

**Judson Independent School District
District Improvement Plan**

2024-2025



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

Revised/Approved: June 27, 2024

Demographics

Demographics Summary

Judson ISD Fall PEIMS enrollment (as of 1/23/2024) was 23,848, a decrease of approximately 2,000 students (or 7.8%) from the 2022-2023 academic year. The most significant factor for that decrease was the decision to return qualifiers for Pre-K and only offer half-day for Pre-K3, which accounted for more than 60% of the decrease. Demographics of our students remained relatively stable at 59% Hispanic/Latino, 22% Black/African-American, 2% Asian, 12% White, and 5% identifying as multi-racial or another race. Special Education and TAG student numbers both increased, with over 4,200 students receiving Special Education services and almost 1,500 being enrolled in TAG. The number of Emergent Bilingual, Bilingual, and ESL students decreased minimally, but still includes over 5,500 students.

The percentage of students considered by TEA to be At-Risk of dropping out increased to almost 68.5%, while over 70% of students remain Economically Disadvantaged. Additionally, almost 300 students had been identified as Homeless, as of Snapshot.

Attendance and graduation rates show statistical improvement this academic year, thanks to implementation of a new truancy prevention program. The percent of students who are "chronically absent" fell from 35.7% in 2021-2022 school year to 25% in 2023-2024 school year. ADA has improved to 92.5% this academic year, as well. Although official numbers are not yet available, an estimated 84.8% of seniors graduated with their 4-year cohort in 2023.

According to TEA, the demographics of the staff at Judson ISD do not reflect the demographics of our students. 42% of teachers are White, while 37% are Hispanic/Latino and 17% are Black/African-American. Nearly 3 out of 4 teachers are female. 68% of teachers in Judson ISD hold a Bachelor's degree, and 27% hold a Master's degree. Over 9% of teachers are new to the profession, while 26% have 1-5 years of experience. 21% have between 6 and 10 years; 44% have over 11 years of experience.

Demographics Strengths

Attendance/Graduation/Dropout Prevention - The new truancy prevention grant program allowed for increased staffing and new software to more easily track and intervene for students with chronic absenteeism, leading to an increase in ADA and a reduction in chronically absent students.

Teacher retention/recruitment/experience - CTE has been able to recruit and retain teachers, expanding opportunities for program growth. Across the district, programs are reporting more professional development opportunities being offered to teachers and staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Judson ISD still struggles to identify and implement services for special populations of students, including Homeless, Bilingual, TAG/GT, Special Ed, Military Connected, and Eco Disc. Conversely, the district struggles to dismiss students who are no longer eligible and re-code them. **Root Cause:** Judson ISD relies on paper applications, self-report, and manual identification/coding. Many of the programs or processes used for identification require personnel to sort through hundreds, if not thousands, of documents to look for specific indicators rather than automated systems that include universal screeners and platforms that communicate identifiers to appropriate departments.

Problem Statement 2: The 4-year graduation rate for JISD students is lower than the state average, and the dropout rate is above the average, leaving some JISD students unprepared for post-secondary opportunities. **Root Cause:** Students face barriers to graduation, including a rise in the mental health crisis, increased drug use, family and economic instability, lack of parent engagement and support, academic struggles, and a decrease in prioritization of education. Across the district, chronic absenteeism is a problem from an early age, resulting in students falling behind socially and academically.

Problem Statement 3: Although participation demographics in Advanced Academics and CCMR mirror Judson ISD's population, there is inequity in student success demographics in AP courses. Minority demographics are earning scores of 3+ on AP exams at a lower rate than the JISD overall average. **Root Cause:** Learning gaps are not addressed in honors curriculum prior to students taking AP courses. Core instruction at Tier I level needs to be implemented with fidelity to address pre-existing gaps. Parents need additional training on providing academic and emotional support to their students.

Problem Statement 4: The percentage of JISD students graduating College, Career, and Military ready is 12% below the state percentage. **Root Cause:** Students at all grade levels are not mastering basic foundations of core instruction needed to be successful in later college readiness exams.

Student Learning

Student Learning Summary

While only STAAR preliminary data available for the current school year, what is available indicates that the majority of Judson ISD students (71% overall) passed RLA STAAR at their grade level standards, though a smaller percentage attained "Approaching Grade Level" or higher than the previous year. Regarding Math STAAR scores, a majority of grade levels showed that between 50% and 70% of students scored "Approaching Grade Level" or higher. However, 7th grade showed to be significantly lower in the percentage of students passing, at 26%. Science scores decreased from the previous year, but 41% of 5th grade and 55% of 8th grade students passed STAAR at "Approaches Grade Level" or higher. A large majority of Biology students, 88% of students, passed STAAR at "Approaches Grade Level" or higher, while more than half attained "Meets Grade Level" or higher scores. Finally, more than 40% of 8th graders scored "Approaches Grade Level" or higher, while 95% of US History students passed at "Approaches Grade Level" and 64% scored "Meets Grade Level" or higher.

EB students who participate in Judson ISD bilingual/dual language programs and/or who are taught by EB certified teachers scored consistently above district overall scores for both Approaches Grade Level and Meets Grade Level, particularly for elementary students.

Student Learning Strengths

Judson ISD has seen an increase in opportunities for CCMR and CTE students, including multiple testing opportunities for advanced academics and college readiness, as well as additional certification opportunities for CTE.

EB students being taught in Dual Language or English-language with ESL-certified teachers in grades 3-8 are performing better than the State average according to the 2023 Results Driven Accountability report.

A large majority of high school students enrolled in US History (95%) and Biology (88%, including 8th graders in advanced academic courses) passed STAAR at "Approaches Grade Level" or higher, and over half (64% and 54%, respectively) scored "Meets Grade Level" or higher. Almost one-third of those taking US History scored "Mastered Grade Level" expectations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The percentage of Judson ISD students at approaches grade level or above on Math state and EOC assessments is lower than the state average and did not increase from the previous year. **Root Cause:** Tier I instruction needs to be implemented with fidelity throughout the district - including availability of evidence-based resources, professional development opportunities, and effective classroom management practices.

Problem Statement 2: The percentage of Judson ISD students at approaches grade level or above on RLA state and EOC assessments is lower than the state average and did not increase from the previous year. **Root Cause:** Tier I instruction needs to be implemented with fidelity throughout the district - including availability of evidence-based resources, professional development opportunities, and effective classroom management practices.

Problem Statement 3: The percentage of Judson ISD students at approaches grade level or above on Science state and EOC assessments is lower than the state average and did not increase from the previous year. **Root Cause:** Tier I instruction needs to be implemented with fidelity throughout the district - including availability of evidence-based resources, professional development opportunities, and effective classroom management practices.

Problem Statement 4: The percentage of Judson ISD students at approaches grade level or above on Social Studies state and EOC assessments increased but does not yet match the state average. **Root Cause:** Tier I instruction needs to be implemented with fidelity throughout the district - including availability of evidence-based resources, professional development opportunities, and effective classroom management practices.

District Processes & Programs

District Processes & Programs Summary

Professional Development

- The Professional Learning Department is providing ongoing training to campus Academic Leaders focusing on instructional practices and coaching. Due to the large turnover of new Academic Leaders on campus and the deficiency of understanding the role of effective instructional coaching, the Academic Leaders will need to revisit the instructional coaching cycle and the implementation process to better assist teachers in implementing effective Tier I instruction.

Communication

- Monday Message - sent via email every week to all JISD staff and Board members
- Friday Memo - sent to all ERC staff and principals each week for distribution to staff
- JISD Facebook, LinkedIn, and other social media pages
- Truancy/Attendance - RaWee implemented in 23/24 school year; Skyward notification; call-outs; parent forums; truancy court/hearings

Support Services/Equity of Service

- Special Education services - JISD offers a multitude of Special Education services, serving over 4,000 students (almost 20% of registered students) this academic year. The SPED department works to ensure parents are included in the process of identifying and serving students through Parents as Partners events and trainings on a variety of topics applicable to their families. Services are offered to students through a variety of settings, including in mainstream classrooms, self-contained classrooms, resource rooms, and homebound services.
- Accelerated services - TAG students are identified through referrals from parents, teachers, and other campus staff during a specific referral window. Over 1,500 students were identified and receiving services as of Snapshot in October 2023. Honors and AP classes are offered at middle and high schools with open enrollment for any student choosing to participate. Dual Credit is also offered once students have passed the TSI exam.
- Bilingual programs - When parents register their students with JISD, they fill out a Home Language Survey. If languages other than English are identified, students are tested at the campus, which determines whether they qualify for Emergent Bilingual. Parents are offered programming and can choose whether to participate or not.
- Alternative school schedules - JISD offers students the opportunity to participate in Optional Flexible School Day Programs that fit student schedules to encourage students to complete graduation requirements, including nights and weekends. Students are able to apply online, either directly or when referred by Student Support Services personnel. OFSDP is offered at Judson HS and Wagner HS, as online instruction offered through Edgenuity. JISD also offers Judson Learning Academy for nontraditional students and those needing evening or accelerated schedules.

Stakeholder Involvement

- District Site Based Committee (DSBC) - The DSBC meets quarterly to review and revise the district needs assessment, allowing all stakeholders a voice in current needs of the district. District staff, parents, and community members are invited and encouraged to participate.
- Campus Site Based Decision Making (SBDM) committees - Each campus has a SBDM that meets at least three times per year to discuss campus needs; review and revise the campus CNA, parent engagement policy, and school-family compact; and plan future activities. Required stakeholders include campus administration, teachers, non-teaching professionals, paraprofessionals, parents, community members, and students (in secondary schools).

- Parent Teacher Organizations (PTOs) - JISD campuses are increasing the facilitation of partnership between parents and staff through PTOs.
- Private Non-Profit Schools (PNPs) - JISD confers with area PNPs for issues related to Title I through an SSA and Region 20. Title I, II, IV, SPED support is provided through ongoing consultation with PNP schools within the JISD and Bexar County boundaries.

District Processes & Programs Strengths

Identification of special populations students has improved, as evidenced by increases in the number of students identified for Special Education, G/T, and Bilingual services despite decreases in overall enrollment in the district.

Tier II and Tier III (RTI) instruction support has increased/improved for teachers across the district based on teacher needs. RTI is supporting new teachers through increased PD and focused, intentional meetings.

District support for campuses has increased for State and Federal compliance, RTI, Curriculum & Instruction, and Professional Development.

The number of students participating in elective/extracurricular Fine Arts programs is increasing.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Student conduct issues and discipline referrals have increased dramatically since the COVID-mandated closure of schools. **Root Cause:** Students are suffering with mental health issues; teachers are struggling with establishing classroom management procedures; academic struggles lead to a two-way struggle with discipline issues.

Problem Statement 2: Students and staff are struggling with the ability to manage educational stressors. **Root Cause:** Resources are dedicated to mental health intervention and responsive services rather than prevention and building resiliency skills.

Perceptions

Perceptions Summary

The mission of Judson ISD is to provide quality education to all students, enabling them to become successful in a global society. The values of Judson ISD include: students first, teamwork, accountability, results-oriented, loyalty, integrity & mutual respect, safe & secure environment, and two-way communication.

Judson ISD has worked to improve district-wide perceptions, offering students, families, and staff multiple opportunities to voice opinions and request feedback from district leaders. In addition to the District Site Based Committee, JISD offers Board Advisory committees, the Superintendent's Student Advisory Council, and the Employee Superintendent Advisory Committee. The Board and Cabinet have also hosted Town Hall meetings for parents and families, with conversation topics that include discipline, bullying, vaping, and more. Parents of 5th, 8th, and 11th graders are additionally offered the opportunity to complete the Panorama district feedback survey.

Additionally, Judson ISD continues implementing the Parenting Partners program, eight elementary campuses this year. Feedback from participants last year, year 1, was all positive, and we look to expand the program each year. The goal of the program is to build and provide leadership skills within our parents as part of our campuses.

Dating back to before the 1980s, Judson ISD has enjoyed a welcoming relationship from the communities it serves. Judson was selected in 2024 as the San Antonio Express News Readers' Choice awards #1 School District in San Antonio.

Perceptions Strengths

Parent Engagement - Parenting Partners program piloted at five elementary schools; SpEd Parents as Partners; Town Halls have been well-attended.

Culture, climate, values, beliefs - JISD has implemented wraparound services and will be opening its wraparound service center for students before the new academic year. JISD has implemented partnerships with several mental health and extended service providers to serve students and their families.

Goals

Revised/Approved: July 1, 2024

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

Performance Objective 1: In order to meet the district goal of 10/5/3 by 2027-28, the number of JISD students receiving approaches grade level on the math STAAR will increase by 2.5%, the number of JISD students receiving meets grade level on the math STAAR will increase by 1.25% and the number of JISD students receiving masters grade level on the math STAAR will increase by 0.75% by the end of the 2024-25 school year.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR interim, STAAR, EOC assessments, Amplify scores, CLI screeners, NWEA (MAP) screeners

Strategy 1 Details

Strategy 1: Teachers will foster active engagement while maintaining highly rigorous math instruction. Teachers will focus on increasing academic engagement using active learning (including manipulatives), cognitive, and motivational strategies developed through decades of research on child and adolescent development.

Strategy's Expected Result/Impact: Improvement in math scores on unit assessments and/or MAP screeners and/or state assessments reflecting an increase of 2.5% percentage points on Approaches Grade Level and Above.

Staff Responsible for Monitoring: Curriculum & Instruction Directors

Strategy 2 Details

Strategy 2: The Department of Special Education Services will provide differentiated instruction and hands-on learning opportunities aligned with STAAR standards in the area of Math.

Strategy's Expected Result/Impact: The expected result is a 10% increase at the approaches level, 5% increase at the meets level, and a 3% increase at the masters level of math proficiency for students with disabilities.

Staff Responsible for Monitoring: Special Education Executive Director

Results Driven Accountability

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

Performance Objective 2: In order to meet the district goal of 10/5/3 by 27-28, the number of JISD students receiving approaches grade level on the RLA STAAR will increase by 2.5%, the number of JISD students receiving meets grade level on the RLA STAAR will increase by 1.25% and the number of JISD students receiving masters grade level on the RLA STAAR will increase by 0.75% by the end of the 24-25 school year.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR interim, STAAR, EOC assessments; NWEA MAP scores; CLI screeners, Amplify

Strategy 1 Details
<p>Strategy 1: K-5 students will practice decoding, encoding, penmanship, and comprehension using a district created student phonics readers and other supports that includes writing pages and directly aligns to the phonics curriculum.</p> <p>Strategy's Expected Result/Impact: K-5 students will develop foundational reading and writing skills as evidenced by improvements on progress monitoring assessments.</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Directors</p>
Strategy 2 Details
<p>Strategy 2: JISD students in grades 6-12 RLA will focus on short constructed and extended constructed responses through the use of multi-genre mentor texts and research-based instructional resources.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students achieving approaches or higher on STAAR.</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Directors</p>
Strategy 3 Details
<p>Strategy 3: The district will offer a reading academy to teachers working with K-3rd grade students so that they can successfully complete and implement the content learned in the course as outlined in HB3.</p> <p>Strategy's Expected Result/Impact: Teachers working with students in K-3rd grade will implement strategies from the reading academy and student growth will be evident in those classrooms.</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Directors</p>
Strategy 4 Details
<p>Strategy 4: The bilingual department will provide specialized support that focuses on developing English language acquisition skills, building content knowledge, and increasing literacy concepts for JISD Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Teachers will have access to the materials and language acquisition resources to provide support to EB students.</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Director</p>

Strategy 5 Details

Strategy 5: The Department of Special Education will provide differentiated instruction that includes reading comprehension, vocabulary development, and language usage strategies aligned with RLA STAAR standards.

Strategy's Expected Result/Impact: The expected result is a 10% increase at the approaches level, 5% increase at the meets level, and a 3% increase at the masters level in RLA proficiency for students with disabilities.

Staff Responsible for Monitoring: Special Education Executive Director

Results Driven Accountability

Strategy 6 Details

Strategy 6: Professional development in knowledge building curriculum, scoring utilizing rubrics and general strategies to support writing development will be provided to district personnel.

Strategy's Expected Result/Impact: A decrease in the number of students scoring 0 on the extended constructed responses.

Staff Responsible for Monitoring: Curriculum & Instruction Directors

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

Performance Objective 3: In order to meet the district goal of 10/5/3 by 2027-28, the number of JISD students receiving approaches grade level on the science STAAR will increase by 2.5%, the number of JISD students receiving meets grade level on the science STAAR will increase by 1.25% and the number of JISD students receiving masters grade level on the science STAAR will increase by 0.75% by the end of the 2024-25 school year.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR interim, STAAR, EOC assessments

Strategy 1 Details

Strategy 1: Students will increase access to immersive science experiences with more hands-on activities including labs to bring real life experiences to the classroom as aligned to state assessments.

Strategy's Expected Result/Impact: Assessment scores on unit assessments and/or STAAR scores will increase.

Staff Responsible for Monitoring: Curriculum & Instruction Directors

Strategy 2 Details

Strategy 2: The Department of Special Education will provide differentiated, inquiry-based instruction that emphasizes hands-on experiments, visual aids, and interactive activities aligned with STAAR science standards.

Strategy's Expected Result/Impact: The expected result is a 10% increase at the approaches level, 5% increase at the meets level, and a 3% increase at the masters level of science proficiency for students with disabilities.

Staff Responsible for Monitoring: Special Education Executive Director

Results Driven Accountability

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

Performance Objective 4: In order to meet the district goal of 10/5/3 by 2027-28, the number of JISD students receiving approaches grade level on the social studies STAAR will increase by 2.5%, the number of JISD students receiving meets grade level on the social studies STAAR will increase by 1.25% and the number of JISD students receiving masters grade level on the social studies STAAR will increase by 0.75% by the end of the 2024-25 school year.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR interim, STAAR, EOC assessments

Strategy 1 Details

Strategy 1: JISD teachers will receive PD in the development of processing skills and related resources that provide content rich texts to read and respond to in writing.

Strategy's Expected Result/Impact: Elementary writing scores and secondary SS STAAR scores will improve in alignment to the yearly benchmarks of the long range goal of 10, 5, 3.

Staff Responsible for Monitoring: Curriculum & Instruction Director

Strategy 2 Details

Strategy 2: The Department of Special Education will provide differentiated instruction that includes visual aids, hands-on projects, and interactive discussions aligned with STAAR social studies standards.

Strategy's Expected Result/Impact: The expected result is a 10% increase at the approaches level, 5% increase at the meets level, and a 3% increase at the masters level of social studies proficiency for students with disabilities.

Staff Responsible for Monitoring: Special Education Executive Director

Results Driven Accountability

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

Performance Objective 5: The percentage of 2024-2025 graduates meeting College, Career, and Military Readiness will increase 3% points from the number of 2023-2024 graduates who met CCMR by the end of the academic year. JISD graduates will be prepared to participate in community life in a way that maximizes their potential, to include independent living readiness.

High Priority

Evaluation Data Sources: SchoolLinks, TEA Reports, Counselor Cohort Rosters

Strategy 1 Details
<p>Strategy 1: Closely monitor student 4-year plans to ensure students enroll in proper courses that will prepare them for college, career, or military readiness</p> <p>Strategy's Expected Result/Impact: Increase in the number of students progressing through 4-years plans to meet CCMR goals</p> <p>Staff Responsible for Monitoring: Executive Director of Student & Family Services</p>
Strategy 2 Details
<p>Strategy 2: Increase student participation in middle school and high school STEM-based programs - including Career and Technology programs of study in biomedical science, cyber-security, engineering, and programming, as well as advanced academics programs such as AP math and science, dual credit, and TSTEM program - by creating an elementary academic enrichment program focused on the engineering design process that is aligned with secondary course offerings and reinforces the scientific and engineering practices enumerated in the new science TEKS.</p> <p>Strategy's Expected Result/Impact: An increase in student participation in STEM-based secondary course offerings by 3% by the 2024-2025 school year from the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Director of CCMR</p>
Strategy 3 Details
<p>Strategy 3: Increase the number of students meeting TSI Readiness by 1% for CCMR through implementation of a tiered approach to TSI Readiness which increase student preparedness and opportunity in TSIA, SAT, ACT, and College Preparatory Mathematics and English</p> <p>Strategy's Expected Result/Impact: Increase the number of students meeting TSI Readiness by 3%</p> <p>Staff Responsible for Monitoring: Director of CCMR</p>
Strategy 4 Details
<p>Strategy 4: Maintain the percentage of students meeting Industry Based Certification Criteria CCMR at 19% through the purchase of updated equipment, the implementation of test prep strategies, additional supports for retesters and tracking of course completion for Concentrator status.</p> <p>Strategy's Expected Result/Impact: Maintain the percentage of students earning Industry Based Certification Criteria of state CCMR accountability at 19%.</p> <p>Staff Responsible for Monitoring: Director of CTE</p>

Strategy 5 Details

Strategy 5: The Department of Special Education will develop and implement comprehensive, personalized transition plans for students with disabilities that include clear goals and pathways for college, career, and military readiness along with specific steps to achieve independent living.

Strategy's Expected Result/Impact: The expected result is an increase in the number of JISD graduates with disabilities prepared for community life, independent living, and CCMR by 3%.

Staff Responsible for Monitoring: Special Education Executive Director

Results Driven Accountability

Strategy 6 Details

Strategy 6: The two newly implemented College Prep school models will implement Advancement Via Individual Determination (AVID) via a slow-grow model with their inaugural grade levels (K-1st at elementary and 6th at middle school).

Strategy's Expected Result/Impact: AVID students will show greater growth on applicable assessments than their non-AVID peers.

Staff Responsible for Monitoring: Accountability & Innovation Director under the supervision of the Deputy Superintendent of Innovation, Business and Operations

Strategy 7 Details

Strategy 7: Adjust the Gifted and Talented identification process to better reflect the overall talent and ability of students by using a more holistic identification process by increasing the number of referrals through use of growth in universal screeners, incorporating activities that bring out gifted behaviors in academic enrichment in kindergarten, and providing elementary students experience with the types of thinking utilized in our Gifted and Talented cognitive abilities tests.

Strategy's Expected Result/Impact: The gap between demographics for gifted and talented and general student populations will narrow by 3% of the current gap reflecting a more equitable and accurate identification of students needing gifted and talented services

Staff Responsible for Monitoring: Director of CCMR

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

Performance Objective 6: The 4-year graduation rate for JISD students will increase to 89%, and the dropout rate will decrease to 8% by the end of the 2024-2025 school year.

High Priority

HB3 Goal

Evaluation Data Sources: Official graduation transcripts, Skyward PEIMS reports

Strategy 1 Details
<p>Strategy 1: Students deficient in credits will have the opportunity to participate in dropout prevention programs like Optional Flexible School Day Program in order to recover credits and graduate high school within their 4-year cohort.</p> <p>Strategy's Expected Result/Impact: The 4-year graduation rate will increase as students are able to recover credits and attend classes on a schedule that mitigates risk factors for graduation.</p> <p>Staff Responsible for Monitoring: Executive Director Student and Family Support Services</p>

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

Performance Objective 7: JISD attendance rate will increase to 93% for the 2024-2025 school year.

High Priority

Evaluation Data Sources: PEIMS, On Data Suite, RaWee K12 reports, TEA reports

Strategy 1 Details

Strategy 1: JISD will implement various forms of communication with parents and families to stress the importance of student attendance, including attendance notifications, parent meetings, emails, call-outs, and text messaging.

Strategy's Expected Result/Impact: Increase district-wide attendance at all grade levels

Staff Responsible for Monitoring: Executive Director of Student and Family Support Services, Administrator of Student and Family Support Services, Truancy & Dropout Prevention Coordinator, Campus Principals

Strategy 2 Details

Strategy 2: Increase personnel dedicated to assisting students and families in mitigating circumstances that lead to chronic absenteeism.

Strategy's Expected Result/Impact: Decrease in chronic absenteeism/truancy; increase in ADA

Staff Responsible for Monitoring: Executive Director of Student and Family Support Services, Administrator of Student and Family Support Services, Truancy & Dropout Prevention Coordinator

Goal 2: Involving Families and Communities: Judson ISD will build trusting relationships with students, parents/guardians, and members of our community by encouraging stronger advocacy of their child's social-emotional well-being.

Performance Objective 1: Parent scores on district feedback surveys will indicate an increased sense of engagement in their student's education success, both on campus and at home.

High Priority

Evaluation Data Sources: Parent surveys, sign-in sheets

Strategy 1 Details
<p>Strategy 1: JISD will continue working to build family engagement and relationships by offering coaching opportunities to parents and faculty on building and sustaining family efficacy.</p> <p>Strategy's Expected Result/Impact: Increased parental engagement at campuses with the program; higher attendance; increased grades & scores on Texas standardized testing</p> <p>Staff Responsible for Monitoring: Federal Programs & Grants Director</p>
Strategy 2 Details
<p>Strategy 2: Judson ISD will offer trainings and meetings related to bridging school and home - including topics related to Special Education, Bilingual education, mental health, parent leadership, College & Career Readiness, etc.</p> <p>Strategy's Expected Result/Impact: Parents will indicate greater understanding and confidence in topics provided and ways to help their students succeed in school and at home.</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Directors</p>
Strategy 3 Details
<p>Strategy 3: Judson ISD will make the effort to provide communication with families in their native or most comfortable language whenever possible.</p> <p>Strategy's Expected Result/Impact: Parents will indicate greater knowledge and understanding of happenings in the district, on their home campuses, and with their child(ren)'s education.</p> <p>Staff Responsible for Monitoring: Federal Programs & Grants Director</p>

Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, and parents/guardians will feel valued, connected, and safe.

Performance Objective 1: Reduce discipline infractions by 10% by increasing positive school climate and culture during the 2024-2025 school year.

High Priority

Evaluation Data Sources: Skyward reports

Strategy 1 Details
<p>Strategy 1: Campus administration will continue to implement Restorative Practices to create an innovative alternative to traditional discipline management practices to address student behavior</p> <p>Strategy's Expected Result/Impact: Decrease in discipline infractions and out of school suspensions</p> <p>Staff Responsible for Monitoring: Executive Director of Student and Family Support Services</p>

Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, and parents/guardians will feel valued, connected, and safe.

Performance Objective 2: JISD students will gain knowledge and skills in the areas of self-awareness, self-regulation, relationship building, and managing emotions to improve the learning environment on campuses.

Evaluation Data Sources: student SEL self-assessments; program usage reports

Strategy 1 Details
<p>Strategy 1: Provide students with opportunities to self-evaluate their mental wellness and learn appropriate coping strategies.</p> <p>Strategy's Expected Result/Impact: Students will be able to better self-regulate, manage emotions, and build healthy relationships</p> <p>Staff Responsible for Monitoring: Student & Family Support Services Executive Director</p>

Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, and parents/guardians will feel valued, connected, and safe.

Performance Objective 3: 80% of students and staff who participate in Judson ISD-funded mental health services will self-report improvement of mental wellbeing on government provided pre/post surveys or mental health screeners.

Evaluation Data Sources: Bexar County pre/post surveys; mental health screeners

Strategy 1 Details
<p>Strategy 1: Students and staff will be able to receive counseling services through third-party vendors on campus, at the ERC, or in the Student Wraparound Center.</p> <p>Strategy's Expected Result/Impact: Students will report improved mental wellness; there will be a decrease in chronic absenteeism; student classroom behaviors will improve</p> <p>Staff Responsible for Monitoring: Student and Family Support Services Executive Director</p>
Strategy 2 Details
<p>Strategy 2: Counseling Services Provided to JISD Students throughout the district by Judson Employees- Counselors, Social Workers, Student Support Staff.</p> <p>Strategy's Expected Result/Impact: Students will report improved mental wellness; there will be a decrease in chronic absenteeism; student classroom behaviors will improve</p> <p>Staff Responsible for Monitoring: Student and Family Support Services Executive Director</p>

Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, and parents/guardians will feel valued, connected, and safe.

Performance Objective 4: 75% of Judson ISD families will report that their students feel safe, valued, connected, and respected on school campuses on the End of Year survey in 4th quarter, 2025.

High Priority

Evaluation Data Sources: Family feedback surveys

Strategy 1 Details
<p>Strategy 1: Judson ISD will provide necessary resources, including school supplies, emergency clothing, hygiene products, food, and other supplies to identified students and families to ensure students feel respected by and connected with peers and staff while attending class.</p> <p>Strategy's Expected Result/Impact: Targeted students will increase average attendance; students will express increased sense of belonging on campus; students will increase grades due to increased attendance</p> <p>Staff Responsible for Monitoring: Student and Family Support Services Executive Director</p>
Strategy 2 Details
<p>Strategy 2: JISD will provide safety measures on campuses to meet safety standards set by TEA.</p> <p>Strategy's Expected Result/Impact: JISD meet 100% of requirements for School Safety set by TEA</p> <p>Staff Responsible for Monitoring: Director of School Safety</p>
Strategy 3 Details
<p>Strategy 3: Judson ISD will contract with a 3rd party vendor to provide case management and support services to students and families at five JISD campuses.</p> <p>Strategy's Expected Result/Impact: Student attendance and academic achievement will increase.</p> <p>Staff Responsible for Monitoring: Student & Family Support Services Executive Director</p>

Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, and parents/guardians will feel valued, connected, and safe.

Performance Objective 5: Campus staff will report improved sense of positive campus community.

Evaluation Data Sources: End of year TASB survey

Strategy 1 Details
<p>Strategy 1: Campus staff will implement well-being skills to improve workplace community.</p> <p>Strategy's Expected Result/Impact: Campus staff will have an increased sense of belonging ; staff will show gains in feeling supported in the workplace.</p> <p>Staff Responsible for Monitoring: Student and Family Support Services Executive Director</p>

Goal 4: Leadership: Judson ISD will cultivate outstanding leaders and sustain their growth over time.

Performance Objective 1: Judson ISD employees will increase their capacity as aspiring or practicing leaders who contribute to creating a culture of respect, fostering a growth mindset, and providing positive student outcomes.

Evaluation Data Sources: Agendas, Sign-in Sheets, QR Code Feedback Surveys

Strategy 1 Details
<p>Strategy 1: JISD staff will provide internal and 3rd party leadership training opportunities for district and campus employees.</p> <p>Strategy's Expected Result/Impact: JISD employees will demonstrate growth in key leadership competencies outlined in Judson ISD's Leadership Definition.</p> <p>Staff Responsible for Monitoring: Director of Talent Management</p>

Goal 5: Customer Service: Judson ISD will create a welcoming environment, treat everyone with respect, and model kindness and empathy when interacting with families and communities.

Performance Objective 1: Judson ISD will increase parent and family engagement by planning and implementing effective activities that contribute to improved student academic achievement and school performance.

Evaluation Data Sources: Agendas, Programs, Sign-in Sheets, QR Code Feedback Surveys, and Panorama Surveys

Strategy 1 Details
<p>Strategy 1: The district will, with the assistance of its schools, host a Parent Summit that provides materials and training to help parents work with their children to improve their academic achievement. Activities may include literacy training, developing mathematics skills, and using technology, as appropriate, to foster parental involvement.</p> <p>Strategy's Expected Result/Impact: Parents will report an increase in their knowledge of the State's academic content and student academic achievement standards, State and district academic assessments, and an increase in their capacity to support their child(ren)'s learning at home.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Engagement</p>
Strategy 2 Details
<p>Strategy 2: JISD will implement four new schools through Learning Acceleration Support Opportunites (LASO) School Action Fund grants which will include PK-8 STEM and College Prep school models.</p> <p>Strategy's Expected Result/Impact: Successful implementation of four new school models as monitored by TEA's Progress Monitoring Rubric. This implementation expands JISD's school options and provides equitable educational experiences across the district.</p> <p>Staff Responsible for Monitoring: Accountability & Innovation Director under the supervision of the Deputy Superintendent of Innovation, Business and Operations</p>

Goal 5: Customer Service: Judson ISD will create a welcoming environment, treat everyone with respect, and model kindness and empathy when interacting with families and communities.

Performance Objective 2: Judson ISD will respond to and resolve parent/guardian concerns, complaints, and other school-related issues at the level closest to the concern in the most timely and informal manner as possible.

Evaluation Data Sources: Narrative responses (parent emails) and parent feedback surveys

Strategy 1 Details
<p>Strategy 1: The district will facilitate communication between families and campus administration to informally investigate and resolve parent concerns and educate parents on related policies and procedures as needed.</p> <p>Strategy's Expected Result/Impact: Parents will demonstrate an increased understanding and use of the concern/complaint resolution process by directing their concern(s) to the lowest level possible (teacher or campus administration) before contacting the district office or filing a grievance to address concerns.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Engagement in collaboration with campus principals</p>

Goal 5: Customer Service: Judson ISD will create a welcoming environment, treat everyone with respect, and model kindness and empathy when interacting with families and communities.

Performance Objective 3: Judson ISD will promote open communication with stakeholders that builds trust and collaboration by providing access to learning resources and district information through various platforms.

Evaluation Data Sources: Website and social media engagement, parent feedback surveys

Strategy 1 Details
<p>Strategy 1: The district will convene a parent advisory council to serve as ambassadors of the district. The council will meet regularly with district administration to create an opportunity for increased two-way communication, as well as provide information that members can share.</p> <p>Strategy's Expected Result/Impact: Parents will report an increase in their knowledge of district and campus information, learning resources, and engagement opportunities.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Public Relations</p>