: none"> <li>Draft succession plan</li> </ul>	<ul style="list-style-type: none"> <li>Leadership development plans</li> </ul>
<ul style="list-style-type: none"> <li>Develop student leadership program</li> </ul>	<ul style="list-style-type: none"> <li>Student leadership development program</li> <li>% of student leaders</li> </ul>	<ul style="list-style-type: none"> <li>Student leadership program</li> </ul>	<ul style="list-style-type: none"> <li>Baseline measure of current student leaders</li> </ul>	<ul style="list-style-type: none"> <li>15% of students</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

## Action Plan

<b>Goal: Establish a leadership development program</b>  <b>Strategy:</b> Create leadership model and development plans			<b>Perspective: Leadership</b>  <b>Owner: Dr. Mackey</b>					
Actions/Tasks	Students	Responsible Person	Measures of Success <small>(Formative/Summative Evaluation Criteria)</small>	Resource Allocation <small>Source Amount</small>	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
<ul style="list-style-type: none"> <li>Develop continuous feedback loop and eval. process for staff in leadership positions</li> </ul>		HR Director	<ul style="list-style-type: none"> <li>Annual leadership evaluations</li> </ul>		Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Create career path models for employees</li> </ul>		HR Director Cabinet Members	<ul style="list-style-type: none"> <li>District Career Path Models for instructional leadership and operational leadership</li> </ul>		Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Create a leadership identification process</li> </ul>		HR Director	<ul style="list-style-type: none"> <li>Published approach for identifying potential leaders</li> </ul>		Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Establish and communicate characteristics of a Judson leaders</li> </ul>		Cabinet	<ul style="list-style-type: none"> <li>Poster of leadership characteristics</li> </ul>		Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Continually develop staff in leadership positions</li> <li>Administrators Academy</li> </ul>		HR Director	<ul style="list-style-type: none"> <li>Professional development plan for potential and current leaders</li> </ul>	\$63,700 Title II A	Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>Design and implement leadership mentoring program</li> </ul>		N. Mansfield	<ul style="list-style-type: none"> <li># of leaders being mentored</li> </ul>		Δ	Δ	Δ	Δ

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Revised 11/29/10

## Action Plan

<b>Goal: Develop and implement a succession plan</b>  <b>Strategy:</b> Develop and implement a senior level succession plan			<b>Perspective: Leadership</b>  <b>Owner: Dr. Mackey</b>						
Actions/Tasks	Students	Responsible Person	Measures of Success	Resource Allocation	Scheduled Dates for Action				
			(Formative/Summative Evaluation Criteria)	Source Amount	Q1	Q2	Q3	Q4	
<b>Identify the characteristics of a Judson ISD leader</b>  <b>Develop cross-training of all current leaders in these characteristics</b>			<ul style="list-style-type: none"> <li>Published and communicated “Characteristics of JISD leader”</li> <li>Targeted training of senior leaders</li> </ul>		Δ				
<b>Benchmark 3 organizations that have a successful leadership succession plan</b>			<ul style="list-style-type: none"> <li>Recommended best practices</li> </ul>		Δ				
<b>Design a best practice succession planning template or model</b>  <b>Identify core skills by leadership position</b>  <b>Identify long/short term employees who exhibit core skills, knowledge, and leadership characteristics</b>			<ul style="list-style-type: none"> <li>Developed template</li> <li>Implement template at top 3 levels of leadership</li> <li>Complete draft succession plan</li> </ul>		Δ	Δ	Δ	Δ	
<b>Develop a process for how to present and promote a leadership candidate to the board</b>			<ul style="list-style-type: none"> <li>Draft procedure/process for leadership promotion</li> </ul>			Δ	Δ	Δ	
<b>Use succession plan to continually develop future leaders</b>  <b>Evaluate process and CI</b>			<ul style="list-style-type: none"> <li>Align professional development to succession candidates</li> <li>% of promotions annually</li> </ul>		Δ	Δ	Δ	Δ	

## Action Plan

<b>Goal: Develop student leadership program</b>  <b>Strategy:</b> Develop and implement a student leadership program			<b>Perspective: Leadership</b>  <b>Owner: Dr. Mackey</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<b>Gather baseline assessment of current leadership programs</b>  <b>Evaluate current programs and services for alignment</b>		Asst. Superintendents	<ul style="list-style-type: none"> <li>Baseline lists of programs and services</li> <li>Evaluation of programs</li> <li># of students involved</li> </ul>		Δ	Δ		
<b>Develop leadership standards for each level (elementary, middle, and high school)</b>  <b>Develop new leadership program to fill gaps at each level</b>		Asst. Sups Dr. Mackey  Asst. Sups	<ul style="list-style-type: none"> <li>Published standards</li> <li>Published and communicated programs</li> </ul>			Δ	Δ	Δ
<b>Create and implement a Senior level superintendent’s advisory council</b>		Dr. Mackey	<ul style="list-style-type: none"> <li>Identified council</li> <li># of meetings per year</li> </ul>			Δ	Δ	Δ
<b>Recognize and market student leaders</b>		Asst. Sups.	<ul style="list-style-type: none"> <li># of recognitions per quarter</li> </ul>		Δ	Δ	Δ	Δ
<b>Identify and dedicate funds or partnerships for student leadership programs</b>		Asst. Sups	<ul style="list-style-type: none"> <li>Dedicated funds</li> </ul>			Δ	Δ	Δ

<b>Goal: Develop and implement an effective and efficient recruiting and selection process</b>  <b>Strategy 1: Implement Position Control System</b>			<b>Perspective: Human Resources</b>  <b>Owner: Elaine Howard, Interim Executive Director/Dr. Willis Mackey, Superintendent</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> <i>Source Amount</i>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
• <b>Purchase and implement Finance+ module</b>		CFO ED of HR	• All budgeted positions can be tied to individual staff or vacancy	\$13,500		Δ	Δ	
• <b>Develop standards to drive hiring requirements for existing and new schools</b>		ED of HR ED of Ops	• Document identifies criteria that enables/drives hiring staff • Admin staff accepts standards			Δ	Δ	
• <b>Reconcile existing staff with standards</b>		ED of HR & cabinet	• Headcount and FTE standards are equal				Δ	Δ
• <b>Develop standards of increased/decreased enrollment that change staff needs</b>		ED of HR ED of Ops	• The need for hire or RIF is clearly and easily recognized			Δ	Δ	
• <b>Forecast number and type of employees needed to open a school</b>		ED of HR ED of Ops	• Projected hiring needs are clearly identified and quantified			Δ	Δ	
• <b>Prepare projected staffing needs plan for 1, 3 and 5 years out</b>		ED of HR ED of Ops	• Plan is in place and reviewed annually				Δ Δ	Δ Δ

<b>Goal: Develop and implement an effective and efficient recruiting and selection process</b>		<b>Perspective: Human Resources</b>						
<b>Strategy 2: Identify and fill all open positions</b>		<b>Owner: Executive Director Human Resources/Superintendent</b>						
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> <i>Source</i> <i>Amount</i>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<ul style="list-style-type: none"> <li>• <b>Using position control system, identify all open positions and requirements</b></li> </ul>		ED of HR	<ul style="list-style-type: none"> <li>• Accurate open position report in sync with budget and standards</li> </ul>					Δ
<ul style="list-style-type: none"> <li>• <b>Review application processes (Softsearch vs. Finance+ vs. Netchemia) for best fit</b></li> </ul>		ED of HR	<ul style="list-style-type: none"> <li>• Number of complaints about system</li> </ul>				Δ	
<ul style="list-style-type: none"> <li>• <b>Set recruitment schedule, placing special efforts on recruiting for diversity</b></li> </ul>		ED of HR	<ul style="list-style-type: none"> <li>• Number of qualified &amp; applicants</li> </ul>			Δ	Δ	
<ul style="list-style-type: none"> <li>• <b>Communicate hiring process to all supervisors</b></li> <li>• <b>Develop interviewing protocol</b></li> <li>• <b>Train staff for screening and interviewing</b></li> </ul>		ED of HR	<ul style="list-style-type: none"> <li>• Process being followed</li> <li>• Process is consistent and providing qualified candidates</li> <li>• Staff is comfortable &amp; consistent</li> </ul>	\$1000		Δ	Δ	Δ

<b>Goal: Develop and implement an effective and efficient recruiting and selection process</b>			<b>Perspective: Human Resources</b>					
<b>Strategy 3: Ensure all job descriptions are accurate</b>			<b>Owner: Executive Director Human Resources/Superintendent</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> <i>Source</i> <i>Amount</i>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
• <b>Update descriptions for accuracy and legality; Align descriptions with TASB as much as possible</b>		ED of HR	• Job descriptions meet requirements and will pass audit			Δ	Δ	Δ
• <b>Staff in key positions review descriptions for accuracy</b>		ED of HR	• Job descriptions are reviewed annually				Δ	Δ
• <b>Post all job descriptions</b>		ED of HR	• Positions are posted within 24 hours of the request					Δ

<b>Goal: Develop and implement a district professional development plan</b>			<b>Perspective: Human Resources</b>					
<b>Strategy 1: Offer variety of training &amp; growth opportunities</b>			<b>Owner: Executive Director Human Resources/Superintendent</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> Source Amount	<i>Scheduled Dates for Action</i> <i>Q1</i> <i>Q2</i> <i>Q3</i> <i>Q4</i>			
• <b>Determine budget for training</b>		ED of HR / Professional Dev.	• Budget used, but not overused			Δ		
• <b>Identify &amp; offer all State and Federal required training</b>		ED of HR / Professional Dev.	• All requirements met	\$1000		Δ		
• <b>Survey managers to identify desired training</b>		ED of HR / Professional Dev.	• Completed surveys returned w/ valid info				Δ	
• <b>Pull training needs from evaluations</b>		ED of HR / Professional Dev.	• Training needs identified			Δ	Δ	
• <b>Set priorities on training options</b> • <b>Arrange workshops/courses</b> • <b>Publicize and promote offerings</b> • <b>Track attendance, effectiveness and satisfaction with training</b>		ED of HR / Professional Dev.		\$1000				Δ

<b>Goal: Develop and implement a district professional development plan</b>  <b>Strategy 2: Develop &amp; implement coaching program for high potential staff (LEAP )</b>			<b>Perspective: Human Resources</b>  <b>Owner: Executive Director Human Resources/Superintendent</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> <i>Source</i> <i>Amount</i>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
• <b>Identify high-potential staff that would benefit from coaching</b>		ED of HR Cabinet	• List of top 10% of staff in professional and aux identified				Δ	
• <b>Evaluate hi-po staff to identify developmental needs</b>		ED of HR Cabinet	• Evaluation completed					Δ
• <b>Identify, screen and train coaches</b>		ED of HR	• Group of ready-now coaches available					Δ
• <b>Develop coaching objectives for individual hi-po's</b>		ED of HR	• Individual plans in place and agreed upon					Δ
• <b>Match hi-po to coach</b>		ED of HR	• Match accepted					Δ
<b>Review progress at end of each semester</b>		ED of HR Cabinet	• Summary of results					

<p><b>Goal: Build an effective retention program (incentives, salaries, benefits, rewards, and recognition)</b></p> <p><b>Strategy 1:</b> Use TASB survey data as benchmark</p>	<p><b>Perspective: Human Resources</b></p> <p><b>Owner: Executive Director Human Resources/Superintendent</b></p>
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Actions/Tasks	Students	Responsible Person	Measures of Success (Formative/Summative Evaluation Criteria)	Resource Allocation Source Amount	Scheduled Dates for Action			
					Q1	Q2	Q3	Q4
• Review existing salaries for internal equity & proper grade assignment (tied to job description)		ED of HR	• Anomalies identified for adjustments				Δ	
• Align pay grades with survey data		ED of HR	• Pay grades updated	Cost impact not yet determined				Δ
• Document justification for all exceptions		ED of HR	• Documentation available in HR					Δ
• Adjust salaries as budget allows and through demotions		ED of HR	• All salaries, wages and job descriptions are within appropriate pay grade	Cost impact not yet determined				Δ
• Set guidelines for setting future wages and salaries		ED of HR	• Guidelines available in HR					Δ

<b>Goal: Build an effective retention program (incentives, salaries, benefits, rewards, and recognition)</b>			<b>Perspective: Human Resources</b>					
<b>Strategy 2: Ensure total compensation package is competitive</b>			<b>Owner: Executive Director Human Resources/Superintendent</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> <i>Source</i> <i>Amount</i>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
• Obtain benchmark data on benefits		ED of HR	• Survey data available			Δ		
• Compare existing benefits to benchmarked data; identify gaps		ED of HR	• Comparison report prepared				Δ	
• Compare combined benefit and salary package to benchmarks; identify gaps and off sets		ED of HR	• Comparison report prepared				Δ	
• Identify costs associated with changes indicated		ED of HR	• Costs are quantified				Δ	
• Recommend changes to existing benefits package		ED of HR	• Proposal made to cabinet				Δ	
• Implement approved changes		ED of HR	• Changes implemented					Δ

<b>Goal: Build an effective retention program (incentives, salaries, benefits, rewards, and recognition)</b>			<b>Perspective: Human Resources</b>					
<b>Strategy 3: Enable staff to succeed at JISD</b>			<b>Owner: Executive Director Human Resources/Superintendent</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> (Formative/Summative Evaluation Criteria)	<i>Resource Allocation</i> <i>Source</i> <i>Amount</i>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
• <b>Provide excellent orientation</b>		ED of HR	• New Hire Feedback Survey			Δ		
• <b>Provide developmental resources</b>		ED of HR/ Professional Dev.	• Use of and demand for courses & workshops offered				Δ	
• <b>Recognize and share success stories</b>		ED of HR	• Newsletters and celebrations				Δ	
• <b>Provide good EAP</b>		ED of HR	• Usage of program				Δ	
• <b>Conduct exit interviews to determine why people leave JISD</b>		ED of HR	• Opportunities for improvement are identified and acted upon				Δ	

# Action Plans

Objective: Continually evaluate and improve district processes and procedures to maximize efficiency and effectiveness

**Perspective: Process**

**OWNER: Steve Young**

Goals	Measure of Success	Targets	Milestones	
			1 year	3-5 yr.
<ul style="list-style-type: none"> <li>Identify and document core operational procedures and processes</li> </ul>	<ul style="list-style-type: none"> <li>Documented processes in all departments and campuses (2-4 in all areas)</li> </ul>	<ul style="list-style-type: none"> <li>In 5 years, 100% of all core processes are documented</li> </ul>	<ul style="list-style-type: none"> <li>20% documented</li> </ul>	<ul style="list-style-type: none"> <li>100% documented</li> </ul>
<ul style="list-style-type: none"> <li>Review and improve documented processes and procedures for effectiveness and timeliness</li> </ul>	<ul style="list-style-type: none"> <li>Summary review of each core process/procedure in campus/department procedure binder</li> </ul>	<ul style="list-style-type: none"> <li>Review all processes every 3 years</li> <li>Achieve 5% improvement in all core processes</li> </ul>	<ul style="list-style-type: none"> <li>30% of processes reviewed</li> <li>Baseline year for measuring</li> </ul>	<ul style="list-style-type: none"> <li>100% of processed reviewed</li> <li>5% reduction in costs, cycle time, quality, etc.</li> </ul>

## Action Plan

<b>Goal: Identify and document core operational procedures and processes</b>  <b>Strategy:</b> Create process document templates/standards			<b>Perspective: Process</b>  <b>Owner: Steve Young</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
			<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>		
<ul style="list-style-type: none"> <li>• <b>Create standards documents for process documentation and template for process maps</b></li> </ul>		CTO	<ul style="list-style-type: none"> <li>• Document templates produced</li> </ul>		Δ			
<ul style="list-style-type: none"> <li>• <b>Create binder format for process/procedure documentation</b></li> </ul>		CTO	<ul style="list-style-type: none"> <li>• Sample Binder</li> </ul>		Δ			
<ul style="list-style-type: none"> <li>• <b>Train staff on documenting processes and procedures</b></li> </ul>		Professional Development Staff	<ul style="list-style-type: none"> <li>• All principals and directors will attend trainings in person or online</li> </ul>			Δ		
<ul style="list-style-type: none"> <li>• <b>Research and possibly develop online system for housing all Judson ISD processes</b></li> </ul>		CTO, Network Services Director	<ul style="list-style-type: none"> <li>• Decision on whether to buy or develop system</li> </ul>			Δ	Δ	Δ

## Action Plan

<b>Goal: Identify and document core operational procedures and processes</b>  <b>Strategy:</b> Document campus and department process/procedures by creating process/procedures binder			<b>Perspective: Process</b>  <b>Owner: Steve Young</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<ul style="list-style-type: none"> <li>• <b>Campuses and departments create core process list and order based on priority.</b></li> </ul>		Campus principals and Dept. Directors	<ul style="list-style-type: none"> <li>• Prioritized process/procedure lists created for each campus/department</li> </ul>			Δ		
<ul style="list-style-type: none"> <li>• <b>Document at least 20% of core processes/procedures per year</b></li> </ul>		Campus principals and Dept. Directors	<ul style="list-style-type: none"> <li>• Campus / Department process/procedure binder will have processes/procedures in it</li> </ul>		Δ	Δ	Δ	Δ
<ul style="list-style-type: none"> <li>• <b>Create campus/department Process/Procedure Binder</b></li> </ul>		Campus principals and Dept. Directors	<ul style="list-style-type: none"> <li>• Binder available at each campus/department for inspection</li> </ul>				Δ	
<ul style="list-style-type: none"> <li>• <b>Review binder with staff annually</b></li> </ul>		Campus principals and Dept. Directors	<ul style="list-style-type: none"> <li>• In-service documentation/sign-in sheets</li> </ul>				Δ	

## Action Plan

<b>Goal: Review documented processes and procedures for effectiveness and timeliness</b>  <b>Strategy: Procedure and process review/streamlining</b>			<b>Perspective: Process and Procedures</b>  <b>Owner: Steve Young</b>					
<i>Actions/Tasks</i>	<i>Students</i>	<i>Responsible Person</i>	<i>Measures of Success</i> <small>(Formative/Summative Evaluation Criteria)</small>	<i>Resource Allocation</i> <small>Source Amount</small>	<i>Scheduled Dates for Action</i>			
					<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
• <b>Create review template for procedures and processes</b>		CTO	• Document produced		Δ			
• <b>Review 1/3 of documented campus / department procedures and processes annually</b>		Campus principals and Dept. Directors	• Procedure/process review forms complete and filed in Process/Procedure Binder				Δ	
• <b>Rewrite procedures and processes as needed after review to update, improve and make more efficient</b>		Campus principals and Dept. Directors	• Updated procedure/process documentation					Δ
• <b>Principals and departments form teams to peer evaluate processes and procedures</b>		Cabinet forms teams & assigns team leaders	• Peer review process created and implemented					201 2
• <b>Measure and improve core processes</b>		Dept. leaders and principals	• Measure processes for effectiveness, efficiency, and satisfaction					201 1- 12