

Judson Independent School District

District Improvement Plan

2020-2021



Mission Statement

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

Vision

Judson ISD is Producing Excellence!

Judson ISD Values

Students First

Teamwork

Accountability

Results-Oriented

Loyalty

Integrity & Mutual Respect

Safe & Secure Environment

Two-way Communication

Table of Contents

Students First	2
Teamwork	2
Accountability	2
Results-Oriented	2
Loyalty	2
Integrity & Mutual Respect	2
Safe & Secure Environment	2
Two-way Communication	2
Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
District Processes & Programs	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.	11
Goal 2: Judson ISD students and staff will feel involved, connected, supported, safe, and valued in their pursuit of excellence.	21
Goal 3: Judson families and community members will be involved in Judson ISD.	25
Goal 4: Judson ISD will grow leaders and sustain the growth of outstanding leaders over time.	26
Goal 5: Judson ISD will strive to consistently model kindness and empathy when interacting with our students, families, and community.	30
State Compensatory	35
Budget for District Improvement Plan	35
Personnel for District Improvement Plan	36
Title I Schoolwide Elements	37
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	37
1.1: Comprehensive Needs Assessment	37
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	37
2.1: Campus Improvement Plan developed with appropriate stakeholders	37
2.2: Regular monitoring and revision	38
2.3: Available to parents and community in an understandable format and language	38
2.4: Opportunities for all children to meet State standards	38
2.5: Increased learning time and well-rounded education	38
2.6: Address needs of all students, particularly at-risk	38
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	38
3.1: Develop and distribute Parent and Family Engagement Policy	38
3.2: Offer flexible number of parent involvement meetings	38

Title I Personnel	39
Site-Based Decision Making Committee	40
District Funding Summary	41
Addendums	44

Comprehensive Needs Assessment

Demographics

Demographics Summary

Judson Independent School District (JISD) encompasses 56 square miles and serves the incorporated cities of Converse, Kirby, Selma, portions of Live Oak, Universal City, San Antonio, and Schertz. JISD serves 23,680 students enrolled at 31 campuses (Snapshot 2019). The latest TAPR Report identifies student populations at Hispanic, 57.58%, African American 21.28%, White 14.84%, Two or More Races 3.81%, and Asian 1.85%. The Economically Disadvantaged population has remained steady at 70.32% and At-Risk students are identified at 70.18%. Enrollment in Special Programs are as follows: Special Education is at 13.11%, Gifted and Talented at 6.47%, Bilingual/ESL at 10.19%, and Career and Technology Education (CTE) 27.72%.

Demographics Strengths

Judson Independent School District has increased its enrollment from last year by about 800 students. The 2020/2021 will expand Pre-K to 3 year olds through a full-day program that provides service to those are eligible as well as service to non-eligible through a tuition-based service.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to equitably address the Special Education and ESL student sub-populations as identified by our RDA information. **Root Cause:** Teachers in Special Education and ESL are in need of continued support and training to adequately meet the needs of students.

Problem Statement 2 (Prioritized): Secondary students need multiple opportunities to obtain or regain credits towards grade promotion and/or graduation plans **Root Cause:** Some secondary at-risk students do not pass initial credit required courses, which may lead to delayed graduation or possible dropout of school.

Problem Statement 3 (Prioritized): Pre-K through 5th grades teachers need on-going PD in reading, writing and math. **Root Cause:** Fluctuation of teachers new to a grade level and needing on-going additional professional development in the contents.

Problem Statement 4 (Prioritized): Students at low performing campuses need additional social/emotional/behavioral support through staff and agencies. **Root Cause:** Limited resources at low performing campuses needing additional staff and programs.

Student Learning

Student Learning Summary

For the 2019 State Accountability ratings, the state assigned letter grades (for the first time) to all campuses in addition to the district letter grades. Our school district proudly received a "B" rating (83) with a huge rating increase. Due to Covid 19, all campuses will have a rating of Not Rated: Declared State of Disaster.

Student Learning Strengths

During this COVID-19 school year, student safety and learning remained the number one priority. Classrooms quickly pivoted to develop virtual instruction to continue to provide education for ALL students. As schools were allowed to reopen, teachers collaborated on creating instruction that met the needs of both virtual and in-person learners. This pandemic kindled the creativity, innovation, and collaborative spirit of all of our educators and students, as many discovered a different opportunity to be successful through virtual learning opportunities.

District Processes & Programs

District Processes & Programs Summary

Judson ISD will consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, and community partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title I, II, and IV. JISD will seek advice from the individuals and organizations regarding how best to improve our activities to meet the purpose of Title I, II and IV, and how JISD will use data and ongoing consultation to continually update and improve activities supported under Title I, II and IV.

Judson ISD consults with area PNPs for Title I through a SSA and Region 20. Title II and IV, and ESSER support is provided through ongoing consultation with PNP schools within the JISD boundary.

District Processes & Programs Strengths

Judson ISD is reorganizing school leadership opportunities for both teachers and current campus leaders. Judson ISD has partnered with Holdsworth to provide targeted professional learning opportunities to district administration as well as selective campuses to empower leaders and improve student outcomes. The goal is to grow our own leaders and Title II programming/funds will be used to help support these leadership opportunities.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: JISD teachers need ongoing instructional coaching and PLC support by both campus and district personnel

Priority Problem Statements

Problem Statement 1: There is a need to equitably address the Special Education and ESL student sub-populations as identified by our RDA information.

Root Cause 1: Teachers in Special Education and ESL are in need of continued support and training to adequately meet the needs of students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Secondary students need multiple opportunities to obtain or regain credits towards grade promotion and/or graduation plans

Root Cause 2: Some secondary at-risk students do not pass initial credit required courses, which may lead to delayed graduation or possible dropout of school.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Pre-K through 5th grades teachers need on-going PD in reading, writing and math.

Root Cause 3: Fluctuation of teachers new to a grade level and needing on-going additional professional development in the contents.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students at low performing campuses need additional social/emotional/behavioral support through staff and agencies.

Root Cause 4: Limited resources at low performing campuses needing additional staff and programs.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data



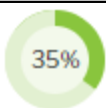
- Capacity and resources data
- Budgets/entitlements and expenditures data



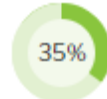


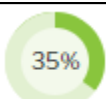
Goals






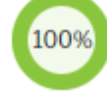

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.









Performance Objective 1: All schools show growth in alignment with state and federal accountability standards by the end of the 2021 school year.

Evaluation Data Sources: STAAR, TELPAS, TSI, Universal Screeners, Unit Assessments, Checkpoints, Writing Diagnostics, SAT, ACT

Strategy 1: Expand the three year old PK full day program to include classes at each elementary school. Strategy's Expected Result/Impact: Increase the percentage of students entering PreK4 ready for PreK4 curriculum as measured by BOY TX-KEA. Staff Responsible for Monitoring: Assistant Superintendent of C&I Director of Literacy Funding Sources: Professional Development - 255-1 Title IIA - \$30,000	Formative Reviews		
	Nov	Feb	May
			
Strategy 2: Provide detailed and mentor support to new teachers (new to JISD and/or new to the profession) by implementing a New Teacher Cohort and Mentor Initiative in Partnership with Region 20. Strategy's Expected Result/Impact: Reduce the amount of teacher turnover Support the academic achievement of students with new teachers Staff Responsible for Monitoring: Professional Learning Specialist Funding Sources: NTA Professional Development and Coaching - 255-1 Title IIA - \$44,225	Formative Reviews		
	Nov	Feb	May
			
Strategy 3: Bilingual and ESL Department will work with campus administrators and program teachers to ensure that campuses have the equitable resources and support to ensure student academic success. Strategy's Expected Result/Impact: Increase EL student performance in TELPAS to ensure all campuses meet the TELPAS accountability points. Increase number of EL students academic performance on all levels of STAAR by 5% Staff Responsible for Monitoring: Director for Bilingual and ESL Programs Funding Sources: Reading materials and educational supplies - 263-1 Title IIIA - \$20,000	Formative Reviews		
	Nov	Feb	May
			

Strategy 4: Summer School involving SSI, EOC remediation, secondary credit recovery and summer camps involving Fine Arts, CCMR, K-2 Literacy and Math, will support both state requirements and increase opportunities for our Eco Dis and At-Risk students. Strategy's Expected Result/Impact: Increase academic summer opportunities for At-Risk and Economic Disadvantaged students. Staff Responsible for Monitoring: Assistant Superintendent of C&I Federal Programs Director Title I Schoolwide Elements: 2.5 Funding Sources: SSI, EOC, Credit Recovery Summer Programs - 171-1 State Comp Ed - \$150,000, K-3rd Grade Summer Literacy and Math Programs - 211-1 Title I - \$75,000, Fine Arts Summer Program - 289-1 Title IV - \$50,000	Formative Reviews		
	Nov	Feb	May
			
Strategy 5: Promote positive parental involvement by utilizing Military Student Transition Affiliate at Copperfield for military-connected families in order to improve the well-being of Texas military and veteran families. Strategy's Expected Result/Impact: We will educate, facilitate and support the parent's abilities to provide continuous emotional, physical and financial support for their children. Staff Responsible for Monitoring: Military Family & College Readiness Specialist in coordination with MSTA Campus Administration Director of Guidance and Counseling	Formative Reviews		
	Nov	Feb	May
			
Strategy 6: Work with IHE partners and Region 20 to establish College Preparatory Math and ELAR courses at the comprehensive high schools Strategy's Expected Result/Impact: Increase student participation in the courses to increase seniors meeting college readiness by 2% Staff Responsible for Monitoring: Post Secondary Education Director Campus Principals	Formative Reviews		
	Nov	Feb	May
			
Strategy 7: Provide JISD high school students with preparation opportunities for TSI and SAT through targeted interventions. Strategy's Expected Result/Impact: Increase the number of students meeting the Texas Success Initiative (TSI) criteria by 5%. Staff Responsible for Monitoring: Director of Advanced Academics	Formative Reviews		
	Nov	Feb	May
			
Strategy 8: JISD will partner with Region 20 in a SSA for Title I PNP support. Academic support for eligible students will facilitate through Reg 20. Consultation between the PNP's, Region 20 and JISD will be ongoing. JISD will consult with PNP schools for continued Title II, IV, and ESSER support. Strategy's Expected Result/Impact: JISD Students attending participating regional PNP campuses will increase academic performance standardized assessments. Staff Responsible for Monitoring: Federal Programs Director Funding Sources: Title I PNP SSA - 211-1 Title I - \$20,000	Formative Reviews		
	Nov	Feb	May
			


Strategy 9: JISD campuses will identify and monitor at-risk students, including local criteria. Campuses will provide academic instructional and social/emotional support for at-risk students based on needs. Strategy's Expected Result/Impact: At-Risk Lists reviewed monthly. Academic and social/emotional program evaluations showing effectiveness. Staff Responsible for Monitoring: Campus Admin Teams and Federal Programs Director Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Communities in Schools - 171-1 State Comp Ed - \$324,980, Imagine Learning - Math and Reading Intervention Program - 171-1 State Comp Ed	Formative Reviews		
	Nov	Feb	May
			
Strategy 10: To improve identification and support for students with Dyslexia and related disorders including in the classroom setting. Strategy's Expected Result/Impact: Develop a district plan for the identification and support of students with Dyslexia and related disorders by the end of the 19-20 school year, to include continued targeted professional development for teachers and instructional resources. Staff Responsible for Monitoring: Dyslexia Coordinator Dyslexia Therapists and Teachers Special Education Director	Formative Reviews		
	Nov	Feb	May
			
Strategy 11: To provide district teachers and administrator additional opportunities to attend virtual professional learning session in the area of: ELAR, Math, Science, Social Studies, and Technology Resources in grade Pre-K3 through 12th grade. The Curriculum and Instruction Department has partnered with Region 20 to become part of Region 20's Cooperative Group. Staff will have the opportunity to participate in virtual monthly professional learning sessions. Strategy's Expected Result/Impact: Teachers and administrators will have the opportunity to gain effective instructional strategies to utilize in an asynchronous and synchronous setting. Staff Responsible for Monitoring: Professional Learning Specialist Results Driven Accountability - Equity Plan Funding Sources: Region 20 Consultation - 255-1 Title IIA - \$24,200	Formative Reviews		
	Nov	Feb	May
			
Strategy 12: To encourage all district teachers to become ESL certified. The Bilingual and ESL Department will provide incentives such as: reimbursement of costs associated with testing/certification and ESL test preparation classes monthly. Strategy's Expected Result/Impact: Teachers will have the instructional knowledge and skills to meet the academic needs of English learners in the district. Staff Responsible for Monitoring: Director of Bilingual and ESL Programs Funding Sources: Test and certification reimbursement - 199-1 General Operating - \$7,500	Formative Reviews		
	Nov	Feb	May
			
Strategy 13: Implement a Instructional Hotline. This will consist of teachers from elementary, middle school, and high school who will provide appointment-based virtual tutoring in the evening via Zoom in ELAR and Mathematics. Strategy's Expected Result/Impact: Students will experience greater success in mastering challenging concepts while learning online. Staff Responsible for Monitoring: Director of Instructional Technology Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Suppl Pay for Teachers providing tutoring - 171-1 State Comp Ed - \$5,000	Formative Reviews		
	Nov	Feb	May
			





Strategy 14: Organize a summer technology conference. This conference will be taught by qualified classroom teachers and offer both virtual and face-to-face opportunities for teachers to learn a variety of digital tools and classroom implementation strategies. Strategy's Expected Result/Impact: Attendees will have strategies and resources to enable higher levels of engagement and learning for students in both online and 1:1 classrooms. Staff Responsible for Monitoring: Director of Instructional Technology; Instructional Technology Specialist. Title I Schoolwide Elements: 2.5 Funding Sources: Supplemental Pay - 255-1 Title IIA - \$10,000	Formative Reviews		
	Nov	Feb	May
			
Strategy 15: Adjust the identification process to better reflect the overall talent and ability of students by using a more holistic identification process, incorporating both quantitative and qualitative measures. Strategy's Expected Result/Impact: The G/T population will more closely reflect the overall student population providing enrichment and acceleration opportunities in a more equitable way. Staff Responsible for Monitoring: Director of Advanced Academics	Formative Reviews		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 2: Increase the 4-year graduation rate from 85.6 % to 88 % and decrease the dropout rate from 2.3 %to 2.1%

Evaluation Data Sources: All high schools will exceed state graduation standards and meet federal standards as measured


Strategy 1: Students deficient in credits have the opportunity to recover credits through an on-line program available during school and after school as well as Optional Flexible School Day Program. Strategy's Expected Result/Impact: Recoup required credits to increase the number of students graduating within 4 years and decrease number of students dropping out of school. Staff Responsible for Monitoring: Director of Counseling Title I Schoolwide Elements: 2.6 Funding Sources: Web-based Instructional Support - 171-1 State Comp Ed - \$102,388	Formative Reviews		
	Nov	Feb	May
			





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 3: Comprehensive Campuses, Metzger and Kirby Middle School, will meet state and federal expectations based on TEA standards.

Evaluation Data Sources: STAAR results for Kirby and Metzger


Strategy 1: Kirby and Metzger MS, with support of Region 20 and JISD staff will conduct a needs assessment and establish strategies to support students and staff in academics including professional development for campus leaders and staff. Strategy's Expected Result/Impact: Students will meet state and federal expectations on state exams. Staff Responsible for Monitoring: Deputy Superintendent, Associate Superintendent of Curriculum and Instruction Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Blended Learning PD - 289-1 Title IV - \$60,000	Formative Reviews		
	Nov	Feb	May
			





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 4: By the end of the 2020-2021 school year, the Department of Special Education Services will update the Discipline Review Committee (DRC) process by producing webinars and training tools to address the behavioral needs of students with disabilities on the campus.

Evaluation Data Sources: Discipline Review Meeting Documentation (agendas, sign-in sheets, and webinar verification log)


Strategy 1: The Department of Special Education Services will update the Discipline Review Committee (DRC) process by producing webinars and training tools to address the behavioral needs of students with disabilities on the campus. Strategy's Expected Result/Impact: Decrease OSS/ISS rate among students with disabilities. Staff Responsible for Monitoring: Director of Special Education Special Education Supervisors/ Coordinators Behavior Specialist Special Education Social Worker Special Education Evaluation Staff	Formative Reviews		
	Nov	Feb	May
			





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Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 5: The Department of Special Education Services will continue to grow the capacity of JISD "Feature Teachers" (model co-teachers) to provide peer-to-peer support, serve as role models, and provide professional development training sessions.

Evaluation Data Sources: Co-Teaching Observation Data
Professional Development Agendas
ZOOM meeting agendas

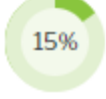




Strategy 1: The Department of Special Education Services will continue to grow the capacity of JISD "Feature Teachers" (model co-teachers) to provide peer-to-peer support, serve as role models, and provide professional development training sessions. Strategy's Expected Result/Impact: Increased student academic performance by 5% Teacher leadership development Staff Responsible for Monitoring: Director of Special Education Special Education Supervisors/ Coordinators	Formative Reviews		
	Nov	Feb	May
			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.






Performance Objective 6: The Department of Special Education Services in collaboration with other special population departments, will develop and implement case management strategies geared toward ensuring that students in special population programs advance in a career pathway based on their individual interest.

Evaluation Data Sources: Career Pathways
 Personal Graduation Plans
 Student Transcripts
 Transition Plan
 Interest Inventory
 Indicator 13

Strategy 1: The Department of Special Education Services, in collaboration with other special population departments, will develop and implement case management strategies geared toward ensuring that students in special population programs advance in a career pathway based on their individual interest. Strategy's Expected Result/Impact: Increase amount of students with disabilities with a career pathway by 10% Staff Responsible for Monitoring: Director of Special Education Special Education Supervisors/ Coordinators CTE Director Bilingual/ESL Director	Formative Reviews		
	Nov	Feb	May
	 15%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.






Performance Objective 7: RTI will use decodable text to provide Math and Reading Intervention to students who have identified gaps in the area of phonics to increase student reading levels.

HB3 Goal			
Evaluation Data Sources: STAAR, Universal Screeners, Monthly Progress Monitoring Data			
Strategy 1: RTI Instructional Materials and PD will be implemented to support campus student growth in address Closing the Gap. Strategy's Expected Result/Impact: Decrease retention Staff Responsible for Monitoring: Campus Admin RTI Specialist Funding Sources: RTI Instructional materials - 171-1 State Comp Ed - \$90,000	Formative Reviews		
	Nov	Feb	May
	 20%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Judson ISD students and staff will feel involved, connected, supported, safe, and valued in their pursuit of excellence.

Performance Objective 1: Implement campus-based District Attendance Officers thus increasing effectiveness in assisting with campus attendance issues, being more accessible to parents and assisting with any other student attendance related questions.








Evaluation Data Sources: Increasing Campus Attendance Forums to directly address parent concerns.

Strategy 1: Increase campus attendance forums, home visits, change in funding source allowed for two officers, once restricted, to be utilized on any district campus, court meditations, closer interventions by the juvenile case managers. Strategy's Expected Result/Impact: Increase overall district attendance by reviewing district-wide attendance very six weeks. Decrease families having to appear for court mediation Staff Responsible for Monitoring: District Attendance Coordinator and District Attendance Staff Campus Administration	Formative Reviews		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: Judson ISD students and staff will feel involved, connected, supported, safe, and valued in their pursuit of excellence.

Performance Objective 2: Implementation of Frontline Enterprise Resource Planning and Student Information System

Evaluation Data Sources: Appropriate progress on the district's implementation plan.







Strategy 1: Create updated processes and workflows using the new Enterprise Resource Planning and Student Information System to improve efficiency and data quality. Strategy's Expected Result/Impact: Improved student and financial processes allowing staff to work more efficiently. Staff Responsible for Monitoring: Director of Data Services, Director of Student Information	Formative Reviews		
	Nov	Feb	May
			
Strategy 2: Convert existing student and financial data into Frontline Enterprise Resource Planning and Student Information System. Strategy's Expected Result/Impact: Data will be accurately converted into the new Enterprise Resource Planning and Student Information System. Staff Responsible for Monitoring: Director of Data Services, Director of Student Information	Formative Reviews		
	Nov	Feb	May
			
Strategy 3: Train teachers, and staff on the use of the new Frontline Enterprise Resource Planning and Student Information System. Strategy's Expected Result/Impact: All users will be trained on the parts of the application that are applicable to their job. Staff Responsible for Monitoring: Director of Data Services, Director of Student Information	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Judson ISD students and staff will feel involved, connected, supported, safe, and valued in their pursuit of excellence.

Performance Objective 3: Improve the network technologies in Judson ISD to support students and administration by providing a dynamic learning experience and a safe networking environment.

Evaluation Data Sources: Better Cloud Reporting Tools for Safe Networks





STAAR Scores

Strategy 1: Implement Better Cloud application for student online safety. Strategy's Expected Result/Impact: To help identifying students who are contemplating suicide\homicide, and\or enduring abuse, or mental health issues. Staff Responsible for Monitoring: Network Services Department Funding Sources: Title IV - Safety Application - 289-1 Title IV - \$50,000	Formative Reviews		
	Nov	Feb	May
			
Strategy 2: Improve district network speed and connectivity. Strategy's Expected Result/Impact: Increase internet bandwidth to support district resources and applications. Build three booster servers for Imagine Learning to improve application speed and reduce bandwidth utilization. Staff Responsible for Monitoring: Network Services Department	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Judson ISD students and staff will feel involved, connected, supported, safe, and valued in their pursuit of excellence.

Performance Objective 4: Enhance student technology devices on campuses by upgrading existing technology hardware on a rotational basis.







Evaluation Data Sources: Deployment Schedule for Upgrades

Strategy 1: Deploy elementary campuses with new student desktop replacements. Strategy's Expected Result/Impact: Replacement of old and outdated student computers in the elementary campuses Staff Responsible for Monitoring: Desktop Services Department	Formative Reviews		
	Nov	Feb	May
Strategy 2: Upgrade Fine Arts rooms district wide with multimedia systems. Strategy's Expected Result/Impact: Provide for better visual instruction of students within the Fine Arts educational setting. Staff Responsible for Monitoring: Desktop Services Department Fine Arts	Formative Reviews		
	Nov	Feb	May
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Judson families and community members will be involved in Judson ISD.

Performance Objective 1: To increase the awareness of the district's overall offerings and benefits among stakeholders in the community through all channels available.


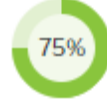








Evaluation Data Sources: Web and social media analytics, open rates of publications, enrollment assessments, parent participation in volunteering and student-related events.

Strategy 1: Expand the Latino Family Literacy Project to increase parent engagement and literacy among Latino community. Initiative will support three campuses with high Latino population. Participating families will receive literacy resources and training that reflect the social, cultural, and linguistic knowledge of Latino families. Strategy's Expected Result/Impact: Increased parent participation in educational process. Improved English and Spanish literacy skills. Staff Responsible for Monitoring: Director of Bilingual and ESL Programs Results Driven Accountability - Equity Plan Funding Sources: Literacy materials, supplemental pay for teachers - 263-1 Title IIIA - \$10,000	Formative Reviews		
	Nov	Feb	May
			
Strategy 2: Create Parent Online Academy. This will be a recurring series of Zoom webinars demonstrating a online tools and strategies to help parents support their online or special needs learners. Strategy's Expected Result/Impact: Improve parent knowledge of and ability to navigate and use district LMS and online resources. Staff Responsible for Monitoring: Director of Instructional Technology Title I Schoolwide Elements: 2.4, 2.6	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Judson ISD will grow leaders and sustain the growth of outstanding leaders over time.

Performance Objective 1: Remain within 10% of the highest pay rate or stipend for positions compared to similar districts in Region 20.





Evaluation Data Sources: TASB Salary Survey, Current and Proposed Compensation Plans

Strategy 1: Review salary schedules of the other districts in Region 20 to recommend competitive salaries and fringe benefits. Strategy's Expected Result/Impact: To retain high quality teachers, and decrease talent equity gap across the district Staff Responsible for Monitoring: Asst. Superintendent of HR, Director of HR	Formative Reviews		
	Nov	Feb	May
			
Strategy 2: Develop a district leadership definition and use it to begin the creation of a district leadership pipeline. Strategy's Expected Result/Impact: Build capacity from within and to improve student outcomes Staff Responsible for Monitoring: Asst. Superintendent of HR, Holdsworth. Leadership Team	Formative Reviews		
	Nov	Feb	May
			
Strategy 3: Implement instructor retention stipends for teachers and instructional aides that return to serve Wagner feeder pattern and J CARE. Strategy's Expected Result/Impact: Close the talent equity gap across the district. Staff Responsible for Monitoring: Asst. Superintendent of HR, Director of HR	Formative Reviews		
	Nov	Feb	May
			
Strategy 4: Review creative compensation methods and stipends to target high needs areas such as: A. Substitute teachers on high teacher absences days (Monday & Friday) B. Stipends for teachers who teach a STAAR tested area Strategy's Expected Result/Impact: Close the teacher and student equity gap Staff Responsible for Monitoring: Asst. Superintendent of HR, Director of HR	Formative Reviews		
	Nov	Feb	May
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Judson ISD will grow leaders and sustain the growth of outstanding leaders over time.

Performance Objective 2: Maintain a "Superior" rating, earning an Unqualified Opinion Letter each year for the district.

Evaluation Data Sources: Fiscal Rating

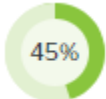





Strategy 1: Ensure the expenditure and receipt of funds are accounted for correctly as per the Financial Accounting Standards Regulation Manual. Strategy's Expected Result/Impact: Maintain the district credit rating Staff Responsible for Monitoring: Chief Financial Officer Director of Accounting	Formative Reviews		
	Nov	Feb	May
Strategy 2: Submit reports and payments to TRS, IRS, and the Comptroller on time Strategy's Expected Result/Impact: Not a zero on the credit rating Staff Responsible for Monitoring: Chief Financial Officer Director of Accounting	Formative Reviews		
	Nov	Feb	May
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 4: Judson ISD will grow leaders and sustain the growth of outstanding leaders over time.

Performance Objective 3: Efficiently coordinate funds to provide maximum resources for educational programs.

Evaluation Data Sources: Maintaining an adequate general fund balance

Adequate support of educational programs


Strategy 1: Use basic school modeling to staff campuses equitably Strategy's Expected Result/Impact: Staffing document will ensure consistency in staffing year to year and helps coordinate funds (local, categorical) Staff Responsible for Monitoring: Chief Financial Officer	Formative Reviews		
	Nov	Feb	May
			
Strategy 2: Search and apply for available grants to help defray costs to the district Strategy's Expected Result/Impact: Enhance resources and instructional programs in the district Staff Responsible for Monitoring: Chief Financial Officer Federal Grants and Program Director	Formative Reviews		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: Judson ISD will grow leaders and sustain the growth of outstanding leaders over time.

Performance Objective 4: Develop and support the District's Academic Leaders including: Assistant Principals, Academic Coaches/Deans and Trainers to receive additional professional development in the areas of instructional coaching, virtual instruction, and leadership development. The Curriculum and Instruction Department has contracted with Jim Knight, Corwin Publishing, and Region 20 to provide ongoing training.

HB3 Goal






Evaluation Data Sources: Surveys, Self-Reports and Focus Groups.

Strategy 1: Assistant Principals and Academic Leaders will partake in quarterly professional learning session to support instructional coaching practices. Strategy's Expected Result/Impact: Establish leadership capacity and build support among staff members within the district. Staff Responsible for Monitoring: Professional Learning Specialist Equity Plan Funding Sources: Professional Development Consultation - 255-1 Title IIA - \$55,000	Formative Reviews		
	Nov	Feb	May
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 5: Judson ISD will strive to consistently model kindness and empathy when interacting with our students, families, and community.

Performance Objective 1: Provide social emotional support so students can be academically successful.

Strategy 1: Counselors and Social Workers will use the online Healthmasters, a Behavioral Management System to monitor students . Strategy's Expected Result/Impact: Quarterly reports to show areas of need and support for campuses Staff Responsible for Monitoring: Director of Guidance and Counseling Campus Counselors and Social Workers	Formative Reviews		
	Nov	Feb	May
Strategy 2: Provide social, emotional support for specific campuses through Communities in Schools to increase student grades, attendance, peer interaction, self awareness and parent engagement. Strategy's Expected Result/Impact: Increase in student attendance and grades Staff Responsible for Monitoring: Counseling Department Funding Sources: - 171-1 State Comp Ed - \$325,000	Formative Reviews		
	Nov	Feb	May
			
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Judson ISD will strive to consistently model kindness and empathy when interacting with our students, families, and community.

Performance Objective 2: Campus and district facility emergency operation team leaders will receive on going emergency response training.

Evaluation Data Sources: Sign in sheets, agendas and minutes

Strategy 1: Emergency Operation Team Leaders will receive training on handling emergency situations that may occur during the school/business hours at their assigned locations. Strategy's Expected Result/Impact: To ensure possible emergency situations are dealt with in a manner that ensures student and staff safety. Staff Responsible for Monitoring: Director of Pupil Services and Chief of Police.	Formative Reviews		
	Nov	Feb	May

0%

No Progress

100%

Accomplished

→


Continue/Modify





✗

Discontinue

Goal 5: Judson ISD will strive to consistently model kindness and empathy when interacting with our students, families, and community.

Performance Objective 3: Crisis process for suicide and homicide was reviewed and updated to create the most up to date responsive services plan. We added consultation calls for crisis. Guidance and Counseling staff call Director of Guidance and Counseling or Lead/CAT members to consult in order to ensure we provide the best services.





Strategy 1: Guidance and Counseling staff will call Director of Guidance and Counseling or the crisis consultation team to provide mental health consultations. Strategy's Expected Result/Impact: Consistent assistance for students and support for staff during crisis. Staff Responsible for Monitoring: Director of Guidance and Counseling	Formative Reviews		
	Nov	Feb	May
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 5: Judson ISD will strive to consistently model kindness and empathy when interacting with our students, families, and community.

Performance Objective 4: Students and staff will increase their knowledge of Anti-Bullying strategies.


Evaluation Data Sources: PD Sign In sheets showing attendance, Decrease in Bullying referrals on campuses





Strategy 1: Anti-Bullying curriculum is used district wide for prevention. In grades K-5 students second step is used and in all secondary campuses students will use Tracer.org curriculum in order to provide awareness and teach our students to be kind. Staff Responsible for Monitoring: Director of Guidance of Counseling	Formative Reviews		
	Nov	Feb	May
Strategy 2: Bullying prevention and protocol is provided when students report bullying. A seven step process takes place and parents are notified. Staff Responsible for Monitoring: Director of Guidance and Counseling Director of Pupil Services	Formative Reviews		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Judson ISD will strive to consistently model kindness and empathy when interacting with our students, families, and community.

Performance Objective 5: By the end of the 2020-2021 school year, in an effort to decrease the number of OSS/ISS occurrences among students with disabilities, the Department of Special Education Services, will create tools, use research-based strategies, and provide resources for schools to use based on the collected data from the weekly OSS/ISS campus report.

Evaluation Data Sources: Student Discipline Data
OSS/ISS Weekly Report
Student Behavior Referrals
Narrative Interviews

Strategy 1: In an effort to decrease the number of OSS/ISS occurrences among students with disabilities, the Department of Special Education Services will create tools, use research-based strategies shared through PD for teachers and administration, and provide resources for schools to use based on the collected data from the weekly OSS/ISS campus report. Strategy's Expected Result/Impact: Decrease SPED Disciplinary Removal Rate and increase techniques to use to deescalate negative student behavior through PD for both general ed and SPED staff, and administration Staff Responsible for Monitoring: Director of Special Education Special Education Supervisors/ Coordinators Behavior Specialist Special Education Social Worker Special Education Evaluation Staff	Formative Reviews		
	Nov	Feb	May
			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

State Compensatory

Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
171-32	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$300,000.00
6100 Subtotal:		\$300,000.00

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amber Palmer	At-Risk Social Worker	Counseling	100%
Katheryn Newgren	Social Worker	Counseling	100%
Linda Wilber	Social Worker	Counseling	100%
Reynae Herrera	SEL Specialist (SW)	Counseling	100%

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Each Title I Campus completes a CNA as part of their CIP process.

Title I Campuses for 2021 School Year:

Campus Name	Principal
Kirby Middle School	Elizabeth Arredondo
Woodlake Hills Middle School	Daniel Brooks
Metzger Middle School	Loretta Davidson
Converse Elementary School	Cynthia Davis
Hopkins Elementary School	Terry Combs
Ed Franz Elementary School	Kelle Lofton
Coronado Village Elementary School	Erika Garza
Park Village Elementary School	Sharon Balderas
Crestview Elementary School	Linda Cruz
Woodlake Elementary School	Kristin Saunders
Olympia Elementary School	Shannon George
Spring Meadows Elementary School	Destiny Barrera
Miller's Point Elementary School	Barbara Smejkal
Candlewood Elementary School	Andrea Johnson
Elolf Elementary School	Scott Wilson
Paschall Elementary School	Tricia Davila
Hartman Elementary School	Monica Rodriguez
Salinas Elementary School	Martin Silverman
Masters Elementary School	LaTanya Baker
Rolling Meadows Elementary School	Michelle LaRue
Copperfield Elementary School	Sherri Wrather
Escondido Elementary School	Cynthia Keeler
Wortham Oaks Elementary School	Yvonne Muñoz

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

CIPs are developed and periodically reviewed with campus stakeholders including administration, teachers, paraprofessionals, and parents.

2.2: Regular monitoring and revision

Quarterly campuses review the CIP Strategies and determine percentage of completion. At the End of the Year, an Objective Evaluation is completed and shared with CSBC.

2.3: Available to parents and community in an understandable format and language

Campus CIPs are available in Spanish on our Bilingual campuses. Copies are available on their campus websites. If translation for other languages are needed JISD will provide this for our parents and community members.

2.4: Opportunities for all children to meet State standards

Interventions take place throughout the campuses both during the day as well as during after school tutoring and Saturday Instruction. Summer School also addresses support for students to maintain skills and receive interventions.

2.5: Increased learning time and well-rounded education

Extended learning instruction in reading and math are offered as a minimum on our elementary campuses. RTI support in Reading and Math are offered at all campuses to address students not progressing on grade levels. Many campuses extend tutoring to include other core classes.

2.6: Address needs of all students, particularly at-risk

Students are identified and monitored under TEA's 14 At-Risk Qualifiers. Judson ISD has adopted a Local criteria focusing in Reading and Math for grades K - 6. Interventions, tutoring, STAAR remediation, OFSDP are available throughout the district.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Each campus develops and updates their PFE Policy in the fall. It is distributed to the families as well as available on their school websites.

3.2: Offer flexible number of parent involvement meetings

School parent meetings are offered in a combination of face to face as well as virtually this school year. Parents can provide input at the campuses through SBCM as well as the Title I meetings.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Shoemaker	RTI Specialist	Curriculum and Instruction	30%
Gary West	Elementary Math Specialist	Curriculum and Instruction	30%
Lucia West	Elementary ELAR Specialist	Curriculum and Instruction	30%
Maricela Maldonado	PD Specialist	Curriculum and Instruction	30%
Sarah Boot	Social Studies Specialist	Curriculum and Instruction	30%
Todd Pope	Science Specialist	Curriculum and Instruction	30%
Veronica Padilla-Ferrer	Math Specialist	Curriculum and Instruction	30%

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Dr. Jeanette Ball	Superintendent
Administrator	Rebecca Robinson	Deputy Superintendent
Chair	Cecilia Davis	Assistant Superintendent of C&I
Secondary Teacher	Craig Rose	Year 2 Term 2 JHS
Business Representative	Mark Preator	Year 1 of Term 1, Imagine Learning
Business Representative	Kenneth Sedlock	Year 1 of Term 1, Sequel Financial
Community Representative	Sonny Merrell	Year 2 of Term 1, Community Member
District-level Professional	Devin Holmes	Year 1 of Term 1, Advanced Academics
Elementary Teacher	Yoli Vega	Year 1 of Term 2, Salinas Elementary
Elementary Teacher	Regina Davis Miles	Year 1 of Term 1, Elementary
Elementary Teacher	Kathleen Coulehan	Year 1 of Term 2, Crestview Elementary
Elementary Teacher	Hector Lopez	Year 1 of Term 1, Hopkins Elementary
Manual Trades	Charles Neely	Year 2 of Term 2, Maintenance Dept.
Non-classroom Professional	Kerry Armstead	Year 1, Term 2 SPED Coordinator
Parent	Paula Johnson	Year 1 of Year 2, Woodlake Elementary Parent
Parent	Judith Flores	Year 1 of Term 1, CRE Parent
Secondary Teacher	Sharon Stuart-Thompson	Year 2 of Term 2, Metzger MS
Secondary Teacher	Shannon Withers	Year 1 of Term 2, Wagner HS
Paraprofessional	Linda Kirschner	Year 2 of Term 2, Olympia Elementary
Non-classroom Professional	Michelle LaRue	Year 2 of Term 2, Principal RME
Special Programs Teacher	Sheri Brister	Year 2 of Term 2, Coronado Village Elementary
Visitor	Marsha Bellinger	IM Coordinator
Visitor	** **	**
Visitor	*** **	***
Visitor	**** ****	****
Visitor	Jodi Burton	Federal Programs Director

District Funding Summary

199-1 General Operating					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	Test and certification reimbursement		\$7,500.00
Sub-Total					\$7,500.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$0.00
171-1 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	SSI, EOC, Credit Recovery Summer Programs		\$150,000.00
1	1	9	Communities in Schools		\$324,980.00
1	1	9	Imagine Learning - Math and Reading Intervention Program		\$0.00
1	1	13	Suppl Pay for Teachers providing tutoring		\$5,000.00
1	2	1	Web-based Instructional Support		\$102,388.00
1	7	1	RTI Instructional materials		\$90,000.00
5	1	2			\$325,000.00
Sub-Total					\$997,368.00
Budgeted Fund Source Amount					\$1,543,215.00
+/- Difference					\$545,847.00
211-1 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	K-3rd Grade Summer Literacy and Math Programs		\$75,000.00
1	1	8	Title I PNP SSA		\$20,000.00
Sub-Total					\$95,000.00
Budgeted Fund Source Amount					\$585,000.00
+/- Difference					\$490,000.00

255-1 Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$30,000.00
1	1	2	NTA Professional Development and Coaching		\$44,225.00
1	1	11	Region 20 Consultation		\$24,200.00
1	1	14	Supplemental Pay		\$10,000.00
4	4	1	Professional Development Consultation		\$55,000.00
Sub-Total					\$163,425.00
Budgeted Fund Source Amount					\$778,741.00
+/- Difference					\$615,316.00
263-1 Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Reading materials and educational supplies		\$20,000.00
3	1	1	Literacy materials, supplemental pay for teachers		\$10,000.00
Sub-Total					\$30,000.00
Budgeted Fund Source Amount					\$130,671.00
+/- Difference					\$100,671.00
289-1 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Fine Arts Summer Program		\$50,000.00
1	3	1	Blended Learning PD		\$60,000.00
2	3	1	Title IV - Safety Application		\$50,000.00
Sub-Total					\$160,000.00
Budgeted Fund Source Amount					\$370,023.00
+/- Difference					\$210,023.00
225-1 IDEA B Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$69,000.00
+/- Difference					\$69,000.00

244-1 Career and Technical Federal					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$237,969.00
+/- Difference					\$237,969.00
Grand Total					\$1,453,293.00

Addendums