



STRATEGIC PLAN

2016-2020

OUR MISSION:

In partnership with the community, Pearland ISD shall prepare students to perform at their highest potential and produce global citizens of tomorrow.

Strategic Planning committee members

Facilitation of process/meetings: Pearland ISD partnered with **Engage2learn** to help develop the District Strategic plan. The facilitator from Engage2learn was Dr. Sean Haley. Dr. Haley has 17 years of experience in facilitation, training, coaching and mentorship. He is also a member of the Pearland community with children in Pearland ISD.

Board Members participating: Rebecca Decker, Pam Boegler, Virgil Gant, Lance Botkin, Charles Gooden

HS Students: THS/Caithryn Grace, DHS/ Justin Staten, PHS/William Nguyen

Pearland ISD Coordinator of the Strategic Planning Process: Don Tillis, Dir of Planning and Facilities

Staff participating:

Greg Bartay/Chief Technology Officer

Tom Bell/Dir of Fine Arts

Larry Berger/PHS Principal

Heather Block/Massey Ranch Principal

Kim Brooks/Berry Miller JH Principal

Tanya Dawson/General Counsel

Natalie Fikac/Coordinator of Guidance Services

Connie Graves/Bilingual Coordinator

Noel Gray/Dir of Instructional Programs

Kim Hocott/Exec Dir of Communications

Susan Holloway/Coord Student Outreach and Intervention Services

Kelly Holt/DHS Principal

Dr. John Kelly/Superintendent

Mark Lesmeister/DHS/District Teacher of the Year

Dana Miles/JH West Principal

David Moody/Asst Supt, Human Resource Services

Dr. Jennifer Morrow/THS Principal

Dr. Toby Nix/Dir of CTE

Dr. Lisa Nixon/Dir of Testing and Evaluation

Tammy Norman/Rogers MS/District Teacher of the Year

John Palombo/PACE Principal

Cary Partin/Asst Supt for Support Services

Laura Reeves/Asst Chief Technology Officer

Sonia Serrano/Asst Supt, Intermediate Education

Verna Tipton/Sablatura MS Principal

Christal Thompson/Adv Academics

Melissa Ward/DHS /District Teacher of the Year

Dr. Brenda Waters/Asst Supt, Elementary Education

Dr. Nyla Watson/Asst Supt of Instructional Programs

Nanette Weimer/Deputy Superintendent

Pam Wilson/Exec Dir Special Programs

FOUNDATION FOR STRATEGIC PLAN

<p>our beliefs</p>	<p>We believe students come first.</p> <p>We believe all students are unique and valuable learners.</p> <p>We believe successful education includes engaged students, staff, parents and community.</p> <p>We believe that a positive culture and learning environment is critical for success of all learners.</p>
<p>our call to action</p>	<p>Establish a community of learning that empowers 100% of students to graduate and equips them with grit, skills and a mindset necessary to be successful, productive citizens able to adapt to an ever-changing society.</p>
<p>our learner profile</p>	<p>The learner will...</p> <ol style="list-style-type: none"> 1. Demonstrate self-discipline by holding oneself accountable, motivating oneself, and finishing what has been started. (category – self-discipline) 2. Apply knowledge and skills to objectively analyze, evaluate, and solve problems. (category – critical thinking) 3. Demonstrate leadership, respect, and empathy through collaboration and service. (category – service) 4. Make ethical choices and model strong moral principles. (category – integrity) 5. Demonstrate perseverance. (category – perseverance) 6. Effectively use a variety of communication skills to achieve success in the digital and non-digital world. (category – communication)
<p>strategic goals</p> <ul style="list-style-type: none"> • correlated to World-Class Goals (WCG) 	<ul style="list-style-type: none"> • We will strategically and collaboratively manage all PISD resources and funding to maximize the educational outcomes for every student. (WCG 1, 2, 3, 4) • We will provide technological opportunities to facilitate learning. (WCG 4b) • We will capitalize on the strengths, resources, and talents of our diverse community to engage students and parents. (WCG 1b, 1e, 4) • We will capitalize on the resources and talents of our business community to increase collaboration and expand opportunities for students to gain real world experiences. (WCG 1) • We will develop a system where student learning will be measured through application and transference from one discipline to another. (WCG 1, 3) • We will meet the social and emotional needs of all students. (WCG 3)

The strategic plan references the four world-class goals listed below that were established in December 2015.

In February 2018, the Board of Trustees revised and updated the district's world-class goals.

[Click here to access the updated "World-Class" Goals](#)

BOARD/SUPERINTENDENT "WORLD-CLASS" GOALS: Reviewed/Updated: December 2015

- 1. An outstanding District Culture with extremely high academic expectations and results**
Correlated 2010 Board goal: Make academic achievement and student performance its priority.
 - a. Continue to increase Pre-AP, AP, SAT/ACT/Dual Credit enrollments – and increase the scores on those exams and on STAAR/EOC
 - b. Continue to increase career certifications and “soft skills” proficiencies in graduates
 - c. Incorporate innovative, 21st century methods to engage students
 - d. Help identify and develop the unique gifts/talents of children of all levels/demographics
 - e. Promote parental partnerships
 - f. Ensure all student levels/sub-populations have the opportunity to excel

- 2. Great Teachers, Great Principals, Great Staff, and Great Support for our Teachers**
Correlated 2010 Board goal: Recruit and retain high quality personnel reflective of and responsive to the district's diverse community
 - a. With each leadership vacancy, hire the best available
 - b. Add cost effective benefits/perks to attract/retain outstanding employees and continue to develop a positive district culture in which employees appreciate working for Pearland ISD
 - c. Ensure that hiring/retention practices provide role models for our diverse student body

- 3. Students with “Grit” – who embrace hard work, critical thinking, and difficult challenges**
Correlated 2010 Board goal: Maintain a safe, disciplined environment conducive to learning.
 - a. Design/Implement district wide coherent character program emphasizing “grit”
 - b. Ensure the district addresses the multiple intelligences and learning styles inherent in students
 - c. Develop a love for learning in our students – such that self-motivation takes place
 - d. Help students develop a purpose and a positive influence on society

- 4. Maximize fiscal responsibility to provide for operational effectiveness and facility maintenance**
 - a. Build an effective, efficient, fiscally responsible and balanced budget
 - b. Add significant, effective, and proven technology learning/productivity innovations throughout the district

DESIRED LEARNER OUTCOMES

- Each learner will make academic progress annually and plan for post-secondary success.
- Each learner will demonstrate personal accountability and a growth mindset.
- Each learner will demonstrate effective communication skills.
- Each learner will make ethical, moral, and socially responsible decisions.
- All learners will use technology appropriately to learn, solve problems, and communicate.
- All learners will demonstrate analytical and problem-solving skills across disciplines and in a variety of contexts.

The following are the 6 strategic goals, sub-goals, ideas/activities to accomplish those goals, a recommended timeline, and the position(s) primarily responsible. With each goal, the accompanying World-Class Goal is cited (e.g. WCG 1, 2, 3, 4).

Strategic Goal 1: We will strategically and collaboratively manage all PSD resources and funding to maximize the educational outcomes for every student. (WCG 1, 2, 3, 4)		
ACTION IDEAS/ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
1.1 Implement a high yield employee hiring practice (Priority 2 or 3)		
Create a profile for the ideal teacher selection	Complete by March 2017	Asst Supt for HR
Implement scenario and behavior based interview questions in the selection process	Complete by April 2017	Deputy Supt, Asst Supt for HR
Increase cross-campus communications for optimum selection/assignments	Immediately/ongoing	Deputy Supt, Asst Supts for MS/JH and Elem
Explore and allocate effective staffing models for high campus needs	Complete by December 2017	Asst Supt for HR
Recruit staff in a greater variety of venues and places	Begin in Spring 2017	Asst Supt for HR
Train supervisors on interviewing skills	Finish training by April 2017	Asst Supt for C&I
Maintain a database of employee training records and abilities	Implement by December 2017	Asst Supt for HR
Educate supervisors on access to teachers service records – certifications, years of experience	Ongoing	Chief Technology Officer, Asst Supt for HR
Superintendent addition: Develop a “District of Innovation” plan designed to address various teacher/staff issues – as well as eliminate costly mandates.	Complete by mid-Fall 2016, then implement (by Jan 2017)	DEIC Chair, Superintendent
Superintendent addition: Aggressively pursue remediation, and when necessary, non-renewal of ineffective personnel	Ongoing	Asst Supt for HR, Deputy Supt, Asst Supts
1.2 Enhance pay and benefits to attract and retain high performance faculty and staff (Priority 1)		
Target salary and incentives for selecting and retain highest performing employees within our diverse community	More aggressive use in 16/17; add more incentives for 17/18	Superintendent, Asst Supt for HR
Survey staff for ideas regarding incentives and awards – and determine morale levels within campuses/district departments	Complete by March 2017	Dir of Testing/Evaluation, Asst Supt for HR
Institute an enhanced mentoring program for new teachers and administrators	Implement by Fall 2017	Asst Supt for C&I, Asst Supt for HR
Incentivize teachers to become ESL certified	Create and implement incentive by March 2017	Superintendent, Asst Supt for HR

ACTION IDEAS/ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
1.3 Implement a more inclusive budget process to include campus leaders (Priority 1)		
Implement Principal/district level budget meetings (by grade band) to discuss campus staffing and resource needs with district level staff	Implement by Jan 2018	CFO, Superintendent, Deputy Supt, Asst Supts
Based on the principal input, build the budget through collaboration among all of the ESC departments to prioritize needs	Implement by April 2018	CFO, Deputy Supt
Move to a model that provides a campus based position of an instructional coach	Consider for budget inclusion in 2017/18 and/or 2018/19	Superintendent, Asst Supt for HR
1.4 Improve the academic performance of all student populations as measured by district Data (Priority 2 or 3)		
Train regular classroom teacher to provide sheltered instruction for ELL students	Training begins during 2016/17 year; entire (relevant) teachers trained by end of 2018/19 year	Asst Supt for C&I, Bilingual Coordinator
At the secondary level, double block ESL and Reading	Build into budget ASAP –for 2017/18 year	Deputy Supt
Develop support groups and other interventions specifically engaging ESL/low SES/Sp. Ed/at-risk students	Continue process during 2016/17 year, partly by seeking community volunteers	Bilingual Coordinator; Exec Dir of Special Programs; Title 1 administrator(s)
Implement Edgenuity My Path for ELL and at-risk students who are multiple grade levels behind	Fall 2016	Bilingual Coordinator, Asst Supt for C&I; Title 1 Administrator(s)
Superintendent addition: Continue upward trajectory for enrollment and course/test completion in Pre-AP, AP, and dual Credit classes	Ongoing	Dir of Advanced Academics, High School and JH Principals
Superintendent addition: Track and increase number and percentage of students with career certifications and post-secondary readiness achieved before graduation	Ongoing	HS Principals, Dir of CTE, Deputy Supt
Superintendent addition: Link elementary dual language program by developing Spanish immersion opportunities in Middle School and Junior High; then with AP offerings in high school – to ensure K-12 Spanish instruction for those enrolled.	Add one grade level each year	Bilingual Coordinator, Asst Supt for C&I, MS/JH, Principals of linked campuses
Superintendent addition: Assess current dyslexia services and continue to add to them in a cost effective manner	Ongoing	Exec Dir of Special Programs
Superintendent addition: Analyze ways in which the K-12 curriculum teaches student communication skills – and augment where possible	Ongoing	Asst Supt for C&I
Superintendent addition: Further develop curriculum such that learning styles and an emphasis on multiple intelligences provide variety to different learners	Ongoing	Asst Supt for C&I

ACTION IDEAS/ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
1.5 Propose a bond election to secure additional funds to address facility and resource needs (Priority 1)		
Based on input from the long range planning committee, board members, administration present a bond to the voters to handle anticipated/current enrollment growth, renovate aging facilities, provide technology, etc.	Completed	Superintendent, Dir of Facilities and Planning
Inform voters of the needs – using efforts of the Long Range Facilities Planning members, board members, administration, etc.	Completed	Superintendent, Dir of Facilities and Planning, Exec Dir of Communications
Superintendent addition: Purchase/construct facilities and technology ASAP thereafter – and in a cost-effective manner	Begin December 2016; finish all construction by Fall 2021	Superintendent, Dir of Planning/Facilities, Dir of Maintenance, Asst Supt for Support Svcs

Strategic Goal 2: We will provide technological opportunities to facilitate learning. (WCG 4b)		
ACTION IDEAS/ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
2.1 Establish district expectations for teacher technology proficiencies and review proficiencies with all instructional staff (Priority 1)		
Develop technology proficiencies and self-assessment tool to determine professional development needs for instructional staff	Already ongoing. First implementations during 2016/17 year; continue to increase skill level expectations yearly	Asst Dir of Technology
2.2 Implement a comprehensive training plan that is differentiated by required proficiencies and teacher assessed needs (Priority 1 or 2)		
Develop teacher training specific to proficiencies –connected to TTESS.	Ongoing	Asst Supt for C&I
Develop a web-based training “library” with resources to support technology proficiencies	Develop videos by summer 2017	Asst Supt for C&I, Asst Dir of Technology
Develop and implement district training in an online format that includes “videos” by topic	Develop videos by summer 2017; begin use in summer/fall 2017	Asst Dir of Technology, Asst Supt for C&I
2.3 Assess level of teacher integration of technology (Priority 2 or 3)		
Develop process for teacher accountability in the area of technology skill/application (including the subject area being taught).	Already underway; initial accountability measure installed by Fall 2017	Asst Dir of Technology
2.4 Incorporate technology planning time within staff development (i.e. curriculum pull out) (Priority 3)		
Improve collaborative planning time for teachers	Dependent on budget – beginning in 2017/18	Deputy Supt, Asst Supts for MS/JH and Elem
Plan for the continued collaboration between C&I specialists and ETSS	Ongoing	Asst Supt for C&I, Asst Dir of Technology
2.5 Expand the District Budget and District Technology planning and development process to include feedback from all stakeholders (Priority 2 or 3)		
Use strategic purchasing and planning to provide access to technology needed for instruction – using the “Innovators Group” for planning and others	Ongoing	Superintendent, Asst Dir of Technology and Innovators Group
2.6 Assess effectiveness of technology integration and instruction in order to appropriately revise technology integration goals) (Priority 3)		
Implement Plan-Do-Study-Act method for continuous improvement	Implement during 2016/17 school year	Asst Dir of Technology

ACTION IDEAS/ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
2.7 Establish district expectations for student technology proficiencies (Priority 1)		
Establish a Digital literacy curriculum and develop a K-12 Scope and Sequence	By Fall 2018	Asst Supt for C&I, Asst Dir of Technology
Teach Keyboarding skills in grades K – 5	Pilot/implement during 2016/17 school year; assess annually to determine effectiveness	Asst Supt for C&I, Asst Dir of Technology, Asst Supt for Elem
Incorporate lessons addressing digital citizenship (i.e. Social Media, Digital Footprint, Cyber Safety, effective communication skills, soft skills for career advancement). Consider adding a position. Also, digital citizenship for parents.	Ongoing	Asst Supt for C&I, Deputy Supt, Asst Supts for JH/MS, and Elem, Asst Dir of Technology
Implement teacher accountability for social media postings; provide a parent night for social media including do's and don'ts and use of electronic textbooks. If possible, hire additional ETS support for this goal.	Ongoing; possible additional hires in 2017/18 or in subsequent years.	Chief Technology Officer, Asst Dir of Technology

Strategic Goal 3: We will engage students and parents through our diverse community’s strengths, resources, and talents (WCG 1b, 1e, 4)

3.1 Identify a diverse group of community leaders to guide and inform parent outreach methods (Priority 1)

ACTION IDEAS/ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
Institute Pre and Post survey to assess needs and effectiveness – before and after implementing greater community leader participation.	Initial survey conducted in late Spring 2017	Dir of Testing/Evaluation
Identify community leaders that identify with the sub groups of our community	Identify and form initial group prior to Fall 2017	Superintendent, Exec Dir of Communications
Identify institutions/organizations for targeted populations that have large numbers of resources	Ongoing	Superintendent and Exec Dir of Communications – working with “United for Kids”
Actively recruit minority members for district committees	Ongoing	Asst Supt for C&I (DEIC), Superintendent (United for Kids)
Present parent education initiatives to civic clubs, organizations, booster clubs, etc.	First evaluate effectiveness of this initiative – in terms of reaching target population	Dir of Testing/Evaluation
Identify the 3 major accountability items for the state required “Community and Student Engagement” portion of state accountability – at campus and district level	Select by June 2017	Dir of Testing/Evaluation

3.2 Increase school community engagement of our diverse populations (Priority 3)

Provide bilingual translators at “community events” to promote diversity	Dependent on budget – with consideration for 2017/18 or 2018/19 years. (In the meantime, use available personnel when possible)	Bilingual Education Coordinator
Provide all district created public materials and messages in appropriate languages	Begin implementation in fall 2016	Newly hired bilingual translator
Create incentive program that celebrates and highlights model campus programs that meet these needs	Ongoing	Exec Dir of Communications
Developing parents into trainers can help bridge cultural and linguistic gaps between schools and parents	Begin parent training for this purpose in 2017/18 year	Bilingual Education Coordinator
Train staff on barriers to minority group participation	Train senior administration and Principals in 2017/18	Asst Supt for C&I, Bilingual Ed Coordinator

3.3 Expand engagement opportunities beyond our school walls (Priority 3)		
ACTION IDEAS/ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
Host trainings and parent nights at community venues	Ongoing	Principals, Senior Administration
Use chamber of commerce, social media, district website	Ongoing	Superintendent, Exec Dir of Communications
Superintendent addition: Develop a new collaborative relationship with UHCL Pearland to give high school students access to the local university	Develop plan during 2016/17; examine budget needs; determine feasibility for new services beginning in Fall 2018	Superintendent, Deputy Supt

Strategic Goal 4: We will capitalize on the resources and talents of our business community to increase collaboration and expand opportunities for students to gain real world experiences. (WCG 1)

ACTION IDEAS/ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
4.1 Create a shared vision that supports the learner outcomes through community and business partnership (Priority 1)		
Align district strategic plan with community business needs and curriculum (Meet quarterly) – and borrow ideas from Turner HS model	Ongoing	Superintendent, Dir of CTE, NBCEA Leadership
Evaluate current operations and plans for business partnership to eliminate redundancies and maximize ideas. Coordination between NBCEA, Education Foundation, and CTE to ensure we are not duplicating efforts for donations.	Complete by Fall 2016	Dir of CTE
Track and monitor job placement data for high school students and our graduates. With the help of the business community, conduct “real world training” on necessities to know after high school.	Create tracking system by Fall 2018	Dir of CTE
4.2 Create a high-level management position within a district’s central office to support a community school partnership (Priority 1 or 2)		
Research other districts concepts and practices – including Metro Nashville Public Schools/Academies	Begin immediately; finish research by Summer 2017	Exec Dir of Communications/ TCCHS Principal
Survey campuses and leaders to determine needs of the position	Implement after new position hired	Exec Dir of Communications, Partnership employee
Review budget and allocate funds	Prior to 2017/18 year	Superintendent, Asst Supt for HR
Build accountability for position and job description	Prior to 2017/18 year	Communications Dir
Hire and install new position	2017/18 or later (depending on budget)	Asst Supt for HR, Superintendent
4.3 Capitalize on business assets to support programs and activities aligned with common vision (Priority 2)		
Audit current expenditures and work for alignment according to needs assessment	Complete audit by Feb 2017	CFO
Prioritize needs and wants related to common vision	Complete by April 2017	CFO, Superintendent
Expand scope of our community and business connections to expand available resources	Ongoing	Exec Dir of Communications, Dir of CTE, Chief Foundation Officer for Pearland ISD Education Foundation

ACTION IDEAS/ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
4.4 Build collaborative structures to support field trips, internships, and mentoring that are aligned with curriculum and business needs. (Priority 3)		
Define purpose of field trips, internships, and mentoring as they relate to curriculum and business community needs	Ongoing	Dir of CTE, Asst Supt for C&I
Create resource list of available resources	Create updated list by Summer 2017	Dir of CITE
Superintendent addition: Use outside business/community volunteers to model/practice/teach soft skills and communication skills related to successful job applications	Ongoing	Dir of CTE
4.5 Initiate and sustain stakeholder participation by creating structured opportunities (Priority 3 or 4)		
Audit what worked and what needs corrections	Complete audit by Fall 2017	Superintendent
Review future partnerships or areas that need support	Ongoing	Superintendent, Exec Dir of Communications

Strategic Goal 5: We will develop a system where student learning will be measured through application and transference from one discipline to another. (WCG 1, 3)

ACTION IDEAS/ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
5.1 Create a shared vision that supports the learner outcomes through community and business partnership (Priority 1)		
Identify authentic opportunities for students to experience apply and transfer content knowledge from one discipline to another	Ongoing	Asst Supt for C&I
Develop cross-curricular anchor lessons	Implement pilot lessons by Fall 2017	Asst Supt for C&I
Identify practical combinations of 2 or more concepts to model and reinforce transference (cross-curricular alignment)	Implement pilot lessons by Fall 2017	Asst Supt for C&I
Incorporate global collaboration – with international student interactions. Teach teachers how to initiate these activities.	Ongoing – with annual check to determine implementation	Deputy Supt, Asst Supts for MS/JH and Elem
Superintendent addition: Grow the number and percentage of students who complete a school or non-school international trip prior to graduation	Ongoing	PHS Associate Principal, Dir of Advanced Academics
5.2 Identify cross-curricular TEKS alignment and develop lessons for student connections (Priority 1)		
Develop a training model involving all identified stakeholders (not just core academics)	Develop during 2017/18 school year	Asst Supt for C&I
Develop a systematic training timeline	Beginning Summer 2018	Asst Supt for C&I
Develop cross-curricular TEKS alignment	Ongoing	Asst Supt for C&I
5.3 Monitor and evaluate the implementation of the cross-curricular framework (Priority 3)		
Develop a mechanism for teacher and student feedback – with regard to implementation of this cross-curricular framework	Develop during 2017/18 school year	Dir of Testing/Evaluation

Strategic Goal 6: We will address (meet) the social and emotional needs of all students. (WCG 3)		
ACTION IDEAS/ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
6.1 Achieve a counselor to student ratio in line with the ASCA recommended 1:250 (Priority 1 or 3)		
Increase availability of staff for developmental counseling. Additional staff could include: Professional School Counselors / Student Support Counselors / Mental Health Professionals / Psychologist / At-Risk Counselor / College & Career Counselor / Licensed Clinical Social Workers	Hire additional clerical/support staff prior to 16/17 school year	Superintendent, Asst Supt for HR, Coordinator of Guidance Services
Rewrite Counselor job descriptions and evaluation tool related to TCA Domains and ASCA Model	Complete by summer 2017	Asst Supt for HR, Coordinator of Guidance Services
Develop a timeline for achieving a counselor to student ratio in line with the ASCA ratio of 1:250. Prioritize by student enrollment and campus needs.	Dependent on state/local budget decisions	Asst Supt for HR, Coordinator of Guidance services
6.2 Implement an age appropriate curriculum aligned with TCA Counseling Domains and the ASCA National Model that proactively supports each student's social and emotional well-being (Priority 2 or 3)		
Analyze current programs and further develop vertically aligned social and emotional health curriculum – to include suicide prevention, drug awareness, dating violence, GenTex, anti-bullying	Developed by summer 2018	Coordinator of Guidance Services; Asst Supt for C&I
Establish a scope and sequence and timeline	By summer 2018	Asst Supt for C&I, Coordinator of Guidance Services
Investigate the use of advisory period for the delivery of guidance curriculum in JH and HS campuses	Dependent on budget for 2018/19 and succeeding years	Principals, Coordinator of Guidance Services, Deputy Supt, Asst Supt for JH
Ensure Professional School Counselors have time allocated in their day/week for these lessons on every campus	Implement in Fall 2019 (dependent on budget)	Principals, Coordinator of Guidance Services
Integrate a suicide awareness lesson to all JH and HS campus curriculum	Implement in 2016/17 school year	Coordinator of Guidance Services, Principals, Deputy Supt, Asst Supt for JH
6.3 Train all campus personnel on proactive suicide prevention strategies and mental health awareness (Priority 1)		
Continue to develop a comprehensive program to train teachers, counselors and administrators on the social and emotional needs of the students they serve. This might include Mental Health First Aid (8 hour in person training or ASK? Training – 2 hour in person training or Kognito – online training).	Develop plan/program by December 2016; implement ASAP thereafter	Coordinator of Guidance Services, Principals

ACTION IDEAS/ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
6.4 Establish a means for anonymous reports of student safety issues (Priority 2)		
Develop a flow chart for who to contact when certain behaviors are exhibited – severe behaviors / melt downs	By 2017/18	Coordinator of Guidance Services, Sped
Increase community/school options for students to get help	Ongoing	Coordinator of Guidance Services; Exec Dir of Communications
Superintendent addition: Continue to grow the district wide mentoring program – with primary target of at-risk students	Ongoing	Mentoring Coordinator, Exec Dir of Communications
6.5 Establish drug testing in student populations where it is legally permitted (Priority 3)		
Deter drug use through establishing drug testing program(s) in grades 7-12	Seek board approval in 2016/17; implement in 2017/18	Superintendent
Superintendent addition: Create reporting network for preventing drug/alcohol parties with students	By Fall 2017	Superintendent
6.6 Provide parent education and list of community counseling resources on the district website and multiple modalities such as video podcasts, etc. (not just auditorium or classroom events) (Priority 2)		
Increase parent education of social and emotional needs	Ongoing	Exec Dir of Communications; Coordinator of Guidance Services
Continually update district Counseling Resource list and continue annual Carousel of Resources – for dissemination on website and elsewhere	Ongoing	Coordinator of Guidance Services
6.7 Develop a timeline to provide training for all classroom teachers in Positive Behavior Supports (Priority 1 or 2)		
Develop positive behavior support training for all staff members	Design training by summer 2017; implement during 2017/18 and thereafter	Asst Supt for C&I
6.8 Implement support for the mental health needs of staff (Priority 2)		
Re-implement Employee Assistance Program (EAP)	Implement fall 2016	Asst Supt for HR
6.9 Provide additional social/emotional support for Special Education, ESL and At-Risk Students		
Provide training to teachers and specialists serving Special Education, ESL, and At Risk students with regard to emotional/social health	Ongoing	Exec Dir for Special Programs, Bilingual Ed Coordinator
Analyze staffing ratios for each area (Sp. Ed, ESL, At Risk) to determine needs to meet unique social/emotional needs for these students – and staff accordingly	Ongoing	Asst Supt for HR; Exec Dir for Special Programs, Bilingual Ed Coordinator

METRICS:

How do we measure progress/attainment of the goals within the strategic plan?

1. STAAR/EOC/State Accountability scores:
 - a. Improved over previous year results?
 - b. Comparison to top performing Houston area districts?
 - c. Number/percentage of distinctions
 - d. Scores of dual language bilingual students as compared to peers
 - e. Scores of ELL language students compared to previous years
 - f. Scores of dyslexic students compared to previous years/comparative districts
 - g. Community and Student Engagement (Local Accountability) ratings in 3 key areas

2. SAT/ACT/AP/Dual Credit/Career Certifications – participation and scores
 - a. Participation numbers/percentage improved over previous year?
 - b. Average scores compared to previous years (taking into account any changes in participation rates)
 - c. Enrollment in Pre-AP and AP courses – as compared to previous years
 - d. Percentage of higher scores (3 and above) on AP Tests as compared to previous years
 - e. Number/percentage of students enrolled in dual credit courses as compared to previous years – per high school
 - f. Number/percentage of students receiving career certification before high school graduation – compared to previous years
 - g. Number/percentage of students achieving “post secondary readiness” as defined by the state

3. Faculty/staff morale:
 - a. Survey results on faculty/staff morale questions
 - b. Report on added salary/benefit/incentives each year
 - c. Data/comments report from exit interviews – compared to previous year
 - d. Gauge technology proficiencies
 - e. Calculate improvement in collaborative planning time for teachers across the district – as compared to previous year

4. Financial stewardship:

- a. Reserve fund balance equal to or greater than 90 days?
- b. Results on FIRST report: Superior score? No deficiencies?
- c. Audit report: No material weaknesses; unqualified report; short management report.
- d. Evidence of budget building through collaboration with Principals
- e. Gauge access to technology within classrooms as compared to previous year

5. Miscellaneous:

- a. Percent of strategic plan ideas/activities completed on time
- b. "District of Innovation" plan approved/implemented
- c. List of additional "mental health" services provided to students
- d. Bond election generated? Passed? Design/construction underway?
- e. Overall student keyboarding proficiencies in grade 5 – compared to previous year?
- f. Calculate numbers/percentage of community members involved – as compared to previous year?
- g. Calculate numbers/percentage of students completing international travel trip'
- h. Calculate student to counselor ratio – as compared to previous year/compared to ASCA Ratio
- i. Percentage/number of students cited for drug/alcohol offenses – as compared to previous year
- j. Percentage/number of students mentored – as compared to previous year