

Judson Independent School District
District Improvement Plan
2013-2016

Accountability Rating: Met Standard



Mission Statement

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

Vision

Judson ISD is Producing Excellence!

Judson ISD Values

Students First

Teamwork

Accountability

Results-Oriented

Loyalty

Integrity & Mutual Respect

Safe & Secure Environment

Two-way Communication

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Judson Independent School District (JISD) encompasses 56 square miles and currently serves the incorporated cities of Converse, Kirby, and Selma as well as portions of Live Oak, Universal City, San Antonio, and Schertz. As of the 2012-2013 Fall PEIMS submission, JISD had a student population of 22,606 and 30 campuses. JISD is the fourth largest school district in Bexar County.

The ethnic distribution of the student population is 53.25% Hispanic/Latino, 24.06% Black or African American, 17.38% White, 1.70% Asian/Pacific Islander, .33% American Indian or Alaska Native, .30% Native Hawaiian/Other Pacific Islander, and 2.98% are two or more ethnicities. JISD's student population is 62.42% socio-economically disadvantaged, 55.78% are classified as at-risk, and 8.07% are Limited English Proficient.

Special Education students make up 9.44% of the district's population. 24.90% are in career and technical education, 4.96% are in the bilingual education program and 2.00% are in ESL education. 7.94% of the JISD population are identified as gifted and talented, 58.29% are Title I, .32% are immigrants and .09% are migrant students.

Demographics Strengths

JISD has experienced student enrollment growth from 2011-2012 to 2012-2013 by 146 students or .52%. Another strength is that the number of dropouts decreased from 2011-2012 to 2012-2013 by 62 students or 15.27%.

Demographics Needs

The district is currently under a TEA classroom waiver due to the increased enrollment. To lower the pupil-teacher ratio, additional classrooms are needed in the schools, especially those that are capped or those that have reached their maximum capacity. Also, in order to better meet the needs of the students enrolled in the district, we need to ensure that appropriate services are provided to the students. Proper and accurate identification must occur, especially with populations such as at-risk, special education, gifted and talented, bilingual education, and ESL. Another need is to provide cultural sensitivity training to all staff. While training for administrators and counselors started this year, all staff working with the students must also be trained.

Student Achievement

Student Achievement Summary

Based on the 2012-2013 STAAR/EOC assessment data, Judson ISD received an overall accountability rating of "*Met Standard*", with seven campuses receiving distinction designations in Mathematics, Reading/ELA, and/or top 25% student progress. The district did not meet system safeguards in the area of performance rates for students identified in special education (Math, Writing, Science and Social Studies) as well as for students identified as ELL in the area of Writing. Students identified and serviced through Special Education programs are not meeting system safeguards except for Reading. Students are not meeting system safeguards in the area of Writing and system safeguards were not met for Graduation Rates for Special Education.

Student Achievement Strengths

The district 2012-2013 STAAR assessment data highlights student achievement strengths in the following areas: 4th grade Math, 5th grade Reading and Math, and 8th grade Math, Science and Social Studies. The same assessment data also shows evidence of significant increases in the African American student performance in the following areas: 3rd grade Reading and Math, 4th grade Writing, 5th grade Reading and Math, 7th grade Reading, Math, and Writing, and 8th grade Reading, Math, Science, and Social Studies. Additional academic improvements were evidenced in advanced placement (AP) data, with an overall 1% increase in the number of students receiving a score of 3 or higher on Advanced Placement exams.

Student Achievement Needs

Despite all the gains, the following areas still need to improve: expository and narrative writing at grades 4 and 7 and English I and II courses. Also needing to improve are critical thinking and problem solving through the application of TEKS process standards in Mathematics, Science and Social Studies and Reading comprehension and inferencing skills using text-evidence and paired passages. Areas that need to increase are: the district performance rates for LEP students not served in BE/ESL program. District performance rates must also increase for special education in the areas of Writing, Math, Social Studies, and Science. A sub group that is emerging for the district is the migrant population. This group needs to be closely monitored to ensure they are successful in the state testing.

District Culture and Climate

District Culture and Climate Summary

JISD is committed to fostering a positive culture and climate at each school to ensure a safe teaching and learning environment for teachers and students. One of the departments that works collaboratively with students, parents, and schools to provide a safe teaching and learning environment is the Department of Student Support Services. One of the successful programs they have implemented is the **District Safety Committee**. This committee meets regularly to discuss safety issues around the district. Another successful program from this department is the **District Crisis Committee** headed by the Director of Pupil services. He meets with all campuses to ensure the school's crisis team is aligned to the district's protocol. Another committee that meets regularly with the goal to try and find ways to improve the overall health and wellness of the district's student population is the School Health and Advisory Committee (SHAC).

This year the district also implemented a new initiative called "Empowering Teachers for Success" to assist all new incoming teachers and other teachers willing to improve their teaching craft. The meeting times have been made accessible to allow teachers to attend at a time convenient for them. To support teachers excelling in the teaching area, some teachers are recognized for their success in the classroom through the **Spirit of Judson Award** every semester.

District Culture and Climate Strengths

One of the strengths that the District Crisis Management Committee has accomplished is an interagency response to potential crisis situations. They have collaborated with the local colleges, the surrounding military bases and the police and fire departments within the different JISD municipalities.

Upon the recommendation that the SHAC, the district holds a Back to School Health Fair that assists parents with health care needs, including immunizations to prepare the student for the first day of school.

District Culture and Climate Needs

To ensure that all of the schools are aligned in providing a safe teaching and learning environment, the district needs to embrace an initiative that supports and recognizes good behavior. One that has been recommended but needs more information before it is recommended for district wide implementation is the Positive Behavior Intervention and Support (PBIS) model.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

According to the 2012-2013 TEA Texas academic performance report district profile, Judson ISD staff consists of 2,752.1 employees: 1301.9 or 47.3% - Teachers, 355 or 12.9% - Professional Support, 72.2 or 2.6% Campus Administration, 10 or .4% Central Administration. The Board of Trustees consists of seven elected members who serve three year terms of office.

The teachers currently serving JISD have an average of 9.8 years of teaching experience and an average of 6.5 years in JISD. 28.2% of teachers have a masters degree and .4% have a doctoral degree. The average number of students per teacher is 17.3 and the turnover rate for teachers is 19.2%.

Campuses and district departments collaborate regularly to provide and support a variety of learning opportunities for all employee groups. Members of the district have the opportunity to learn through after-school learning opportunities, campus professional learning, summer professional learning, online courses, conferences, and district-sponsored instructional opportunities focused on building capacity and promoting student achievement.

Staff Quality, Recruitment, and Retention Strengths

The district has competitive salaries that attracts qualified applicants to apply for jobs in the district. Once in the district, employees have various opportunities to move up within the administrative ranks. The district offers an administrative program called Judson Leadership in Educational Administration Program (JLEAP) for aspiring administrators and a PREP program for aspiring principals.

Staff Quality, Recruitment, and Retention Needs

In order to evaluate the recruiting/hiring process, a survey of all new hires needs to be conducted. Also, a process needs to be developed to calculate the district's retention rate.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Judson ISD consistently strives to ensure that all students receive daily, high quality instruction that is tightly aligned with the State Standards (TEKS). With the district content specialists, the district utilizes the TEKS Resource System to provide the instructional scope and sequence in the core content areas for grades Kindergarten through HS. The Curriculum Guides and Maps are comprised of the following rigorous curriculum design strategies: inferencing and critical thinking, problem solving, journaling and expository writing, embedded process standards, and vocabulary development. Teachers receive continuous professional development in Assessment for Learning strategies (i.e. Checking for Understanding, Quality Questioning, and Depth of Knowledge) to ensure high quality instructional delivery and formative assessment. The Gradual Release Instructional Model (SPACE) and Standards Unwrapping are two key district instructional planning components. Campuses utilize the results of Universal Screenings and district-developed Curriculum Based Assessments (CBA) to monitor and adjust instruction based on assessment outcomes.

Curriculum, Instruction, and Assessment Strengths

Measurable curriculum strengths are evident in the district **2012 - 2013 Texas Academic Performance Report**. The *All Student* data summaries show significant performance increases in the areas of Mathematics, Reading, and Science. Strengths in this are the Reader's Workshop Model in grades 4-8; district-wide Mathematics problem solving process (SOAR) in grades K-High School; summer Camp Invention program for grades 4-6; Grade 5 Science Camps; Science Fair for students in 3rd-8th grade; and Mathematics and Science Gradual Release Instructional Model (SPACE) for grades 6-High School. Another attributable factor for district performance increases in Mathematics and Reading was the addition of two RtI Facilitator positions. updating of the reading resource rooms; graphing calculators for Grades 6 - PreCalculus; mathematics manipulatives in Kindergarten -Algebra II classrooms; updated science classroom safety equipment and hands-on tools for lab experiences in Kindergarten - Physics. Additionally, Curriculum Based Assessments were administered throughout the school year, and used as a diagnostic tool to measure students' academic performance.

Curriculum, Instruction, and Assessment Needs

The **2012-2013 Texas Academic Performance Report** shows academic improvement is needed in the area of Writing in Grade 4, English I and English II. Other indicators for academic improvements are identified in the **2013 System Safeguards Report**, which show that improvement is needed in the Special Education student performance areas of Mathematics, Writing, Science & Social Studies and English Language Learner's (ELLs) Writing performance.

Some of House Bill 5 changes include high school students completing coursework to achieve 1 of 5 graduation Endorsements; completion of 5 End of Course (EOC) assessments (English I, English II, Algebra I, Biology, U.S. History); development of Personal Graduation Plans (PGPs); and districts developing and implementing High School College Prep Mathematics and ELA courses for struggling high school seniors. Districts must also continue to

develop and provide accelerated instruction between each re-test administration for students completing STAAR/EOC Assessments at grades 5,8 and high school.

In an effort meet or exceed the state academic standards and to remain in compliance with the House Bill 5 State expectations, the district needs to add Curriculum and Instruction staffing positions. These positions include 2 Elementary Specialists, 2 Middle School Math Specialists, 2 Middle School ELA/R Specialists, 2 High School Specialists (1 Mathematics, 1 ELA/R), 1 HB 5 Compliance Specialists, and 1 Fine Arts Specialists and a Career and Technical Education (CTE) specialist. The addition of two Curriculum and Instruction Coordinators is highly recommended to supervise and guide the work of Specialists assigned to the north and south ends of the district. Increasing the Curriculum and Instruction staff will also allow the district to transition from a 0.4% Central Administration staffing rate to the state 1.0% staffing average, as outlined in the **2012-2013 Texas Academic Performance Report**.

Family and Community Involvement

Family and Community Involvement Summary

Judson ISD, with the support of Title I, seeks to involve parents in an effective home-school partnership in order to provide the best possible education for all our students. There is regular communication with parents via the following: district newsletters, district/school websites, Blackboard Connect, JISD Connect App and Parent Center. Parent trainings and workshops are also held to assist the parents in participating in their child's school. Some examples of parent participation include the Parent Volunteer Program, the JISD annual district parent conferences, the School-Parent Compact that creates a document that is unique and tailored to individual family and campus' needs. Every parent is also invited to participate in the Parent Teacher Associations (PTA), Parent Teacher Organizations (PTO), and Parent Teacher Partnerships (PTP). Other opportunities for participation include: Booster Clubs, Career Technology Education (CTE) Advisory Board, College Night, Financial Aid Nights, Math and Science Family Nights and the different Open House events held district wide.

Family and Community Involvement Strengths

One of the greatest strengths that developed during the district's bond election was a strong tie with the JISD surrounding municipality mayors. These mayors often attend the district's board meeting to show support for the schools. Cabinet members also attend the respective city council meetings. Another strength are the various presentations held at different churches and community forums to address changes in the law that effect the student's graduation status. Also, meetings are held throughout the community to address the changing of the school's boundary lines. Also, the school community comes together twice a year to do an outreach for school drop-outs. during the "Community Sweep". The district has also shown a commitment to youth sports. Every summer the district hold's a football camp for the students with star football players like Eric Dickerson volunteering his time to coach young athletes. This year the Thanksgiving Feast sponsored by the district was a huge success.

Family and Community Involvement Needs

Evaluating community and student engagement is a new law instituted with HB5. The law tentatively states that beginning in 2013-14, each district must evaluate themselves and each of its campuses in community and student engagement, assign the district and each campus a rating based on criteria set by a local committee, and report the rating to TEA.

To respond to this upcoming law, the JISD needs to form committees and set criteria to evaluate and address the following areas: Fine Arts, wellness and physical education, community and parent involvement, 21st century workforce development program, second language acquisition program, digital learning environment, dropout prevention strategies, gifted and talented programs, and compliance/statutory reporting/policy requirements

District Context and Organization

District Context and Organization Summary

A needs assessment was conducted and revealed that JISD supports campuses by ensuring teachers get a common planning time, job embedded professional development and creating leadership density by adding instructional coaches at the middle school level and academic deans at the elementary level. During the district walk-throughs, it is evident that teachers are planning collaboratively and closely aligning their lesson plan to the TEKS. Class schedules also allow for students who perform poorly on state assessments or CBAs to receive remediation during the school day.

District Context and Organization Strengths

Some of the strengths include the accessibility the teachers, parents, paraprofessionals, and support staff have in being part of school committees and decision making bodies not only at their campus, but at a district wide level.

District Context and Organization Needs

While some schools conduct their own campus perception surveys, the district needs to conduct one at the district wide level to see how the students, parents and the community views the school. Also, part of the survey should include what the school expectations reveal.

Technology

Technology Summary

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

Technology Strengths

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

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

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

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

Technology Needs

In order to stay current, the technology infrastructure will need to fund a 6 year replacement cycle for desktop computers and a five year replacement cycle for network servers and file services. The district also needs to utilize eRate funding to ensure all switches are less than 10 years of age.

See attached addendum for complete JISD Technology Plan.

Comprehensive Needs Assessment Data Documentation

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

- District goals
- AEIS data - longitudinal
- TAPR (AEIS) data - current
- AYP data
- PBMAS data
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Drop-out rates
- Attendance data
- Discipline records
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- State and/or federal planning requirements
- District committee meeting discussions
- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Texas Primary Reading Inventory (TPRI) or Tejas LEE results
- Texas English Language Proficiency Assessment System (TELPAS) results
- End-of-Course (EOC) Assessments results
- Advanced Placement (AP) and/or International Baccalaureate (IB) test results
- SAT and/or ACT test results
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) population, including performance, discipline, attendance and mobility
- College Readiness Data
- Class size data
- NCLB Report Card data
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and STAAR L testing requirements

- Completion Rates / Graduation Rates
- STAAR Data Released from TEA
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and/or STAAR L test results
- Gender data, including performance, discipline, attendance and mobility
- Race/Ethnicity data, including performance, discipline, attendance and mobility
- Students served by Section 504, including performance, discipline, attendance and mobility
- Dyslexic population, including performance, discipline, attendance and mobility
- System Safeguards

Goals






Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 1: To reach the district goal of increasing the number of students that meet or exceed TEA standards on the 2014 STAAR Assessment through data analysis, professional development, and campus instructional support.

Summative Evaluation: 2013-2014 through 2015-2016 STAAR Assessment results at or above the State Standards in all assessment areas

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The Department of PK-12 Curriculum and Instruction Department will provide monthly professional development for campus-based Academic Leaders and after school teacher workshops to improve teacher content knowledge and instructional delivery.		Associate Superintendent of Curriculum and Instruction Assistant Superintendent of Schools PK-12 C&I Director PK-12 Content Specialists	Campus Visits CBA Data Workshop Agendas Sign In Sheets Workshop Evaluations 2014 STAAR Data				
Funding Sources: 199-4 -General Operating - \$80000.00							
System Safeguard Strategy 2) The Department of PK-12 Curriculum and Instruction Department will conduct bi-weekly campus Walk-Throughs to monitor curriculum implementation, alignment with standards, and writing/journaling across content areas.		Associate Superintendent of Curriculum and Instruction Assistant Superintendent of Schools PK-12 C&I Director PK-12 Content Specialists	Bi-Weekly Schedule Campus Feedback Summaries Sign In Sheets				
Funding Sources: 199-4 -General Operating - \$1000.00							

<p>3) The Department of PK-12 Curriculum and Instruction will provide Curriculum Maps (Grades PK-5) and Curriculum Guides (Grades 6-HS) to ensure that instruction is aligned to the State Standards (TEKS).</p>	<p>Associate Superintendent of Curriculum and Instruction Assistant Superintendent of Schools PK-12 C&I Director PK-12 Content Specialists</p>	<p>TEKS Resource System Documents CBA Data STAAR Assessment Data</p>				
<p>Funding Sources: 199-4 -General Operating - \$80000.00</p>						
<p>4) The Department of Advanced Academics will build teacher capacity for differentiation and increasing rigor in lesson planning and curriculum development.</p>	<p>Teachers K-12 Advanced Academic Coordinator</p>	<p>Sign in Sheets Meeting Agendas Eduphoria Campus audit document verifying hours for G/T</p>				
<p>5) The Department of Advanced Academics will implement new thematic TAG curriculum at elementary schools for TAG pullout concentrating on creative/critical thinking and Habits of the Mind for success.</p>	<p>TAG Coaches Advanced Academics Coordinator Associate Superintendent of Curriculum and Instruction</p>	<p>Coaching Sessions Lesson Plans Classroom Observations State/District Audit</p>				
<p>6) The Department of Advanced Academics will improve community relations and parent involvement in GT program through Parent Sessions and parent input for curriculum.</p>	<p>TAG Coaches Advanced Academics Coordinator</p>	<p>Sign in Sheets Meeting Agendas State/District Audit</p>				
<p>System Safeguard Strategy 7) The Department of Career and Technical Education will increase the number of CTE-SPED students passing Math, Social Studies and Writing by 10% or more in each content area.</p>	<p>Compliance Coordinator Director of Career and Technical Education Director of Special Education Assistant Superintendent of Schools</p>	<p>Report Cards Benchmark Assessments Performance-Based Monitoring Assessment Report (PBMAS) Percentage of Growth as determined by the Core Analysis Team</p>				
<p>System Safeguard Strategy 8) The Department of Special Education Services will purchase and deliver instructional materials for content specific interventions to be used during targeted intervention classes.</p>	<p>Special Education Director Sp. Ed. Assistant Director Assistant Superintendent of Schools</p>	<p>Purchase Orders Delivery Confirmations Classroom Observations</p>				










<p align="center">System Safeguard Strategy</p> <p>9) The Department of Special Education Services will provide ongoing training on use of materials to teachers charged with implementing targeted interventions.</p>		Special Education Lead Teachers Sp.Ed. Director Sp. Ed. Assistant Director Assistant Superintendent of Schools	Training Schedule Sign-in Sheets Classroom Observations Training Evaluation Activities				
<p align="center">System Safeguard Strategy</p> <p>10) The Department of Guidance and Counseling will provide presentations and forums for students and families to share the graduation programs, requirements and state assessment implications.</p>		Professional School Counselors Director of Guidance Counseling	Sign in Sheets Meeting Agendas Professional Development				
<p align="center">System Safeguard Strategy</p> <p>11) The Department of English Language Learners will provide training in the Gomez and Gomez model to create a culture of success in the dual language classrooms.</p>		Bilingual Coordinator	Student journals Student published work Math Universal Screen Curriculum Based Assessments STAAR TELPAS				
Funding Sources: 199-4 -General Operating - \$10000.00, 195-4 - Bilingual/ESL State - \$1000.00, 263-4 - Title III - \$25000.00							
<p align="center">System Safeguard Strategy</p> <p>12) The Department of English Language Learners will provide instructional support in the English Language Proficiency Standards (ELPS) and Sheltered Instruction Observation Protocol (SIOP) to ensure the success of all English Language Learners (ELL) students.</p>		LPAC Coordinators ESL Administrative Coordinator Bilingual Coordinator	ELPS in academic language across content areas, Scaffolding techniques and tailoring to each type and stage of PBMAS: Program effectiveness Student performance on: Curriculum Based Assessments, STAAR TELPAS				
<p align="center">  = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished </p>							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 2: To demonstrate post-secondary readiness by meeting or exceeding program evaluation measures

Summative Evaluation: All Local, State, and Federal Program Standards




Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The Department of Career and Technical Education will develop a CTE program evaluation system that incorporates new state accountability measures (Index 4); the 21st Century Workforce Development performance index framework; and the CCR Planning Tool.		Director of Career and Technical Education	JISD CTE Program Evaluation Tool				
2) The Department of Career and Technical Education will increase the number of post-secondary opportunities within the CTE programs including end-of-program licenses and certifications, dual credit, advanced technical credit, and locally articulated credit.		Director of Career and Technical Education	Perkins Effectiveness Report				
3) The Department of Instructional Technology will increase the demonstration proficiency on the locally-designed technology literacy to 70% of all 2nd and 5th grade students.		Technology Aides Instructional Technology Staff Library Services Staff	Six weeks program progress reports End-of-year program progress reports Learning.com 2nd and 5th grade technology literacy assessments.				
	Funding Sources: 199-4 -General Operating - \$110000.00						
4) The Department of Instructional Technology will increase the demonstration proficiency on the state mandated technology literacy assessment technology to 79% of all 8th grade students.		Middle School Computer Literacy Teachers Instructional Technology Staff Library Services Staff	Scores from the Learning.com 8th grade technology literacy assessment.				
	Funding Sources: 199-4 -General Operating - \$46000.00						
5) The Department of Guidance and Counseling will continue to implement, maintain and enhance a comprehensive district-wide Guidance and Counseling program.		Professional School Counselors Director of Guidance Counseling	Submit and publish monthly and annual reports and calendars indicating the services provided for the month and year. Accomplish established district goals focusing on the four component areas of counseling.				
6) The Department of Guidance and Counseling will develop and implement a procedure based personal graduation program for students identified.		Director of Guidance and Counseling CTE Director PGP Coordinators	Unified documentation and procedural publication of PGP recommendations and standards. Ability to run reports to indicate that all students requiring a PGP will have record present.				






7) The office of Federal Programs and Grants will determine if campus expenditure requests meet academic need to improve students' performance on STAAR assessments.		Director of Federal Programs and Grants State Compensatory Education/District Grant Writer and Compliance Specialist	PBMAS STAAR				
8) The Office of Student Support Services will implement and monitor comprehensive attendance/dropout prevention program that will meet/exceed state and federal standards for accountability.		Director of Student Support Services District Attendance Officer	Six Week Attendance Reports (PEIMS) Federal/State Accountability Tables				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

Goal 2: To spend money wisely, efficiently, and equitably by maintaining a "Superior" rating, earning an Unqualified Opinion Letter, and maintaining a fund balance that is aligned with Board Policy

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

Summative Evaluation: The FY 2013-2014 through 2015-2016 budgets will reflect student and staff allocations to be equitable at all campuses while maintaining the General Operating Fund Balance at a level that is at least 17% of General Operating budgeted expenditures.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The Department of Business Services will establish funding, on a per student basis, for the development of the general fund budget.		Chief Financial Officer Director of Accounting	Distribution of student allocation funds by campus to principals.				
	Funding Sources: 199-4 -General Operating						
2) The Department of Business Services will analyze expenditures by functional areas and compare them to peer districts to measure efficiency.		Chief Financial Officer Director of Accounting	Complete functional expenditure comparison template.				
	Funding Sources: 199-4 -General Operating						
3) The Department of Operations and Employee Services will develop student enrollment projections for upcoming school year.		Executive Director of Operations	Demographic study report. Presentation of demographic study to Board of Trustees. Budget approved based on enrollment projections.				
	Funding Sources: 199-4 -General Operating - \$30000.00						
4) The Department of Operations and Employee Services will develop and maintain a 10-year facility plan.		Executive Director of Operations	10-year facility plan approved by the Board of Trustees				
	Funding Sources: 199-4 -General Operating						
5) The Department of Human Resources will establish guidelines for staffing campuses equitably.		Executive Director of Human Resources	Presentation and acceptance of staffing allocation template to School Board of Trustees				
6) The Department of Technology will develop a long term technology plan that ensures campuses are being provided computers and other requested technology.		Chief Technology Officer	Adoption of the Technology Plan by the Board of Trustees. (Technology Plan attached as addendum)				

7) The Department of Technology will develop a plan that ensures that instructional media is adequate at all campuses.		Associate Superintendent for Curriculum & Instruction Director of Instructional Technology	Completion of annual instructional media plan and survey				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

Goal 2: To spend money wisely, efficiently, and equitably by maintaining a "Superior" rating, earning an Unqualified Opinion Letter, and maintaining a fund balance that is aligned with Board Policy

Performance Objective 2: The Business Services Department will continue to monitor the criteria required to earn a superior rating on the Financial Integrity Rating System of Texas.

Summative Evaluation: The rating on the 2013-2014 through 2015-2016 Financial Integrity Rating System of Texas will be indicated as superior achievement.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The department of Business Services will achieve the highest score on each of the indicators measured by this rating instrument. (The indicators being measured are attached as an addendum).		Chief Financial Officer Director of Accounting	The scores assigned by TEA for each indicator.				
	Funding Sources: 199-4 -General Operating						

Goal 2: To spend money wisely, efficiently, and equitably by maintaining a "Superior" rating, earning an Unqualified Opinion Letter, and maintaining a fund balance that is aligned with Board Policy

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

Summative Evaluation: An Unqualified Opinion Letter will be issued by the independent auditors regarding the financial statements contained in the FY 2013-2014 through 2015-2016 annual financial audit report.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The department of Business Services will perform reviews of financial information to ensure it is accurate.		Chief Financial Officer Director of Accounting	Completed monthly reconciliations of bank accounts, investment accounts, and inventory accounts.				
	Funding Sources: 199-4 -General Operating						
2) The department of Business Services will perform reviews of internal financial processes to identify and correct risks		Chief Financial Officer Director of Accounting	Complete 2 work flow charts for selected processes.				
	Funding Sources: 199-4 -General Operating						
3) The department of Business Services will monitor changes in accounting rules to ensure compliance.		Chief Financial Officer Director of Accounting	Attend training on changes to accounting reporting requirements.				
	Funding Sources: 199-4 -General Operating - \$2500.00						
4) The department of Business Services will monitor state and federal grant expenditures and reporting for compliance		Director of Accounting Director of Federal Programs and Grants Director of Special Education Director of Career Technology Education	No findings or questioned costs as a result of the annual single audit. Draw down of funds submitted to TEA on a monthly basis. Timely filed grant applications and amendments.				
	Funding Sources: 199-4 -General Operating - \$20000.00						

5) The department of Business Services will maintain complete employee files for all employees.		Executive Director of Human Resources	No missing records identified as a result of the sample tested by the external auditors during the annual audit.				
Funding Sources: 199-4 -General Operating - \$5000.00							

Goal 3: To improve communication with all stakeholders by creating additional information pathways with increasing participation

Performance Objective 1: The Office of Public Information will improve communication with all stakeholders by increasing the number of information pathways.

Summative Evaluation: After collecting a pathway baseline for participation, at least three more pathways will be added.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The department of Public Information will create new social media venue that will solicit community involvement and will help induce participation in district events.		Director of Public Information	Generate 100 interactions with participants through LinkedIn.				
2) The department of Public Information will initiate electronic publication of Judson Journal so that more people in the community are reached through a more interactive publication.		Director of Public Information	Electronic publications of the Judson Journal.				

Goal 4: To increase employee retention and satisfaction making Judson a premier employer

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

Summative Evaluation: Employees will be recognized for years of service on their anniversary date. Distinguished educators will be recognized annually at the district Distinguished Educator event and through participation in the Trinity Prize for Excellence program. Retirees will be recognized annually for their years of service.


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The Department of Human Resources will award service awards to recognize employees with 5, 10, 20, 25+ years of service with JISD.		Executive Director of Human Resources	Monthly Distribution of Service Awards to employees				
	Funding Sources: 199-4 -General Operating - \$1000.00						
2) The Department of Human Resources will award Distinguished Educator Awards.		Executive Director of Human Resources	Annual recognition ceremony				
	Funding Sources: 199-4 -General Operating - \$5000.00						
3) The Department of Human Resources will hold a retirement banquet.		Executive Director of Human Resources	Annual retirement banquet				
	Funding Sources: 199-4 -General Operating - \$14000.00						
4) The Department of Human Resources will acknowledge positive public recognition of employees; Customer Service Award, Teamwork Award, Spirit of Judson Award, and positive media stories.		Associate Superintendent of Curriculum & Instruction Director of Public Information Administrative Assistant to the Superintendent.	Annual and semi-annual recognition events through positive stories on district website, social media, electronic publications, and the news media.				
	Funding Sources: 199-4 -General Operating - \$500.00						
5) The Department of Public Relations will widen the scope of community awareness of district's appreciation of employees by publicizing employee recognition events, district-wide pay and benefit increases as well as positive employee stories by way of district website, social media, electronic publications and news media.		Director of Public Relations	District website Social media Electronic publications News media				

 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished

Goal 4: To increase employee retention and satisfaction making Judson a premier employer

Performance Objective 2: The office of Human Resources will ensure employees are adequately compensated for their work.

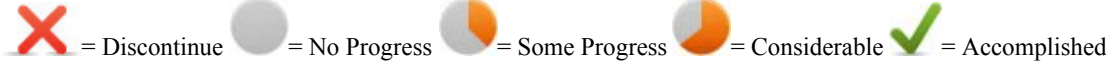
Summative Evaluation: Use compensation trend data and comparison analysis of private and public sector to align within 90% of fair market value to assist in maintaining turnover rates at or less than 18% at all campuses and departments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The department of Human Resources will solicit employee insight of compensation and benefits.	1, 5	Executive Director of Human Resources	Monthly Hire & Exit data, Employee committees.				
2) The department of Human Resources will conduct salary/benefits surveys.		Executive Director of Human Resources	Annual participation in the TASB Salary and Benefits survey.				
3) The department of Human Resources will present an annual recommendation to the board of trustees for compensation.		Superintendent, Chief Financial Officer, Executive Director of Human Resources.	Board approved annual compensation plan.				
							

Goal 4: To increase employee retention and satisfaction making Judson a premier employer

Performance Objective 3: The office of Human Resources will ensure all educators are properly certified according to state and federal standards.

Summative Evaluation: 100% Highly Qualified Status for the 2013-2014 through 2015-2016 school years.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The Department of Human Resources will participate in strategic recruiting of diverse highly qualified educators to staff high needs campuses.	1, 3, 5	Executive Director of Human Resources	Recruiting calendar of area universities and teacher certification programs and early hire roster. Establish positive relationships with area universities and alternative certification programs.				
2) The Department of Human Resources will train administrators in the utilization of human capital and fiscal resources.	1, 4	Executive Director of Human Resources Director of Federal Programs and Grants Director of Special Education Director of Career and Technology Education	Annual review of campus master schedules/ Periodic departmental audit of staffing assignments and funding sources				
3) The Department of Human Resources will use the standards outlined by 19 TAC Sec. 213.1 (e) to ensure all educators are properly certified and highly qualified for the assignment they are assigned.	1, 3, 10	Executive Director of Human Resources Director of Federal Programs and Grants	Annual 100% Highly Qualified NCLB report.				
							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	The Department of PK-12 Curriculum and Instruction Department will conduct bi-weekly campus Walk-Throughs to monitor curriculum implementation, alignment with standards, and writing/journaling across content areas.
1	1	7	The Department of Career and Technical Education will increase the number of CTE-SPED students passing Math, Social Studies and Writing by 10% or more in each content area.
1	1	8	The Department of Special Education Services will purchase and deliver instructional materials for content specific interventions to be used during targeted intervention classes.
1	1	9	The Department of Special Education Services will provide ongoing training on use of materials to teachers charged with implementing targeted interventions.
1	1	10	The Department of Guidance and Counseling will provide presentations and forums for students and families to share the graduation programs, requirements and state assessment implications.
1	1	11	The Department of English Language Learners will provide training in the Gomez and Gomez model to create a culture of success in the dual language classrooms.
1	1	12	The Department of English Language Learners will provide instructional support in the English Language Proficiency Standards (ELPS) and Sheltered Instruction Observation Protocol (SIOP) to ensure the success of all English Language Learners (ELL) students.

State Compensatory

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brietzke, Renee	Compliance Coordinator	PBMAS	1.0
Bryan, Maria	Data Processor	Bilingual Education	1.0
Ramirez, Luz	Bilingual Coordinator	Curriculum and Instruction	.5

Title I

Schoolwide Program Plan

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).
2. Schoolwide reform strategies that:
 - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
 - b. Use effective methods and instructional strategies based on scientific research that:
 - Strengthen the core academic program in the school.
 - Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.
 - Include strategies for meeting the educational needs of historically underserved populations.
 - c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:
 - Counseling, pupil services, and mentoring services.
 - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
 - The integration of vocational and technical education programs.
 - d. Address how the school will determine if such needs have been met.
 - e. Are consistent with the state plan and any local improvement plans.
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards in accord with Section 1119 and subsection 1114 (a)(4).
5. Strategies to attract highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.
10. Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barrientos, Elsa	6-12 Science Specialist	Curriculum and Instruction	.5
Brill, Lilo	ELL Instructional Coach	Curriculum and Instruction	1.0
Castaneda, Izta	Secretary	Federal Programs and Grants	.5
Clatt, Hera	NCLB Specialist	Federal Programs and Grants	1.0
Ellis, Joshua	6-12 ELA Specialist	Curriculum and Instruction	.5
Flores, Rita	Parent Involvement Liaison	Federal Programs and Grants	1.0
Jolivette, Angela	K-7 Reading Specialist	Curriculum and Instruction	1.0
Olivares, Arturo	RtI Specialist	Curriculum and Instruction	1.0
Padilla-Ferrer, Veronica	K-5 Math Specialist	Curriculum and Instruction	1.0
Ramirez, Luz	Bilingual Administrative Coordinator	Curriculum and Instruction	.5
Roddy, Sharon	Director of Federal Programs	Federal Programs and Grants	.5
Thomas, Dee	Pk-12 PD Coordinator	Curriculum and Instruction (Title II)	1.0
Vacant	RtI Specialist	Curriculum and Instruction	1.0
Velez, Janine	ELL Data Processor Clerk	Bilingual Education (Title III)	1.0

2013-2014 District Planning Team

Committee Role	Name	Position	Signature
Business Representative	Doug Ackerly	Committee Member	
Business Representative	Dave Poirier	Committee Member	
Chair	Dr. Willis Mackey	Superintendent	
Co-chair	Elida Bera	Assistant Superintendent	
Community Representative	Antonio McCommons	Committee Member	
Community Representative	Victoria Valencia	Committee Member	
District-level Professional	Renee Lafreniere	Committee Member CTE	
District-level Professional	Jackie Perez	Committee Member Board Secretary	
Elementary Teacher	Tamara Bell	Committee Member EE	
Elementary Teacher	Serena Georges	Committee Member RSE	
Elementary Teacher	Vanessa Torres	Committee Member CE	
Elementary Teacher	Trish West	Committee Member SME	
Manual Trades	Tom Walker	Committee Member Maintenance	
Non-classroom Professional	Cathy Hottle	Committee Member KHMS	
Non-classroom Professional	Josephine Juarez	Committee Member MMS	
Paraprofessional	Jonathan Perales	Committee Member HR	
Parent	Charlotte Hedgpeth	Committee Member JECA	
Parent	Myrna Mena	Committee Member EE	
Secondary Teacher	Carlton Bell	Committee Member JMS	
Secondary Teacher	John Griffin	Committee Member WHS	
Secondary Teacher	Shannon Sharp	Committee Member JHS	
Special Programs Teacher	Laura Michelle Medone	Committee Member JMS	

District Funding Summary

199-4 -General Operating					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Consultants, workshop supplies, Professional Books		\$80,000
1	1	2	Campus Schedules, Walk-Through Tools,Supplies , Travel Mileage		\$1,000
1	1	3	Instructional Materials and Resources		\$80,000
1	1	11			\$10,000
1	2	3			\$110,000
1	2	4			\$46,000
2	1	1			\$0
2	1	2			\$0
2	1	3	Demographic study outsourced to Templeton Demographics		\$30,000
2	1	4			\$0
2	2	1			\$0
2	3	1			\$0
2	3	2			\$0
2	3	3			\$2,500
2	3	4			\$20,000
2	3	5			\$5,000
4	1	1			\$1,000
4	1	2			\$5,000
4	1	3			\$14,000
4	1	4			\$500
4	3	1			\$2,500
Sub-Total					\$407,500
195-4 - Bilingual/ESL State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	11			\$1,000
Sub-Total					\$1,000
263-4 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$25,000
Sub-Total					\$25,000
Grand Total					\$433,500

Addendums



Judson Independent School District

**District Technology Plan
2013—2016**



**Judson Independent School District Technology Plan
2013 - 2016**

Dr. Willis Mackey, Superintendent

DISTRICT PROFILE

ESC Region: 20
City, State Zip: San Antonio, TX 78233
Phone: (210) 945-5100
Fax: (210) 945-6900

Number of Campuses: 28
Total Student Enrollment: 22510
District Size: 10,000 - 24,999
Percent Econ. Disadvantaged: 62%
Number of Campuses with Direct Connection to Internet: 28
Percentage of Campuses with Direct Connection to Internet: 100.00%
Number of Classrooms with Direct Connection to Internet: 1546
Percentage of Classrooms with Direct Connection to Internet: 100.00%
Computer/Student Ratio: 3 student(s) for every computer
Computer/Teacher Ratio: 1 teacher(s) for every computer

PLAN INTRODUCTION

Technology Planning Committee:

Steve Young, Beverly Ahr, John Orona, Christopher Dean, Jesse Cortinas, Barbara Smejkal, Leticia Ornelas, JoAnn Cruz, Patricia Baker, Ric Solis, Soine Fisher, Elsa Barrientos, Melissa Arnell, Sonny Merrell, Jesse Hernandez, Chastity McGee, Gina Lehman, Carolyn Moreno, Kristin Saunders, Kristina Kellogg and Donald Pittman.

In addition to formal committee meetings, senior District technology leaders met with District department leaders to form a unified plan reflective of all District operations. An online survey of both staff and student input was conducted in May of 2012 to gather student input on what students feel is needed instructionally and technologically at Judson ISD.

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

EXECUTIVE SUMMARY

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

This challenge must be looked at in light of the economy and funding. While growth at Judson ISD has moderated in recent years, the District's community continues to expand, despite the continuing sluggish economy. Student enrollment has continued to increase year over year and is expected to continue into the foreseeable future. While student populations have been growing, funding for technology is down.

While the 2006 bond provided over \$8 million dedicated to creating a cutting edge technology infrastructure, those funds have been spent and all new expenditures are expected to have to come from local budgets and eRate. In the last two years the state of Texas cut the vital Technology Allotment funding for all districts including Judson ISD. These funds allowed us to keep updating much of our classroom technology and to be able to provide vital instructional technology support to classroom teachers. Being able to replace the outdated network infrastructure that remains at our non-eRate schools is a priority for this plan period. While there are murmurs that eRate funds are drying up, Judson ISD is hopeful that limited priority 2 funds will be available to help keep the network equipment in satisfactory working condition through the span of this plan. A fast high speed wired and wireless network are critical to Judson ISD. Almost all technology initiatives from the back office to the classroom revolve around the network, so its speed and reliability are of paramount importance. Data of all types, student information systems, finance information systems, video, lighting controls, HVAC controls, voice telephone calls, email, instant messaging, web conferencing, online learning and much more now all transverse the Judson ISD network. We do not see this process tapering off, but only increasing over the next three years. As more and more campuses look at adding more student devices for learning, whether they are District purchased tablets, laptops, or e-readers, or whether they are students who are BYOD (bringing your own device), the amounts and variety of classroom devices is growing daily and will mushroom in the three years of this plan.

Judson ISD has already successfully deployed pervasive wireless at all sites across the District. Costs will have to be incurred to support and possibly enhance this, but opportunities to reduce costs will not be ignored. Judson ISD will continue to heavily embrace server virtualization and engage in implementing cloud solutions when they make sense. Increasingly, high quality refurbished network gear and end user computing devices may have to be used, due to limited funding streams for capital replacement. While Judson ISD is extremely well positioned for providing network and cloud based services for 2013-2016, funding challenges for providing a modern up to date infrastructure and end user devices during the plan period will be cause for concern with being able to successfully execute many initiatives.

NEEDS ASSESSMENT

Assessment Process

A comprehensive needs assessment based on the District Strategic Plan is conducted annually to analyze the current status of technology in the district and determine future needs. Items analyzed included: infrastructure, hardware, software, instructional programs, courses, student achievement, technology resources,

Judson Independent School District District Technology Plan 2013-2016

staff development, and technical support. Additionally meetings have been held with all district departments and staff and student surveys have been used to help assess current technology and plan future needs. Findings from this needs analysis are as follows:

Current Conditions

District-Wide Infrastructure

- Direct connection to the Internet at the Educational Resource Center via a 300 Meg uplink.
- Second connection to the Internet at Judson High School via a 100 Meg uplink.
- All campuses and main office locations have direct connection to the Internet via Gigabit links back to the Educational Resource Center or Judson High School.
- District computer training lab available for students, staff, and community members.
- Twenty-four fiber Gigabit backbone to IDFs, mostly 1000 Mbps (with some 100 Mbps) Ethernet-to-the-desktop with Cat5 or Cat6
- A minimum of two networks drops in every classroom. Most classrooms have nine drops.
- All campuses and the central offices are site-wide wireless.
- Ten locations have keyless access entry at the main exterior doors.
- All locations have security cameras at minimum at main exterior entry points. Most campuses and offices have security cameras installed in hallways as per standards.
- Each campus has access to radio services for the campus and a district-wide emergency channel monitored by the Judson ISD Police and Transportation Departments.
- VoIP installations complete at all locations that shared use of District PRIs and voicemail delivery to the email Inbox.
- Centralized backup solution with 5 days on disk, 6 months on tape and offsite storage for disaster recovery.
- Centralized virtual server farm at two data center and a tertiary site implemented to reduce cost, electrical consumption, and footprint.
- Centralized monitoring of network equipment, health, and temperature.
- Deployment and patch management for Windows desktop environment.

District-Wide Administrative Services

- District web servers providing district information and student work.
- Learner Management System to track and manage staff development offerings including e-courses for on demand training modules.
- Student Information System that maintains PEIMS, report cards, transcripts, attendance, and discipline.
- Financial information system that maintains PEIMS, financial, records, payroll, and human resources.
- Food services system that maintains financial records, inventory and free-and-reduced status.
- E-mail server on which every employee has an account.
- Online application software that allows job applicants to apply for positions.
- A document management server for archiving personnel and student records.
- Transportation program that maintains student addresses, bus routes, and is available online to employees and parents.
- Work-Order system for use by facilities and maintenance.
- Help Desk system for use by Technology Services to provide quality customer service and feedback to users.
- Intranet for employees, which houses administrative procedures, instructions, forms, and other internal documentation.
- eForms are used across the District and within campus sites to speed communication, save time, reduce paper waste and allow users to track form status as forms move throughout a workflow.

Judson Independent School District District Technology Plan 2013-2016

- Report writing server that allows SIS users to pull SIS reports.
- Networked printers placed throughout the campuses.
- Employee Portal (myJISD) that offers access inside and outside the district to network file shares, web based applications, resources, and more.

District-Wide Instructional Services

- ParentCenter that allows parents to access student attendance, discipline, library books, transcripts, four year plans, meal pay status and grades.
- Judson ISD Connect! Mobile application for Google Android and Apple iOS that allows parents and students to access news, sports schedules, scores, and ParentCenter data on their mobile devices.
- Student Portal (myJISD) that offers access inside and outside the district to network file shares, web based applications, resources, Live@Edu email, Schoology LMS, ParentCenter and more.
- Live@Edu (Office 365) email services for secondary students.
- Schoology learning management system available to staff and students for learning collaboration in the MyJISD Portal.
- Professional Instructional staff has access to a reporting solution that includes demographic and standardized testing data.
- Majority of teachers and administration completed Proficiency Level 1 training in Word, Outlook and PowerPoint. Some continued on to training in Excel, Publisher and Inspiration 8.
- Four (4) additional student stations installed in elementary and middle school classrooms where teachers completed Proficiency Level 1 training via the implementation of Xtenda units.
- Library system with inter-campus book loaning and Internet access to the card catalog.
- Grade book program that synchronizes with the student information system.
- CAD, desktop publishing, advanced word processing, web mastering, digital graphics and animation, video technology, computerized accounting, computer repair, and Microsoft Academic Authorized Training.
- Data projectors mounted in all standard instructional classrooms.
- Document cameras in all standard instructional classrooms.
- Library Access:
 - High School Libraries contain a minimum of 24 networked computers and 1 networked printer.
 - Middle School Libraries contain a minimum of 20 networked computers and 1 networked printer.
 - Elementary Libraries contain a minimum of 12 networked computers and 1 networked printer.
- Secondary campuses implement Scholastic Read 180 for below grade level readers.
- Secondary campus labs implemented lab management software to monitor students and control instructional time.
- Elementary campuses implement Tech Knowledge for computer literacy at K-5.
- Majority of elementary campuses meet the standard of one computer lab and one integration lab with grade level appropriate software.
- Middle Schools have two computer literacy labs and two integration labs.
- All students grades PK-12 have access to campus-wide shares to download files from teachers.
- All students 2-12 have dedicated home drives on the network to save files. Teachers have full access to those drives to grade paperless.

High School Campus Achieve Texas Opportunities

- One (1) BIMM lab at each high school to support the Career Prep cluster.
- One (1) art, graphics and animation lab at Judson High School to support AV Cluster and one(1) at Wagner HS to support the Information & Visual Technology cluster.
- One (1) digital video editing lab at Judson High School to support AV Cluster.

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- One (1) AG lab equipped with probes and software to support the Agriculture cluster at Judson HS.
- One (1) marketing lab to support the Marketing Business & Finance cluster at Judson HS.
- One (1) computer tech lab equipped with Microsoft servers and Cisco equipment to support the Information & Visual Technology cluster at Wagner HS.
- One (1) marketing lab to support the Business Mgt and Administration cluster at Wagner HS.
- Three (3) Project Lead The Way pre-engineering labs at Wagner HS equipped with AutoCAD software and career modules to support the STEM Cluster.
- Each middle school has two career exploration labs installed: Engineering Exploration and Family & Consumer Sciences Exploration.

Procedures & Policies

Written policies in place for the following:

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

Identified Needs

District-Wide Infrastructure

- Fund a 6 year replacement cycle for desktop computers.
- Fund a five year replacement cycle for network servers and a five year cycle for file services.
- Utilize eRate funding to ensure all switches are less than 10 years of age.
- Complete the installation of keyless access systems at all district buildings.
- Due to the number of mission critical and emergency services now offered via the network, implement a power backup solution for all district locations to sustain system in the event of power failure.

District-Wide Administrative Services

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

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District Technology Plan 2013-2016

District-Wide Instructional Services

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

Procedures & Policies

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

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

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

Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
1.1.1	Provide and maintain district hardware and software standard for all Computer Literacy Labs to support the attainment of the Technology Application TEKS.	Revised In Progress	2013-2016	Instructional Technology Staff Technology Services	All JISD computers are loaded with the standard district software. All JISD hardware meets the established standard.
1.1.2	Modify, provide and implement the technology literacy curriculum by grade level and course to address the Technology Application TEKS.	Revised In Progress	2013-2016	Technology Aides Computer Literacy Teachers Instructional Technology Staff	Lessons completed in Tech Knowledge based on Lab Utilization Plans Lessons complete in Technology Applications I based on District created Scope and Sequence Yearly Curriculum Analysis
1.1.3	Provide training on the utilization of the technology literacy curriculum for Computer Literacy Teachers, Technology Aides and students.	Revised In Progress	2013-2016	Instructional Technology Staff Technology Aides Computer Literacy Teachers	Eduphoria/Workshop records Sign-in sheets Training evaluations
1.1.4	Monitor and assess student attainment of the Technology Application TEKS.	Revised In Progress	2013-2016	Technology Aides Computer Literacy Teachers Instructional Technology Staff	TechKnowledge reports Easy-Tech reports Yearly Technology Assessment at 8 th grade Middle School Benchmark Assessments

1.1.5	Ensure all middle school students complete the Technology Applications I course by 8 th grade	Original In Progress	2013-2016	Middle School Principals Middle School Counselors Computer Literacy Teachers Instructional Technology Staff	ESchool Plus Reports Middle School Course Catalog
Objective 1.2: All instructional staff will meet the requirements for District technology proficiency.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
1.2.1	Require all instructional staff to attain required proficiencies each year.	Revised In Progress	2013-2016	Instructional Technology Staff Campus Principals	Proficiency tracking spreadsheet Practica
1.2.2	Provide online training courses based on the district required standard applications	Revised In Progress	2013-2016	Instructional Technology Staff	Online Expert training courses Proficiency Flyer posted and sent to all new instructional staff Syllabi available online
1.2.3	Monitor and regularly report the proficiency attainment progress to supervisors.	Revised In Progress	2013-2016	Instructional Technology Staff	Proficiency tracking spreadsheets Progress report to Campus Administration

Goal 2: Incorporate technology into teaching and learning in all curriculum areas to enable students to effectively build content knowledge.

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

Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
2.1.1	Implement Bring Your Own Device (BYOD) and investigate funding to increase student devices in the classroom	Original In Progress	2013-2016	Instructional Technology Staff Technology Services Staff	BYOD Policy approved by School Board Communication to stakeholders Study conducted on 1 to 1 initiative
2.1.2	Ensure that students incorporate technology tools into instructional activities.	Original Planned	2013-2016	Teachers	Classroom observations

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2.1.3	Ensure that students generate technology products that support core content knowledge.	Revised In Progress	2013-2016	Teachers Instructional Specialists Technology Aides	Sample student products
2.1.4	Implement annual district and campus technology showcases that highlight student integration projects.	Revised In Progress	2013-2016	Instructional Technology Staff Library Media Specialists Teachers	Artifacts from the annual Technology Showcases
2.1.5	Implement summer student e-Camps for elementary and secondary.	Revised In Progress	2013-2016	Instructional Technology Staff Summer school teachers	Course syllabus Student enrollment Student products
Objective 2.2: Prepare and support teachers and administrators to integrate the Technology Application TEKS into all curriculum areas.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
2.2.1	Collaborate with district curriculum teams to implement technology integration lesson plans that are embedded into the district curriculum for all content areas.	Revised In Progress	2013-2016	Instructional Specialists Instructional Technology Staff	Meeting agendas Sign-in sheets Lesson plans
2.2.2	Provide campus-based and district-wide, quality professional development opportunities focused on producing technology integrated projects for students.	Revised In Progress	2013-2016	Instructional Specialists Instructional Technology Staff	Eduphoria/Workshop records Sign in sheets Agendas Lesson plans Sample student projects Reflection sheets
2.2.3	Fund participation in technology workshops, seminars, and/or conferences for specific technology leaders to learn integration strategies and present to other JISD staff.	Revised In Progress	2013-2016	Instructional Technology Division	Registration Attendance Sharing sessions
2.2.4	Encourage administrators to include technology integration into Campus Improvement Plans.	Revised In Progress	2013-2016	Campus Administration Instructional Technology Staff	Campus Improvement Plan

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2.2.5	Investigate, compile and distribute information to teachers regarding the attainment of Master Technology Teacher certification.	Revised In Progress	2013-2016	Instructional Technology Staff	Folder of research Posting to the website
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Goal 3: Enhance learning and student engagement by using technology to deliver instruction.

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

Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
3.1.1	Provide the resources for teachers to deliver instructional content in the classroom through the use of technology tools such as digital projectors, handheld devices, document cameras, interactive systems and presentation systems.	Revised In Progress	2013-2016	Instructional Technology Staff Technology Services Staff Campus Administration Curriculum & Instruction Department	Technology tools purchased Technology tools deployed to classrooms
3.1.2	Deliver training that demonstrates how to effectively deliver instructional content through the use of technology tools.	Revised In Progress	2013-2016	Instructional Specialists Library Media Specialists Instructional Technology Staff	Eduphoria/Workshop schedule Sign in sheets Evaluation analysis
3.1.3	Implement lessons incorporating best practices using technology tools for the purpose of increasing student engagement.	Revised In Progress	2013-2016	Instructional Specialists Teachers Library Media Specialists Instructional Technology Staff	Lesson plans Observations of increased student engagement

Objective 3.2: Teachers and students are able to utilize online resources to enhance learning.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
3.2.1	Provide the resources for students to access instructional content through the use of online resources such as E2020, iStation, Project Share courses and Read180.	Revised In Progress	2013-2016	Curriculum & Instruction Department Instructional Technology Staff	Technology resources/tools purchased and made available to campuses
3.2.2	Provide training for teachers and students to effectively use and maintain the online resources.	Revised In Progress	2013-2016	Instructional Specialists Trainer of Trainers Model Vendors	Eduphoria/Workshop records Sign in sheets Training materials Observation of student use
3.2.3	Use the online management system of the resource to differentiate instruction for students.	Revised In Progress	2013-2016	Teachers	Disaggregated data Resources programmed and functional
3.2.4	Implement, evaluate and reflect to improve the effectiveness of the online resource.	Revised In Progress	2013-2016	Instructional Specialists Teachers	Software usage reports (if applicable) Student scores Observations
3.2.5	Incorporate Schoology into instruction to support and extend learning	Original Planned	2013-2016	Teachers Instructional Technology Staff	Schoology school/class analytics reports

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

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

Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
4.1.1	Investigate funding sources and strategies to strive for increased student access to technology as defined by the curriculum and state testing requirements	Revised In Progress	2013-2016	Chief Technology Officer Director of Instructional Technology & Library Services Grants Writer	Documentation of grants awarded Cost analysis of maintaining a 1:1 ratio
4.1.2	Seek funding for a computer replacement plan that maintains or exceeds current student to computer ratio.	Revised In Progress	2013-2016	Chief Technology Officer Chief Financial Officer	Funds allocated

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

Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
4.2.1	Investigate and possibly implement the use of Google docs for staff and students	Original In Progress	2013-2016	Technology Leadership Team	Successful research and evidence of pilots

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

Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
4.3.1	Implement the TEA Education Data Warehouse to enhance access to student data for reporting and decision making activities	Original Planned	2013-2016	Director of Data Services PEIMS Coordinator	Documentation of the programming process Reports generated
4.3.2	Design and implement an automated process for the flow of data between disparate systems.	Revised In Progress	2013-2016	Database Administrator Programmer; Director of Data Services Director of Network Services	Documentation of data flow and processes
4.3.3	Research, develop and implement policies and procedures for securing data.	Revised In Progress	2013-2016	Director of Network Services Database Administrator Programmer	Adoption of Policy Documentation of training Communication of procedures

4.3.4	Implement a web based financial information system	Original Planned	2013-2016	Director of Data Services Director of Network Services Chief Financial Officer	Implemented Web-based Financial System
Objective 4.4: Facilitate effective and efficient use of technology resources through system implementation, quality support, and staff development opportunities.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
4.4.1	Implement cost effective processes and policies to increase recycling and reuse of IT equipment.	Revised In Progress	2013-2016	Technology Services Leadership Team	Documentation of disposal compliancy
4.4.2	Convert from analog to IP based video surveillance system	Original Planned	2013-2016	Director of Desktop Services Director of Network Services	Video streams accessible on internal network;
4.4.3	Increase use of Intranet, document management and eForms in order to streamline administrative processes.	Revised In Progress	2013-2016	Cabinet Members Directors of Departments Technology Services Staff	Reduction in paper copies Files Documentation of online processes
4.4.4	Provide training to administrative and support staff.	Revised In Progress	2013-2016	Director of Desktop Services Director of Instructional Technology & Library Services Director of Network Services Software Applications Trainer	Systems operational Sessions in Eduphoria Workshop Training sign-in sheets
4.4.5	Implement online budget transfers.	Revised In Progress	2013-2016	Director of Accounting Chief Financial Officer Director of Data Services	Reduction in paper flow Documentation of system and processes
4.4.6	Research and implement solution to deliver online state mandated testing.	Revised In Progress	2013-2016	Testing Coordinator Director of Desktop Services Facilities Planning Director Maintenance Director Director of Network Services	Yearly percentage comparison of paper vs. online testing Documentation of the processes and procedures
4.4.7	Implement time and attendance system district wide.	Revised In Progress	2013-2016	Director of Accounting Chief Financial Officer Director of Data Services	Documentation of system and processes

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4.4.8	Replace paper leave and supplemental pay forms with electronic process.	Original In Progress	2013-2016	Director of Accounting Chief Financial Officer Director of Data Services	Documentation of system and processes
4.4.9	Implement position control management system.	Revised In Progress	2013-2016	Executive Director of HR Director of Data Services	Purchase order Documentation of implementation
4.4.10	Automate data transfer from free and reduced lunch forms to SIS.	Revised Planned	2013-2016	Director of Child Nutrition Director of Data Services Director of Network Services	System in place and operational
4.4.11	Leverage Internet/cloud services for those services which can be delivered most efficiently through the web or for which Judson ISD staff does not have time/nor expertise to provide.	Revised In Progress	2013-2016	Technology Leadership Team	Use of Internet services
4.4.12	Implement new web-based HR Applicant System	Original In Progress	2013-2016	Chief Technology Officer Executive Director of HR	Implemented HR Applicant System; Documentation and Process of System
4.4.13	Implement revised Teacher Access Center with better design user interface	Original Planned	2013-2014	Director of Data Services Director of Instructional Technology & Library Services	Implemented revised system
4.4.14	Implement Window 7 District Wide	Original In Progress	2013-2016	Director of Desktop Services Director of Instructional Technology & Library Services	Windows 7 deployed to all computers
4.4.15	Implement a system management server to manage computing devices and servers	Original Planned	2013-2016	Chief Technology Officer Director of Desktop Services Director of Network Services	Documentation of system and processes
4.4.16	Create mobile app for Warehouse and Mailroom Deliveries	Original Planned	2013-2016	CTO Director of Purchasing	Completed working app
4.4.17	Implement a media monitoring service to keep up with media coverage of Judson ISD	Original Planned	2013-2016	Director of Public Information	Service Implemented

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4.4.18	Research and possibly implement Online Discipline Entry for teachers	Original Planned	2013-2016	Director of Data Services PEIMS Coordinator Exec Dir of Student Support Services	Research Complete Implementation Complete
4.4.19	Research and pilot GPS bus tracking	Original Planned	2013-2016	Director of Transportation Exec Dir of Operations	Research and Pilot Complete
4.4.20	Upgrade Child Nutrition system to new version	Original Planned	2013-2016	Director of Child Nutrition Systems Support Specialist Director of Network Services	System fully implemented
4.4.21	Research and possibly Implement construction cost tracking software	Original Planned	2013-2016	Director of Facilities Planning Director of Network Services	Systems Researched System Implemented
4.4.22	Implement less paper intensive HR file management process using intensive document scanning	Original Planned	2013-2016	Exec Dir of Human Resources Director of Data Services	Process Researched Process Implemented
Objective 4.5: Collaborate with JISD Adult and Community Education Department to ensure an effective technology literacy program.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
4.5.1	Collaborate with the JISD Adult and Community Education Department to design, schedule and deliver a series of course to promote technology literacy	Revised In Progress	2013-2016	Instructional Technology Staff	Meeting agendas Schedule of courses
4.5.2	Evaluate participation in the JISD Adult and Community Education technology courses	Revised In Progress	2013-2016	Instructional Technology Staff	Attendance logs Sign in sheets

Goal 5: Provide and support a secure, robust, reliable, and flexible infrastructure.					
Objective 5.1 Provide a robust and updated physical network.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
5.1.1	Replace outdated campus network infrastructure.	Original In Progress	2013-2016	Director of Facilities Planning Director of Network Services Chief Technology Officer	Network Operations Center tested and operational
5.1.2	Expand virtualization technologies when cost effective.	Revised In Progress	2013-2016	Director of Network Services Network Engineer	Yearly comparison of virtual vs. non-virtual environment Cost analysis spreadsheet
5.1.3	Upgrade core switches to improve network throughput and routing capabilities.	Revised Planned	2013-2016	Director of Network Services	Inventory of installed switches and network statistics
5.1.4	Investigate new wireless networking options and implement as needed.	Revised In Progress	2013-2016	Director of Network Services Director of Desktop Services	Wireless project plan Pilot site up and running
5.1.5	Research networking of existing facility controls.	Revised In Progress	2013-2016	Director of Maintenance Executive Director of Operations Director of Network Services	Documentation of needs and cost analysis
5.1.6	Revise and implement a disaster recovery plan that includes hardware, software and data.	Revised In Progress	2013-2016	Technology Services Leadership Team	Adoption of Policy Documentation of training Communication of procedures
5.1.7	Develop a load-balanced, redundant solution for essential web-servers.	Revised In Progress	2013-2016	Director of Network Services, Web Developer District Webmaster Network Engineer	System online Documentation of implementation and procedures
5.1.8	Implement DMZ at JHS	Original In Progress	2013-2016	Director of Network Services Network Manager	DMZ Network Operations Center tested and operational with failover
Objective 5.2 Monitor and maintain systems to ensure security and provide highly available network resources.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence

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5.2.1	Implement storage mirroring techniques in order to maximize availability.	Revised In-Progress	2013-2016	Director of Network Services Network Engineer	Increase in file service uptime and a decrease in recovery time
5.2.2	Improve and expand implementation of an identity management solution to consolidate and automate user provisioning.	Revised In-Progress	2013-2016	Director of Network Services Network Engineer Executive Director of Human Resources Programmer	Every district user has a single network account to access all resources
5.2.3	Expand keyless access systems to all existing campus facilities with credentials managed by Active Directory.	Revised In Progress	2013-2016	Chief Technology Officer Special Systems Administrator Executive Director of Operations Director of Network Services	Systems in place and operational Reduction of exterior door keys
Objective 5.3 Foster and develop highly trained personnel in accordance with TEA recommended staffing ratios.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
5.3.1	Utilize best practices and adjust staffing to maintain an average work order completion time of less than four days.	Revised In Progress	2013-2016	Director of Desktop Services Chief Technology Officer Chief Financial Officer	Documentation of technician to computer ratio
5.3.2	Expand the helpdesk services to accommodate growth, call volume and utilize remote support capabilities.	Revised In Progress	2013-2016	Director of Desktop Services Chief Technology Officer Chief Financial Officer	Documentation through Work Order System on percentage and type of work orders solved by the Helpdesk
5.3.3	Foster and develop a highly trained technical staff to support new technologies.	Revised In Progress	2013-2016	Director of Network Services Director of Desktop Services	Increase in technician certifications Decrease in budget for outside consulting
5.3.4	Investigate expansion of data services system analyst to accommodate data growth and increased state reporting demands	Original Planned	2013-2016	Chief Technology Officer Director of Data Services Executive Director of Human Resources	Job Description written Hiring of data system analyst
Objective 5.4 Develop and maintain internal procedures and documentation.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence

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5.4.1	Develop and implement departmental metrics & KPI's for monitoring the health and effectiveness of technology systems.	Revised In Progress	2013-2016	Technology Services Leadership Team	Creation of metric standards document and periodic measurement against the standard
5.4.2	Expand and update an internal documents and information repository for configuration and process documentation.	Revised In Progress	2013-2016	Director of Network Services Network Engineer Director of Desktop Services	Documentation of procedures Yearly comparison of paper vs. electronic documents

Goal 6: To Develop and Foster a Vision for the Effective Use of Technology					
Objective 6.1: Inspire a shared vision and foster an environment conducive to the effective use technology.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
6.1.1	Facilitate and communicate a vision for technology shared by all stakeholders.	Revised In Progress	2013-2016	Technology Services Leadership Team Instructional Technology Staff	Technology Plan approved by Board of trustees and TEA STaR Chart Yearly evaluation
6.1.2	Administer the STaR chart with 100% participation of the campuses and evaluate results for the purpose of technology planning.	Revised In Progress	2013-2016	Instructional Technology Staff Teachers Principals	Completion and comparison of Texas STaR Chart objectives on a yearly basis
6.1.3	Develop, implement, and monitor a long-range technology plan to achieve the vision.	Revised In Progress	2013-2016	Superintendent Technology Services Leadership Team Instructional Technology Staff	Technology Plan approved by Board of trustees and TEA STaR Chart Yearly evaluation
6.1.4	Advocate on a state level opportunities that support the implementation of technology in learning.	Revised In Progress	2013-2016	Technology Services Leadership Team	Attend state-sponsored technology meetings/trainings Membership to state technology advocacy groups
Objective 6.2: Apply technology to enhance professional practice and promote increased productivity.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
6.2.1	Use current tools and systems for communication, management, assessment, and professional development.	Revised In Progress	2013-2016	Superintendent's Leadership Team Technology Services Leadership Team	Logs from communication systems Increase in professional development offerings and enrollments as evidenced by Workshop reports
6.2.2	Provide access and tools for staff to easily obtain the data they need to conduct business.	Revised In Progress	2013-2016	Coordinator of Professional Development Instructional Technology Leadership Team	Documentation of training plan Sign in sheets Workshop reports Models use and understanding for staff

Judson Independent School District
 District Technology Plan 2013-2016

6.2.3	Use a variety of media and formats to communicate and interact with employees and community.	Revised In Progress	2013-2016	Chief Technology Officer Associate Superintendent of Curriculum & Instruction/Elementary Assistant Superintendent of Curriculum/Secondary Executive Director of Student Support Services Director of Public Information	Yearly evaluation of communication process
Objective 6.3: Communicate social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.					
Strategies		State/Status	Timeline	Person(s) Responsible	Evidence
6.3.1	Develop and communicate procedures and practices that clearly define and enforce copyright laws and fair use guidelines.	Revised In Progress	2013-2016	Instructional Technology Leadership Team Library Services	Documentation of: Board Approved Policy Administrative Regulations Training process Yearly evaluation of communication process
6.3.2	Develop and communicate procedures to educate and enforce privacy, security, and online safety for employees and students.	Revised In Progress	2013-2016	Director of Instructional Technology & Library Services Director of Network Services	Documentation of: Board Approved Policy Administrative Regulations Training process Yearly evaluation of communication process

PLAN EVALUATION

Evaluation Process

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

Evaluation Methods

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



Financial Integrity Rating System of Texas

#	Indicator Description	Max Score
1	<u>Was The Total Fund Balance Less Nonspendable and Restricted Fund Balance Greater Than Zero In The General Fund?</u>	Yes
2	<u>Was the Total Unrestricted Net Asset Balance (Net of Accretion of Interest on Capital Appreciation Bonds) In the Governmental Activities Column in the Statement of Net Assets Greater than Zero? (If the District's 5 Year % Change in Students was 10% more)</u>	Yes
3	<u>Were There No Disclosures In The Annual Financial Report And/Or Other Sources Of Information Concerning Default On Bonded Indebtedness Obligations?</u>	Yes
4	<u>Was The Annual Financial Report Filed Within One Month After November 27th or January 28th Deadline Depending Upon The District's Fiscal Year End Date (June 30th or August 31st)?</u>	Yes
5	<u>Was There An Unqualified Opinion in Annual Financial Report?</u>	Yes
6	<u>Did The Annual Financial Report Not Disclose Any Instance(s) Of Material Weaknesses In Internal Controls?</u>	Yes
7	<u>Was The Three-Year Average Percent Of Total Tax Collections (Including Delinquent) Greater Than 98%?</u>	5
8	<u>Did The Comparison Of PEIMS Data To Like Information In Annual Financial Report Result In An Aggregate Variance Of Less Than 3 Percent Of Expenditures Per Fund Type (Data Quality Measure)?</u>	5
9	<u>Were Debt Related Expenditures (Net Of IFA And/Or EDA Allotment) < \$350.00 Per Student? (If The District's Five-Year Percent Change In Students = Or > 7%, Or If Property Taxes Collected Per Penny Of Tax Effort > \$200.000 Per Student)</u>	5

10	<u>Was There No Disclosure In The Annual Audit Report Of Material Noncompliance?</u>	5
11	<u>Did The District Have Full Accreditation Status In Relation To Financial Management Practices? (e.g. No Conservator Or Monitor Assigned)</u>	5
12	<u>Was The Aggregate Of Budgeted Expenditures And Other Uses Less Than The Aggregate Of Total Revenues, Other Resources and Fund Balance In General Fund?</u>	5
13	<u>If The District's Aggregate Fund Balance In The General Fund And Capital Projects Fund Was Less Than Zero, Were Construction Projects Adequately Financed? (To Avoid Creating Or Adding To The Fund Balance Deficit Situation)</u>	5
14	<u>Was The Ratio Of Cash And Investments To Deferred Revenues (Excluding Amount Equal To Net Delinquent Taxes Receivable) In The General Fund Greater Than Or Equal To 1:1? (If Deferred Revenues Are Less Than Net Delinquent Taxes Receivable)</u>	5
15	<u>Was The Administrative Cost Ratio Less Than The Threshold Ratio?</u>	5
16	<u>Was The Ratio Of Students To Teachers Within the Ranges Shown Below According To District Size?</u>	5
17	<u>Was The Ratio Of Students To Total Staff Within the Ranges Shown Below According To District Size?</u>	5
18	<u>Was The Decrease In Undesignated Unreserved Fund Balance < 20% Over Two Fiscal Years?(If Total Revenues > Operating Expenditures In The General Fund,Then District Receives 5 Points)</u>	5
19	<u>Was The Aggregate Total Of Cash And Investments In The General Fund More Than \$0?</u>	5
20	<u>Were Investment Earnings In All Funds (Excluding Debt Service Fund and Capital Projects Fund) Meet or Exceed the 3-Month Treasury Bill Rate?</u>	5
		70 Score

DETERMINATION OF RATING

A. Did The District Answer 'No' To Indicators 1, 2, 3 Or 4? **OR** Did The District Answer 'No' To Both 5 and 6? If So, The District's Rating Is **Substandard Achievement**.

B. Determine Rating By Applicable Range For summation of the indicator scores (Indicators 7-20)

Superior Achievement	64-70
Above Standard Achievement	58-63
Standard Achievement	52-57
Substandard Achievement	< 52

INDICATOR 16 & 17 RATIOS

Indicator 16	Ranges for Ratios		Indicator 17	Ranges for Ratios	
	Low	High		Low	High
District Size - Number of Students Between			District Size - Number of Students Between		
< 500	7	22	< 500	5	14
500-999	10	22	500-999	5.8	14
1000-4999	11.5	22	1000-4999	6.3	14
5000-9999	13	22	5000-9999	6.8	14
=> 10000	13.5	22	=> 10000	7.0	14

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THE TEXAS EDUCATION AGENCY

1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS, 78701 · (512) 463-

9734

2013-2014 SSA Migrant Districts Priority for Service (PFS) Action Plan Education Service Center, Region 20

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (d)]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for 2013-2014

Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; and have their
Grades K-2	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current

2013-2014 SSA Migrant Districts Priority for Service (PFS) Action Plan

Goal(s):

Objective(s):

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.	100% of PFS migrant students will receive priority access to supplemental instructional opportunities.
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Required Activities	Timeline	Person(s) Responsible	Documentation	Activity Status
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On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

	Monthly	System Specialists	NGS Monthly Reports	On-going
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Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

	May-August	MEP Coordinator Ed Spec Supervisors Counselors, Recruiters System Specialists District Contact	Completed 2013-2014 ID&R Action Plan	Completed and emailed to all SSA district MEP contacts
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The PFS Action Plan must include the following:

When, in your school year calendar, the district's Title 1 Migrant Coordinator will provide each campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.

Provide SSA migrant contacts a copy of the PFS criteria, monthly updated NGS PFS reports, and expectation of procedures to follow with PFS students.	Monthly	Ed Spec Supervisors, System Specialists, Counselor District Contact, Campus Administrator or Campus Designee	PFS Report	Copy of the criteria and monthly NGS report sent to contact: monthly expectation of procedures to follow: Procedures will be developed and sent to contacts by March 2014.
Provide parents of PFS students a copy of the PFS criteria, discuss what it means, and discuss implications for the student.	Upon identification as PFS	Ed Spec Supervisors, Counselor, Recruiters	PFS Criteria, Sign-In Sheet	Letters will be sent at the end of March to the parents of all PFS students identified since July of 2013. Additional letters will be sent as PFS reports are reviewed and additional PFS students are identified.

2013-2014 SSA Migrant Districts Priority for Service (PFS) Action Plan

Goal(s):

Objective(s):

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.	100% of PFS migrant students will receive priority access to supplemental instructional opportunities.
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Required Activities	Timeline	Person(s) Responsible	Documentation	Activity Status
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When, in your school year calendar, the district's Title I Migrant Coordinator, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.

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.	Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed (case by case)	Ed Spec Supervisors, Counselor, Recruiters, Tutors, District Contact, Campus Administrator or Campus Designee	Parent evaluations/ feedback, Counselor follow-up, tutor feedback, student feedback	On going
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How the district's Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.

SSA districts will provide migrant students who enroll late priority placement in core content classes. (Required Activity "m")	Upon enrollment	Ed Spec	100% of students who enroll late will be placed in the necessary core content classes.	Districts will ensure a process is in place for late priority placement.
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How the district's Title I Migrant Coordinator will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.

Provide appropriate placement/ programs for students not meeting the state content standards or mastering TEKS objectives. Ex: tutoring, state assessments, remediation, UT Austin migrant coursework, credit recovery (Nova Net, Plato, FLEX, night school, etc.), summer school, or community resources/ services.	Year Round	Ed Spec, Ed Spec Supervisor, Counselor	Increased number of students completing partial credit and/or passing state assessments.	On going
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2013-2014 SSA Migrant Districts Priority for Service (PFS) Action Plan

Goal(s):

Objective(s):

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.		100% of PFS migrant students will receive priority access to supplemental instructional opportunities.		
Required Activities	Timeline	Person(s) Responsible	Documentation	Activity Status
Identify dropout students/ out-of-school youth (OSY) to provide information regarding options for obtaining diploma/ GED.	Year Round	OSY Recruiter, Ed Spec Supervisor, Counselor	Identify and provide information regarding options to 100% of OSY students.	On going

What federal, state and local programs service Priority for Service students?

Identify state, federal, and local programs that serve PFS students during the current school year in order to ensure migrant services are supplemental.	Year Round	Ed Spec Supervisor	Completed Academic Services Form from each SSA district on file	Ongoing
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The Title I Migrant Coordinator will include the PFS Action Plan in the District’s Improvement Plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan” section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	July-September	Ed Spec Supervisor, Counselors	Completed at the beginning school year; waiting for some districts to submit DIP pending district board approval.	Visually verify that PFS Action Plan was included in all district DIPs
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2013-2014 SSA Migrant Districts Priority for Service (PFS) Action Plan

Goal(s):

Objective(s):

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.		100% of PFS migrant students will receive priority access to supplemental instructional opportunities.		
Required Activities	Timeline	Person(s) Responsible	Documentation	Activity Status
Additional Activities	Timeline	Persons Responsible	Documentation	Activity Status
Collect and analyze sources of student data (transcripts, testing data) to determine progress toward graduation.	Year Round	Counselor, Ed Spec Supervisor, System Specialists	Increased number of students completing partial credit and/or passing state assessments.	Ongoing
Provide an opportunity for campus counselors to participate in the Migrant Counselor Overview session to analyze migrant student educational needs.	Year Round	Counselor	Increase the number of participants to this session by 100%.	Upon request
Provide on-line and face to face opportunities for district/campus staff to attend staff development for enhancing their knowledge of the migrant student population including migrant student needs.	Year Round	Ed Spec Supervisor, Counselors	Increase the number of participants at the ESC sessions/ contact meetings by 100%. Participant evaluations. Participant feedback.	Upon request