# Jenks Public Schools
Jenks, Oklahoma
School District #5

Application for

2005 Malcolm Baldrige
National Quality Award

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Jenks Public Schools
205 East B Street
Jenks, Oklahoma 74037

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Glossary of Terms and Abbreviations

ADA: Americans with Disabilities Act

ADM: Average Daily Membership

AP: Advanced Placement

APEC: Advanced Programs for Educational Computer Solutions

API: Academic Performance Index

AYP: Adequate Yearly Progress

BOE: Board of Education

C&I: Curriculum and Instruction

CAPS: Career Action Planning

CLEP: Comprehensive Local Education Plan

CMES: Customized Metro Ethernet Service

CPR: Cardiovascular Pulmonary Resuscitation

CRI: Curriculum Resource Instructor

CRT: Criterion Reference Test

DLP: Dual Language Program

ELL: English Language Learners

EOI: End of Instruction

EPA: Environmental Protection Agency

ESEA: Elementary Secondary Education Act

FCCLA: Family, Career, and Community Leaders of America

FEMA: Federal Emergency Management Agency

FFA: Future Farmers of America

GLC: Grace Living Center

IEP: Individualized Education Program

IT: Information Technology

JCTA: Jenks Classroom Teachers Association

JPS: Jenks Public Schools

JPSF: Jenks Public Schools Foundation

LAN: Land Area Network

NECC: National Education Computing Conference

NCLB: No Child Left Behind

NRT: Norm-referenced Test

OCAS: Oklahoma Cost Analysis System

OETA: Oklahoma Education Television Authority

OSHA: Occupational, Safety, and Health Administration

OU: University of Oklahoma

P.A.S.S.: Priority Academic Student Skills

PC: Personal Computer

PDSA: Plan, Do, Study, Act

PK: Pre-kindergarten

PTAG: Parent Teacher Action Groups

PTO: Parent Teacher Organization

SDBA: School District Budget Act

SDE: State Department of Education

SERT: School Emergency Response Team

SHOCK: Seniors Helping Our Community and Kids

SIF: School's Interoperability Framework

SSP: Site Survey Improvement Plan

TMA: The Maintenance Authority Form

TRIBES: Processes Used to Facilitate Safe and Caring Learning Environments

VOE: Vision of Excellence

WAN: Wide Area Network

(a)

Preface: Organizational Profile

P.1 Organizational Description

Welcome to the world of Jenks Public Schools (JPS), a world where high achievement, an outstanding athletics program, and multitudinous opportunities for involvement in extracurricular activities abound! It is a world in which high test scores and national awards are the norm rather than the exception, and yet never taken for granted.

Located just south of Tulsa, Oklahoma is the suburb of Jenks. The Jenks School District encompasses not only the city of Jenks but also large portions of south and west Tulsa. The District serves 9271 students from pre-kindergarten through 12th grade in nine schools. The District, which is the 11th largest in student population in the state, is comprised of 39 square miles.

The School District has grown steadily since its official inception in 1908, moving from a single school on a central campus to nine schools on five campuses (3 elementary schools, 2 intermediate schools, 1 middle school, 1 freshman academy, 1 high school, 1 alternative center) scattered throughout the District's 39 square miles. In addition to the schools, the District operates its own transportation, maintenance, print shop and warehouse, food services and technology departments on an annual budget of $46,300,000. A faculty and staff of 1240 educate the pre-kindergarten-twelfth grade school enrollment of just under 9,300 students.

The District's test scores reveal equally favorable results when compared to state and national scores as well as when compared to Baldrige recipients, the Pearl River and Palatine School Districts. Please refer to **Figures 7.1-4, 7.1-5, 7.1-6, 7.1-7, 7.1-11, 7.1-13, and 7.1-14** regarding test scores.

Because of the comprehensive curriculum development, assessment, and professional development model as well as the facilitation of best practices throughout JPS, and the highly sophisticated technological capabilities, the District has been invited to participate in the first ever World Class Schools Network Conference at Harvard University in November 2005.

P.1a Organizational Environment

P.1a(1) Innovation and dedication to quality and customer-focus have played a large part in the success of the District's students. From pre-kindergarten, "Parents as Teachers," a one of its kind in the nation Intergenerational Program with pre-kindergarten/ kindergarten students and the elderly, one of the first in the area Alternative Education Centers, a highly popular and successful Community Education Program, to a partnership between JPS and Chengdu #7 in Chengdu, China, the District serves as a model for school districts nationwide.

Since 1997 the District has used a systematic process for the development of a consistent, coherent elementary district curriculum. In 2003, the process was expanded to include PK-12. A team of teachers, principals, central office administrators, and parents work from September through April to develop content standards based on national standards, and performance standards and performance objectives based on state standards. Pre/post assessments as well as ongoing assessments are developed by each Curriculum Development Committee to give teachers across the District consistent tools for assessing learning on a weekly basis as well as over time. **The Curriculum, Instruction, Assessment, Professional Development Model and outstanding results were presented at the National Quality Education Conference in October 2004, as a national role model of best practice.**

Gifted services are offered for identified first-twelfth grade students. In grades one-eight the needs of the identified gifted students are met in cluster classrooms with the gifted coordinator offering resources and services in the classroom to and with the classroom teacher as well as in a lab setting. In grades nine-twelve the needs of the identified gifted students are met in pre-advanced placement and advanced placement courses. The District's model of serving gifted students is research based and supports best inclusion practices.

With a strong commitment to professional development for its staff members, the District has contracted with nationally recognized professionals to provide learning opportunities. Differentiation training was developed and implemented during the 2001-2002 school year. (**Figure 7.4-4**)

The high school athletes have earned 121 state championships since the inception of JPS; the next closest competitor earned 78 in the same time frame. Jenks High School has been named "School of the Year" by *Coaches Aid Oklahoma High School Sports Magazine* every year since the inception of the award in 2000. In addition to winning **eleven state championship titles** during the 2003-2004 school year in sports, student athletes helped their teams achieve state academic achievement awards reflected in their cumulative grade point averages. **Other awards for Jenks include 65 National Merit semifinalists and 48 National Merit finalists in the past seven years and two Presidential Scholars**, a Family, Career, and Community Leaders of America (FCCLA) Chapter with national and state champions, and a vocal music program performing as an anchor choir for the Candlelight Carol Procession for Disney World. The Advanced Placement Program (AP) was recognized and received the largest amount of funding of any school in the State of Oklahoma. **Thirty-seven percent of the JPS class of 2004 demonstrated college-level mastery of at least one AP course during their high school years. This compares to the national percentage of 13% and the highest state percentage of 21.2%.**

P.1a(2)

Motto (Vision)
A Tradition of Excellence with a Vision for Tomorrow
Mission
Jenks Public Schools, inspired by a tradition of excellence, is committed to the shared responsibility of preparing all learners for productive, responsible citizenship in an ever-changing world.
Core Values
Compassion, Courage, Honesty/Integrity, Perseverance, Respect, Responsibility, Self-Discipline, Teamwork/Sportsmanship, Tolerance
Pillars
Strong Quality Leadership, Continuous Improvement, Customer Focus, Systems/Process Focus
District Goals
Focus on the District's Finances, Focus on Students, Focus on School Safety, Focus on Curriculum
Key Measures (Strategic Objectives)
See 2.1b(1)
Site/Individual Action Plans
CLEP, PDSA, Individual Goals/Action Plans
Figure P.1-1 Organizational Overview

P.1a(3) Approximately 665 teachers and 576 classified staff members proudly educate the total pre-kindergarten-twelfth grade school enrollment of just under 9,300 students. Forty-two percent of the certified employees hold master's degrees and two percent have graduated with doctoral degrees. Twelve teachers have attained national board certification. Teachers have been recognized on the state and national levels for academics and athletics. **Two classroom teachers have been selected as the Oklahoma Teacher of the Year and continued on to become finalists for the National Teacher of the Year. Both of these teachers received the Presidential Award for Excellence in Mathematics and Science Teaching. Another teacher received the Milken Family Foundation National Educator Award in October 2004. Four JPS coaches have been selected as the National Coach of the Year by their respective recognized associations.**

The percentage of minority students is 26%; the percentage of minority staff members is 8%. The District continues to focus on increasing the number of minority staff to provide positive role models for students of the same ethnicity.

Teachers are represented by the Jenks Classroom Teachers Association (JCTA).

The District uses contract employees for custodial services, refuse services, traffic control, counselors for the Alternative Center and Extended School Year (ESY), district social worker, translation services, physician consultant for special education, the artist in residence program, and in human resources for health services pertaining to screening of new employees.

P.1a(4) The District has three elementary sites with the grade configuration of pre-kindergarten-fourth grade. In addition, there are two classrooms (one pre-kindergarten/one kindergarten) housed in a local long-term care facility, Grace Living Center. **This aforementioned intergenerational program has received local, state, and national recognition.** At the elementary level, the students are heterogeneously grouped, mainly in self-contained classrooms with a couple of examples of multiage settings. A kindergarten Dual Language Program (English/Spanish) was implemented at the largest elementary site in August 2004. The plan is to continue to expand this program to include first grade for the 2005-2006 school year. The District has two intermediate sites which house fifth and sixth grade students. Virtually all of the teachers at these two sites work in collaborative teams i.e., language arts/social studies, mathematics/science.

Seventh and eighth grade students make up the middle school level. The teachers work in teams of four (language arts, mathematics, science, social studies) to deliver the curriculum. Spanish, French, German and Latin are offered during the middle school experience.

Students entering the ninth grade at the JPS Freshman Academy experience a year of transition between middle school and high school. It is a school within a school concept as the Freshman Academy is housed in a separate facility on the same campus as the JPS high school. This provides for a smaller school environment for freshman students, yet affords them the opportunities available at a large high school. Pre-AP courses offered at the Freshman Academy are: language arts, Spanish II, biology, and government.

The students complete their academic career at the high school for tenth-twelfth grades. The high school serves almost 2100 students. Students excel in many areas. The high school offers a wide range of courses. Of the 38 AP courses available through the College Board, the high school offers 33 of them.

Jenks Public Schools is a leader in the implementation of technology tools and the integration of technology in the curriculum. Specific standards and objectives communicate the expectations regarding use of technology. There is at least one fully equipped computer lab in each school as well as wireless labs (laptops) on wheels. The classrooms are equipped with telephones, televisions and VCRs. Each site also has a plethora of additional technology equipment i.e., cameras, recorders. Edline and Discovery programs and E-mail allow teachers and parents to communicate on a daily basis. These programs have enhanced communication between school and home regarding grades, assignments, and forthcoming events. Video production studios in the middle school and high school allow for daily opportunities for the students to produce and direct their own news programs. Teachers and administrators may participate in numerous professional development opportunities pertaining to technology via "The Eighth Floor" professional development consortium. Jenks Public School staff members enroll for approximately 300 hours of training per year.

P.1a(5) The District is governed by federal and state laws. The School Laws of Oklahoma and the Standards for Accreditation of Oklahoma Schools are the primary legal sources. The District undergoes an annual accreditation audit by the State Department of Education (SDE) each year which includes an accreditation officer visiting the District to confirm compliance. **The District has received no deficiencies during the past nine out of 10 years**. In addition, the high school is accredited by the North Central Association. The State of Oklahoma mandates that students demonstrate competency in the Priority Academic Student Skills (P.A.S.S.) in mathematics, language arts (reading, writing, listening, speaking, and literature), social studies, science, the arts, and languages.

The District provides a least restrictive, most appropriate education for all special education students. Because Jenks Public Schools is a role model in delivering services to this special population, families with special needs children move into the District. In JPS 16% of the students receive special education services compared to 14% statewide and 12% nationally.

The state mandated testing at the third, fifth, and eighth grades as well as the EOI tests at the high school level in U.S. History, English II, Algebra I, and Biology I. The nationally normed Stanford Nine was administered to all third grade students in the areas of reading, language arts, and mathematics. Criterion Reference Tests (CRTs) developed by the State Department of Education (SDE) were administered to all fifth and eighth grade students. Additionally, the District opted to administer the Iowa Test of Basic Skills (ITBS) to all fourth and sixth grade students in the areas of reading, language arts, mathematics, social studies, and science. In spring 2005 all school districts in the State of Oklahoma began the practice of administering CRTs to all third, fourth, fifth, seventh, and eighth grade students. The administration of norm-referenced tests is no longer mandated by the SDE. However, the District opted to continue to administer the ITBS to all sixth grade students for one more year until CRTs are implemented at that level. Please refer to **Figures 7.1-4, 7.1-5, 7.1-6, and 7.1-7** regarding test scores.

As a result of the federal mandates of No Child Left Behind (NCLB), the State of Oklahoma has developed goals to meet Adequate Yearly Progress (AYP) requirements. The Academic Performance Indicator (API) is a numeric indicator that corresponds to AYP. The district's API score is based on test scores, attendance, drop-out rate, and graduation rate.

Every six years the State Department of Oklahoma requires the District to submit a Comprehensive Local Education Plan (CLEP). The District developed a model and forms to assure district-wide consistency. Each site develops a plan that addresses curriculum, instruction, assessment, and school climate. The Plan, Do, Study, Act (PDSA) Process is used. The site plans are reviewed and updated on an annual basis by the respective principal/staff to ascertain progress in attaining the goals. **In 2004, the State of Oklahoma accreditation**

officer stated that the District CLEP was the best he had ever reviewed.

Licensure and certification in the State of Oklahoma is competency based. Meeting requirements of an Oklahoma higher education institution teacher education program and passing competency examinations determine initial licensure. Specialist certification requires a graduate degree meeting the professional education association standards specific to the profession. Administrative certification requires two years of teaching, supervisory, or administrative experience in public schools plus a master's degree as well as passing the required competency examinations. Superintendents employed for the first time in an Oklahoma school district are required to complete 66 hours of specific training during the first year of employment.

The District operates under the School District Budget Act (SDBA), which by the resolution of the governing body, Board of Education (BOE), votes to comply with the provisions of the SDBA, Title 70 Oklahoma Statute 2001 5-152.

P.1b Organizational Relationships

P.1b(1) The five member BOE is the governing body of Jenks Public Schools. The specific duties and powers are detailed in the Oklahoma School Laws. This five member board hires, supervises, and evaluates the Superintendent of Schools. The Superintendent functions as the Chief Executive Officer of the School District and is responsible for the implementation of the policies adopted by the BOE. The associate superintendent and the three assistant superintendents report directly to the Superintendent.

Stakeholder Groups	Key Requirements/ Expectations	Figure #
Students	To do their best work	7.1-1 - 7.1-14
	To feel safe and secure physically	7.2-6 - 7.6-7
	To practice good character habits and citizenship	7.6-2 - 7.6-5
Employees	To focus on student scores	7.1-4 - 7.1-14
	To use a systems approach and quality tools when making decisions and resolving issues	AOS
	To feel safe, secure, and respected in the work place	7.4-9 - 7.4-11
	To participate in purposeful and meaningful professional development opportunities	7.4-3 - 7.4-6
	To practice fiscally responsible methods	7.3-1 - 7.3-7
Parents, Community Members, JPSF	To be assured of a safe, secure, and respectful school environment	7.2-8 - 7.2-9
	To be assured teachers are highly qualified	7.4-2
	To be assured teaching and learning best practices are implemented and facilitated	7.4-3 - 7.4-4
	To be assured of respectful communication in a timely manner	AOS

Figure P.1-2 Stakeholders and Key Requirements
(AOS = Available on Site)

P.1b(3) Suppliers and partners are integral in the District's processes. For example, once curriculum programs have been selected, the respective textbook companies play an important role in service and training. In the case of the elementary mathematics and science programs the training is ongoing over a period of years. Suppliers survey the District's needs and develop appropriate products for more of a systems approach i.e., integration of payroll, human resources, and professional data. The most important types of suppliers and partners are those related to teaching and learning such as textbook companies, professional development consultants and presenters, and software companies. The staff and parents of JPS expect high quality goods and services in all areas. This is evident in the curriculum, instructional practices, textbooks, professional development opportunities, construction, equipment, and maintenance. The most important requirements for the District's suppliers are timeliness, quality of work, integrity, and courtesy.

P.1b(4) Please refer to **Figure 3.1-1** regarding key student and stakeholder communication and satisfaction determination methods. The District conducts a periodic survey of stakeholders to ascertain areas of strength and areas that need more focus. In regard to key suppliers and partners such as textbook companies, professional development providers, software companies, and construction and equipment companies, communication occurs in one-on-one and small group meetings, telephone; E-mail; Web site; and letters.

P.2 Organizational Challenges

P.2a Competitive Environment

P.2a(1) There are thirty-five private/nonprofit schools in the Tulsa area. There are three private schools within the JPS attendance area. Over the past three years there has been an average of 177 open transfer requests from families in other school districts to enroll in JPS. Conversely, during the past two years there has been an average of 30 open transfer requests from JPS families to enroll in other districts. This is a testimony to the high expectations for teaching and learning in the District. Because of the desire on the part of parents to enroll their students in JPS, homes sell for premium prices within the District's boundaries. Please refer to **Figure 7.2-11** regarding housing starts and the average cost of homes. The net gain of the total district enrollment has increased by 823 students over the past 10 years, from 8448 students in 1994 to 9271 students in 2004.

P.2a(2) The principal factors that determine the success of JPS are:
- hiring/retaining high quality staff;
- offering sustained, intensive, classroom focused professional development opportunities;
- the District's focus on continuous improvement;
- the systems perspective in aligning individual/site goals with district goals and key measures (strategic objectives);
- the four pillars and core values;
- the focus on stakeholders;
- the use of process and decision-making tools;
- the use of tools to collect, track, and analyze data for improved student success as well as practices and processes; and
- the PK-12 Curriculum Development, Instruction, Assessment, and School Climate System.

The certified staff retention rate is 91%; the classified staff retention rate is 85%, with an overall average staff retention rate of 88%. **Other school districts throughout the State of Oklahoma look to JPS as the benchmark for quality standards whether it be test scores, curriculum, or instructional practices.** This is apparent from the number of phone calls from other school districts regarding test scores and the opportunities and requests to share the curriculum development/assessment model.

The changing demographics in JPS provide challenges that affect the District's competitive edge. The District is responding by addressing gaps in subgroup test scores and implementing new programs and materials.

P.2a(3) Competitors of JPS do not share satisfaction data. JPS seeks comparative data by communicating with other schools, attending conferences, reading educational publications, and

analyzing information available from the Oklahoma SDE and federal education agencies. **When the world class School District of JPS compares itself to 11 of the best private schools in the world, the results are favorable in regard to curriculum, athletics, and extracurricular activities.**

The JPS District compares itself to other comparable school districts in the State of Oklahoma in the areas of student achievement, enrollment in AP classes, attendance, drop-out and graduation rate. JPS mainly compares itself with two public school districts in the Tulsa area as well as two in the Oklahoma City area with similar populations. Information is shared via state reports, newspaper accounts, and professional organizations. Using comparisons is a strategy for analyzing strengths and areas for improvement whether it is in regard to subgroups, sites, and/or the District as a total. The 2004 state report confirms that the District's average scores were significantly higher than the state's average scores in all subject areas in all grade levels tested (third, fifth, eighth, high school). The academic achievement results of the District's third, fourth, and sixth grade students were compared with those of the nation until the 2004-2005 school year when the SDE mandated the administration of CRTs for all third and fourth grade students. The 2004 test results confirm that all three grades scored well above the national average in all areas tested. **The District ranked in the top 1% when compared to the State of Oklahoma.** Please refer to **Figures 7.1-4, 7.1-5, 7.1-6, and 7.1-7** regarding test scores.

P.2b Strategic Challenges

The District is not content with only having an enviable athletic program; it also has a stellar reputation in regard to high academic expectations for students and staff. However, there are challenges on the quality journey. The five primary challenges are as follows:

1. Striving for world class learning: The focus on continuous improvement and continually raising the bar regarding academic success creates stress from time to time. The paradigm shift from the focus on teaching to the focus on learning increases teacher accountability regarding student success. This focus has resulted in overall improved test scores. The implementation of the Essential Elements Process in 2004-2005 described in 2.1a(1) and (2) added additional stress, as it was something new, even though teachers and administrators understood and agreed with the validity of the process that would track individual student mathematics progress on a weekly basis.

2. Population and diversity shifts: The shifts in demographics over the past ten years have resulted in a decrease in the Caucasian population by 11%, and an increase in the African American, American Indian, Hispanic, and Asian populations. The increase in the Hispanic population has created a need to implement new programs and facilitate the use of a myriad of materials that address language learning.

3. Maintaining fiscal stability and integrity: Due to the state of the national economy over the past few years, Oklahoma school districts have experienced numerous revenue shortfalls at the state funding level. The District lost over $3,500,000 in state revenue over a two-year period due to a shortfall in state collections used to fund common education in Oklahoma. The revenue sources used to fund Oklahoma schools are sales tax, state income tax, gross production, and ad valorem growth throughout the state. The District budget was amended to accommodate these shortfalls in order to maintain a positive cash flow at the end of the fiscal year. The financial situation has improved for the fiscal year 2005.

4. Maintaining class sizes: The District maintains a focus on class sizes; however, due to difficult financial times over the past years, improvement is still needed in this area. As a result of the aforementioned, it was a necessity to increase the recommended class sizes. Increased funding from the State of Oklahoma for 2004-2005 allowed for opportunities to hire additional teachers which decreased class sizes in most cases.

5. Ensuring safety: Ensuring the safety of students, staff, and visitors is an ongoing process with improvements made each year. Training and education are continuous.

The key strategic challenges associated with sustainability are:
- related to finance and increased funding,
- ongoing communication with our stakeholders regarding accomplishments/needs, and
- continuous improvement pertaining to teaching and learning.

P.2c. Performance Improvement System

The District's Continuous Improvement System focuses on exceeding the JPS all time best. The PDSA Process is used to plan, implement, analyze, review, and revise practices and procedures. By reviewing data related to key measures (strategic objectives), administrators are able to see trends and make any necessary modifications in their respective action plans. In the event of an unanticipated change, the Superintendent meets with the Cabinet and other designated administrators to plan processes and strategies which address the situation.

Periodic patron and staff surveys are conducted to determine how the District is meeting and/or exceeding the stakeholders' expectations. It has become a practice in the District to conduct evaluations at the end of professional development opportunities as well as some district committee work to determine the stakeholders' level of satisfaction. Analysis of the data by the designated administrator(s) ensures evaluation and improvement of processes as well as deployment. (**Figures 7.2-8, 7.2-9, 7.4-10, 7.4-11**)

1.0 Leadership

The District's senior leaders have taken a systematic approach for continuously improving and exceeding the organization's all time best. The PDSA Process assures district wide deployment as it is used to plan, implement, analyze, review, and revise goals, practices, and procedures. All district level administrators and principals develop department or site goals and action plans that support the District's goals, key measures (strategic objectives), pillars, core values, mission, and motto (vision). Site and department goals exceed those of the previous year. Continuous improvement is inherent in the systematic approach as a result of developing goals, implementing action plans, reviewing results, and subsequent cycle refinements.

1.1 Organizational Leadership

1.1a Vision and Values

1.1a(1) The District Continuous Improvement System is deployed throughout JPS. Improvement of this process is ongoing. Substantial changes are made when evaluation processes and instruments undergo formal reviews. The current Teacher Evaluation Instrument was developed and implemented in 1998. All other current Evaluation Instruments were implemented in 1999. Minor changes are made annually based on feedback from certified and classified staff members.

The mission statement for the school district was developed in 1994 by a committee comprised of teachers, administrators, parents, and the business community. The district Continuous Improvement Model (pillars/foundation blocks) was developed in 1998. The core values were developed during the 2000-2001 school year. District goals are reviewed on a biennial basis by the BOE, Cabinet, and various directors. Deletions, additions, and modifications are made at these review sessions using a process that includes brainstorming, developing an affinity diagram, reflecting via fishbone diagrams, and setting priorities. Once the goals have been established, key measures (strategic objectives) are determined. Jenks senior leaders use the Continuous Improvement Process to assure progress in deployment of goals. Administrators develop site or department goals that support the district goals, key measures (strategic objectives) pillars, core values, mission, and motto (vision). All other certified staff members develop at least one professional goal that also supports the district goals. **Figures 1.1-1, 2.1-2 and 2.2-1** address key projections and measures in detail. Supervisors conduct discussions during the Performance Appraisal Review Process regarding progress pertaining to goals. Each administrator and staff member shares data, examples, and verbal accounts regarding accomplishments and areas for focus pertaining to his/her site, department, or classroom.

The District goals are posted on the Web page, and every staff member receives a poster listing the goals and key measures (strategic objectives). Posters are hung throughout all of the buildings as visible reminders to students, staff, and patrons of the commitment of JPS to achieving these goals. Employees "walk the talk" of the goals and key measures (strategic objectives) which is apparent in prudent fiscal procedures, curriculum alignment, test scores, safety practices, student behavior, and the focus on learning.

Communication and feedback with various stakeholders are conducted through monthly administrator meetings, district Parent Teacher Organization (PTO) meetings as well as site Parent Teacher Association Group (PTAG) meetings, meet the teacher and back-to-school events, registration sessions, JPS Foundation Board of Directors meetings, Continuous Improvement Leadership Team meetings, Bond Issue Task Force meetings, Select Finance Committee meetings, district level interview committees, facility planning committees, curriculum development committees, materials review committee, community meetings such as Kiwanis and Chamber of Commerce, meetings with the JCTA, and many other ad hoc committees.

In JPS, senior leadership includes the BOE, superintendent, associate superintendent, and three assistant superintendents. The Superintendent functions as the chief executive officer. The associate superintendent; assistant superintendents for Curriculum & School Improvement, Curriculum & Student Programs, and Human Resources; and one site principal representative serve as the Superintendent's Cabinet. The Cabinet meets on every Monday to discuss forthcoming BOE agendas and other pertinent issues relating to the School District i.e., student achievement, staffing needs, district professional development opportunities, areas of finance, state/federal legislation. See **Figure 1.1-2** regarding setting and deploying vision, values, a legal and ethical environment, creating an environment for performance improvement and creating a sustainable organization.

Teamwork is one of the District's core values and it is apparent throughout JPS. The senior leadership "walks the talk" of shared decision making via committee work which involves teachers, parents, and/or administrators (and classified staff when appropriate). District level committees such as the PK-12 Curriculum Development Committee, Bond Issue Task Force, and Budget Reduction Committee are a few testimonies to the importance placed on inviting representative stakeholders "to the table." Quality tools are utilized in discussions and setting priorities (i.e., brainstorming, affinity diagram, force field analysis, fishbone diagram, Pareto process) to ensure equitable and fair participation by all members. At the sites and in the departments, various committees are in place so that stakeholders can share in the discussions and decisions at those levels i.e., leadership teams, improvement teams.

Jenks Public Schools

Motto → Mission → Core Values ⟶ Pillars ⟶ District Goals→Key Measures ⟶ **District/Site/ Individual Action Plans**

(Vision)

A Tradition of Excellence with a Vision for Tomorrow.

Jenks Public Schools, inspired by a tradition of excellence, is committed to the shared responsibility of preparing all learners for productive, responsible citizenship in an ever-changing world.

Core Values:
Compassion

Courage

Honesty/ Integrity

Perseverance

Respect

Responsibility

Self-discipline

Teamwork/ Sportsmanship

Tolerance

Pillars / District Goals / Key Measures

Strong Quality Leadership — Focus on Finances
* fund balance
* revenue
* financial reports

Continuous Improvement — Focus on Students
*well being
*character education
*teamwork
*inclusiveness

Customer Focus — Focus on Safety
*emergency procedures
*prevention programs
*campus police
*physical safety
*SERT

Systems/ Process Focus — Focus on Curriculum
*best practices
*assessment
*curriculum development
*differentiation training
*course offerings
*diversity
*ESEA mandates

Figure 1.1-1 JPS aligns individual and site goals and action plans with the District's key measures (strategic objectives), goals, pillars, core values, mission, and motto (vision).

2

	Set	Deploy
Organizational Vision & Values **1.1a(1)**	■ Goals and key measures (strategic objectives) are reviewed and updated on a biennial basis. Goals and key measures (strategic objectives) support the pillars, core values, mission, and motto (vision)	■ All administrators and principals develop department or site goals and action plans that support the District goals, key measures (strategic objectives) pillars, core values, mission, and motto (vision)
Promote Legal & Ethical Environment **1.1a(2)**	■ Goals and key measures (strategic objectives) are reviewed and updated on a biennial basis. Goals and key measures (strategic objectives) support the pillars, core values, mission, and motto (vision) ■ District policies	■ All administrators and principals develop department or site goals and action plans that support the District goals, key measures (strategic objectives) pillars, core values, mission, and motto (vision) ■ Staff induction process (Department of Human Resources) ■ New staff training
Create an Environment for Performance Improvement **1.1a(3)**	■ Goals and key measures (strategic objectives) are reviewed and updated on a biennial basis. Goals and key measures (strategic objectives) support the pillars, core values, mission, and motto (vision) ■ Review target goals and assessment results; analyze assessment results; update target goals	■ All administrators and principals develop department or site goals and action plans that support the District goals, key measures (strategic objectives) pillars, core values, mission, and motto (vision) ■ Semi-annual sessions per the Performance Appraisal Review Process and Evaluation Instruments ■ Site principals and teachers implement action plans and strategies
Create a Sustainable Organization **1.1a(3)**	■ Goals and key measures (strategic objectives) are reviewed and updated on biennial basis. Goals and key measures (strategic objectives) support the pillars, core values, mission, and motto (vision) ■ PDSA Process	■ Maintain 6% fund balance ■ Ongoing communication with stakeholders regarding accomplishments and needs ■ Continuous improvement pertaining to teaching and learning

Figure 1.1-2 The District sets and deploys the vision and values, promotes a legal and ethical environment, creates an environment for performance improvement and creates a sustainable organization.

1.1a(2) Senior leaders foster an environment that requires legal and ethical behavior through the Standards of Performance and Conduct for Teachers, district core values, and BOE policies. In March of each year, every teacher receives a copy of the *Standards of Performance and Conduct for Teachers*. All employees new to the District receive a copy of the Expected Attributes of JPS Employees. The Attributes are also addressed in the Continuous Improvement Model training for all new staff at the beginning of the school year. All staff members have access to the BOE policies via the District Web site. Each staff member signs an affidavit regarding having read the policies. A criminal background check is conducted on each prospective board hired employee. All employees complete a criminal record questionnaire each year.

Illegal and/or unethical behavior of employees and/or students is addressed; each situation is ameliorated on a case-by-case basis. Fortunately, there are few incidences of illegal and/or unethical activity in the District.

1.1a(3) The senior leaders create a sustainable organization by conducting a Strategic Planning Process with the BOE on a biennial basis (establishing/reviewing goals and key measures/strategic objectives). Following this process all district level administrators and principals develop site or department goals and action plans that support the District's goals, key measures (strategic objectives), pillars, core

values, and mission, and motto (vision). Senior leaders maintain a sustainable environment with ongoing vigilance regarding sound fiscal practices and communication with the stakeholders, with the primary focus on the students.

At JPS continuous improvement is expected and evaluated using four systems or processes: the Performance Appraisal Review Process, the CLEP in which sites include a PDSA component, the Performance Measurement System, surveys and committee evaluations. (See **Figures 1.1-1** and **1.1-3** regarding the system alignment and goals/action plan form used in developing the CLEP.) These processes are fully deployed and have gone through several cycles of evaluation and improvement. For example, the Performance Appraisal Review Process has been improved by aligning site and department goals with the District's goals and the Continuous Improvement Model pillars, by developing and implementing the present Evaluation Instrument in 1998 and making some minor improvements upon annual review, and by exceeding the previous year's student achievement goals. The present CLEP form was developed and implemented for district-wide consistency in 2001 and has been revised to address the Baldrige categories and to meet No Child Left Behind mandates since that time.

Creativity and innovation are encouraged and lauded in JPS. The JPSF supports and funds the Vision of Excellence (VOE) awards which recognize outstanding teachers and classified staff. These staff members are recognized formally at the Back-to-School Celebration each August and via the local newspaper and the district newsletter. The JPSF also recognizes creative ideas developed by teachers by funding mini-grants for classroom projects that support the district curriculum. In addition, the JPSF is funding differentiation in the classroom training for teachers and administrators for the fourth consecutive year. The model is based on the work of Carol Ann Tomlinson and was developed by district administrators. Site Teachers of the Year and the District Teacher of the Year are recognized at the Employee Appreciation Banquet each winter. The BOE, Superintendent, and administrators consistently demonstrate appreciation for creative efforts expended on behalf of the students, staff, and parents of JPS. These laudations take the form of verbal and written communication via person-to-person contacts, notes, E-mail messages, letters, and publications. Organizational agility is achieved through the District's Continuous Improvement Process. One will see continuous improvement integrated into formal and informal communication regarding everything from student achievement to meeting customers' needs, professional development opportunities, decision-making strategies, programs, policies, and procedures.

An environment for faculty and staff learning is evident with the plethora of professional development options and opportunities ranging from intermittent year-long training to one-day sessions. The curriculum and instruction department and professional development department collaborate to determine staff needs and to locate district and outside personnel to deliver high quality training. The strength of the professional development model is that it offers classroom focused training which is connected to the curriculum standards and objectives. Completed surveys indicate a high satisfaction rate. The Superintendent worked assiduously to implement a partnership between JPS and the University of Oklahoma to provide an opportunity for teachers and administrators to complete a doctoral degree on the District's Central Campus. To date twenty-one teachers have taken advantage of this opportunity as participants in the first cohort program.

The Superintendent and the Cabinet discuss opportunities for restructuring for a more comprehensive systems approach when it becomes apparent that agility is needed and/or when a senior leader leaves the District. Senior leaders participate in the development of future leaders by identifying potential candidates and giving them opportunities for professional growth and advancement. These opportunities may be in the form of participation on district level committees, professional development presentations, intern administrators, and/or other additional responsibilities. The roles of the Curriculum Resource Instructor (CRI) and assistant/building principal are excellent training for future site principals and eventually senior leaders. Senior leaders participate in succession

planning in Cabinet discussions as well as one-on-one conversations with the Superintendent.

1.1b. Communication and Organizational Performance

1.1b(1) Using the Delegation Process, the BOE gives the administrators the power and authority to manage the day-to-day operations using their best judgment practicing the District core values in decision making and behavior. The administrators pass this same type of empowerment to their staffs so that issues and problems are resolved at the lowest possible level. Per district policy and practice, procedures are in place to secure at the lowest possible level solutions to issues and/or concerns. All teachers new to the District receive a copy of *Standards of Performance and Conduct for Teachers* approved by the State Board of Education, March 1992. All staff new to the District participate in a two-hour training session regarding the district's Continuous Improvement Model pertaining to leadership, continuous improvement, customer focus, systems/process focus, teamwork, and data-based decisions. Collaboration and shared decision making are evident in site and district committee work i.e., Cabinet meetings, site leadership teams, curriculum development/ selection of programs.

Senior leaders work assiduously at motivating staff via classroom visits, personal notes, and one-to-one communication in person and via telephone and E-mail. Staff members are encouraged to resolve issues at the lowest possible level. However, all senior leaders have an "open-door" policy and welcome communication with staff.

The JPSF funds mini-grants which support teaching and learning. All teachers in the District have two opportunities during each school year to submit a grant. The Superintendent and two of the assistant superintendents participate in the review of the mini-grant applications and subsequent selection of the recipients. These same three senior leaders participate in the selection of the VOE recipients and the awards ceremony also sponsored and funded by the JPSF. The VOE Awards honor outstanding educators and classified staff in JPS. Recipients are announced and honored at the Back-to-School Celebration each August. In addition to disseminating VOE Awards at the Back-to-School Celebration, senior leaders also honor employees at the Annual Employee Appreciation Banquet and at the first BOE meeting of each month.

1.1b(2) The Superintendent and Cabinet use the Performance Appraisal Review Process based on the four pillars of the District Continuous Improvement Model (strong quality leadership, continuous improvement, customer focus, systems/process focus) to maintain a focus on the organization's objectives, improve performance, and attain the JPS goals. The pillars were developed from the work of John Jay Bonstingl (1996). Each district goal and the key measures (strategic objectives) support at least one of the pillars. The Administrator Evaluation Instrument includes specific indicators which are reviewed formally on a semi-annual basis. Each member of the Cabinet and each site principal develops and submits goals to the Superintendent based on the district goals/pillars. Each

administrator brings a portfolio to the performance appraisal review session with the Superintendent which demonstrates evidence of progress. Following the Performance Appraisal Review session, a formal written evaluation is given to each administrator indicating progress and/or areas that need initial or continued focus. The formal written evaluation includes an Administrator Evaluation Instrument as well as a narrative based on the pillars and foundation blocks.

Each administrator addresses the area of student achievement and improvement of national and state test scores in his/her annual goals. Evidence of data analysis is discussed at each administrator's formal review meeting, as well as the respective plans of action for improvement. Specific goals in this area for the subsequent year are also part of the discussions. Goals for the next school year related to other areas are discussed as well.

Creating and balancing value for students and other stakeholders is maintained through the District's planning processes. The processes pertain to the four goals and encompass maintaining a 6% fund balance for fiscal stability, the focus on improving safety for all stakeholders, athletics (state championships), opportunities for extra-curricular activities, and academics (test scores, attendance rate, graduation rate).

In addition to student success, administrators focus on the district goals and pillars related to customer focus and communication with the patrons. At the performance appraisal sessions, administrators share evidence regarding interaction with other stakeholders i.e., Back-to-School nights, parent/teacher conferences, Career Action Planning (CAPS), parent information meetings.

At JPS continuous improvement is expected and evaluated using four systems or processes: the Performance Appraisal Review Process, the CLEP in which sites include a PDSA component, the Performance Measurement System surveys, and committee evaluations. (See **Figures 1.1-1** and **1.1-3** regarding the system alignment and goals/action plan form used in developing the CLEP.) The CLEP form is aligned to Baldrige criteria. These processes are fully deployed and have gone through several cycles of evaluation and refinement.

1.2 Governance and Social Responsibility

1.2a Organizational Governance

1.2a(1) Some aspects of organizational governance are mandated by federal and state laws. The District policies developed by the Cabinet and adopted by the BOE are the local "laws" that guide processes, procedures, and practices on a day-to-day basis. The BOE holds the Superintendent accountable for conducting operations in a legal and ethical manner. The Superintendent in turn requires all administrators to operate their sites or departments with integrity and honesty. Administrators hold the same high requirements for their staff members.

Fiscal responsibility and accountability are dictated by federal and state laws, BOE policies, and the Oklahoma Cost Accounting System (OCAS). An external audit is conducted on an annual basis. The BOE selects an auditing firm from the list approved by the State Board of Education. Internal audits are conducted periodically throughout the fiscal year. The District investment policy is designed to ensure prudent management of public funds, the availability of funds when needed, and reasonable investment returns. District financial reports are submitted to the BOE for review and approval each month.

The District added the position of director of accounting in order to facilitate the continually growing demands pertaining to financial duties and responsibilities. By adding this new position, efficiency in procedures for accounting, reporting, and cash management have been maximized for continuous improvement. The director of accounting, in coordination with the executive director of finance and the associate superintendent, provides the leadership for continuous improvement in meeting the frequent state mandates.

The BOE, Superintendent, administrators, and staff members protect stakeholder interests by responding in a timely fashion and respectful manner. However, if matters cannot be resolved satisfactorily at the lowest level possible, the District policy lists the recommended steps to be followed including the final step of pursuing the matter formally with the BOE.

Leadership					
Site					
State of OK Standard	**May 2005** Process Management	**Goal** Strategic Planning Student, Stakeholder & Market Focus	**Faculty/Staff Focus**	**Measurement Analysis and Knowledge Management**	**Organizational Performance** Results
	Where are we presently?	What do we want to achieve and how will we do it?	Who will be responsible for achievement of the goal?	What specific data will be collected, tracked and analyzed to support achievement of the goal?	What progress was made toward achieving the goal? Progress will be documented per annual review.
Figure 1.1-3 The CLEP site plans format is used for reviewing and updating goals on an annual basis. (The CLEPs are available at the sites.)					

At all regular BOE meetings, organizations, groups, or individuals may request to speak to the BOE during the hearing of the public segment. The BOE may also allow public comments under an earlier segment of the agenda.

1.2a(2) The Superintendent is evaluated formally by the five members of the BOE on an annual basis. He submits a portfolio to the BOE which includes comprehensive data regarding progress and/or attainment of goals which are based on the District key measures (strategic objectives), goals, pillars, core values, mission, and motto (vision). The members of the BOE conduct an in-depth Performance Appraisal Review Session and complete a formal written evaluation summary. The Superintendent evaluates the Cabinet; Cabinet members evaluate directors; the Superintendent in conjunction with two assistant superintendents evaluates the site principals. Administrators develop site or department goals that support the district goals, key measures (strategic objectives) pillars, core values, mission, and motto (vision). All other certified staff members develop at least one professional goal that also supports the district goals. **(Figure 1.1-1)** Supervisors conduct discussions during Performance Appraisal Review sessions regarding progress pertaining to goals. Each administrator and staff member shares data, examples, and verbal accounts regarding accomplishments and areas for focus pertaining to his/her site, department, or classroom. The BOE is not evaluated formally; however, communication with the stakeholders is ongoing regarding operations of the School District. Each year the voters have the opportunity to evaluate and indicate their preference for board members at the polls.

Following the systems alignment structure **(Figure 1.1-1)**, the BOE, Superintendent, Cabinet, and various directors develop district goals and key measures (strategic objectives) based on the District's motto (vision) mission, core values, pillars, and needs determined by issues relating to finance, students and stakeholders, safety, and curriculum and instruction. Senior leaders develop their respective goals to support the district goals as well as site/department specific areas of focus for improvement. The areas of focus for subsequent years are determined by progress related to current goals as well as new issues that need to be addressed per the Performance Appraisal Review Process and survey results.

1.2b Legal and Ethical Behavior

1.2b(1) The Jenks Public School District uses the Continuous Improvement Process to improve current and future programs, services, and operations as well as maintaining and improving regulatory, safety, accreditation, and legal requirements. Cabinet meetings as well as administrator/principal meetings are utilized to examine processes and practices in the interest of continuous improvement. The administrator responsible for that bailiwick assures implementation of changes. Each site reviews and updates the CLEP on an annual basis. The principals and their staffs focus on their respective

curriculum, instruction, assessment, and school climate goals and action plans per their site PDSA model used in developing and attaining the CLEP goals. The District is required to abide by federal, state, and local laws. In addition, District policies have been implemented that address various issues related to the aforementioned.

The Superintendent visits with state legislators on a regular basis throughout each legislative session. The District hosts a legislator breakfast and luncheon each year. Local legislators, surrounding school districts, JPS administrators and teacher representatives are invited to participate in discussions and question/answer sessions pertaining to pertinent education issues. Administrators are involved in state and local organizations such as the State of Oklahoma School Improvement Advisory Committee, Oklahoma Association of School Administrators Board of Directors, Oklahoma Curriculum Improvement Commission, Oklahoma Education Television Authority (OETA), Tulsa County Association of School Administrators, Chamber of Commerce Board of Directors, Kiwanis Board of Directors, Oklahoma Aquarium Board of Directors, Leadership Jenks, and Leadership Tulsa. Participation on boards and in local activities and events maintains open communication lines between District administrators and the community at large.

Each school site has established a Safe School Committee that is composed of at least six members. These site committees study and make recommendations to the principal regarding: unsafe conditions, possible strategies for students to avoid harm at school, student victimization, crime prevention, school violence, and other issues which prohibit the maintenance of a safe school; student harassment, intimidation and bullying at school; and professional development needs of staff to implement methods to decrease student harassment, intimidation, and bullying.

The District has a comprehensive School Emergency Response Team (SERT) in place as well as an Emergency Procedures Guide. This plan addresses system components and major functions for intruders on campus, terrorist attacks, weapons on campus, tornadoes, etc. All campuses have security plans and procedures in place to ensure the safety of students, staff, and visitors as much as possible. The SERT meets on a monthly basis and is comprised of administrators, counselors, and teachers. Local law enforcement and emergency personnel collaborate with the district SERT members to establish and/or improve safety procedures. When a new member is added to the SERT, year-long training is conducted on the incident command system so that District personnel and community agencies maintain a cohesive action plan.

A State of Oklahoma accreditation officer visits the school district on an annual basis. A comprehensive accreditation review is conducted. Evidence must be provided that addresses a plethora of practices and procedures related to curriculum, instruction, assessment, safety, district policies, Performance Appraisal Review Process, personnel, health services, record searches, behavior of students, handbooks, contracts, the CLEP, etc.

The District received no accreditation deficiencies during the past nine out of 10 years.

Please see **Figure 1.2-1** regarding key processes for addressing risks and key risk measures.

Key Processes for Addressing Risks	Key Risk Measures
Annual review of CLEP by site principals/staffs	Progress regarding attainment of goals; increase in test scores **(Figures 7.1-4 – 7.1-7)**
Legislative Lobbying Process	Attendance at legislator breakfasts and lunches; involvement in local and state organizations; success of bond elections; changes in state laws **(Figure 7.3-7)**
District and Site Safe Schools Committees Processes Semi-annual District Emergency Exercises	Decrease in # of safety incidents; review safety issues; update safety and emergency plans
Annual Accreditation Review	Maintain zero deficiencies; update data, practices, procedures, and plans
Figure 1.2-1 The District uses Key Processes and Measures to address and measure risks.	

1.2b(2) An environment that requires legal and ethical behavior is fostered through the *Standards of Performance and Conduct for Teachers*, district core values, and BOE policies. A criminal background check is conducted on all prospective board hired employees. All employees must complete an annual criminal record questionnaire. The core values of compassion, courage, honesty/integrity, perseverance, respect, responsibility, self-discipline, teamwork/sportsmanship, and tolerance reflect the vision of JPS. The BOE policies are very clear regarding expected behaviors. Expected student behaviors are addressed through TRIBES training which pertains to building respectful learning communities within the schools, the District's character education curriculum, and site specific behavior models. The staff and student handbooks also address expected behaviors. Each site has discipline procedures in place including potential consequences. The District policies delineate the respective processes that are followed pertaining to specific issues i.e., harassment, bullying, discrimination. Illegal and/or unethical behavior of employees and/or students is addressed on a case-by-case basis in compliance with the District policies. See **Figure 1.2-2** regarding key processes and key measures for enabling and monitoring ethical behavior throughout the District.

1.2c Support of Key Communities

The administrators, staff, and students of Jenks Public Schools are committed to improving the community through monetary contributions, participation in various organizations, and seeking partnerships that are mutually beneficial. Some examples are: (1= administrator, 2=staff, 3=student)

- 100% participation in United Way contributions (1/2);

- member of various boards i.e., Chamber of Commerce, Kiwanis, Oklahoma Aquarium, State of Oklahoma School Improvement Advisory Committee, Oklahoma Education Television Authority, Red Cross Blood Services Board of Directors, Air & Space Museum Planetarium Construction Planning Committee (1);
- partnership with GLC, an onsite intergenerational program (1/2/3);
- partnership with Oklahoma Aquarium in facilitating the development of a mission statement, goals, and action plans for the aquarium (1);
- various partnerships with the JPSF i.e., funding professional development opportunities; Tulsa Technology; Union Public Schools which is a contiguous school district (1/2);
- providing JPS warehouse services to smaller districts; providing transportation services to the City of Jenks and private organizations (1);
- presentations at numerous state and national conferences i.e., media/library conferences, State Superintendents Conference, National Quality Education Conferences (1/2);
- sharing curriculum development process with other school districts (1);
- sharing process for implementation of intergenerational program with interested parties in Oklahoma and the nation (1/2);
- sharing the Alternative Center and Freshman Academy Saturday School Program (1/2);
- member of Eighth Floor consulting committee (1).

The administrators of JPS feel it is an obligation and a privilege to share the talents, skills, and work of the staff. Other school districts in Oklahoma look to JPS as a leader in virtually every regard from academics to athletics. It is the belief of the senior leaders if education is to continue to improve across the state and the nation, then successful processes, practices, and strategies need to be shared and explained for the benefit of improved teaching and learning.

Key Processes	Key Measures
All certified teaching staff receive a copy of the Standards of Performance and Conduct for Teachers from the Department of Human Resources	100% of all certified staff, with the exception of administrators, receive a copy of the Standards each year
All new staff members receive a copy of the Expected Attributes (behaviors) from the Department of Human Resources	100% of all new staff members receive a copy of the Expected Attributes of JPS Employees
All employees complete an annual criminal record questionnaire	100 % of all employees complete a criminal record questionnaire each year
All staff members sign an affidavit regarding having read the District policies	100% of all employees sign an affidavit each year
The Continuous Improvement Leadership Team conducts training for all new staff	80% of all attendees complete a survey **(Figure 7.4-5)**
Expected student behaviors are addressed via TRIBES training, the character education curriculum, and the District policies	Decrease in behavior issues at each site each year **(Figure 7.6-2)**
Figure 1.2-2 The District uses Key Processes and Measures for enabling and monitoring ethical behavior.	

2.0 Strategic Planning

The District's systematic approach to strategic planning encompasses the deployment of goals and action plans throughout the District as well as the review of results and subsequent changes if necessary. The District's focus on continuous improvement is inherent in the cycle of refinements that involve discussions and evidence of supporting data.

2.1 Strategy Development

2.1a(1) and (2) Strategy Development Process

On a biennial basis the BOE, Superintendent, Cabinet, and various directors utilize the Strategic Planning Process and the Performance Measurement System to review the status of the District as well as the current goals; subsequently new goals and key measures (strategic objectives) are developed using a process that includes brainstorming, developing an affinity diagram, reflecting via fishbone diagrams, and setting priorities. Potential blind spots are identified by listing driving and restraining forces. All administrators have been trained in using an implications wheel. Even though "the wheel" process is not facilitated very often due to the required time commitment, the training placed an emphasis on sensitivity to potential implications when identifying goals and key measures (strategic objectives). The goals support the pillars, core values, mission statement, and motto (vision). Once the goals have been established, key measures (strategic objectives) are determined. (Refer to **Figure 2.1-1** regarding the Strategic Planning Process.)

Administrators' goals and action plans address and support the district goals. Administrators' goals and the CLEP address specifics in percentages i.e., improvement in student achievement, decrease in rate of retention, attendance. The Superintendent meets with each Cabinet member and each site principal twice a year to discuss goals, progress, and results. At the winter meetings each administrator provides quantitative and qualitative data in regard to progress and/or accomplishment of his/her goals. Following the winter meetings, an Administrative Evaluation Instrument and comprehensive narrative are completed for each administrator pertaining to accomplishments and areas in need of new and/or continued focus. The Superintendent requires areas of focus to be addressed throughout the remainder of the school year and incorporated into goals and action plans for the subsequent school year if necessary.

Upon receiving the state mandated test scores each year, the site principals and their teachers analyze the results. Following the analysis, goals are developed regarding improvement. Specific strategies are also developed describing how the goals will be attained. The respective goals and planned strategies become a part of each site principal's goals that are submitted to the Superintendent and appropriate assistant superintendent.


Strategic Planning Process

Phase I
Review of District motto (vision), mission, core values, and pillars

Phase II
Review/development of goals and key measures (strategic objectives) that support the District motto (vision), mission, core values, and pillars

Phase III
Cabinet, Directors, Principals develop goals and action plans that support the District goals and key measures (strategic objectives)

Phase IV
Deploy Plans

Phase V
Cabinet, Directors, Principals monitor, review and evaluate progress regarding attainment of goals; develop focus areas

Phase VI
Focus on identified areas for continuous improvement

Phase VII
Develop site/department/individual goals and action plans based on Performance Appraisal Review Process and Evaluation Summary as well as additional identified areas for continuous improvement; review/refine process

Cycle of Refinement

Figure 2.1-1 Strategic Planning Process (Setting & Deployment of Goals, Cycle of Refinement)

Assessments are tracked from year to year by the director of student assessment and director of technology. Each student receives an annual report tracking his/her assessment results for first through eighth grades. Plans are in place to expand the report through 12th grade. Thus, students and parents have a historical perspective regarding individual achievement.

The District no longer gives students permission to forget. Beginning with mathematics in the 2004-2005 school year, the District implemented the Essential Elements Process. The essential elements for grades pre-kindergarten-twelfth were identified by a district team. Each week the students take a quiz compiled of randomly selected mathematics information and process items. Seventy percent of the items are from the current grade level curriculum and 30% are from the curriculum of the two previous grade levels. This process eliminates the necessity to cram as well as increasing the opportunities for students to remember what they have learned. The students track their progress via a run chart. The teachers track individual student and class progress via run charts, histograms, and/or scattergrams. This process will continue to be implemented throughout the next five years for language arts/English, science, social studies/history, art, music, physical education, reading/literature, and world language.

Each site principal is responsible for developing, implementing, and completing a Site Survey Improvement Plan (SSP). The purpose of the SSP is to identify instructional strategies, software, environmental factors, etc. which improve learning, or conversely, inhibit learning. Each in-depth and comprehensive research project addresses at least one variable related to the improvement of student achievement. Each SSP is required to have a control group and an experimental group. Projects are discussed on an ongoing basis with the Superintendent. Successful strategies are shared among principals and sites; those that inhibit learning are, to the extent possible, eliminated. **(Figure 7.2-2)**

The District Continuous Improvement Leadership Team reviews its goals on an annual basis making deletions, additions, and modifications as deemed necessary. These goals address and support the pillars and district goals as well.

The finance department completes an in-depth budgetary plan for approval by the BOE. A projected revenue and expenditure budget is published in the local newspaper, and notice of the District BOE meeting and public hearing is posted for the purpose of reviewing and adopting the proposed budget for the new fiscal year beginning on July 1. The associate superintendent, executive director of finance, and director of accounting conduct ongoing internal reviews in which budget adjustments are made depending on revenue, expenditures, interest rates, and/or needs. Formal reports are submitted to the BOE for approval on a monthly basis. The BOE makes the necessary budgetary amendments throughout the year based upon the financial information reported monthly by the administration.

During 2002-2003, the State of Oklahoma experienced impecunious times. This dire economic situation directly impacted the schools during that school year as well as throughout the 2003-2004 school year. The Jenks School District is in the recovery process in regard to reinstating staff and programs. However, in spite of the state's financial woes, the District continues to be held in high regard. Test scores, percentage of National Merit semifinalists, graduation rate, and number of state and national awards belie the recent difficult economic times.

In responding to the aforementioned economic situation, a comprehensive Budget Review and Priority Setting Process was planned and facilitated which involved students, staff, administrators, parents, and community members. Quality tools were used to identify and prioritize cuts in services and programs that would be the least deleterious to students so the District could sustain its operations during this difficult time without diminishing teaching and learning.

The school district staff continued research projects aimed at improving opportunities for students in academic areas. Coaches and sponsors of academic competitive teams, fine arts teams, and athletic teams continued to challenge students. The number of district teachers was decreased by 48; the number of administrators was reduced by four, and the number of classified staff was decreased by 50 due to lack of funding. In spite of budget reductions and decreases in staff numbers, the focus remained on the students.

The shifts in demographics over the past ten years have resulted in a decrease in the Caucasian population by 11%, and an increase in the African American, American Indian, Hispanic, and Asian populations. The District has responded to these needs by increasing the number of English Language Learner (ELL) teachers and implementing an English/Spanish Dual Language Program in kindergarten at the largest elementary site, which incidentally also has the largest Hispanic population. The plan is for the program to expand one grade level at a time each subsequent year.

2.1b(1) and 2.1b(2) Strategic Objectives

Following are the 2003-2005 district goals, strategic challenges, key measures (strategic objectives), action plans, and measures.

Strategic Challenges P.2b	Key Measures (Strategic Objectives) 2.1b(1)	Action Plans 2.2a(3)	Human Resource Plans 2.2a(4)	Measures 2.2a(5)	Figure
Goal: Focus on Finances				
Increase school funding	Increase JPS fund balance to 6%	Sell vote "yes" on bond issues to community	Cultivate relationships with the community	Passage of the bond issue each year	**7.3-1**
	Increase in OK school funding by $500,000 (2006)	Continue lobbying efforts	Cultivate relationships with state representatives	Increase in school funding (2006)	**7.3-6**
	Improve utility efficiency by 5% each year	Continue to decrease energy costs each year	Ongoing evaluations	Water, electricity, and gas consumption	**7.3-9**
	Maintain accurate reporting of the financial condition of JPS	Maintain 100% compliance record	Enforce federal and state laws; cross training	Maintain 100% compliance record	AOS
Decreasing class sizes	Increase in revenue funding	Continue lobbying efforts	Hire additional teachers	Student/teacher ratio	**7.3-8**
Goal: Focus on Students				
The shift in demographics	Expand the DLP by one grade level each year	Expand to include first grade (2006)	Hire a qualified teacher	Implementation of the DLP K-6th grade (2006)	AOS
Goal: Focus on Safety				
Increasing safety measures	Decrease # of bus accidents by 1% each year	Continue training of drivers and students	Continue education in prevention strategies	Decrease in # of bus accidents	**7.5-16**
	Expand video security systems	Installation of systems at 3 remaining sites	Train administrators in use of systems	# of monitoring systems	AOS
Goal: Focus on Curriculum (Ensure JPS students meet or exceed world class standards)				
The focus on continuous improvement & raising the bar regarding academic success	Improve test scores, including those of subgroups to achieve the maximum API score of 1500 (2010)	Be the first school in Oklahoma to achieve the maximum API score of 1500	Retain/hire high quality teachers	API scores for all groups	**7.1-1** **7.1-2**
	Increase # of AP program course offerings to 35 (2009)	Increase # of AP courses from 33 to 35	Retain/hire high quality teachers	# of AP courses	AOS
	Continue to promote the inclusiveness of all students	Improve API subgroup scores	Retain/hire high quality teachers	API subgroup scores	**7.1-2**
	Each site meets or exceeds CLEP goals (90% reading and mathematics goals and EOI scores)	Facilitation of effective strategies	Train teachers in differentiation strategies	Meet or exceed CLEP goals each year	**7.1-4** **7.1-5** **7.1-6** **7.1-7**
	Maintain or improve the drop-out rate (1.1%)	Increase # of alternative program opportunities	Retain/hire/train high quality teachers	Drop-out rate by subgroups	**7.2-4**
	Increase of parent participation in CAPS conferences from 95% to 99% (2008)	Encourage students and parents to attend	Cultivating parent relationships	Increase # of parents participating in the CAPS each year	AOS
	Increase # of certified staff trained in differentiation strategies to 75% (2008)	Continue high prep and low prep differentiation training	Retain/hire/train high quality teachers	# trained in differentiation strategies	**7.4-3**
	Increase in highly qualified teachers from 98% to 100% (2007)	Ongoing evaluations & training	Retain/hire highly qualified teachers	# of highly qualified teachers by site/subject	AOS
	Complete PK-12 grade curriculum development in all subject areas (2009) Use the Curriculum, Instruction, Assessment, and School Climate System	Expand PK-12 curriculum development to all subject areas including the Essential Elements Process	Train teachers in the development process	Expand & complete the PK-12 curriculum development to include all subject areas	**7.5-1**

Figure 2.1-2 Strategic Plan (AOS = Available on Site) There are additional key measures included in the JPS goals (AOS).

The expected date of attainment is next to each measure when applicable. If there is no date, it indicates an ongoing goal.

The goals and key measures (strategic objectives) established for JPS address the identified challenges as well as areas for focus and continuous improvement. The financial goal and key measures (strategic objectives) contain specific targets to provide financial security for the District which impacts class sizes. The goal and key measures (strategic objectives) pertaining to the students also address inclusiveness. A focus on assessment is included in the curriculum goal and objectives. Continuous improvement is not only expected in student achievement, but in collecting, tracking, and analyzing data. One example is the District has begun providing information to individual students and their parents regarding a historical perspective of test results. Another example is the implementation of pre/post mathematics assessments for all students as well as preview/review assessments based on essential mathematics elements. District administrators are ever vigilant regarding student safety. Improvements in processes and procedures are made on an ongoing basis. Training and education continue to be provided. The goal and key measures (strategic objectives) related to curriculum address the need for continuous improvement in not only the area of curriculum, but instruction, assessment, and school climate as well. Specific objectives focus on differentiation and diversity, which address the needs of the changing demographics of the district.

The BOE, Superintendent, Cabinet, and various directors develop the goals and key measures (strategic objectives) on a biennial basis. The goals and key measures (strategic objectives) are developed using a reflective process regarding the needs of the students and stakeholders. The facilitators incorporate the use of quality tools i.e., brainstorming, affinity diagram, fishbone diagram, priority process. The driving question is: "How will the focus on each goal improve learning?" However, the needs of the District's other key stakeholders are also addressed as is apparent in the focus on the District's finances, safety, and communication. The goals and key measures (strategic objectives) support the pillars, core values, district mission and district motto (vision).

The designated fund balance for the fiscal year 2005 is six percent. Courage on the part of administrators and BOE members to reduce expenditures in 2003-2004 resulted in an improved financial status for 2004-2005. Increased revenue from the State of Oklahoma also aided the recovery process. An accurate and detailed financial report is given monthly at a BOE meeting.

2.2 Strategy Deployment

2.2a(1) Action Plan Development and Deployment

The site and department goals and action plans support the key measures (strategic objectives) and goals, which support the pillars, which sustain the core values, which maintain the District's mission and motto (vision). The Superintendent meets with each Cabinet member; the Superintendent and the designated assistant superintendent meet with each site principal; the associate superintendent and assistant superintendents communicate with the respective directors; and the site principals communicate with the assistant principals in August-September each year to discuss site or department goals, projections, measures, and action plans. Each administrator collects, tracks, and analyzes the data related to each goal as a component of his/her portfolio. Administrators monitor the progress on their respective action plans on an ongoing basis. The portfolios are shared with the respective supervisor in the winter. Following an in-depth discussion, a written evaluation is completed regarding accomplishments and areas for focus. The administrators address the areas identified for continuous improvement. Improvements made as a result of sustained focus on the specific areas are identified. The necessary resources are allocated per the annual budget review and development process.

2.2a(2) When circumstances require a shift in plans and rapid execution of new plans, the Superintendent meets with the appropriate senior leaders, directors, and/or principals to revise the necessary action plans. The administrator who supervises the designated bailiwick assumes the responsibility for assuring deployment of action plans to ameliorate the problem.

2.2a(3) Please refer to **Figure 2.1-2** in regard to goals, strategic challenges, key measures (strategic objectives), action plans, human resource plans, and measures. At this time there are no key changes planned for programs, offerings, or services.

2.2a(4) The key human resource plans that derive from key measures (strategic objectives) and action plans are determining staffing needs, hiring additional teachers to reduce class sizes and improve student learning and services, recruiting and retaining high quality personnel, and seeking diverse applicants that reflect the changing demographics of the District. Human resource plans also focus on supporting the District's pursuit of excellence in education through ongoing evaluations; enforcing federal laws and district policies related to harassment and/or bullying, Title IX, Title VI, and Americans with Disabilities Act (ADA), and safety; maintaining the District's focus on continuously improving technological capabilities; and cultivating relationships within the schools and the community. Please refer to **Figure 2.1-2**.

2.2a(5) The key performance measures (strategic objectives) are aligned with the respective District goals to ensure coverage of key deployment areas, students, and stakeholders. Please refer to **Figure 2.1-2** which includes key performance measures.

2.2b Performance Projection

Key performance projections are reflected in **Figure 2.2-1**. The goal in JPS is continuous improvement (exceeding the all time best). Gaps in performance are addressed via analysis and development and implementation of strategies for improvement by the respective Cabinet members, directors, and principals

Goals	Key Performance Projections	2006	2007	2008
Focus on Finances	Continue to pass bond issues each year	Pass bond issue (A)	Pass bond issue (A)	Pass bond issue (A)
	Continue lobbying efforts	Increase fund balance to 6% (P)	Maintain 6% fund balance (P)	Maintain 6% fund balance (P)
	Continue to decrease energy consumption each year	Decrease by 5% (A)	Decrease by 5% (A)	Decrease by 5% (A)
	Continue to maintain 100% audit compliance record	Maintain 100% compliance record (A)	Maintain 100% compliance record (A)	Maintain 100% compliance record (A)
	Increase in State revenue funding	Increase funding by $500,000 (P)	Increase funding by $500,000 (P)	Increase funding by $500,000 (P)
Focus on Students	Expand the DLP by one grade level each year	Expand the DLP to first grade (A)	Expand the DLP to second grade (A)	Expand the DLP to third grade (A)
Focus on Safety	Continue to decrease # of bus accidents	Decrease the number of bus accidents by 1% (A)	Maintain accident free record (A)	Maintain accident free record (A)
	Increase in # of monitoring systems	Install monitoring system in 3 remaining buildings (A)	Project completed (A)	Project completed (A)
Focus on Curriculum	Be the first school in Oklahoma to achieve the maximum API score of 1500	Increase API score to 1400 (A)	Increase API score to 1425 (A)	Increase API score to 1450 (A)
	Continue to exceed the API target	Exceed target (A)	Exceed target (A)	Exceed target (A)
	Each site meet or exceed CLEP goals (90% reading and mathematics goals and EOI scores)	Meet or exceed updated goals per annual review (A)	Meet or exceed updated goals per annual review (A)	Meet or exceed updated goals per annual review (A)
	Continue to monitor the drop out rate (1.1%)	Maintain or decrease (A)	Maintain or decrease (A)	Maintain or decrease (A)
	Increase # of parents participating in the CAPS conferences each year	Increase by 1% (96%) (A)	Increase by 1% (97%) (A)	Increase by 1% (98%) (A)
	Increase # of certified staff trained in differentiation strategies	61% of certified staff trained (A)	70 % of certified staff trained (A)	75% of certified staff trained (A)
	Increase # of highly qualified teachers	Increase by 1% (99%) (A)	Increase by 1% (100) (A)	Maintain 100% (A)
	Expand PK-12 curriculum development to all subject areas including the Essential Elements Process	Expand to include science (A)	Expand to include social studies and the arts (A)	Expand to include reading/literature (A)

Figure 2.2-1 The Key Performance Projections address each of the District's goals and the targets for three years.
(A=ahead of competitors, P=parity with competitors, B=behind competitors

3.0 Student, Stakeholder, and Market Focus

The District's leaders have taken a systematic approach to determining the requirements, expectations, and preferences of students and stakeholders. The Continuous Improvement Model and Process as well as the Communications/ Stakeholder Relations Process, the development of the CLEP, and community involvement by District leaders assure ongoing improvement, feedback, and deployment of the goal of increasing customer satisfaction in the areas of effective communication and quality education. Through cycle refinement, JPS continuously improves student and stakeholder satisfaction, educational services and programs, and organizational sustainability.

3.1 Student, Stakeholder, and Market Knowledge

3.1a(1) The Jenks Public School Continuous Improvement Model includes a pillar of customer focus with the goal of increasing customer satisfaction in the areas of effective communication and quality education. The District's stakeholders include students, staff members, parents, and the community, which includes the JPSF and higher education institutions. However, students are the primary customers/ stakeholders. The student groups delineated by the Oklahoma API District Report Card determine student segments. These segments include: male, female, Black, American Indian, Hispanic, Asian, White, economically disadvantaged, English Language Learners (ELL), and students on Individualized Education Plans (IEP). The District uses additional assessment instruments to identify gifted students. The District draws on state and district mandated testing to assess student needs. Results are disaggregated to determine the needs and achievements of each student segment.

Approximately twenty percent of the school-age children living within the district are home-schooled or are served by other educational providers. However, JPS includes these students in determining the development of educational programs and offerings through the JPS Community Education program which offers courses such as dance, chess, swimming, karate, keyboarding, and driver's education to any child living in the district or in surrounding communities. Additionally, the JPS Student Assessment Department serves all students living within the District by providing opportunities for the same standardized assessments as offered to students enrolled in the District free of charge.

3.1a(2) In order to determine students' and stakeholders' requirements and changing expectations, the District's Communications/Stakeholder Relations Process, which is established by senior leaders and implemented by both senior leaders and all site and department leaders, employs a variety of tools to listen and learn from the stakeholders in each segment. **(Figure 3.1-1)** These tools include: periodic surveys, advisory boards, evaluations, regularly scheduled parent and teacher meetings, PTAG, PTO council, booster clubs, curriculum committees, CAPS, and electronic communication tools.

Since 1995, district-wide surveys have been given in phases to patrons (parents/guardians), certified personnel, classified personnel, and students. The surveys are designed to ascertain how the District is meeting and/or exceeding the stakeholders' expectations. Jenks Public Schools utilizes the services of a management consultant in developing, administering, tracking, and reporting survey results.

Additionally, advisory boards comprised of teachers, administrators, parents, and community members with expertise or experience related to the segment provide valuable insight for JPS decision makers. Currently, advisory committees provide this essential guidance for the American Indian, economically disadvantaged, ELL, IEP, and gifted student segments.

An example of one of the key methods for gleaning direction from stakeholders has been the Curriculum Development Process, which incorporates 50-60 stakeholders in a year-long process.

Listening and learning to determine students' and stakeholders' requirements and expectations is a vital component of the District's CLEP. Each site leadership team utilizes a broad range of methods to gather information and input to develop the CLEP. These methods include: staff survey of needs, patron survey, group meetings to discuss needs and formulate goals, and evaluation of test data. Each CLEP includes PDSA processes, which directly correlate to stakeholder requirements and expectations.

Determination methods vary for different student segments and stakeholder groups based on the specific needs of that group. For example, the determination methods for the ELL segment include parent meetings with a Spanish-language translator focused on assisting students and parents with understanding school culture. Concomitantly, administrators and staff members listen and learn from the stakeholders on the ELL Advisory Board to ascertain their specific requirements and expectations.

Relevant information from current, former, and future students and stakeholders is used by senior leaders to plan educational offerings, expand educational programs, and develop services. It has become a practice in the District to conduct evaluations at the conclusion of professional development opportunities, district committee work, and community education courses to determine the stakeholders' level of satisfaction. Analysis of the data leads to improved processes and programs. One example is the implementation of the five-year focus on differentiation training. **(Figure 7.4-3)** Another example is the selection of course offerings made available through the JPS Community Education program, which served more than 10,015 community members in 2003-2004. Feedback from former students and requests from prospective students/community members are the determining factors for the classes offered each year.

Stakeholder Segment	Key Communication and Satisfaction Determination Methods
Students (including Male, Female, Black, American Indian, Hispanic, Asian, White, Economically Disadvantaged, ELL, IEP, and Gifted Segments)	Board of Education meetings, CAPS conferences, classroom/site/district newsletters, classroom/site/district Web sites, classroom/site surveys, committees (i.e., Safe School, School Climate, Student Council), course evaluations, Edline (7th-12th grade students), IEP meetings, surveys
Staff (including certified and classified staff segments)	Advisory board membership, BOE meetings, classroom/site/district newsletters, classroom/site/district Web sites, committee membership, JCTA, staff meetings, surveys, visits by Superintendent, visits by BOE members
Parents	Advisory boards, Back-to-School nights, BOE meetings, Booster Organization meetings, CAPS conferences, classroom/site/district newsletters, classroom/site/district Web sites, committee membership, Edline, IEP meetings, open houses, parent information meetings, PTAG meetings, parent/teacher conferences, PTO Council, placement needs requests, surveys
Community	Advisory boards, BOE meetings, classroom/site/district Web sites, district newsletters, committees (i.e., Bond Issue Task Force, Select Committee on School Finance) community involvement by senior leaders, volunteer opportunities

Figure 3.1-1 The District uses a variety of methods for effectively communicating with students and stakeholders.

The Communications/Stakeholder Relations Process is continually reviewed to assure that JPS is exceeding students and stakeholders' key requirements and changing expectations. Cycle refinements have yielded improvements in the process. See **Figure 7.2-9** and **Figure 7.4-11**.

3.1a(3) In order to keep the District's fully deployed listening and learning methods current with the education services needs and directions, senior leaders use the Continuous Improvement Model. Senior leaders also attend national conferences such as the National Quality Education Conference, actively participate in legislative discussion and lobbying on issues affecting education, and study local, state, and national publications on relevant issues. Additionally, senior leaders closely monitor changes in the District's education community by reviewing community data such as population shifts and demographic changes. The Curriculum, Instruction, Assessment and School Climate System is utilized to act on what has been learned from our analysis and is shared across the District as appropriate. **(Figure 6.1-1)**

3.2 Student and Stakeholder Relationships and Satisfaction

3.2a Student and Stakeholder Relationships

3.2a(1) Because customer focus through increasing customer satisfaction in the areas of effective communication and quality education is a pillar of the JPS Continuous Improvement Model, JPS uses the Communications/ Stakeholder Relations Process to build relationships with stakeholders to attract and retain students, to enhance students' performance, and to foster new and continuing partnerships.

One avenue for building relationships is the JPSF, whose board is made up of business, community, and school leaders. The JPSF facilitates financial support to assist JPS in achieving its vision of the optimal educational opportunities and serves as a communications bridge between students, parents, teachers, administrators, and the BOE. The Foundation's Principal-for-a-Day Program brings business leaders into schools to see the successes and the needs of a particular site and has yielded considerable support from corporations such as Bank of Oklahoma, BancFirst, Oklahoma National Bank, QuikTrip, and SBC. **(Figure 7.5-9)**

Another avenue for building partnerships is involvement in community organizations. Administrators throughout the District hold leadership positions in local and state organizations including the State of Oklahoma School Improvement Advisory Committee, Oklahoma Association of School Administrators Board of Directors, Oklahoma Curriculum Improvement Commission, Tulsa County Association of School Administrators, Jenks Chamber of Commerce Board of Directors, Kiwanis Board of Directors, Oklahoma Aquarium Board of Directors, Leadership Jenks, Leadership Tulsa, OETA, and the Red Cross Blood Services Board of Directors. Participation on these community organization boards establishes open communication lines with community stakeholders. As a result, partnerships have been formed. Pepsi has been a long-term partner and contributes more than $350,000, 700 cases of product, and 50 informational banners to JPS each year. The local Home Depot has adopted the JPS Alternative Center and provides guest speakers, mentors, and supplies for the life-skills curriculum. Other partnership examples include Albertson's, Office Depot, Target, Tulsa Community College, Tulsa Technology Center, and the University of Oklahoma.

Students and staff members foster new and continuing interactions through community service. During the month of December 2004, more than 30 service projects were in progress. Students collected canned food for the Jenks Community Food Bank, sent toiletries, clothing items, and comfort food to soldiers through the Socks for Soldiers and the Trojans for Troops programs, served as Spanish translators for the Salvation Army Distribution Center, and collected more than $30,000 for the American Cancer Society through Oklahoma's first Youth Relay for Life. Additionally,

students reach out to the community by assisting organizations including the United Way, the Laura Dester Shelter, the Day Center for the Homeless, the American Red Cross, the American Heart Association, the Salvation Army Angel Tree Program, Oklahoma Veterans' Center in Tulsa, Saint Francis Hospital, Youth Services of Tulsa, and other service organizations. See **Figure 7.6-4**.

Jenks Public Schools also works with Realtors to provide information to promote the District to prospective families. New homeowners are given a welcome packet including the JPS Annual Report. Additionally, JPS assists with local economic development by providing information to the Tulsa Metro Chamber of Commerce for presentations to prospective corporations considering expansion in the Tulsa area.

The District actively seeks methods to improve student performance. Each year, every school site targets at least one area of student learning for improvement. The site uses the PDSA process to address the area. Many times, new programs or processes result. Successful programs are deployed across the District through the monthly administrators' and principals' meetings, the regularly scheduled professional development programs, and/or through teacher collaboration time.

One such program is the Saturday Remediation Program, which was developed to provide immediate remediation for students having difficulty with pre-algebra and Algebra I. Students targeted for this program are those making a grade of C or below, although the program is open to all students. Students who enroll attend seven 4.5 hour Saturday classes. Teachers re-teach and remediate course work taught during the previous quarter. The principal reviews each student's performance weekly, and parents are kept apprised. During the first quarter of the program, the students averaged an increase of 42.37% on the tested objectives from pre-test to post-test. See **Figure 7.2-1**.

Systematic change has also occurred as a result of the SSP at East Elementary. During the 2003-2004 school year, East Elementary targeted 3rd grade capitalization and punctuation for improvement. A team collected data including Stanford 9 test scores and pre-test scores for all East Elementary third graders. The team reviewed the scores and identified skills to be learned as specified by JPS curricula. The goal was to assess and evaluate the impact of weekly testing on essential facts in language arts utilizing the Essential Elements Process of testing and charting. Experimental and control groups were designated. After ten weeks, all East Elementary third grade classes took a post-test and the results were analyzed. The experimental group showed an average increase of 29 points. See **Figure 7.2-2**.

As a result, East Elementary has deployed the methods used in the experimental group to all third grade classes. Additionally, East Elementary has conducted professional development training on the methods for teachers at all other JPS elementary schools.

3.2a(2) The key access mechanisms or communication methods for students and stakeholders to seek information, to pursue common purposes, and to make complaints are described in **Figure 3.1-1**. JPS ensures that the contact requirements are deployed to all staff members involved in maintaining these relationships through professional development training, staff meetings, and distribution of district policies. Each certified staff member is required to participate in at least one Outreach to Parents professional development training in each four-year school improvement cycle.

Additionally, JPS offers programs for students and parents to facilitate communication and to foster relationships. One program is the Middle School's Early Back Academy, a summer program to introduce incoming seventh graders to the middle school staff and site. This program assists students in the sometimes difficult transition from intermediate school to middle school. The Freshman Academy also offers a program for students and parents as students prepare to make the transition from eighth grade to high school.

The Edline program is yet another key communication method for staff members, students, and parents to seek information, pursue common purposes, and make complaints. This program allows the student and parent immediate access to information regarding the student's progress. Students, parents, and teachers use Edline to communicate and therefore, be assured they are working together to achieve student progress.

These communications methods are determined by listening to and learning from stakeholders' needs. For example, the Edline program resulted from the needs of parents to have direct communication with teachers without the restrictions of time and proximity. Edline allows working or traveling parents to have instant access from a computer to their child's teacher.

3.2a(3) Jenks Public Schools recognizes that situations of concern to parents/guardians or the public may arise in the operation of the District and that these situations can and should be a tool for improvement. The goal of the JPS Complaint Management Process is to secure at the lowest possible level resolution for concerns. Such concerns are best resolved through communication with the appropriate staff members and officers of the school District. The following procedural steps were established by the BOE:

1. Matters concerning individual students and their teachers or coaches are first to be addressed with the teacher or coach.
2. Unsettled matters from one (1) above, or matters concerning individual sites, are to be addressed with the principal or athletic director.
3. Unsettled matters from two (2) above, or problems and questions concerning the school district, are to be directed to the appropriate district level administrator.

4. Unsettled matters from three (3) above are to be placed in writing to the Superintendent. The Superintendent will schedule a meeting with the parent or guardian.
5. If the above procedures do not resolve the matter satisfactorily, the complainant may pursue the matter formally with the School Board. Questions and comments submitted to the School Board Clerk in letterform will be brought to the attention of the entire Board.

This procedure provides a sense of empowerment to all staff members and ensures that all problems are resolved at the lowest possible level.

Additionally, procedures are also established by the BOE to address specific areas of complaint such as a challenge to the selection of instructional materials. The BOE Policies and Procedures detail the requirements for review, development and adoption, the criteria for selection, and the appeal procedure, which includes a seven member Materials Review Committee made up of one elementary teacher, one secondary teacher, one administrator, two community members, and two library media specialists. The procedure specifically states the process including a timeline for feedback and action.

Student and stakeholder dissatisfaction is minimized through the District's commitment to customer focus and as a result of the BOE policies and procedures. Staff members are reminded of the importance of meeting and/or exceeding the stakeholders' expectations in the Continuous Improvement Model training.

Complaints and feedback are aggregated and analyzed for use in improvement throughout JPS through the Issue Drop Box, which is a part of the Communications/Stakeholder Relations Process. The Issue Drop Box is posted on the JPS Web site. Students, staff, and patrons are encouraged to submit complaints (issues) and/or suggestions. Any issues are sent directly to the BOE Clerk. The BOE Clerk enters the issue into a database with the following fields: Issue Description, Type, Dispersal, Analysis/Investigation, and Action/Resolution. The Superintendent determines who should address the issue and disseminates the information to that administrator for resolution. The Cabinet analyzes data on a periodic basis to identify whether the issues are indicators of a systemic problem or are isolated. Cabinet members examine the issues to discover root causes and use the information for District-wide improvement.

3.2a(4) The District keeps approaches to building relationships current through the Communications/ Stakeholder Relations Process which includes utilizing new technology (i.e., Edline, Phone Messenger, ClassNotes), participating in new community events (i.e., Oklahoma Aquarium Foundation, Jenks Centennial Committee), and becoming part of new professional organizations. The District also uses the Continuous Improvement Model and Process to assure ongoing improvement, feedback, and deployment of current approaches.

3.2b Student and Stakeholder Satisfaction Determination

3.2b(1) and (2) Student and stakeholder satisfaction and dissatisfaction are determined through the key communication and satisfaction determination methods in **Figure 3.1-1** as part of the Communications/Stakeholder Relations Process. Additionally, statistical information such as drop-out rates **(Figure 7.2-4)**, behavior infractions **(Figure 7.6-2)**, Safe-Call Hotline numbers **(Figure 7.2-6)**, and growth of District population **(Figure 7.2-12)** are satisfaction indicators. Determination methods differ based on the specific needs of the segment.

The District ensures the measurements capture actionable feedback and immediate response through SSP Teams as described in **2.1a(1) and (2)**. Each site's SSP team utilizes the satisfaction and dissatisfaction information from student and stakeholders to develop, implement, and complete a plan of action. Once the plan of action has been completed, results are measured, analyzed, and shared with students and patrons in a "Response to Patrons" column in the District newsletter. The SSP process has yielded systematic changes such as the implementation of a student recognition program which is consistent and fair to all students, the modification of the attendance and tardy policies to create consistency across the District, and the utilization of technology to improve the flow and timeliness of communication to staff, parents, and community patrons.

Additionally, JPS follows up with students and parents on programs, services, and offerings through the CAPS program. The CAPS program facilitates ongoing communication between teacher and student as well as face-to-face communication between parent, student, and teacher. As a result of this program, the parent attendance at Jenks High School Parent Teacher Conferences has risen from less than 20% to more than 90% since the inception of the program in 1997. Feedback and suggestions from the CAPS parent evaluations are aggregated, analyzed, and implemented by the CAPS coordinators and deployed to the high school staff.

3.2b(3) The District's competitors do not share satisfaction data. JPS seeks comparative data by communicating with other schools, attending collaborative conferences, reading educational publications, and analyzing information available from the Oklahoma SDE and federal education agencies. Also, JPS compares itself to the most successful and prestigious private schools in the world.

A study by senior leaders compared programs offered by JPS to the programs offered by schools such as the Phillips Exeter Academy in New Hampshire, the Pingree School in Massachusetts, Harvard-Westlake in Los Angeles, Sidwell Friends in Washington D.C. and the Hong Kong International School. Senior leaders concluded the following:

1. The JPS pre-kindergarten and kindergarten programs surpass those of the compared schools.
2. The JPS reading program appears to be equally comprehensive to the compared schools.

3. The JPS kindergarten through sixth grade hands-on, inquiry based science program is in line with the practices of the most successful schools.
4. JPS surpasses the compared schools in developing a pre-kindergarten through twelfth grade mathematics curriculum.
5. The JPS social studies curriculum is aligned with national standards, but does not include as much integration with other subjects as the compared schools.
6. JPS needs to continue to focus on writing, especially in nonfiction areas.
7. JPS and compared schools share an emphasis on cooperation, teamwork, and college preparedness.
8. JPS and compared schools share an emphasis on development of higher order critical thinking skills.
9. JPS and compared schools share an emphasis on service learning.
10. JPS offers a similar variety of AP courses as the compared schools.

3.2b(4) The District keeps approaches to determining satisfaction current by using the Continuous Improvement Model and Process to review processes and make deletions, additions, and modifications as deemed necessary. When a new strategy is implemented, it is often piloted at one site. Jenks Middle School is currently piloting a process of assessing student satisfaction and charting the results on a periodic basis. The chart is displayed in the main hallway so the results are deployed to all students, staff members, and visitors including the BOE and senior leaders. Once the strategy is determined to be a best practice, it will be shared in the District newsletter and with other school sites through a presentation at monthly administrators' meeting and principals' meeting and/or a professional development program.

4.0 Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis and Review of Organizational Performance

The Jenks Performance Measurement System for selecting, gathering, analyzing and deploying data and information is linked from the key measures (strategic objectives) developed in the Strategic Planning Process to the action plans which guide daily operations at the district, building and classroom levels and then returns in the cycle of refinement. It is fully deployed and has gone through multiple evaluation and improvement cycles.
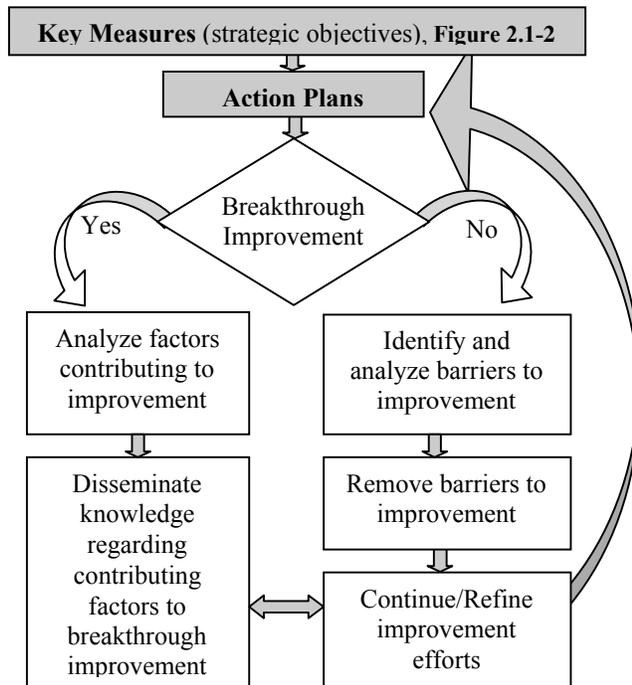
Figure 4.1-1 Jenks Performance Measurement System results in excellence.

4.1a (1) Performance Measurement

The District gathers and integrates data and information to monitor progress toward achieving goals and action plans, analyzing performance, and adjusting action plans and support for schools, classrooms and individual staff members. The criteria for data collection derive from the District's key performance measures (strategic objectives) listed in **Figure 2.1-2** determined by the Cabinet and BOE, and CLEP component measures (**Figure 6.1-8**). The Information Services Committee is responsible for selecting the software tools used for data and information collection at the District level and at the school sites and classroom level. A variety of software packages shown in **Figure 4.2-1** collects and organizes data resulting from daily operations.

Figure 4.1-3, **Key Measurements and Analysis** contains the key measures (strategic objectives) and the data required to assess progress and/or to make data-based decisions. This comprehensive set of data provides the means by which

administrators analyze performance, make decisions, and plan innovative strategies for continuous and breakthrough improvement. Identifying and analyzing barriers to success provides the structure the District requires to make data-based decisions and mid-course adjustments which result in continuous improvement. Identifying and analyzing contributing factors (those which contribute to successful key measure attainment) build the knowledge base and ensure continuous improvement.

4.1a(2) The Stakeholder Inclusion Phase of the Communications/Stakeholder Relations Process referred to in **3.1a(2)** is a systematic approach to ensuring effective use of information and development of innovative ideas by including external stakeholders on many key decision-making committees. Cycle refinement is fully deployed on all key decision-making committees. Examples of key decision-making committees include, but are not limited to the: School Calendar Committee, Bond Issue Task Force, Title I Advisory Committee, Curriculum Development Committee, Community Education Advisory Council, Native American Education Advisory Council, and the Gifted Advisory Committee.

The Stakeholder Inclusion Phase begins by providing opportunities for stakeholders to volunteer to participate. Such opportunities occur at events such as Meet the Teacher, Back-to-School night, CAPS, and other student conference and enrollment days. In addition to these opportunities, district administrators solicit names of potential committee members from site principals. Once a list of potential external stakeholder participants is collected, committee leaders distribute written and E-mail invitations with details regarding topics, dates, times, and locations of meetings. At the conclusion of each event participants are asked to evaluate the proceedings. These evaluations result in refined proceedings for future events.

Another process used to ensure the effective use of key data and information from outside the District is the SSP process described in **2.1a (1)** and **(2)**.

Private schools (**3.2b(3)**), comparative school districts in Oklahoma, and Baldrige recipient schools provide benchmarking data for the District. The District also uses comparative data for fact-based operational decision-making. These types of data not only provide benchmarks for improvement but also the added benefits of cost savings and customer satisfaction. **Figure 4.1-2** depicts daily operational decision-making based on cost reduction and customer satisfaction.

4.1a(3) The District maintains a Performance Measurement System current with educational service needs and directions by using the Continuous Improvement Model and Process, by participating in national conferences such as the National Quality in Education Conference, by surveying staff and student needs, and by participating in state and local professional organizations**.**

Department/Level	Data Comparison
Warehouse/District	Product cost comparisons
Information Technology/District	Software & hardware performance & cost comparisons
Child Nutrition/District	Produce costs and quality comparisons
Transportation/District	Vehicle/vehicle maintenance cost comparisons
Maintenance/District	Building and materials cost & effectiveness
Figure 4.1-2 Comparative data for cost savings and customer satisfaction guides operational decision-making.	

Figure 4.1-3 describes the District's key measures (strategic objectives) and analysis methods. By reviewing data related to key measures (strategic objectives) on a periodic basis, administrators are able to see trends in leading indicators and make modifications in their respective action plans to influence results. In the event of a rapid or unexpected organizational or external change, the Superintendent meets with the Cabinet and other designated administrators to plan processes and strategies to address the situation as described in **2.2a(2)**.

4.1b(1*) Performance Analysis and Review**

The District achieves excellence by performing organizational performance analysis and review as shown in **Figure 4.1-1**. At the District level, senior leaders review national and state assessment results, the District 90% reading and mathematics goals **(Figure 7.1-4)** which pertain to 90% of all third grade students reading on or above grade level and performance on or above grade level in mathematics, and end of instruction examinations. Other key performance measures (strategic objectives) reviewed on a semi-annual basis are percentage of students retained, achievement gaps for subgroups (race, economic, ELL, special education), attendance **(Figure 7.1-3)**, drop-out rate **(Figure 7.2-4)**, and graduation rate **(Figure 7.1-3)**.

As a result of the federal laws pertaining to NCLB, the State of Oklahoma implemented a School Accountability Data Report, which addresses achievement for various subgroups **(Figure 7.1-2).** On an annual basis, the District receives such a report from the SDE. The District also receives the test results for third, fourth, fifth, sixth, seventh, eighth, and end of instruction each year from the SDE. End of Instruction tests pertain to United States History, English II, Algebra I, and Biology I (**7.1a)**. **Figures 7.1-4, 7.1-5, 7.1-6, 7.1-7** and others provide snapshots of the excellence achieved by JPS students.

Before review by the Superintendent and the Cabinet, data must pass through the checks and balances depicted in **Figure 4.2-1**. Data regarding subgroups are disaggregated. Other types of analysis performed on the data include seeking root causes, viewing relationships or correlations, and viewing change over time (trend analysis). This analysis guides decision-making and refinement cycles.

The success of the organization is measured in terms of the accomplishment of, or progress toward attaining key measures (strategic objectives) and action plans. Another measure of organizational performance is provided when the District compares its performance to national statistics,

private schools and other comparable organizations, including previous Baldrige recipients. See **Figures 7.1-3, 7.1-5, 7.1-6, 7.1-7** and **7.1-8**.

Formal reviews seldom illuminate an unforeseen need or challenge because the District reviews leading indicator data to be alert to shifts in student demographics, changes in funding, staff and/or student concerns, and innovations in teaching and learning.

4.1b(2) Organizational performance review findings identify breakthrough improvement factors and barriers to improvement. Administrators share, discuss and analyze data to further develop or refine action plans which support improvement efforts and/or to remove barriers to improvement. **Figure 7.1-9** provides an example of cycle refinement in removing barriers to AP enrollment for students. School site and department leadership teams perform similarly. These meetings frequently result in opportunities for innovation, support the more formal CLEP Process and subsequently influence the modification of goals in the Strategic Planning Process. This results in a closed loop system.

Figure 1.1-1 depicts the JPS goals alignment the District has established. This organizational alignment provides the framework necessary for prioritization, innovation and continuous improvement.

The Jenks Public Schools' senior leaders and other staff members are invited to participate in county, regional, state and national professional and educational committees, as well as professional and civic organizations throughout the Tulsa area. As appropriate, these leaders provide relevant information regarding the District to partners and suppliers in formal presentations, E-mail messages, the newspaper, newsletters, meetings, and the District Web site <www.jenksps.org> to ensure organizational alignment. Examples of partners and suppliers include: Carolina Biological, Glencoe/McGraw-Hill, Council of Oklahoma Secondary School Administrators, Tulsa Area Administrators for Instruction, SDE test development committees, Dell, MacIntosh, Oklahoma School Supply, University of Oklahoma, University of Tulsa, Oral Roberts University, Victory Christian School, Jenks Road Christian Academy, Town and Country Day School, Glenpool Public School, Tulsa Technology Center, and others.

Key Measure (Strategic Objectives)	Measure 2.1-2	Data Collection Methods	Analysis Method	Owner	Review Frequency
Increase JPS fund balance to 6%	Passage of the bond issue each year **7.3-7**	Bond Election Results **LA**	Relationship between stakeholder satisfaction **LE** and bond issue results **LA**	Superintendent	*SA
Increase OK school funding by $500,000 (2006)	Increase in OK school funding (2006) **7.3-6**	Notes regarding meetings with state legislators **LE**	Relationship between lobbying efforts **LE** and school funding **LA**	Superintendent of Business and Finance, Executive Director of Finance	*SA/O
Improve utility efficiency by 5% each year	Water, electricity, and natural gas consumption vs. objective **7.3-9**	Invoices from energy suppliers **LA**, new construction, associated costs **LE**	# of energy units consumed **LA**, square feet added to facilities **LE**– cause/effect, trends	Energy Manager and Associate Superintendent of Business and Finance	*M
Maintain accurate reporting of the financial condition of JPS	Maintain 100% compliance record	External auditor reports	% accuracy – relationship between support staff training **LE**, and errors made **LA**,	Executive Director of Finance	*M
Increase in revenue funding	Student/teacher ratio **7.3-8**	Accreditation reports **LA**	Student/teacher ratio **LE**	Assistant Superintendents of Human Resources and Curriculum & Instruction	*Q
Expand the Dual Language Program by one grade level each year	Implementation of the DLP K-6th grade (2006)	# of DLPs implemented each year **LA**	Relationship between # of DLPs implemented **LA** and school funding **LE**	Assistant Superintendent of Curriculum/School Improvement	*SA
Decrease # of bus accidents by 1% yearly	Decrease in # of bus accidents **7.5-16**	School transportation accident reports **LA**	Relationship between # bus accidents **LA** and # drivers trained **LE**	Director of Transportation	*Q
Expand video security systems	# of monitoring systems	Maintenance reports	Relationship between # of monitoring systems installed **LA** and school funding **LE**	Director of Maintenance	*A
Improve test scores, including those of sub-groups to achieve the maximum API score of 1500 (2010)	API scores for all groups **7.1-1 & 7.1-2**	Oklahoma State Department of Education API report and others **LA**	% increase in scores by subgroup **LA** - test item analysis **LE**, analysis of instructional strategies **LE**	Assistant Superintendents of Curriculum, Directors of Assessment and Curriculum, Principals	*A/O
Increase # of AP program course offerings to 35 (2009)	# of AP courses	Discovery student management software	# of AP classes offered to students **LA** and # of students enrolled in AP classes **LE 7.1-8 & 7.1-11**	Assistant Superintendent of Curriculum/Student Programs, Principals Counselors	*A
Continue to promote the inclusiveness of all students	API subgroup scores **7.1-2**	Discovery student management software	% increase in subgroup scores **LA** –relationship between incorrect responses to test items and instructional strategies **LE-** trends	Assistant Superintendent of Curriculum/School Improvement, Directors of Assessment and Curriculum	*A/O
Each site meets or exceeds CLEP goals (90% reading and mathematics goals and EOI scores)	Meet or exceed CLEP goals each year **7.1-4, 7.1-5, 7.1-6, 7.1-7**	Professional development management software report & data base	Relationship between EOI scores **LA** and # of staff trained in differentiation strategies **LE 7.5-9**	Assistant Superintendent of Curriculum & School Improvement, Principals	*SA
Maintain or improve the drop-out rate (1.1%)	Drop-out rate by subgroups	Enrollment Center report	Relationship between drop-out rate per group **LA**	Enrollment Center Coordinator, Director of Curriculum	*SA
Increase parent participation in CAPS from 95% to 99% (2008)	Increase in # of parents participating in the CAPS conferences each year	Edline parent portal software report and log of Phone Messenger	Relationship between Edline **LE** and # of parents participating in CAPS **LA**	HS Principals	*SA
Increase in # of certified staff trained in differentiation strategies to 75% (2008)	# trained in differentiation strategies **7.4-3**	Professional development management software report & historical data base	Relationship between # of staff trained in differentiation strategies **LE** and student test scores **LA**	Directors of Curriculum & Professional Development	*Q
Increase in highly qualified teachers from 98% to 100% (2007)	# of highly qualified teachers by site/subject	Human Resources report	% of highly qualified teachers by site/subject **LA**	Assistant Superintendent of Human Resources	*A
Complete PK-12 grade curriculum development in all subject areas (2009)	Use the Curriculum, Instruction, Assessment & School Climate System to expand and complete the PK-12 curriculum development **7.5-1**	Curriculum development committee progress and Essential Elements Process reports	# of subjects aligned **LA** and # of subjects and classes implementing the Essential Elements Process **LA**	Assistant Superintendent of Curriculum & School Improvement	*A/M/O

Figure 4.1-3 The District achieves excellence through analyzing progress in achieving key measures (strategic objectives).
* – A (annually), SA (semi-annually), M (monthly), O (on-going), Q (quarterly), LA, (lagging indicator), LE (leading indicator)

4.2 Information and Knowledge Management

The Continuous Improvement Process provides the basis for the District's systematic approach to excellence in information and knowledge management. The procedures, practices, and processes are fully deployed and have been through multiple cycles of refinement.

4.2a(1) Data and Information Availability

The District provides a local area network (LAN), a wide area network (WAN), and data warehouses (servers). While data warehouses are currently located at one site, Information Technology (IT) Department plans include additional data warehouses off-site in the future. **Figure 4.2-1** displays the Internet-based software packages that assist the District in collecting and organizing data, and making that data available upon demand to the appropriate personnel, parents, students, suppliers and partners. Data related to individual work are collected and organized on individual staff computers. Copies of individual data are stored in the data warehouse to ensure continued data availability. Local and wide area networks make data published by test publishers, national organizations, comparative school districts and the SDE easily accessible.

Information in the public domain is available via the school Web site, E-mail to all certified staff and most classified staff, on-line parent portals, or by requesting a hard copy from a Central Office administrator. Historical data regarding student learning, financial reports, personnel reports, salary schedules, and staff and student handbooks are published on the JPS Web site at <www.jenksps.org>. Other types of information and requests for confidential information require contacting a Central Office administrator.

4.2a(2) A district team provides leadership for data collection and communication methods. The director of information technology leads the Information Services Committee. The mission of the Information Services Committee is to provide administrative and student support services by; 1) coordinating technology resources with a systems focus; 2) being fiscally prudent; 3) providing information to the customer in an effective, accurate and timely manner; 4) establishing an information communication system which is user friendly, integrated, and co-existent; and 5) planning for future expansion and service.

Upon the recommendation of the Information Services Committee, and the Bond Issue Task Force, the BOE approved upgrading servers and wiring in the spring of 2004 and a new network was fully deployed during the 2004-2005 school year to assure reliable and speedy access. Actual Internet access speed increased dramatically as a result of these updates. (**Figure 7.5-13**)

Since the early 1990's, JPS purchases of technology hardware required reliability as a key criterion. The issues of reliability, security and user friendliness are addressed in **4.2a(1)**. Computers, printers, servers, telephones, video monitors, and projectors are purchased from major manufacturers with a reputation for quality products and service. Computers are purchased directly from the manufacturer to ensure reliability and quality. Extended warranties are a part of each hardware purchase.

Aging hardware is upgraded if usable, or discarded when the useful life of the equipment has been exceeded. This process provides up-to-date and highly functional hardware throughout the system and assures that hardware reliability is

Adopted By	Purchasing Decisions	Software Title	Customers Served	Uses
District	IT/School Site	**Edline**	D/S/C/H	Parent portal to student records & E-mail to teacher
Curriculum & Instruction	IT/Curriculum Prof. Development	**LtoJ**	D/S/C	Charts student achievement progress weekly by subject, grade level, gender, ethnicity
School Sites	IT	**Discovery**	D/S/C	Enrollment, course planning, student accounting, reporting, student grades
Finance & Warehouse	IT/Finance	**E-APECS**	D/S/F	E-budgets, E-purchases, reports, vendor data, etc.
Professional Development	IT/Prof. Development Curriculum & Instruction	**CourseWhere**	D/I	Event promotion, E-registration, individual E-transcripts, reports
Maintenance	IT/Maintenance	**TMA**	D/S	Inventory, E-maintenance requests, job logs, tracking, reports
Human Resources	IT/Human Resources	**SearchSoft**	D/S/J	Applicants may view job openings and apply for jobs on-line. HR & principals select candidates on-line.

Figure 4.2-1 Data collection software tools make data accessible and manageable.
D (district), S (school), C (classroom), H (home), I (individual staff), J (job applicant), F (fund managers)

not a problem. All technology purchases are coordinated through the IT Department, which assists the District in maintaining the integrity and compatibility of the entire system.

4.2a(3) Digital information contained on all servers is copied to another storage device. Staff members are provided space on a server to back up the data on individual computers. Battery-powered surge protectors provide staff with additional time to back up data when all or part of the District experiences a power failure.

4.2a(4) The process for remaining current with information technology involves asking multiple faculty and staff members who have training and experience to view demonstrations provided by a variety of suppliers and recommend products to the IT Department. Teacher leaders and information technology staff attend the National Educational Computing Consortium (NECC) yearly to obtain current educational technology information. Vendors provide training locally to demonstrate new educational products. An additional asset to JPS is membership in the professional development technology consortium, the Eighth Floor. Eighth Floor staff members teach district employees how to use the latest hardware and software on the market. The Eighth Floor is a collaborative effort of public and private schools, three 4-year universities, the Tulsa Technology Center, and Tulsa Community College to combine resources to offer cutting-edge professional development regarding technology in the classroom. Trainers utilize best teaching practices and share the latest innovations in technology in their instruction.

Site computer contact teams recommend hardware and software purchases following peer review and product preview to ensure reliability, curriculum alignment, and user-friendliness. All hardware and software purchases must obtain final approval from the IT Department. Since the District is a dual-system district, running both DOS-based (PC) and MacIntosh computers, purchasing considerations are multiple and complex. Student and staff user safety and data security are enhanced by a state-of-the-art firewall that protects internal systems from hackers and protects students from unsuitable Web sites and undesirable information.

4.2b Organizational Knowledge Management

Knowledge is fully deployed through the Communications/ Stakeholder Relations Process. The District uses this system to communicate information quickly and responsibly and to collect and transfer knowledge among faculty and staff. As information enters the District, it is filtered through an administrator who has the responsibility of either forwarding the information to the appropriate administrator, or of transferring the knowledge directly to faculty and staff members. Information pertaining to curriculum or to professional development must be approved by the Department of Curriculum and Instruction to ensure alignment before it can be disseminated.

A variety of methods are used to transfer information to faculty and staff, such as: E-mail, professional development events (staff only), meetings, Edline, Phone Messenger, publication in *Our Schools*, newspaper articles and the Web site. The same methods apply to communications with students, stakeholders and suppliers. Edline, the parent portal product provides easy and frequent E-mail communications between parents and teachers. Job openings, on-line applications, and BOE agendas are posted on the school Web site as well as student and staff handbooks, professional development events, and on-line registration. Bid opportunities are posted in the newspaper and mailed or faxed to suppliers. Oklahoma School laws govern the bidding process.

The Curriculum and Instruction Team is responsible for the rapid identification, sharing, and implementation of researched-based instructional strategies (best practices). This team, composed of instructional leaders from the District and from each school site, meets monthly to identify, plan and further develop a comprehensive plan to educate and support teachers regarding best practices and refine elements of current programs and practices.

4.2c Data, Information and Knowledge Quality

Confidential information is housed on an internal server. External access to confidential information on the server may be provided through encryption, authorization and password requirements. Edline is an example of confidential information housed on an internal server which is available to external users. An Internet filter monitors all network transactions. A cutting-edge firewall provides additional protection to internal customers and safeguards confidential information. Data not considered confidential may be housed on an external server and are the responsibility of the data owner. Board of Education Internet policies provide guidance and limitations.

The accuracy, integrity, and reliability demanded of the data, result from a system of checks and balances. **Figure 4.2-2** contains examples of the checks and balances system. Timeliness is assured by providing project time lines and clear expectations, and requesting results as due dates approach.

Data	Origin	1st Check	2nd Check	3rd Check
Test Scores	State Department	Director of Assessment	Assistant Superintendents, Director of C&I	Principals
Financial	Individual	E-APECS	Requisition Clerk	Accounts Payable
Grants	Individual	Grants Monitor	Requisition Clerk	Accounts Payable
Prof. Development Records	Individuals	Sign In Sheet	Director of Prof. Development	Individual
Figure 4.2-2 Check and balances assure the accuracy, integrity and reliability of data.				

5.0 Faculty and Staff Focus

The District's culture of excellence is based on Continuous Improvement Model pillars and foundation blocks and is dependent upon the diversity and strengths of faculty and staff.

5.1 Work Systems

5.1a (1) Organization and Management of Work

Work is organized at three levels: the district, the school, and the classroom. Each job in Jenks Public Schools has a detailed job description listing the various duties and responsibilities required for that job. Potential applicants and hiring personnel receive the job description. Applicant skills and talents are matched to job skill requirements. In grades PK-12, 98.5% of JPS teachers are highly qualified, meaning their teaching assignment matches their certification and/or professional education. Additional human resource plans are located in the Strategic Plan, **Figure 2.1-2**.

The organization and management of work for all staff in JPS focuses on the contribution each makes to the accomplishment of the District's vision and mission. Teamwork is critical to the success of all employees. Observation of any worker at JPS will demonstrate that skills and knowledge are shared resources. There is an atmosphere of teamwork, cooperation, initiative, empowerment, and innovation as evidenced by scheduled site collaboration times and district cross training.

The District Continuous Improvement Leadership Team plays a significant role in deploying the culture of JPS to all new staff members by conducting an inservice pertaining to the Continuous Improvement Model. Administrator meetings frequently include a continuous improvement topic such as removing barriers or teamwork, and principals provide continuous improvement activities for their staff members. Leadership, Continuous Improvement, Customer Focus, and Systems/Process Focus are the pillars of the model and these pillars are topics of periodic review, clarification, and discussion as the District proceeds on its continuous improvement journey. Data-Based Decisions, Teamwork and Professional Development compose the foundation blocks for the Continuous Improvement Model.

Work and jobs are organized and managed in groups by department, by school site and occasionally by classroom according to the needs identified by the District, sites, and classrooms with a systems perspective. The District Organizational Chart depicts the organization of work and jobs as well as the leadership for each area. The agility required to remain current with educational service needs is achieved through continuous training aligned to district or job goals. The Continuous Improvement Process facilitates organizational agility. Continuous improvement is integrated into formal and informal communication regarding everything from student achievement to meeting customers' needs, professional development opportunities, decision-making strategies, programs, policies, and procedures. District administrators achieve district goals and key measures (strategic objectives) by using the JPS System Alignment depicted in **Figure 1.1-1** to develop action plans.

5.1a(2) The District capitalizes on the richness of diversity by composing committees with diverse perspectives and ideas and including parents, staff members, administrators, and students, when appropriate. One example is the committee model used for curriculum development. It capitalizes on the myriad of ideas by including 50-60 teachers, administrators, and parents in committee work each year.

5.1a(3) The Curriculum, Instruction, Assessment and School Climate System depicted in **Figure 6.1-1** results in improved communication among teachers, administrators and parents as well as setting high standards for students and staff. It also provides a forum for effective communication and skill sharing across departments, jobs and locations. Other methods of communication include E-mail bulletin boards, the CourseWhere professional development management software, Edline parent portal software, E-APECS financial management software, staff meetings, administrator meetings, local professional development activities, and other committees. See **Figures 3.1-1** and **5.1-1** for additional communication and sharing forums.

The Curriculum, Instruction, Assessment and School Climate System facilitates communication among instructional staff at both feeder and receiver schools. In addition, school sites provide tours and induction programs for students progressing to a new school site. Transition/induction programs are provided as students progress from a PK-4th site to a 5th - 6th grade site; when they progress to the 7th - 8th grade site; when they progress to the 9th grade site; and finally, when they progress to the 10th - 12th grade site.

5.1b Faculty and Staff Performance Management System
The Teacher Evaluation Instrument was developed by a committee of teachers and administrators in 1998. See **1.1a(1)** for further detail. It is composed of three parts: 1) the Teacher Evaluation Instrument, 2) a rubric which defines the standards and criteria, and 3) a narrative. The Teacher Evaluation Instrument itself contains three levels of performance for each performance characteristic. The three levels are 1) unsatisfactory/not acceptable, 2) suggested refinement /suggested focus, and 3) professionally competent /meets expectations. Distinguished performance is recognized in the narrative, which accompanies the Teacher Evaluation Instrument. The management system supports high performance work by providing acknowledgement of those efforts during formal Performance Appraisal Review sessions and informally on an ongoing basis. All other current Evaluation Instruments were implemented in 1999.

Teamwork/Collaboration Activity	Within Groups	Across Groups	Skill/Knowledge-Sharing
Curriculum & Instruction Team **MO**	All CRIs, designated assistant principals, and C&I administrators (2 Assist. Superintendents, 2 Directors, 1 Coordinator)	All CRIs, designated assistant principals, C&I administrators (2 Assistant Superintendents, 2 Directors, 1 Coordinator)	Increase knowledge of curriculum and process skills to achieve implementation and deployment of curriculum, and process skills required to improve teaching and learning.
Cabinet Meeting **WE**		Superintendent, Associate Superintendent, Assistant Superintendents, and one Principal	Increase knowledge and understanding of student, staff and patron needs. Increase knowledge and understanding of finance, curriculum, and federal and state laws affecting areas of school activity. Participation in problem solving.
Communications Review **WE**		Superintendent, Assistant Superintendent Human Resources, Director Communications	Increase knowledge and understanding of current issues. Participation in problem solving.
Finance Review **MO**		Superintendent, Associate Superintendent, Executive Director of Finance	Increase knowledge and understanding of financial issues. Participation in problem solving.
Jenks-Union Planning Committee **MO** (5 times)	Elementary teacher representatives from Union P.S. and from Jenks P.S. meet with administrators	Elementary teacher reps from Union P.S. and from Jenks P.S. meet with administrators to plan the conference	Share knowledge of subject content to plan activities broadens Jenks and Union teachers and administrators knowledge base. Participation in planning processes.
Principal's Meetings **MO**		Principals/Designated Assistant Superintendent	Share plans and issues, and participates in planning and problem solving.
Employee Recognition Banquet **AN**		Classified and certified staff meet with Director of Communications to provide this event	Share ideas, plan, and execute
Select Committee for the Study of School Finance **MO** (4 times)		Patrons, staff members, Superintendent, Associate Superintendent & Executive Director of Finance	Share knowledge regarding school finance issues.
Media Directors Meeting **MO**	Media Directors, Assistant Superintendent of Curriculum, Instruction and School Improvement, Director of C & I		Share plans and issues regarding vendor selection and uniform software selection. Make decisions regarding opportunities for professional development.
SERT Team Meetings **MO**		Representatives of all employee groups meet with the Executive Administrator to plan prevention exercises and improve procedures.	Each member receives specific training in conducting each role of the SERT team so that in the absence of a member, another team member can execute that job.
Administrator Meetings **MO**		Superintendent and all administrators	Share knowledge and plans; resolve issues.
Principals Meetings with Superintendent **MO**		Superintendent, Cabinet and Principals	Share knowledge and plans; resolve issues.
Curriculum Development Committee **MO**		50+ teachers, administrators and parents (PK-12)	8-month process of developing and aligning the curriculum, selecting textbooks, developing essential elements and pre-post assessments, and planning workshops.

Figure 5.1-1 JPS communicates and shares organizational performance, analysis, and learning via a system of forums including both face-to-face and written communications. **MO** (monthly), **AN** (as needed), **WE** (weekly)

A critical component of the Performance Appraisal Review Process for administrators includes reporting on the status of department or site goals and actions plans which are aligned to district goals and key measures (strategic objectives). An in-depth description of this process may be found in **2.1a(1)** and **(2)**. In this portion of the evaluation, the management system supports high quality work, and recognizes contributions to achieving district goals and action plans. The Performance Appraisal Review Process also provides the supervisor and staff member with an opportunity to discuss strengths and focus areas.

In addition to the formal Performance Appraisal Review Process, the JPSF supports both certified and classified staff by awarding staff members who exemplify the components of the Continuous Improvement Model. A thoughtful and deliberate committee process includes district administrators and staff members, as well as Foundation Board members. The recipients of VOE awards are announced at the Back-to-School Celebration each fall with all school employees in attendance. The announcement of these awards contains a description of the dedication to leadership, continuous improvement, customer focus, and systems/process focus each recipient exhibits on the job. (**Figure 7.4-12**)

5.1c(1) Hiring and Career Progression

The Work Characteristics and Job Skills Process begins by: 1) identifying the job task requirements, 2) describing the skills and physical abilities necessary to accomplish the work, and 3) identifying the characteristics or attributes of an individual the District wants to include in its workforce. The District identifies characteristics and skills needed by potential faculty and staff in two documents. One document is the Expected Attributes list developed by the Continuous Improvement Leadership Team. The Expected Attributes list is published on the JPS website employment page to give potential employees the opportunity to view the district's expectations. Administrators use the list to help determine the suitability of potential candidates for a job in the District. The other document is a detailed job description listing the duties and skills required for the specific job. When the skills and attributes match an applicant, the administrator continues the hiring process.

5.1c(2) The District has an excellent reputation, and therefore attracts many job applicants; however, it has been a challenge to ensure that staff members represent diversity. To reach the goal of providing a diverse staff, district administrators actively recruit persons at employment fairs hosted by colleges and universities throughout Oklahoma and advertise job openings in the newspaper and on the Web site each week.

5.1c(3) The Succession Planning Process provides strong candidates for leadership positions. First, administrators identify staff members with leadership potential. Then, the administrator recommends the individual to the Superintendent and the Cabinet members as having leadership potential. The Superintendent and the Cabinet

participate in succession planning by giving potential candidates opportunities for professional growth and advancement through intern positions, by promoting them to the role of the CRI or to Assistant/ Building Principal. Each of these provides excellent experience and training for future leadership positions. Teamwork eases the transition of successions. **Figure 5.1-2** provides examples of a few of the teams within the district.

The District ensures the hiring of staff members who are certified or licensed to work in the area for which they are being considered. Human resource staff members take great care to obtain all credentials, certificates, and licenses before recommending a candidate's name to the BOE for hiring. They also conduct background checks and require a drug-use examination prior to recommending employment.

5.2 Faculty and Staff Learning, and Motivation

The District accomplishes common language, skill refinement, and motivation by aligning training with key measures and job goals, and by recognizing excellence in staff members who exhibit the characteristics of the Continuous Improvement Model.

5.2a. Faculty and Staff Education, Training, and Development

5.2a(1) Training for faculty and staff within the District is designed to support district goals, and actions plans. Since action plans result from the organizational Performance Appraisal Review Process and from the Strategic Planning Process, training supports the key measures identified by the District. Training either is developed in alignment with the curriculum or is designed to meet the needs demanded by changing technology. Professional development opportunities are offered to assist teachers in attaining highly qualified status.

District professional development opportunities provided for certified and classified staff are focused on attaining district key measures (strategic objectives) and fulfilling specific requirements mandated by the SDE. The District focuses on providing professional development opportunities aligned with and supportive of strategic objectives and action plans. **Section 6.1a(3)** also addresses this issue.

To meet the demands made of staff members by rapidly evolving technology, the District is a member of a professional development consortium called the Eighth Floor. Eighth Floor training is technology based, with a special emphasis for certified staff, on using technology in the classroom. Training for classified personnel emphasizes learning new or improved computer skills. The District's membership in the Eighth Floor provides all staff with the opportunity to learn new computer skills.

The District requires all classified clerical staff to participate in six hours of training each year, and certified staff

members to participate in nine hours of in-district training. Other classified staff members have specific training needs provided by the appropriate departments i.e., bus drivers must participate in a Driver Safety course each year, administrative assistants participate in Oklahoma Cost Accounting (OCAS) code training. The human resource plans in **Figure 2.1-2** elaborate on training goals, which assist in accomplishing goals, key measures (strategic objectives), and action plans related to performance improvement and technological change. **Figure 4.1-3** provides additional detail regarding key measures (strategic objectives) and analysis.

The education and training approach used by the District balances short- and longer-term organizational objectives with faculty and staff needs for development, ongoing learning and career progression by: 1) providing basic skills training to meet immediate staff needs, 2) providing enhanced skills training to meet longer-term staff needs, 3) providing leadership training and experience to meet career progression needs, and 4) providing experience in using decision-making tools at every level and in every department. In addition to these formal types of events and experiences, informal training occurs spontaneously and regularly throughout the District. For example, when a teacher expresses an interest in developing a classroom Web page to add to the school site Web page, a CRI or someone with experience designing Web pages provides that instruction. It is "a teachable moment."

The District's mission to "…prepare all learners for productive, responsible citizenship in an ever-changing world" pervades the District and may be seen in the approaches to professional development. In the long term, staff members earning credit for graduate work receive pay increments based on the number of college credits they earn. In the short term, staff members are required to participate in designated training which advance specific targets identified in District goals and key measures (strategic objectives) and/or by the SDE.

5.2a(2) All new employees attend an induction program consisting of an introduction to the District's philosophy of continuous improvement. This program explains the components of the Continuous Improvement Model, how they apply to the District, and how individuals may benefit by using the various components.

In addition to the induction program, all staff members are required to participate in diversity training, outreach to parents, confidentiality training (ethics), and safety training on a regular basis (once per year or once every four years). These sessions assist in achieving the District's key measures (strategic objectives) described in **Figure 1.1-1**.

5.2a(3) Annually, the Professional Development Committee conducts a survey to determine staff, faculty, and supervisor satisfaction with the content of the training provided and the training method used. Staff members also identify training opportunities of personal interest to them on this survey. In

addition, site leadership teams identify specific needs for training in their respective CLEPs (Comprehensive Local Education Plan). Survey results may indicate a need for and result in providing additional training, smaller group sessions, hands-on experiences versus lecture, subject specific training, etc. These results are used to identify and improve professional development presenter selections and delivery methods as they align with district goals and key measures (strategic objectives). CLEPs are developed at the site level in alignment with district goals and key measures, and action plans (**Figures 1.1-1** and **1.1-3**). The CLEPs include a component to identify specific needs for professional development at that site.

The wealth of knowledge among staff members is substantial. The District provides most professional development and training events by utilizing knowledge and skills within the workforce. **In 2004/2005, district staff members provided over 274 in-district training sessions for employees.** One example of in-district training is the key measure (strategic objective) to train all staff in differentiation strategies. All differentiation training is provided by district employees.

5.2a(4) A variety of delivery methods are implemented in training sessions: lecture, hands-on, study groups, on-the-job, computer-based, collaborative, mentoring, and combinations thereof. Trainers request participants to evaluate training sessions. The needs expressed by individuals and collective staff members determine the best approach to use for future training delivery. Some trainers may receive additional coaching to refine, further develop, or add to the delivery strategies used. If a single teacher needs assistance using a particular differentiation strategy, then a CRI provides mentoring for that teacher by observing the teacher in action and subsequently providing suggestions for improvement. If several teachers need that assistance, the CRI will prepare a training session that consists of the delivery methods appropriate for the strategy identified. Teachers selected for the CRI position have demonstrated proficiency as a classroom teacher and have exhibited leadership potential.

5.2a(5) CRIs and assistant principals reinforce the use of new knowledge and skills on the job by mentoring teachers and by enforcing the requirement that staff will implement effective instructional strategies. Principals reinforce the use of new knowledge and skills by requiring those skills be used.

Jenks Public Schools accomplishes the systematic transfer of knowledge from departing or retiring individuals through 1) paper records, 2) computer records, 3) pre-departure training, and/or 4) cross-training. In the case of pre-departure training, the employee leaving the District mentors the replacement. The amount of mentoring required depends upon the experience of the replacement. Frequently the mentor accompanies the replacement to various functions to observe procedures and expectations. In the case of cross training, employees schedule times to work

together at alternating job sites to teach and learn the skills and knowledge required for respective jobs.

5.2b Motivation and Career Development

The District motivates faculty and staff to develop and utilize their full potential by focusing on continuous improvement and recognizing excellent performance in several different medias such as *Our Schools*, radio announcements, television newscasts, the Web site, E-mail and in commercial magazines and newspapers as well as local newspapers. Examples of excellence recognized nationally include the Grace Living Center Intergenerational Program, two National Teacher of the Year Finalists and other athletic accolades. Additional details regarding the awards won by District employees and students are in **P.1**. The Continuous Improvement Leadership Team provides focus on the Continuous Improvement Model by providing formal training for all new staff members each year. Annually, site and department administrators provide refresher sessions for all staff members. Annually, the JPS Foundation in a joint effort with the District identifies, and provides public recognition and financial rewards to faculty and staff members who exhibit specific characteristics of continuous improvement in their work i.e., strong quality leadership, customer focus, teamwork and data based decision-making skills. The District also motivates faculty and staff by focusing on improving processes and the system rather than blaming individuals for errors.

Mechanisms the District uses to assist faculty and staff in attaining job and career related development and learning objectives include formal programs such as hosting cohort degree programs offered in partnership with an accredited university, providing professional development training, providing access to Eighth Floor training, and informal mechanisms such as mentoring, on-the-job training, and cross training.

Senior leaders and other supervisors support staff attainment of job and career related development and learning objectives by providing the staff members with professional leave, providing a substitute for the absent staff member, encouraging continued learning and growth, providing information to assist in making job/career decisions, providing information relative to financing additional training, and providing technical assistance as needed or upon request.

5.3 Faculty and Staff Well-Being and Satisfaction.

5.3a (1) Work Environment

The District has fully-deployed programs to ensure workplace health, safety, security, and ergonomics. The Indoor Air Quality Team addresses workplace health. Staff members have received training in safe handling of hazardous materials. The Occupational Safety and Health Administration (OSHA) monitors found the district to be in 100% compliance regarding OSHA regulations. Monitoring

systems are located in 100% of our school sites and SERT procedures guide staff actions during and following an emergency. SERT operation details are provided in **5.3a(2)**. The Warehouse Manager works with employees to design ergonomic workstations and reduce employee injury **(Figure 7.4-1)**. The narrative in **7.4a(1)** provides data regarding a few of these accomplishments.

5.3a (2) Safety of students and staff is a key focus of the District. To ensure safety, the District employs a two-pronged approach. One approach to ensuring student/staff safety is emergency preparedness. The SERT is composed of administrators, campus police, teachers, a school nurse, and staff members from across the District. The SERT meets monthly to develop and refine procedures to: 1) provide a standardized emergency procedure plan that will assist school officials in meeting both the ethical and legal responsibilities of students, peers and the community in times of emergency; 2) provide suggestions for meeting minor emergencies, as well as recommendations for action during major natural or man-made disasters; 3) provide suggested forms to be used, to keep emergency plans current; 4) provide an emergency procedure guide for distribution to all employees; and 5) maintain confidentiality utilizing a "need-to-know" philosophy. SERT procedures include:

- Incident Management Flow Chart
- General Responsibilities for Staff
- After-Hours Building Emergency
- Media Relations
- Child Abuse Reporting
- Student Runaway/Abduction
- Suicide Intervention
- Death of a Student/Staff Member

- Fire/Severe Weather/Intruder
- Power Outage
- Mass Disturbance
- Accident/Serious Injury/Illness/Assault
- Earthquake
- Bomb/Explosive Threat
- Hazardous Chemical/Biological Incident
- Unknown Substances, Suspicious Package or Letter

The SERT also coordinates full-scale disaster exercises that include agencies (FBI, Fire, Police, etc.) within the Tulsa area, students, administrators and other staff members. Collaborating agencies include hospitals, fire and police departments, ambulance services, and others as needed by the type of disaster drill planned.

The second approach to ensuring student and staff safety is prevention. The SERT team conducts unannounced prevention exercises approximately two times each year. The exercises involve obtaining staff volunteers to assist with the exercise, selecting a school site, securing the entrances and exits, and then conducting a systematic search of backpacks and lockers as students arrive at school.

5.3b (1) Faculty and Staff Support and Satisfaction

A survey consultant with Total Quality Management training and experience works with the Superintendent to identify the key factors affecting faculty and staff well-being, satisfaction, and motivation. The factors identified for certified staff include safety and emergency preparedness; uniform and fair policies; opportunities to participate in decisions affecting work; appropriate feedback and support; satisfaction with student focus, parental support, and school leadership support; reasonable expectations; and appropriate allocation of resources.

The same consultation/identification process occurs when developing surveys for classified staff members, and then again for patrons. The survey cycle was disrupted temporarily in 2002 due to decreased school funding following the September 11, 2001 national tragedy. However, the survey cycle has resumed. **Figure 5.3-1** depicts several tools used to determine faculty and staff satisfaction. Surveys are segmented by site and/or department, and job classification to provide specific information to help guide improvement efforts.

5.3b(2) The District and school sites are committed to improved student achievement and staff well-being. The compensation package for district employees includes both salary and fringe benefits. Fringe benefits include health and life insurance, disability insurance, workers' compensation, unemployment insurance, retirement incentives and benefits, Medicare, sick leave, bereavement, personal leave, business leave, professional development leave, and family medical leave. Other options include vision and dental insurance as well as medical savings accounts. Insurance benefits are tailored to fit the needs of the individual.

In addition, the District offers services to staff through the Employee Assistance Program. Staff members use this program for a broad range of personal issues and concerns, which might otherwise affect their well-being and satisfaction. This consultation and referral service is free to JPS employees and their immediate family members. Employees who use this service remain anonymous.

Polices which support staff members include the religion policy, the sexual harassment policy, and the nondiscrimination policy to name a few. In addition to these policies, the District accommodates employees with disabilities by providing for specific needs. Examples include providing interpreters, data entry assistance, and assigning work teams or job sharing for those who need some assistance completing job responsibilities

Dissatisfaction is often the result of a misunderstanding or lack of information. Many times a resolution may be accomplished easily and quickly. At other times, resources are not available to affect a speedy remedy. However, the District and school sites are committed to improved student achievement and staff well-being.

5.3b(3) The District identifies barriers to employee satisfaction by using both formal and informal methods. **Figure 5.3-1** depicts the formal and informal measures the District uses to assess employee well-being, satisfaction, and motivation.

An Issue Drop Box located on the District Web site provides additional data and resources for determining student, staff and patron satisfaction/dissatisfaction. Issue Drop Box process details are provided in **3.2a(3)**. The process includes determining whether the issues are indicators or systemic problems. The District averages receiving one issue each week.

5.4b(4) The PDSA Process is used to identify priorities for improving the work environment and climate. Relationships among survey findings and key measures (strategic objectives **Figure 4.1-3**) set priorities for continuous improvement. Information deployment from the District superintendent and Cabinet members to department and site administrators results in improvements to processes and to the system, and provides for cycle refinement.

Organization	Formal/Informal	Type	Frequency	Analyzed/Resolved by
JCTA	F	Survey (not shared)	Annually	Site, Department or District / JCTA
District	F (segmented)	Certified and Classified Staff Survey **7.4-9, 7.4-10**	Annual Survey Cycle*	Site, Department or District / Cabinet
District	F (segmented)	Absenteeism	As needed	Site, Department or District / District
Site/Department	I/F	Barriers identification	As needed	Site, Department / Site, Department
All	I	Discussion/Conversation	Ongoing	Site, Department or District / All
District	F (segmented)	Grievances	On-Going	Site, Department or District / District
District	F (segmented)	Worker's Compensation Claims **7.4-1**	Monthly	Site, Department or District / District
District	F (segmented)	Issue Drop Box	Monthly	Site, Department or District / District

Figure 5.3-1 Satisfaction data fuel improvements to the system. (*Three-year survey cycle for determining patron, certified staff and classified staff satisfaction and needs.)

6.0 Process Management

The PDSA Process provides a systematic approach for continuous improvement in teaching, learning, student achievement, student and faculty well-being, and support process efficiency and effectiveness. Specific design, decision making, and deployment steps built into support department procedures **(Figure 6.2-1)** and the processes of the Curriculum, Instruction, Assessment, and School Climate System **(Figure 6.1-1)** ensure control, multiple cycles of refinement, and integration with the district's goals, key measures (strategic objectives), pillars, core values, mission, and motto (vision). Multi-level/school site/department teams, a systematic communication structure **(Figure 6.1-7)**, and an annual PDSA review cycle in the CLEP drive organizational learning and innovation, and assure sequencing and linkages within the system.

6.1 Learning-Centered Processes

6.1a(1) Building the capacity for preparing JPS learners for productive, responsible citizenship in an ever-changing world

(the mission of the district) and CLEP mandates from the state determine the District's learning-centered system which includes these key processes---curriculum development, instruction, assessment, and school climate. **(Figure 6.1-1)** The JPS Curriculum, Instruction, Assessment, and School Climate System forms an integrated structure for continuous improvement.

The Curriculum Development Process brings coherence across school sites and more in-depth coverage; it also assures equal access to knowledge for all students. By organizing decision making around the entire period of a child's education, this process creates a sequential body of knowledge and skills that supports teachers in providing a logical progression of learning experiences for students. This systematic approach raises achievement for all students and gives them the skills necessary for the 21st century.

The focus on instruction enhances the capacity for learning for all students because it deepens the ability of teachers to implement classroom management structures that promote student ownership for learning. It also strengthens teachers'
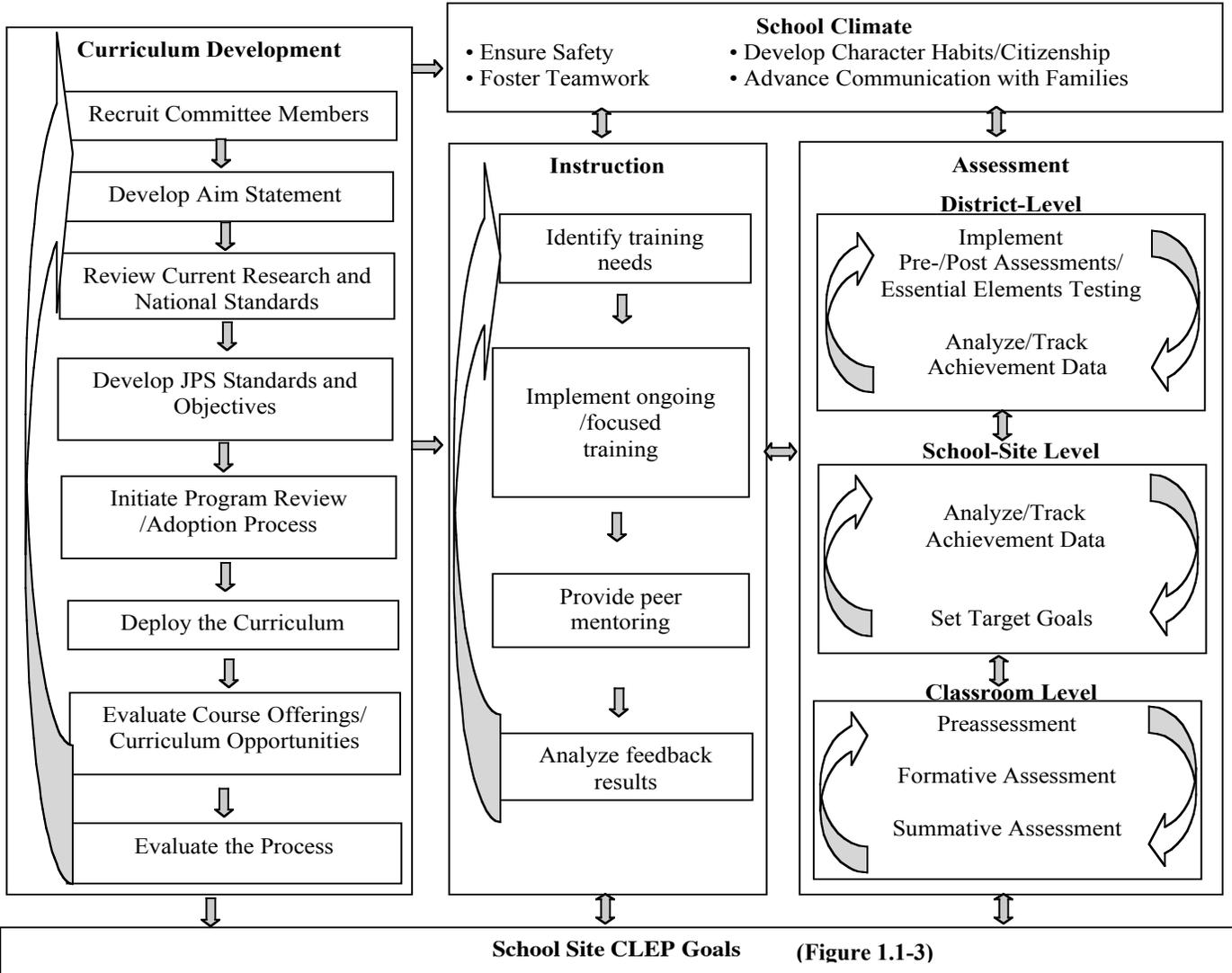
Figure 6.1-1 The JPS Curriculum Development, Instruction, Assessment, School Climate System forms an integrated structure for continuous improvement and learning excellence.

skills in planning engaging lessons using research-based instructional strategies, assessing learning in multiple ways, and differentiating instruction based on students' readiness levels, interests, and learning profile preferences.

The process of ongoing assessment provides performance data related to AYP and API, mandates of NCLB and Oklahoma School Accountability legislation. Analysis of performance data by district administrators, principals and teachers determines site target goals for improving student achievement. Ongoing assessment also drives daily instruction and gives teachers knowledge of student mastery of skills and concepts. Pre-assessment (finding out) determines students' current levels of readiness or interest in order to plan for appropriate instruction. Formative assessment (keeping track) helps teachers accumulate data about student progress to continue instructional decision making. Summative assessment (making sure) measures students' mastery of skills and concepts. Multiple assessment strategies enhance student ownership for learning i.e., self-evaluation, learning/ enthusiasm charts, exit cards. Progress reports, quarterly report cards, and twice yearly parent/ teacher conferences keep parents informed about students' achievement.

Continuous improvement in school climate addresses students' well-being needs. The SERT and each school's Safe School procedures ensures the safety of students, staff, and visitors on a daily basis. Parents are key stakeholders in student success and their involvement is achieved through information meetings, ongoing communication, participation on school committees, and opportunities to volunteer. Student enthusiasm for learning and growth in organizational/ leadership skills are maximized through integration of the TRIBES agreements, Schools Attuned strategies, classroom guidance, the CAPS program for academic/career planning, use of student agendas, service learning opportunities, character education experiences, and recognition of accomplishments.

6.1a(2) A key requirement of learning-centered processes is that they create a systems focus **(Figure 6.1-1)** for preparing JPS learners for productive, responsible citizenship in an ever-changing world (the district's mission). Other requirements come from many sources i.e., federal and state mandates, national standards for each academic area, research in best practice educational strategies, district goals, ongoing analysis of student achievement, and student and stakeholder needs and expectations. **(Figure 6.1-2)** Each learning-centered process addresses differences in student learning rates and styles. **(Figure 6.1-3)** Information on student segments/individual students is developed through a variety of instruments. Results from these instruments enable administrators and teachers to adapt instruction to ensure that all students are engaged in active learning. **(Figure 6.1-4)**

Key Process 6.1a (1)	Description	Key Requirements 6.1a (2)	Key Measures 6.1a (4)
Curriculum Development Process	▪ Development of curriculum standards/ objectives ▪ Deployment of a coherent, consistent curriculum	▪ To develop coherence in standards/ objectives across the District and ensure equal access to a sequential body of knowledge and skills for all students ▪ To increase rigor in learning	▪ Deployment and use of the curricula continua across school sites and grade levels (AOS) ▪ Growth in AP enrollment (equity) and excellence (mastery scores)*
Instructional Process	▪ Implementation of sustained, intensive, classroom-focused training ▪ Deployment of research-based teaching strategies	▪ To increase teacher skill in effective classroom management, use of research-based instructional strategies, and the ability to differentiate instruction	▪ Improvement in student achievement* ▪ Number of professional development points* ▪ Number of certified personnel trained in differentiation strategies*
Assessment Process	▪ Development of assessment tools ▪ Deployment of a cycle of tracking/ analyzing data/ setting target goals	▪ To provide knowledge of how students are doing to enable the district/school sites/teachers to set goals and develop action plans for improvement in student learning	▪ Improvement in student achievement*
School Climate Process	▪ Improvement in student/staff well-being, safety, and teamwork ▪ Advancement of family involvement and communication	▪ To involve students and staff in experiences that promote well-being, build confidence in implementing emergency procedures, and increase use of collaborative learning ▪ To increase opportunities for family involvement and communication	▪ CLEP goals (AOS) ▪ Survey results* ▪ Safety results* ▪ Volunteer hours* ▪ Percentage of teachers developing Web pages and newsletters*

Figure 6.1-2 Learning process descriptions, key requirements, & key measures define a system for continuous improvement.
* = In Category 7   AOS = Available on-site

Process	Addressing Differences in Student Learning Rates/Styles
Curriculum Process	Program evaluation rubric to rate how a particular program provides for individual differences, enabling the district to adopt programs that address the needs of diverse populations
Instructional Process	Gifted services, a comprehensive special education program, a five-year professional development focus on differentiation training, the ongoing work of CRIs and principals, and the course evaluation process for determining the need for expanding Advanced Placement courses and alternative program opportunities
Assessment Process	Adjusting daily instruction to accommodate learning style preferences and needs for re-teaching, extra practice, and enrichment; ongoing analysis of assessment data, setting target goals for all student segments
School Climate Process	District goals of promoting inclusiveness for all students and of improving appreciation of diversity; TRIBES in the elementary, middle school and alternative school classrooms; Schools Attuned strategies in high school classrooms

Figure 6.1-3 Addressing Individual Differences in Learning Rates and Styles

Assessment/Process	Frequency	Student Segment
Kindergarten Screening	Yearly	Readiness for 1st grade
Basic Reading Inventory	Twice yearly	1st-4th grade students with reading problems
Gates MacGinitie Test	Yearly	1st-2nd grade students with reading problems
CogAT	Twice yearly	Identification of students who are gifted
CRTs	Yearly	Assessment of academic skills of all students; data on student segments
Site Intervention Team	Ongoing	Students exhibiting academic or behavioral difficulties
IEP Review	Ongoing	Students on individual education plans
Pre/Post Assessments	Twice yearly	Individual progress during the year and from year to year

Figure 6.1-4 Collecting and Tracking Data on Student Segments/Individual Students

6.1a (3) The JPS Curriculum, Instruction, Assessment, and School Climate System forms an integrated structure for continuous improvement in teaching, learning, and student and faculty well-being.

- The broad representation of administrators, teachers, and parents from each school site develops key leaders and involves stakeholders in a shared governance structure.
- The PK-12th grade breadth generates a seamless flow in the curriculum, instructional practices, and assessment methods, and ensures a sequential body of knowledge and skills and equal access for all students.
- The year-long development process builds in focus, rigor, knowledge of best practice teaching in the field, flexibility, and objectivity. This national role model was presented at the National Quality Education Conference in October 2004.
- Because of the integration of instruction into the system, the JPS professional development program is sustained, intensive, and classroom focused; all professional development proposals are evaluated through the lens of building capacity for differentiating instruction and using research-based teaching strategies for improved student learning.
- The inclusion of assessment has increased ongoing assessment, reduced cycle time for intervention when students are at-risk for learning, and led to implementation of pre/post testing, essential elements weekly quizzes, in-depth analysis of standardized test scores, and an emphasis on pre-assessment, formative, and summative assessments.
- School climate is an integral component of the system.

The SERT, Safe School Committees, leadership teams, and monthly administrators' meetings are the primary avenues for addressing school climate requirements. The SERT meets monthly; its focus is continuous improvement in emergency preparedness. Safe School Committees make recommendations to the principals regarding unsafe conditions at the school sites. Leadership teams at school sites (administrators, teachers, parents) use the CLEP and the PDSA cycle to set, review, and revise goals for staff and student well-being, development of character habits, teamwork, inclusiveness, and family involvement.

Technology, organizational knowledge, the potential need for agility, and cycle refinements are built into the JPS Curriculum, Instruction, Assessment, and School Climate System. **(Figure 6.1-5** and **Figure 6.1-6)**

Teamwork and a systematic communication structure address sequencing and linkages among school sites and departments, and drive organizational learning and innovation in the system. **(Figure 6.1-7)**

6.1a(4-5) Analysis of key measure results and specific design, decision making, and deployment steps built into the system are used by process leaders to control and improve learning-centered processes. In-process measures, formative and summative assessments, and stakeholder input are used in managing learning-centered processes. **(Figure 6.1-8)**

Technology	E-mail, Web page resources, word processing/spreadsheet/presentation software, assessment software systems
Organizational Knowledge	A systems focus, the PDSA Process, and quality tools (force field analysis, fishbone, brainstorming, affinity and Pareto processes, small group to whole group consensus, priority matrix voting)
Potential Need for Agility/ Cycle Time Refinements	Monthly monitoring, ongoing analysis of data, monthly C & I and principal meetings, collaboration with the director of professional development, use of two-way radios during safety exercises/ incidents, debriefing following safety exercises/incidents

Figure 6.1-5 Using Technology and Organizational Knowledge; Addressing Agility Needs and Cycle Time Refinements

Cycle refinements have been continuous. **(Figure 6.1-6)**

Curriculum Development	Fall 1997: K-6th grade Fall 1998: Addition of PK Fall 2003: Addition of 7th-12th grades
Instruction	Fall 2004: Expansion in the number of CRIs from 1 to 6; addition of 7th-12 grade representation at C & I monthly meetings
Assessment	2004: Mathematics pre/ post assessments, essential elements 2005: Language arts pre/post assessments, essential elements 2006-2010: Assessment: all subject areas
School Climate	Fall 1999: TRIBES begun at one school 2000-2004: TRIBES implemented PK-8th November 2000: SERT established 2000-2004: SERT policies added.

Figure 6.1-6 Reviewing Cycle Refinements
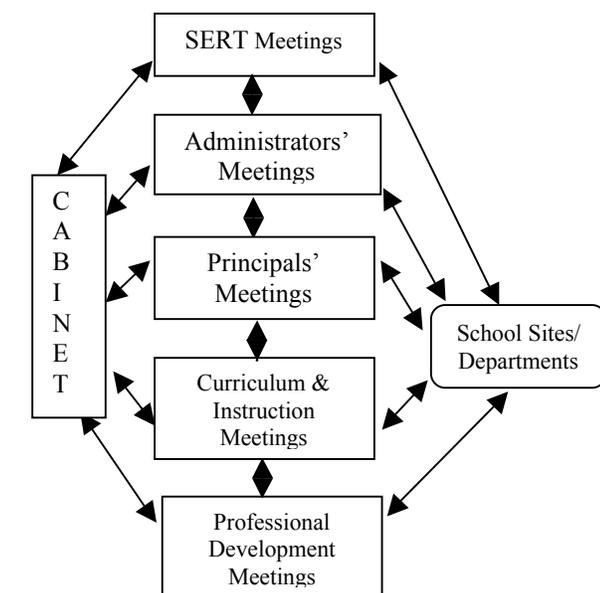
Figure 6.1-7 Ensuring communication flow among teams and departments

Curriculum Development	▪ Monthly/yearly review of the process ▪ Classroom observations and feedback from principals, teachers, and families ▪ Review of student achievement data and AP enrollment and excellence data
Instruction	▪ Concerns brought to the monthly C & I meetings ▪ Review of professional development feedback data and participation levels ▪ Review of student achievement data
Assessment	▪ Ongoing review of assessment data (daily, weekly, monthly, yearly)
School Climate	▪ Review of safety data ▪ Review of data on discipline referrals, incidents of harassment/ bullying ▪ Review of data from patron surveys ▪ Monitoring of volunteer hours ▪ CLEP PDSA Process

Figure 6.1-8 Using In-Process Measures, Stakeholder Input, Formative/Summative Assessments

6.2 Support Processes and Operational Planning

6.2a(1) Key support processes are determined to be those that enhance the capacity for preparing JPS learners for productive, responsible citizenship in an ever-changing world. **(Figure 6.2-1)**

6.2a(2-5) The PDSA Process for continuous improvement provides the framework for support services to keep current with key requirements, meet the potential need for agility, maintain and refine performance expectations, reduce costs and prevent errors, and find ways to increase overall efficiency and effectiveness. **(Figure 6.2-1)**

6.2a(6) Support service directors use their control strategies to gather, track, and evaluate data and initiate the PDSA Process with the employees to create action plans for improvement. To drive organizational learning and innovation, resulting improvements are communicated through weekly Cabinet meetings and monthly administrators' meetings.

6.2b(1) To ensure adequate budgetary and financial resources are available to support school operations, the Finance Department completes a yearly in-depth budgetary plan for approval by the BOE. The budget plan is based on a review of historical data, calculation of costs from new education initiatives/mandates from the state, and analysis of revenue projections.

6.2b(2) Assessment of financial risks and continuity of operations in the event of emergencies are ensured through the district's fund balance goal and the monthly internal reviews conducted by the associate superintendent, executive director of finance, and director of accounting. Budget adjustments are made depending on the state of the economy.

The reviews include but are not limited to historical data, revenue projections, adjusted expenditures, diversification of the District's investment portfolio, and weekly monitoring of state revenue collections used to fund public education.

Daily communication between the Superintendent and Finance Department leaders and ongoing communication with the BOE also ensure continuity of operations in the event of emergencies.

Spport Process 6.2a (1)	Key Requirements 6.2a (2)	Control Strategies 6.2a(3)	Key Measures 6.2a (4)
Goal: Focus on Finances			
Finance 7.3a(1)	To meet federal/state/local mandates, demonstrate fiscal responsibility, maintain a 6% fund balance/stakeholder trust	• Internal process controls • Upgrades in financial software • Monthly reports to BOE	• # of positive audit reports* • Maintenance of 6% fund balance* • $ in new revenues* • # of successful bond elections*
Maintenance 7.5a(2)	To comply with federal/state/ local laws/codes, ADA standards, provide accessible, well-maintained buildings, decrease energy costs	• Internal/external inspection processes • Ongoing energy cost analysis • Monitoring/tracking TMA work requests	• # of positive inspections*(AOS) • Level of stakeholder satisfaction* • Data indicating reduced energy costs*
Information Technology 7.5a(2) and 7.6a(4)	To comply with federal/state mandates/deadlines, increase standardization, reduce incidence of malfunction, meet curriculum objectives	• Review of approval levels • Daily monitoring • Systematic process for review of new technologies	• Compliance levels* • Down time* • New technologies reviews (AOS) • Tech team requests (AOS)
Printing/ Warehouse Services 7.5a(2)	To provide high quality/low cost products, maintain accurate inventories	• Use of the E-APEC system • Ongoing cost analysis • Setting daily priorities	• Accurate inventory information* • Cost reductions* • Meeting priority lists (AOS)
Goal: Focus on Students			
Health and Nutrition 7.5a(2) and 7.6a(4)	To comply with federal state laws, health/safety codes, USDA meal requirements; maintain stakeholder satisfaction	• Daily, weekly, monthly monitoring • Ongoing review of visitor feedback cards	• Positive inspection ratings* • Cost reductions* • Level of stakeholder satisfaction*
Transportation 7.5a(2) and 7.6a(4)	To meet state mandates, maintain effective policies/ on-time delivery, reduce accidents, meet stakeholder expectations	• Internal/external reviews • Systematic routines-maintenance, delivery time, accident occurrences • Monthly review of conduct notices	• Compliance levels* • Accident rate trends*
Goal: Focus on Safety			
Campus Police 7.4a(1)	To maintain a safe and secure school environment, increase visibility of campus police	• Weekly review of reports, school site visits schedule • Annual survey of principals	• # of monitoring systems* • Stakeholder satisfaction levels*
Goal: Focus on Curriculum			
Human Resources 7.4a(2)	To comply with federal/state laws and BOE policies, ensure an effective hiring/performance appraisal system	• Ongoing monitoring, communication, training • Systematic process for continuous improvement	• % of highly qualified personnel* • Level of policy adherence (AOS)
Communication 7.2a(1) and 7.3a(1)	To meet stakeholder expectations, lobby for supportive legislation	• Daily communications • Weekly update of lobby efforts	• Stakeholder satisfaction levels* • Results of lobby efforts (AOS)
Community Education/ JPSF 7.5a(1)	To meet stakeholder expectations, demonstrate fiscal responsibility	• Daily monitoring of programs • Monthly/quarterly meetings • Review of the grant process	• # of stakeholders served* • $ invested in JPS* • # of programs/grants funded*

Figure 6.2-1 Support processes requirements, and control strategies define a systematic management approach for continuous improvement.   * = In Category 7   AOS = Available on-site

7.0 Organizational Performance Results

7.1a Student Learning Results

Action plan steps for the focus on curriculum goal of the district (i.e., ensuring JPS students meet or exceed world class standards) show very positive trends.

The District is well on its way to being one of the first school districts in Oklahoma to achieve the maximum API score of 1500, the target for excellence set by the state to meet accountability requirements of NCLB. **(Figure 7.1-1)** In 2005 Jenks Southeast Elementary was one of four elementary schools in the state to earn an API score of 1500 points.
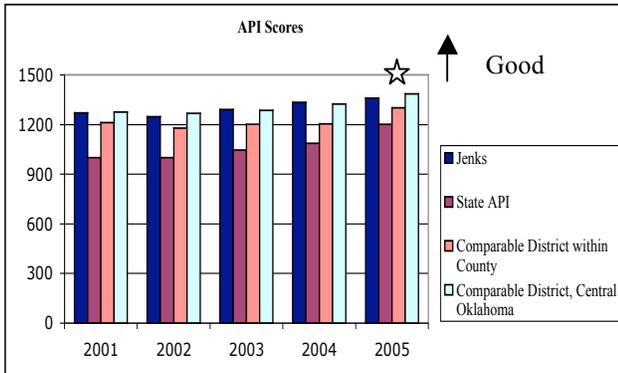
Figure 7.1-1 API scores remain high/show growth toward 2010 target of 1500 (☆).

API scores for most student segments showed improvement in 2005. Increased attention to the learning needs of the ELL student segment in 2003 continued to lead to an improved API score in 2005, although it has not yet surpassed the 2002 score. The downward trend for the Asian student segment (due to changing demographics within this segment; each year a higher portion of these students had also been English Language Learners) showed a change in 2005 with a higher API score of 1437. **(Figure 7.1-2)** Two student segment groups (Black and IEP) dipped for 2005. School sites will continue to closely analyze their sub-group scores and develop specific strategies to address learning needs (addressing the district objective to increase student sub group scores for each standardized test given).
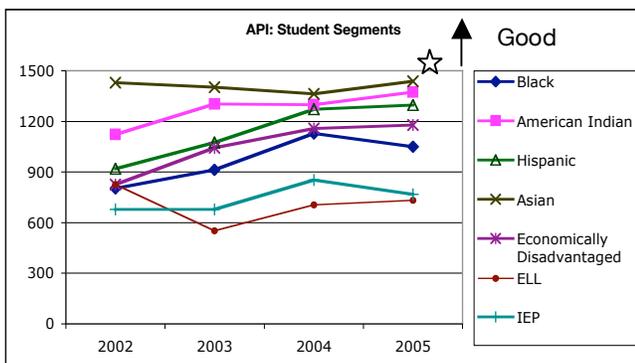
Figure 7.1-2 Most student segments reflect API growth toward the 2010 target of 1500 (☆).

Attendance and graduation rates became part of the API formula in 2003. In comparison with a Baldrige recipient, attendance rates are within a percentage point and JPS graduation rates surpass a Baldrige recipient. **(Figure 7.1-3)**
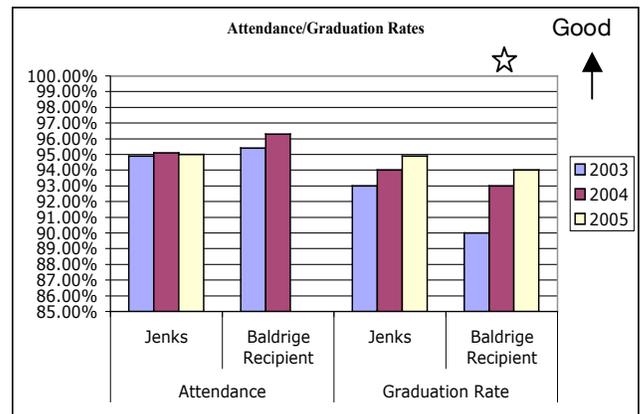
Figure 7.1-3 Attendance rates remain steady/graduation rates improve. (Target: 100% by 2010 ☆)

The District has shown steady growth in the percentage of tests taken by students that are scored at the advanced and satisfactory levels. **(Figure 7.1-3a)**
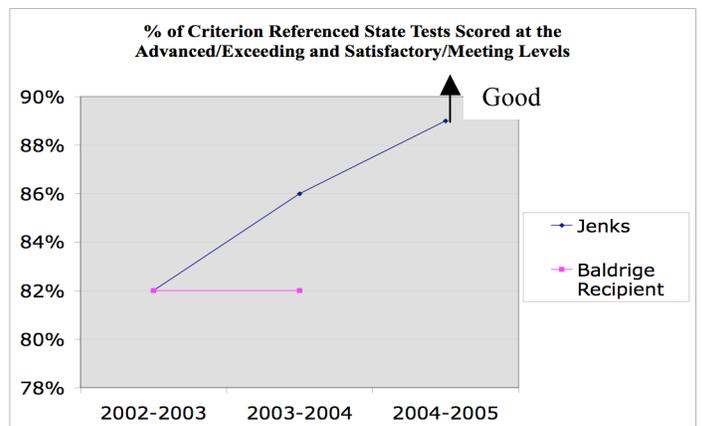
Figure 7.1-3a JPS Students grow in tests scored at the advanced and satisfactory levels.

Third grade students show progress in reaching reading and math goals i.e., all 3rd grade students performing on or above grade level by 2014. **(Figure 7.1-4)**
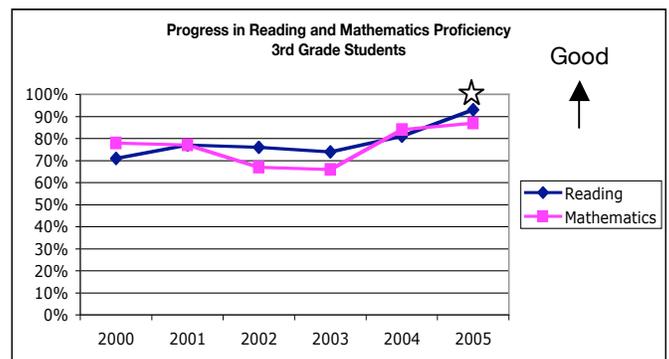
Figure 7.1-4 3rd grade students grow in reading and mathematics proficiency. (Target: 100% by 2010☆)

More focused attention to the reading and mathematics needs of 3rd grade ELL students has led to strong improvement in the percentage of students scoring at advanced and satisfactory levels and significant decreases in the percentage of students scoring in the unsatisfactory range.
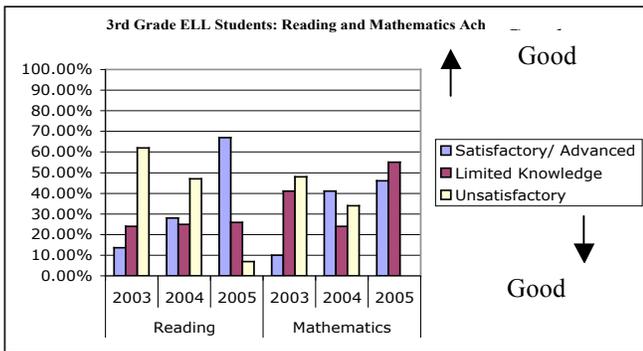
Figure 7.1-4a 3rd grade ELL students show growth in reading and mathematics achievement.

When comparing 5th and 8th grade reading and mathematics scores for two years with a Baldrige recipient, JPS students surpass their counterparts. Changing demographics had contributed to a slight decline in reading proficiency at 5th grade. However, intervention strategies developed by teachers and administrators targeted specific subgroups and led to improved 5th grade reading proficiency scores in 2005. **(Figure 7.1-5)** As with 3rd grade students, the more focused attention to the reading and mathematics needs of 5th grade ELL students led to improved scores for this student segment. **(Figure 7.1-5a)**
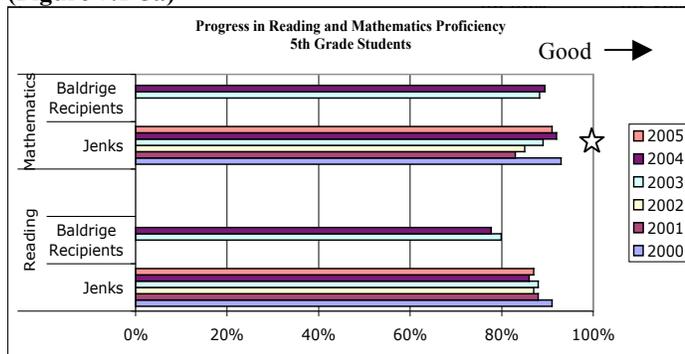
(Figure 7.1-5a) *Figure 7.1-5 5th grade students grow in reading (Target: 100% by 2010 ☆)*
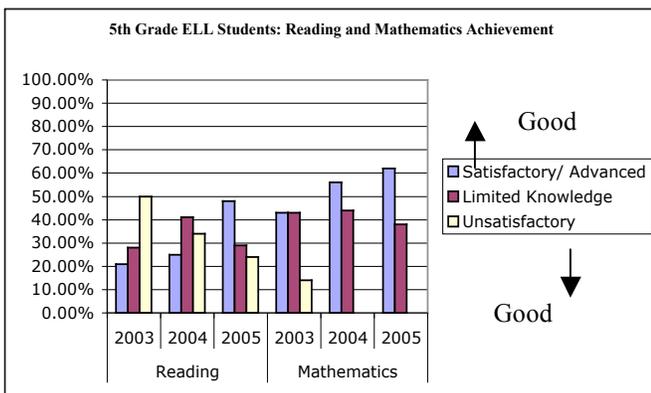
Figure 7.1-5a 5th grade ELL students show growth in reading and mathematics achievement.

35

Principals and teachers at the middle school used their test analysis process (looking at the scores overall and looking at student segments) to address the slight decline and develop specific reading and mathematics goals and action plans to reach the goals. *(Figures 7.1-6, 7.1-6a and 7.1-6b)*
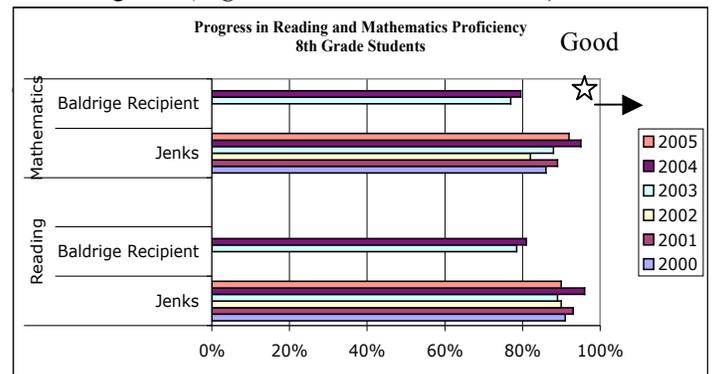
Figure 7.1-6 8th grade students show slight decline in reading and mathematics proficiency. (Target: 100% by 2010 ☆)
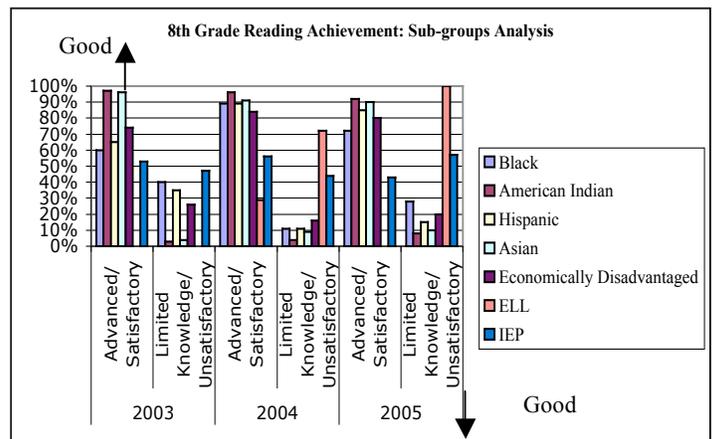
Figure 7.1-6a Analysis of student reading sub-group scores leads to strategies for improving achievement.
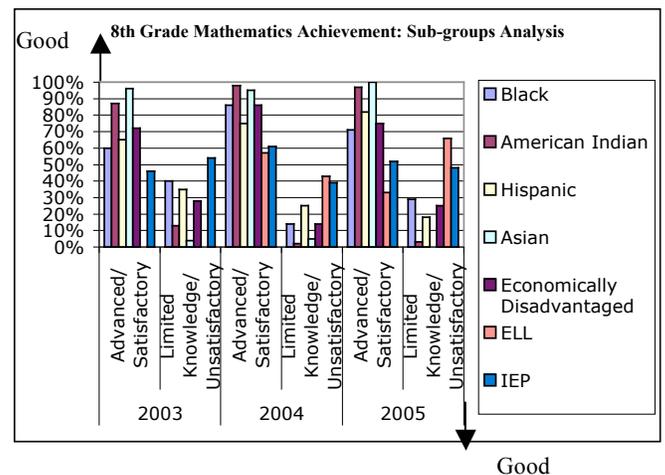
Figure 7.1-6b Analysis of student mathematics sub-group scores leads to strategies for improving achievement.

End of Instruction proficiency scores in English II and Algebra I also show that JPS secondary students rank favorably with Regents exam mastery scores in the Pearl River School District. More deliberate analysis of Algebra I scores led to the strong growth in proficiency. Improved analysis of 2004 English II scores targeted specific areas for increased focus by teachers, resulting in improved 2005 English II scores. **(Figure 7.1-7)** A heavier weight for the API is given for those students scoring at the advanced level of proficiency on the English II end of instruction assessment. The district began analyzing these results in 2001-2002 (**Figure 7.1-7a**). By targeting specific strategies in writing in both advanced placement English classes and regular English classes, the district increased the 2005 overall passing percentage of students as well as the percentage of students scoring at the advanced level.
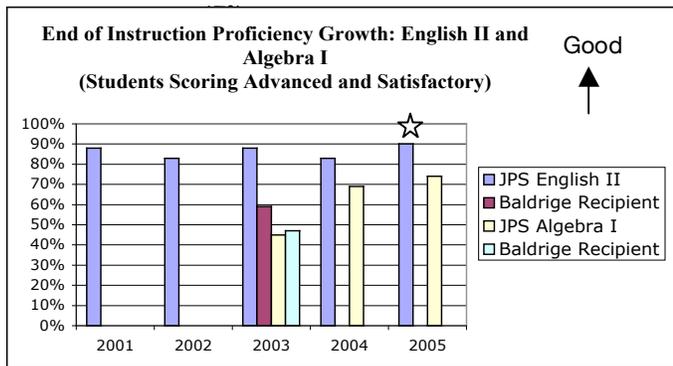
Figure 7.1-7 Growing in English and Algebra Proficiency (Target: 100% by 2010☆)
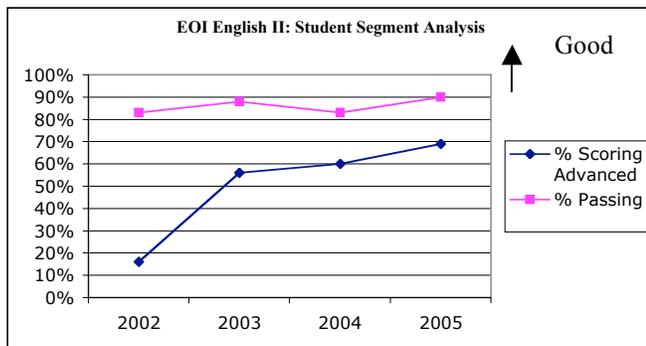
Figure 7.1-7a Overall English passing rate and advanced levels increase.

The District has shown exemplary progress in growing the AP program at the secondary level through its expanding equity (bringing the rigor of AP coursework to all students) while maintaining excellence (percentage of students scoring 2 or better on AP exams) goals. Three measures that chart progress in the equity goal are the growth in student enrollment in AP courses, the increase in the number of AP course opportunities, and the results of the process of removing barriers to enrollment (student segment percentages). In eleven years (1995-2006) of tracking AP enrollment data, **the District has grown from 12.5% of the student body taking AP coursework to 43.8% of the student body. Nationally in 2004, 31% of students enrolled in an AP course. (Figure 7.1-8)**
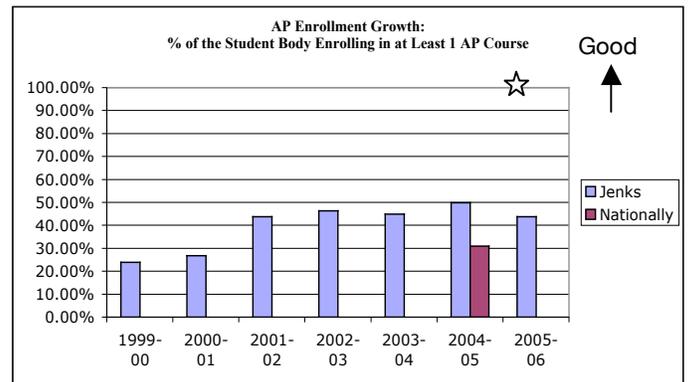
Figure 7.1-8 Charting Growth in JPS AP Enrollment (Target: 100% by 2014 ☆)

The slight decline in AP enrollment between 2004-2005 and 2005-2006 can be attributed to two factors: A change in staffing for AP Economics and a change in the number of credits colleges will accept from AP English courses from 9 to 6 credit hours.

Since 1995, the District has also grown in the number of AP courses offered to the current 33 of 38 possible courses. Continued growth is expected with the addition of AP Chinese Language and Culture in 2007 (fueled by our partnership with Chengdu #7, Chengdu, China) and AP German Language in 2008. Pearl River, a Baldrige recipient, offers 15 of 38 possible courses.

The systematic Removing Barriers to AP Enrollment Process was initiated in 1998-1999; it has invigorated the continuing pattern of enrollment growth. Cycle refinements in the Removing Barriers Process are described in **Figure 7.1-9.**

1998 1999	▪ Social Studies Vertical Team established ▪ AP training opportunities expanded to 7th-9th grade teachers ▪ AP Literature prerequisite eliminated
2000 2001	▪ Mathematics and Science Vertical Teams established ▪ Open enrollment established for language arts and social studies courses ▪ Advanced history/world history courses eliminated
2002 2003	▪ World Language Vertical Team established ▪ Teacher signatures reduced/ eliminated for math and science courses ▪ Basic courses eliminated in mathematics
2003 2004	▪ Math assemblies begun ▪ Handout about the value of AP coursework distributed to families during CAPS conferences.
2004 2005	▪ A focus on defining rigor/adding rigor to the standards and objectives begun ▪ Nonfiction writing opportunities workshop established
2005 2006	▪ AVID program training and implementation begun.
2006 2007	▪ AP training opportunities will be expanded to 5th-6th grade teachers ▪ CAPS process will be refined/extended to middle school/intermediate schools
Figure 7.1-9 Cycle refinements continue to remove barriers to AP enrollment.	

Tracking AP enrollment data by student segments began in 2003-2004; the data provide indicators for further cycle refinements in the removing barriers process. **(Figure 7.1-10)**

Segment	Black	Native American	Hispanic	Asian	White
2003					
% of Total Enrollment	4.8%	6.0%	1.9%	3.9%	79%
% of AP Enrollment	1.5%	8.5%	3.2%	11.2%	79%
2004					
% of Total Enrollment	4.8%	7.9%	5.3%	2.4%	78.8%
% of AP Enrollment	1.3%	7.2%	3.6%	4.8%	81%
2005					
% of Total Enrollment	5%	8%	6%	3%	78%
% of AP Enrollment	1.8%	6.7%	3.5%	5.3%	79.7%

Figure 7.1-10 Building Equity by Tracking AP Enrollment: %s for student segments

Increased AP enrollment has not diminished excellence as seen in the exam results in **Figure 7.1-11.** The percentage of exams scored at three or better remains consistent i.e., between 62% and 67% of the number of exams taken. The class of 2004 surpassed national levels and the highest state rankings. **Thirty-seven percent of the class demonstrated a mastery level of three or better compared to a national percentage of 13% and the highest state percentage of 21.2%.**
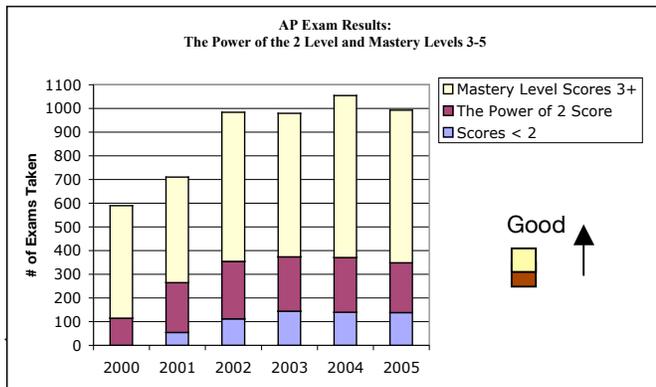
Figure 7.1-11 Charting Excellence in AP Exam Results: The Power of 2 and Mastery Levels 3-5

Another measure of the excellence of a JPS education can be seen in the consistent academic honors garnered by JPS students. Regularly, National Merit Semi-Finalists become Finalists. Eighteen students were recognized as finalists in September 2005. **(Figure 7.1-12)** Since 2001-2002 two JPS students have been recognized as Presidential Scholars and six have been recognized as semi-finalists honoring their outstanding scholarship, leadership, service, and creativity. **Each year JPS students are chosen for the Academic All-State award given to seniors who are in the top 1% academically of all Oklahoma high school seniors. This year six students were selected, the highest number in the state for any school district.**
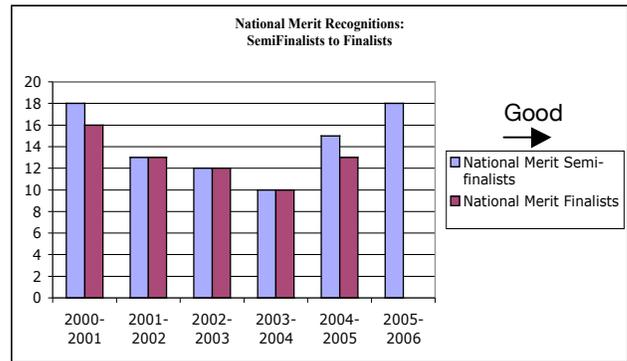
Figure 7.1-12 Charting Excellence: Semi-Finalists Become National Merit Finalists

Students in JPS are college bound as evidenced by high scores on both the ACT and the SAT, a steadily rising college attendance rate, and increases in scholarship awards. Seventy-six percent of JPS secondary students take the ACT; a smaller number take the SAT; high scores on both exams give them a competitive edge in the college acceptance process. **(Figures 7.1-13** and **7.1-14)** Eighty-three percent of the 2005 graduating class enrolled in colleges and universities; an additional three percent enrolled in vocational/technical higher education programs. The vocational/technical programs have aligned their programs with degree programs offered through the universities.

Seniors were offered over $14,800,000 in scholarship monies in 2005, an increase from the $10,000,000 offered the 2004 graduating class. The substantial increase in scholarship monies can be attributed to changing demographics within the district (more students eligible for financial assistance) and increased awareness/ networking with national organizations by the JPS college office counselors. A survey process was initiated at the close of the 2004 school year; incoming seniors were asked to respond to a variety of questions regarding their college plans/ after high school graduation interests. As a result of the survey information, college office counselors sponsored a College Fair (39 colleges represented) and increased their meetings with individual students during 2004-2005. The 2nd annual College Fair (2005-2006) had 54 colleges represented. Counselors will also continue their conferencing with students during 2005-2006.
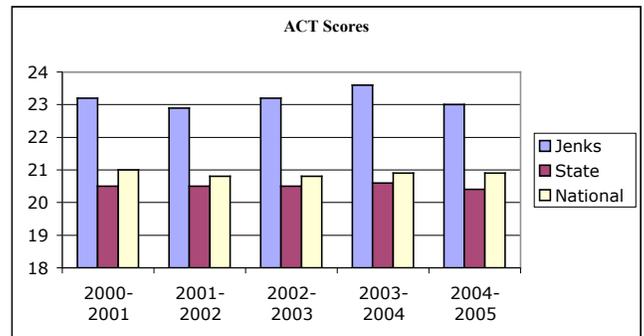

Figure 7.1-13 Charting Excellence: Close to 50% of JPS students taking the ACT scored in the top national quartile.
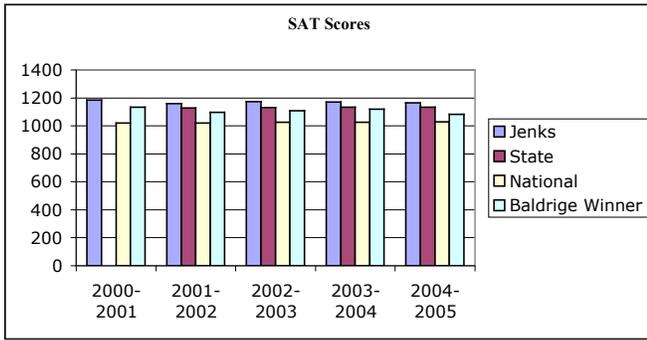
Figure 7.1-14 Charting Excellence: SAT Score Comparisons

JPS is addressing the strategic challenge posed by population and diversity shifts. The District has continued to expand staff to meet the needs of the ELL student segment which is 19.69 times larger than it was in 1997. **(Figure 7.1-15)** The District also implemented a kindergarten DLP (English/Spanish) in 2004-2005 and expanded the program to include first grade for the 2005-2006 school year (an action plan step resulting from the Goal: Focus on Students). An end-of-the-year survey of kindergarten families showed these results: 100% of respondents expressed overall satisfaction with the program i.e., the child's academic and social/emotion needs were met, the child's growth in second language proficiency was demonstrated, the families would recommend the program to other families. For 2005-2006,
• 17 of 22 students continued in the program to first grade (over the summer, 2 students moved out of district and 3 students transferred to other programs)
• 6 students were added to the program at first grade
• A new class of 24 students were enrolled at kindergarten.

2001-2002	3. 5 Certified Teachers 2.5 Instructional Assistants .5 District Coordinator
2002-2003	5 Certified Teachers 3.5 Instructional Assistants .5 District Coordinator
2003-2004	5 Certified Teachers 3.5 Instructional Assistants .5 District Coordinator
2004-2005	6.5 Certified Teachers 4.5 Instructional Assistants 1 District Coordinator
2005-2006	7.83 Certified Teachers 3.5 Instructional Assistants 1 Translator 1 Liaison for Families and Students 1 District Coordinator

Figure 7.1-15 Expanding Staffing to Meet the Needs of the Growing ELL Student Segment

7.2 Student- and Stakeholder-Focused Results

7.2a (1) Student enthusiasm for learning and strong parent and community support are hallmarks of a JPS education. Several measures in this section also show success in addressing the strategic challenge of ensuring safety.

Students participating in the 2004 Saturday Remediation Program for pre-algebra and Algebra I concepts and skills show renewed enthusiasm for mathematics with their strong pre- and post-score improvements. **(Figure 7.2-1)** Sixty four of the 99 students participating in the Saturday remediation classes scored advanced or satisfactory on the Algebra I EOI.

Algebra I Pre-Test Score	53.6 %
Algebra I Post-Test Score	76.3%
Percent Improvement	42.37%

Figure 7.2-1 Improved learning in mathematics increases success rates.

Improved attention to punctuation and capitalization in writing was the outcome of a 3rd grade project at one of the elementary schools i.e., an average increase of 29 points in the experimental group. As a result of the project students write with more confidence and clarity. **(Figure 7.2-2)** Follow-up testing during the students' 4th grade year showed a strong rate of retention in the experimental group; 84% of the students continued to write with few errors in punctuation and capitalization (compared to 74.6% of the students in the control group. Because of this high rate of retention, all third grade students at the school site are now participating in the weekly grammar quizzes.
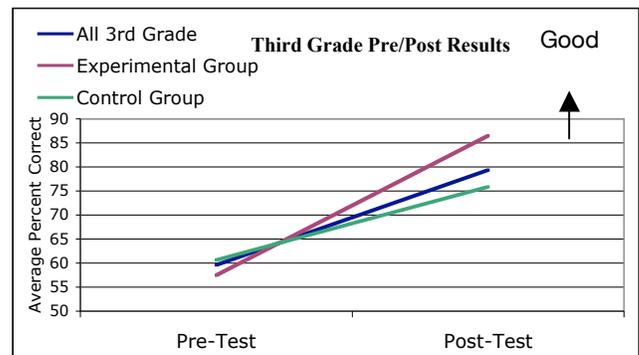

Figure 7.2-2 Increase in writing skills (capitalization and punctuation) leads to more confidence in writing.

A 2005 student satisfaction survey of elementary and secondary students demonstrated high satisfaction levels in all four domains: I learn a lot at school (Q1); I enjoy the time I spend at school (Q2); I feel safe at school (Q3); I practice good character habits at school (Q4). **(Figure 7.2-3)**
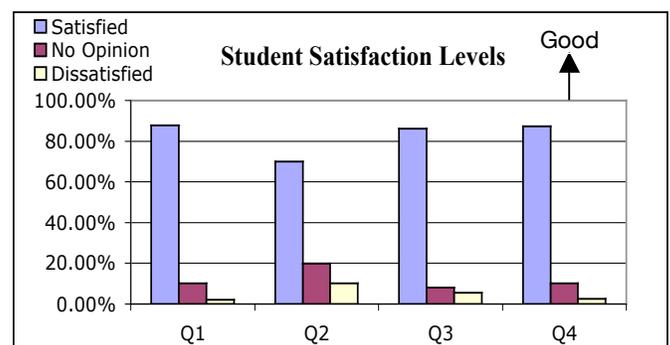

Figure 7.2-3 Student satisfaction levels are high.

Another measure of student satisfaction is the drop-out rate; it has shown a steady decline from a high of 6.3% in 1999 to the 1% rate at the close of the 2005 school year (less than the 1.6% rate of a Baldrige recipient). **(Figure 7.2-4)**
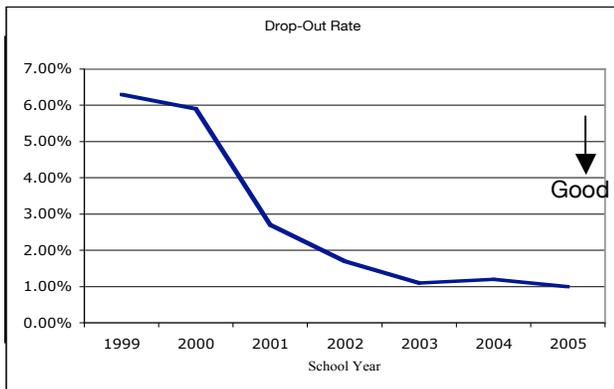

Figure 7.2-4 Drop-out rate shows dramatic decrease.
SHOCK (Seniors Helping Our Community and Kids) Day service project participants have increased in the three years of the program to the current high of 535 seniors representing 81% of the senior class. SHOCK Day (2005) will be held October 12th and participation figures will be calculated. **(Figure 7.2-5)**
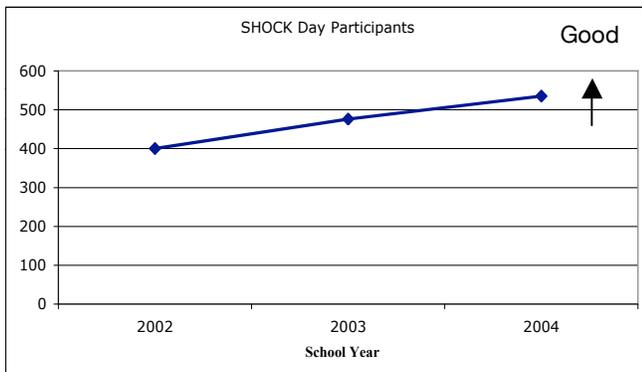
Figure 7.2-5 Seniors give back to the district.

Calls to the Safe-Call Hotline to share incidents of bullying or harassment and concerns for safety have declined; the rise for 2001-2002 is attributed to post-9/11 concerns for safety. The concern of the call for 2005-2006 had been resolved last year. However, the call brought about a refinement in the flow of communication between counselors and administrators. **(Figure 7.2-6)**

Number of Safe-Call Hotline Calls	
1999-2000	4
2000-2001	5
2001-2002	7
2002-2003	2
2003-2004	3
2004-2005	0
2005-2006	YTD: 1
Figure 7.2-6 Satisfaction Indicator: Declining Calls to the Hotline	

During the 2004-2005 school year, the middle school implemented a school climate survey to measure students' levels of safety, comfort, and acceptance. Results from surveys show increased feelings of safety and acceptance. **(Figure 7.2-7)** New scantron technology has supported the middle school in implementing a more in-depth survey process for 2005-2006 regarding student well-being. Results from the September 2005 survey have been analyzed and action groups will meet in early November to brainstorm strategies for addressing concerns.
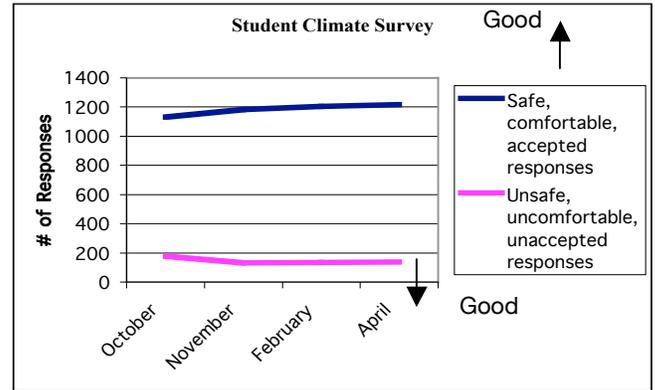
Figure 7.2-7 Middle school student climate survey shows increased feelings of safety & acceptance.

One measure of stakeholder satisfaction is shown in the passage of bond issues (with a consistent approval rate of 60% or more) in 40 of 41 elections. (Figure 7.3-7)

Another measure of stakeholder satisfaction is evidenced from the Budget Reduction Process implemented during the 2002-2003 school year. **In addition to the accumulation of regular volunteer hours, more than 125 patrons gave extra time as substitutes in the classroom (a savings of $297,355 in substitute costs to the District budget) and a group of patrons initiated Project Trojan Pride an effort resulting in donations to the school in a total amount of more than $162,000.**

Stakeholder satisfaction can also be seen in the high rate of participation in the annual Bond Task Force Process. One-third of the committee's members are patrons and many are returning participants each year.

Patron survey results clearly indicate patrons are more positive about the vast majority of topics than they were when the last survey was conducted in 2001. All the dimension ratings improved from 2001 results by about 0.50, reversing a previous decline between 1998 and 2001. **(Figure 7.2-8)**

After the 2001 survey, specific cycle refinements were initiated to address areas within each domain, leading to improved satisfaction rates in the 2005 survey. Administrators are continuing to identify areas that need improvement and to develop goals and action plans for achieving that improvement, based upon 2005 survey results. **(Figure 7.2-9)**

Dimension	1998	2001	2005
Communications i.e., student performance, school finances, accessibility to school leaders	3.88	3.36	3.86
Facilities and equipment i.e., physical accessibility, condition, environment	4.10	3.54	4.01
Academic/instructional i.e., curriculum, leadership, grading practices	3.96	3.45	3.91
Operations/administration i.e., administrative processes, special needs, transportation, food service	3.86	3.39	3.80
Student social behavior i.e., patron perceptions about district students' alcohol consumption.	NA	3.37	3.98

Figure 7.2-8 2005 patron survey results show improved satisfaction levels.

Communication	▪ JPS Annual Report to the community established ▪ District goals, core values, character habits posters deployed ▪ Edline implemented and enhanced ▪ Annual budget posted on JPS Web page. ▪ Administrators/teacher representatives attend PTAG monthly meetings. ▪ Select Finance Committee training established ▪ District-wide Phone Messenger installed ▪ Flyer distribution procedures refined
Facilities and Equipment	▪ SERT and Safe School Committees established ▪ Safety exercises planned/ implemented
Academics and Instruction	▪ Core values and character habits defined ▪ Patrons included on the Curriculum Development Committee ▪ Professional development training aligned more systematically with the curriculum ▪ Elementary report card in-services scheduled for families ▪ Pre- and post- testing begun in mathematics and language arts ▪ Essential elements quiz process begun in mathematics and language arts
Operations and Administration	▪ Menu changes initiated by the Child Nutrition Department ▪ CAPS spring enrollment conferences established ▪ Patrons included on School Calendar committee
Social Behavior	▪ Student Assistant Program implemented.

Figure 7.2-9 Cycle refinements address patron satisfaction levels.

The Issue Drop Box on the JPS Web page has received 10 requests/concerns since March 2005: Health and nutrition (4); Calendar (1); Enrollment (1); Gradfest (1); Drug-Testing (1); Bus concern (1); car blockage (1). All of the issues/concerns were resolved/will be resolved through refinements in department procedures and/or conversations with the concerned patrons.

7.2a (2) Jenks is where you want to be with a nationally recognized school system, quiet neighborhoods, quality housing, and a small town atmosphere with big city convenience minutes away. It is no wonder that Jenks is the second fastest growing city in the state; the 2005 population figure exceeded the town's projections for 2007. **(Figures 7.2-10, 7.2-11** and **7.2-12)**
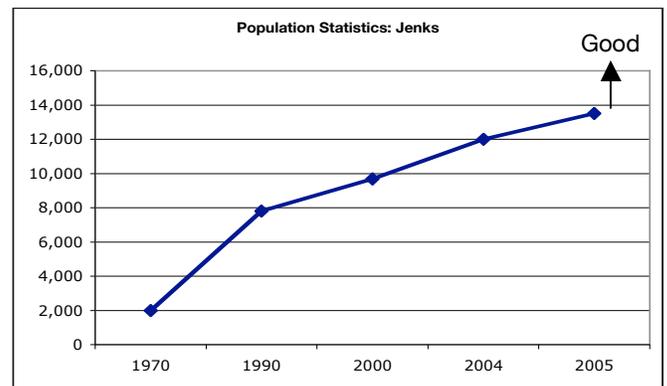

Figure 7.2-10 Population soars in the town of Jenks.

| Year	Housing Starts	Average Cost
1996	108	$110,000
1997	118	$118,400
1998	145	$122,700
1999	209	$116,100
2000	252	$116,200
2001	267	$117,200
2002	300	$101,600
2003	327	$130,600
2004	380	$131,500
2005	371 YTD	$173,000
Figure 7.2-11 Housing starts continue to grow.		
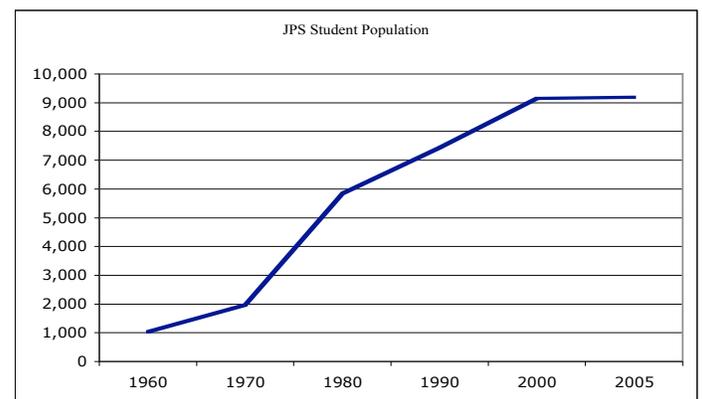
Figure 7.2-12 JPS student population soars.

Even with the ups and downs in the economy and changing demographics, the JPS Volunteer Program is in its 18th year of adding value to the learning environment. **Calculating this added value (volunteer hours times the average hourly rate of pay for a teacher assistant), shows that 2005 volunteer hours represent a $517,000 contribution of services to JPS (up from the $450,000 contribution in 2004). (Figure 7.2-13)**

Many volunteers (over 20% of the volunteer pool each year) donate more than 100 hours of service per year. During 2004-2005, Century Club membership increased to a 5-year high. Their services are recognized through membership in the Century Club. (**Figure 7.2-14**)

	Number of Hours	Number of Volunteers Contributing the Hours
2000-2001	61,712	1,238
2001-2002	64,159	1,246
2002-2003	58,186	1,085
2003-2004	54,650	1,058
2004-2005	62,903.5	1,079

Figure 7.2-13 A Tradition of Excellence: Volunteers make a difference.

Century Club Members	
2000-2001	264
2001-2002	260
2002-2003	214
2003-2004	240
2004-2005	271

Figure 7.2-14 A Tradition of Excellence: Reaching the 100 Hour Volunteer Mark

7.3 Budgetary, Financial, and Market Results

7.3a(1) Excellence in academic performance could not happen without excellence in managing financial resources and the budgetary process. The District is meeting the strategic challenge of maintaining fiscal stability and integrity and showing progress and/or accomplishment in many of its action plan steps in the Goal: Focus on Finances. The yearly auditor's report consistently finds JPS in compliance with the accounting practices prescribed by the ODE and budget laws of the state of Oklahoma (Title 709-22-109). The integrity of fiscal stability is also maintained through an in-depth Budgetary Planning Process and an ongoing Internal Reviews Process that measures current revenues, interest rates, expenditures, and needs. Formal monthly reports to the BOE assure that any budgetary amendments are addressed in a timely and effective manner. Through these processes, the District is on track for maintaining its 6% fund balance goal for 2005-2006. *(Figures 7.3-1 and 7.3-2)*
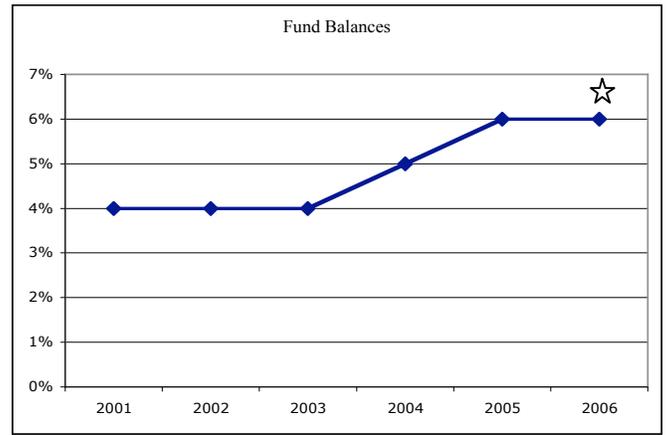
Figure 7.3-1 On Track for Maintaining the 6% Fund Balance for 2006 (Target: Maintain 6% fund balance ☆)
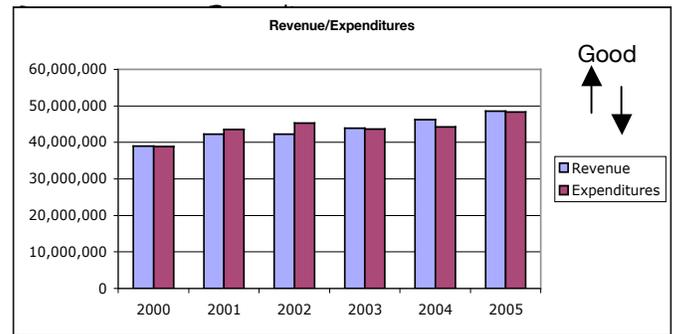

Figure 7.3-2 Revenues keep ahead of expenditures.

Through the in-depth Budgetary Planning Process the District has been able to maintain a high level in per pupil expenditures in comparison with two other districts in the area **(Figure 7.3-3)** and consistently designate 82-85% of its operating budget for instruction and instructional support. **(Figure 7.3-4)** This compares to the 79% spent on instruction and instructional support by a Baldrige recipient.
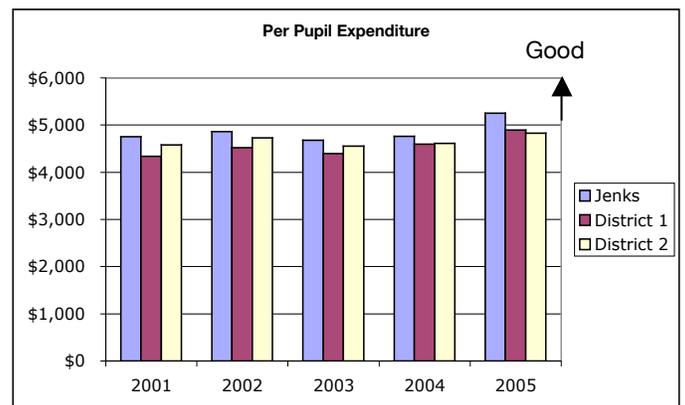

*Figure 7.3-3 The Focus on Instruction: Per pupil expenditures continue to grow.*
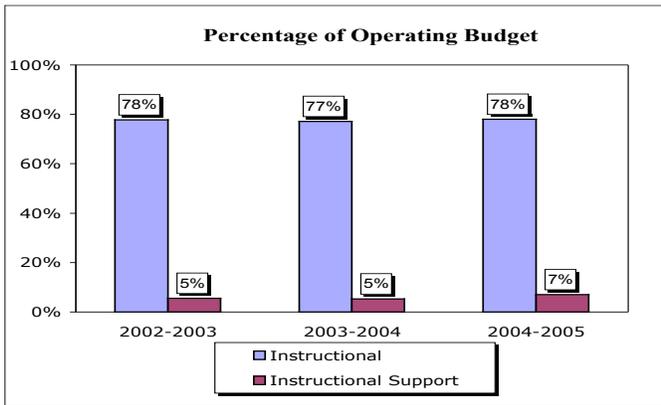
Figure 7.3-4   % of the Operating Budget Designated for Instruction and Instructional Support

Fiscal stability has also been maintained because of a steady growth in local ad valorem assessed valuation due to strong residential and commercial development within the District. This growth continues to offset the decline in funding from the state. (**Figures 7.3-5** and **7.3-6)**
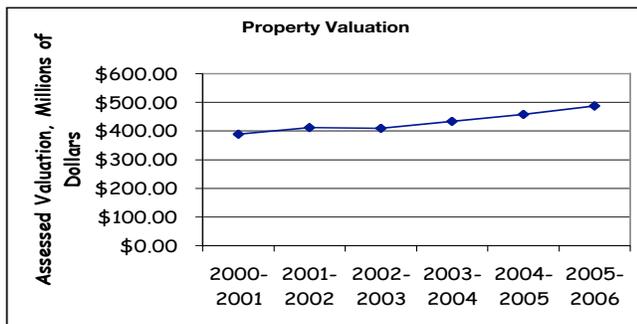

**Figure 7.3-5 Ad valorem assessed valuation grows.**
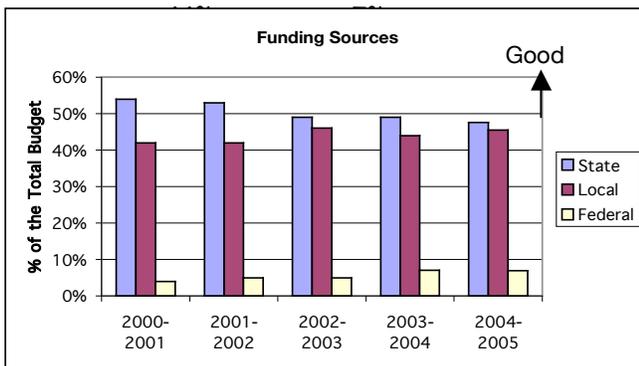
Figure 7.3-6 Local funding increases to maintain financial stability.

Forty years of successful bond issue elections are part of the JPS *tradition of excellence*. Bond monies have supported the District in building and maintaining "state of the art" facilities and resources. **(Figure 7.3-7)** Bond monies have also enabled the District to contain costs in the general fund. One cost containment in the general fund was established during the 1999-2000 school year with the movement of the $500,000 textbook allotment from general funds to bond funds. This enabled the district to use general fund monies to add 14 teachers to reduce class size figures. **(Figure 7.3-8)** In subsequent years that cost removal has allowed the District to

retain those classroom positions. Because of a formal 5-year cycle for adding/retiring debt incurred through bond elections the District is able to maintain a stable tax rate for its patrons.

	"Yes" Vote Percentages	Amount
Fall 2005	Scheduled for November 2005	$14,995,000
Spring 2005	73%	$14,895,000
2003	70%	$14,500,000
2002	77%	$13,750,000
2001	76%	$12,250,000
2000	69%	$12,150,000
1999	70%	$11,000,000

Figure 7.3-7 Patrons support bond issue elections for forty of forty-one years.
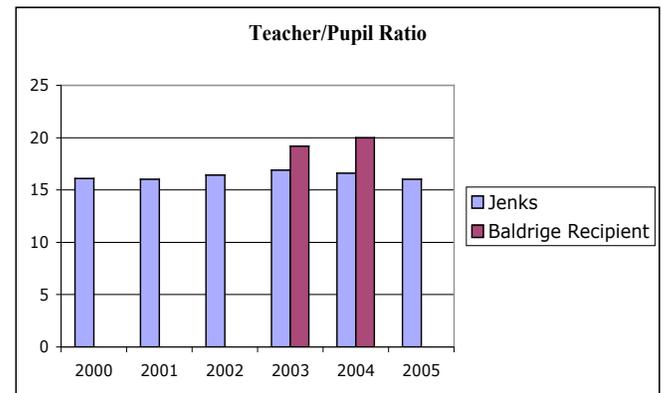

Figure 7.3-8 Teacher/pupil ratios remain steady.

Another cost containment has been realized through the movement of the district's utilities costs from the general fund to the building fund, an annual savings of approximately $1.3 million in the general fund over the past six years that can be designated for instruction. In 1997 the district established a goal of decreasing sewer discharges, and water, electricity, and natural gas consumption, freeing money ($3,609,602) in the building fund for adding/ maintaining "state of the art" resources to support high academic achievement. **(Figure 7.3-9)**

2001	$726,679
2002	$521,915
2003	$744,385
2004	$777,947
2005	$838,676

Figure 7.3-9 Energy cost avoidance increases funds for instructional support.

Lobbying practices focus on key legislative goals and they are ongoing. The Superintendent lobbies legislators each month during the area superintendents' meetings and each Wednesday from February to June during the legislative session. The District sponsors twice yearly legislative lobbying events, a breakfast and a luncheon. Over 70 stakeholders participate in the luncheon meeting, and BOE members and administrators attend the breakfast. During

2005-2006 a legislative luncheon is planned for early December and a breakfast is planned for March.

7.3a(2) There are 35 private/nonprofit schools in the Tulsa area, and three of the private schools are within the JPS attendance area. The District's market share is approximately 80% of the students living in the district.

7.4 Faculty and Staff Results

7.4a(1) Teamwork is the key to effective work system performance in the District. Teamwork builds a systems focus (increasing collaboration and communication within and across work groups), develops strong quality leaders, and promotes data-based decision making and use of the PDSA continuous improvement process. Examples of teamwork can be found throughout the school District at all levels. **(Figure 5.1-1)**
Workplace health is monitored through workers' compensation claims**. (Figure 7.4-1)** The experience modification factor for schools in Oklahoma is 1.00. When compared to this factor, the Jenks experience factor is .89 demonstrating that our systematic training and supervision programs have been successful.

Number/ Percentage	2002-03	2003-04	2004-05
Number of Staff	1,178	1,167	1,183
Percentage of Staff Who Had Accidents	4.24%	4.02%	4.31%
Total # of claims	50	47	51
Claims with Lost Time	9	13	9

Figure 7.4-1 Training and supervision results in lowered worker compensation claims.

Since 1990 the District has focused on ergonomics through the work of the purchasing warehouse manager. She evaluates classroom and office set-up arrangements to address ergonomic needs for all new construction and renovation projects in the District. Most recently she has worked with alternative center staff and the district special education and communication education staff to evaluate ergonomics for their new spaces. Each year she provides additional consultation to 15-20 individual staff members to address equipment and building design modifications that improve health and safety.

All staff are trained in Universal Precautions and staff segments (paraprofessionals, playground assistants, health services professionals, special education teachers, custodians, bus drivers transporting special education students, athletic trainers) receive training in handling blood-born pathogens. Key personnel at each school site and within the District are also certified in cardiovascular pulmonary resuscitation (CPR) and the use of the automated external defibrillators.

Indoor air quality is monitored by school site staff trained in using the EPA's air quality tools. For the past six years, air and water quality levels have been in the acceptable range. The Asbestos Management Plan is current with a three-year

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re-inspection completed in 2004. No injuries due to hazardous waste and chemical mismanagement have occurred as a result of school/work procedures in place for the past seven years.

To support workplace safety (addressing the strategic challenge of ensuring safety), video camera systems are installed and operational at all school sites (an action plan accomplishment in the Goal: Focus on Safety). The Campus Police have also increased their visibility and customer focus since the change in supervision and the hiring of the new police chief. In a 2004-2005 survey of school site principals, respondents indicated that they have noticed a significant increase in Campus Police visibility and accessibility.

Key staff are trained in OSHA regulations. Twice yearly school site drills (fire, tornado, hazardous materials evacuation) and annual SERT training experiences increase emergency preparedness. Because of this training district personnel have resolved recent safety incidents with no loss of life. Key personnel at each school site have two-way radios to improve communication and coordination in the case of an emergency. All classrooms and offices have telephone and email/Internet access and all JPS personnel wear identity badges. All visitors to a school site register in the office and wear visitors' badges.

7.4a(2) The District has a highly qualified workforce, a principal factor of success in the *tradition of excellence*. Over 98% of certified staff have been designated as "highly qualified" according to the mandates of NCLB. Forty-two percent of the certified employees hold master's degrees and two percent have graduated with doctoral degrees. Eighteen teachers are certified via National Board Certification. Most recently, a JPS teacher was honored with the Milken Educator Award and a $25,000 stipend in recognition of her outstanding teaching and commitment to the profession. In October 2005, a district art teacher was featured on That's Clever (HGTV-House and Garden Television) for her process in sculpting with copper.

During the past ten years, two JPS teachers were selected as state Teachers of the Year and achieved the final four level for National Teacher of the Year. Both of these same teachers received the Presidential Award for Excellence in Mathematics and Science Teaching. Four JPS coaches have been selected as the National Coach of the Year by their respective associations.

Two plans of improvement were issued in the past three years. One resulted in the resignation of the employee, and in the other the teacher demonstrated professional growth and completed the plan of improvement.

Per state mandates, certified personnel are required to earn 75 continuing education points during a 5-year certification cycle with a minimum recommendation of 15 points per year. Classified staff are now expected to earn 6 continuing education points per year (a refinement implemented during 2004-2005). Another refinement implemented in 2004-2005 was the online professional development registration system,

bringing greater accuracy and accountability to the process. District staff are committed to learning and growth and earn many more points than the minimum recommendation. The decrease in points for 2004-2005 is attributed to stricter interpretation of the professional development guidelines and greater accuracy in recording through the use of the online registration system. **(Figure 7.4-2)**

School Year	Average Number of Professional Development Points Earned by Certified Personnel
1999-2000	42.6
2000-2001	44.2
2001-2002	42.7
2002-2003	40.8
2003-2004	43.5
2004-2005	28.26

Figure 7.4-2 Certified personnel show a commitment to professional growth.

Sustained, intensive, classroom focused professional development training is an action plan step in the Goal: Focus on the Curriculum. The District is a leader in providing training that builds the capacity for supporting academic excellence for all students. Examples include the following:

- The Differentiated Classroom based on the work of Dr. Carol Ann Tomlinson. **(Figure 7.4-3)** After year five, school sites will provide continuing differentiation training and the district will implement a 3-year training focus on Data-driven Decision Making using the model developed by Douglas Reeves (Center for Performance Assessment).

High Preparation Differentiation Strategies 1 year: 21 Hours		
Years 1-3 2002-2004	Year 4 2005	Year 5 2006
148 trained	200 trained	254 trained - projected
Low Preparation Differentiation Strategies 1 school year: 9 Hours		
Years 1-3	Year 4	Year 5
72 trained	102 trained	132 trained - projected

Figure 7.4-3 Increasing Student Learning: Administrators/Teachers Trained in Differentiation Strategies

- The JPS Writing Project: Writing Takes Flight, an annual 18 hour summer workshop: Eighty-seven teachers have participated in the workshop over the past four summers. Summer 2005 writing workshops focused on the workshop structure and writing to learn strategies in science, math, social studies, reading, and the arts. Sixty-two teachers participated in the workshops.
- Mathematics Problem Solving annual workshops: **Figure 7.4-4**
  - L to J Essential Elements annual workshops presented by Dr. Lee Jenkins: Almost 100% of certified staff trained.
- Technology Integration annual workshops: JPS educators used 418 Eighth Floor coupon hours in 2004-2005, an increase from the 2003-2004 school year. Additionally, the District offered a January Technology Day in 2004; 25 classes were offered and approximately 200 educators

participated in the training opportunities. School site CLEP goals also target technology integration training.

Year	Mathematics Consultant/Trainer	Hours of Training	Teachers Trained
1997-1999	Dr. Grayson Wheatley	6 hours each year	216
1999-2000	Brian Tash	9 hours	285
2001	District Mathematics Leaders	6 hours	12
2002-2003	Dr. Susan DeMoss	9 hours each year	76
2004 2005	*Everyday Mathematics*	17 hours	218

Figure 7.4-4 Increasing Student Learning: Teachers Trained in Mathematics Skills and Concepts.

- Family Outreach, Multicultural Awareness, and AIDS Training: 100% of staff are trained within each 4-year school improvement cycle per state mandates.
- TRIBES Program: 95% of elementary, middle school and alternative school teachers have been trained.
- New Teacher Orientation, annual six-hour workshop: All new teachers participate and give the introduction to district services and policies high marks. Each year presenters analyze the feedback ratings and comments to refine presentation content and methods for the subsequent year. (Scale, 5 = very effective) **(Figure 7.4-5)**

	2001	2002	2003	2004	2005
Curriculum	4.4	4.0	3.6	3.9	3.39
Special Education Services	3.9	3.9	3.6	3.6	3.1
Professional Development	4.4	4.1	4.5	4.1	3.62
Finance	3.9	4.0	3.6	3.9	3.56
Print Shop Services	4.1	3.6	3.9	4.0	3.35
Continuous Improvement Model	4.6	4.3	4.5	4.4	3.81

Figure 7.4-5 New teacher training survey results

- Annual Substitute Teacher Training: 100% of applicants for substitute teaching assignments participate in a formal training process developed by the Human Resources Department. This process ensures that substitutes are knowledgeable about responsibilities, emergency procedures, legal information regarding confidentiality, religion in schools, sexual harassment and bullying, and classroom management and discipline.

7.4a(3) The District has an excellent reputation; therefore, faculty turnover is low. **(Figure 7.4-6)** Turnover rates for classified staff have experienced an upturn for the past two years caused by a reduction in work-week hours and elimination of over-time (cost containment strategies during

2002-2003 and 2003-2004). **(Figure 7.4-7)** Updated data for charts 7.4-6 and 7.4-7 will be available when the 2005 Personnel Report is certified by the state.

	2000	2001	2002	2003	2004
JPS	15%	5%	5%	11%	6%
Baldrige Recipient	13%	11%	13.6%		
National	20%	20%	20%	20%	20%
Figure 7.4-6 Certified staff turnover rates are low.					

2000	91%
2001	84%
2002	93%
2003	82%
2004	85%
Figure 7.4-7 Classified Staff Retention Percentages	

An Exit Questionnaire Process was implemented in 2003; the questionnaire is given to all staff leaving the district i.e., retirement, mobility, other jobs. Analysis of the results confirms that JPS is a great place to work. Classified staff who are exiting the district with negative responses primarily list salary and hours as reasons for dissatisfaction. The district works each year to enhance the salary schedule for classified staff. **(Figure 7.4-8)**

	Certified Staff		Classified Staff	
	+	-	+	-
2003-2004	21	1	19	1
2004-2005	21	0	36	7
Figure 7.4-8 Exit questionnaires show employee satisfaction (+).				

Certified staff and classified survey results show positive levels of satisfaction (rating scale of 1-5 with 3.5+ considered a positive or favorable rating). **(Figures 7.4-9** and **7.4-10)**

Topic	1998	2002	2005
Safety and emergency preparedness	3.95	3.81	4.5
Fairness and Uniformity: policy implementation	3.19	3.55	4.2
Recognition and feedback	3.46	3.73	3.9
Consideration of ideas/ suggestions by site/ district leaders	3.13	3.5	3.5
Communication of site leaders	3.69	3.73	4.6
Communication with patrons	N/A	3.73	4.4
District administration's expectations of certified personnel	3.53	3.43	3.7
Resource allocation priorities	3.48	3.37	3.7
Figure 7.4-9 Certified staff show satisfaction increase.			

Dimension	1998	2002	2005
Recognition	3.25	3.65	3.88
Enthusiasm for work	3.64	3.86	4.62
Consideration of ideas/contributions	3.32	3.57	3.75
Leadership	3.37	3.83	4.08
Figure 7.4-10 Classified staff show satisfaction increase.			

Cycle refinements have addressed specific areas within each domain on the certified staff survey. **(Figure 7.4-11)** The PDSA Process has been used to address specific needs on the classified staff survey.

Safety	▪ SERT established ▪ Safe School committees established at each school site
Policy Implementation	▪ Board Policy Review Process established ▪ Teacher/student Handbooks Review Process established
Recognition and Feedback	▪ Performance Appraisal Review Process refined through PDSA cycle ▪ Vision of Excellence awards program begun ▪ Our Schools and the JPS Annual Report highlights accomplishments
Consideration of ideas	▪ Teacher representation on committees, during facility design/ remodeling, leadership teams enhanced ▪ Administrator training at the 2005 retreat ▪ Curriculum and Instruction monthly meetings
Communication with patrons	▪ District Web page updated and enhanced ▪ Installation of Edline
Resource Allocation	▪ Select Committee for the Study of School Finance implemented
Figure 7.4-11 1998-2004 cycle refinements increase employee satisfaction.	

Staff and student recognition is the first agenda item at all BOE meetings throughout the year with a time to honor staff and students for their leadership in achieving academic, community service, and athletic excellence. The VOE award program (funded by the JPSF) also recognizes outstanding JPS educators and classified employees each year. **(Figure 7.4-12)**

	Certified	Classified
2000-2001	10	4
2001-2002	10	6
2002-2003	11	5
2003-2004	12	4
2004-2005	10	6
2005-2006	10	7
Figure 7.4-12 Recognizing Excellence: VOE Award #s		

The annual negotiations process results in a negotiated contract mutually beneficial to certified personnel and to the district. The JCTA and a team of administrators meet each summer to develop the contract agreement. Association issues are developed from surveys of certified personnel. Teachers have consistently ratified the negotiated contract. Throughout the year monthly meetings of JCTA representatives and district administrators provide formal opportunities for ongoing communication before issues rise to the grievance level. Because of this systematic communications process, only one grievance has been filed in the past six years. This grievance was resolved using the District's Grievance Procedures and a compromise was reached with the teacher.

7.5 Organizational Effectiveness Results

7.5a(1) As does the curriculum mapping completed by the Pearl River District, the JPS Curricula Continua defines the standards and objectives for the district. The Continua has been 100% deployed at the elementary/intermediate schools since 1998; by 2006 it will be deployed to all secondary administrators and mathematics, language arts teachers, and science teachers. The District uses it to define a rigorous curriculum and assure equal access to knowledge and skills for all students; principals use it in the Performance Appraisal Review Process; teachers use it to design and implement units of study; the JPSF uses it to judge how well mini-grant resource requests support the standards and objectives.

The Curriculum Development Process adheres to a formal six-year review cycle (action plan step in the Goal: Focus on the Curriculum) which ensures the standards, objectives, primary program resources, and teaching and assessment practices are current with research and educational needs. **(Figure 7.5-1)**

2003-2004	Mathematics
2004-2005	Language Arts
2005-2006	Science
2006-2007	Social Studies, Art, Music
2007-2008	Reading
2008-2009	World Languages, Health, Safety, Physical Education

Figure 7.5-1 Curriculum development review cycle demonstrates a systematic process for keeping current with research and national standards.

The focus on implementation training levels for instruction have proven results in academic performance for students because they build teacher effectiveness in using the resources of the primary tools, integrating researched-based instructional practices, and differentiating instruction to meet the needs of diverse learners. **(Figure 7.5-2)**

|		
	Level 4 Training: Deepening Differentiation Skills	
	Level 3 Training: Developing Assessment Strategies	
	Level 2 Training: Deepening Research-Based Practices	
	Level 1 Training: Introduction to New Resources	
Adopt Programs		

Figure 7.5-2 The focus on instruction implementation time-line demonstrates a systematic process for building excellence in meeting diverse learner needs.

The focus on instruction has made the JPS special education program a role model in delivering services to children with special needs. Currently, 15.9% of students in JPS (compared to 14.9% statewide and 13.1% nationally) receive special education services an increase of almost 6 points since 1995. **(Figure 7.5-3)** Over the past five years, many of these students have come from other districts; there were 27 transfers into the District for special education services in 2005-2006.
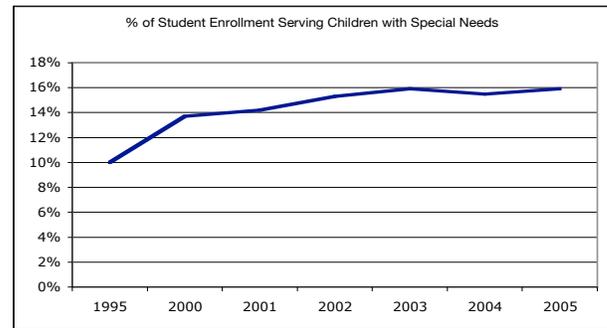

Figure 7.5-3 The District continues to be a role model in serving children with special needs.

Each year over 300 special education students are directly served through the assistive technology office via assistive/adaptive computer setups enabling them to succeed in least restrictive environments. An additional 1,000 students are served via instructional equipment i.e., other adaptive devices, instructional software.

The Special Education Department also tracks phone call inquiries about the program; to date (2005-2006), 26 calls have been charted. Twenty-seven calls were charted in 2003-2004 and 45 inquiry calls were charted in 2004-2005.

The award winning Community Education Program also contributes to the District's *tradition of excellence* in the many programs it sponsors. Since 1996, the Community Education program has grown from a $900,000 budget to a $3 million self-sustaining budget, providing services and programs for 10,000 adults and children. **(Figure 7.5.4)**

Program	Families/Children Served			
	2003	2004	2005	2006
Parent Care Center	81	127	88	105
Early Learning Center	55	50	50	40
3-year old Program	85	85	105	74
7th-12th Summer School	352	415	420	June
K-6th Summer School	145	138	111	June
Before & After Care	469	438	492	531
Adventure Club	131	125	125	145
After School Tutoring	142	154	116	542*
Reading Academy	12	26	35	June
Early Back Academy	366	375	359	June
English Language Learners	N/A	N/A	60	June

Figure 7.5-4 Community Education programs meet stakeholder needs.

The growth in After School Tutoring* for 2005-2006 can be attributed to a $2000 increase in funding to each school site (allowing sites to hire more teachers) and the development of more focused tutoring programs. **(Figure 7.5-4a)**

Southeast Elementary	Saturday Morning School	Struggling students i.e., mathematics, reading, writing, organizational skills
West Elementary	PREP	Students reading below grade level and/or struggling in mathematics
	Readers' Theater	Students reading below grade level
East Intermediate	Homework Connection	Students who do not complete homework assignments
West Intermediate	Readers' Theater	Students reading below grade level
Middle School	Reading Emphasis	Students reading below grade level
	Spanish for Educators	Strategies/speaking skills for teachers
	Tutoring	Students who need academic help
Freshman Academy	Saturday School	Students who are at risk for failure in algebra/pre-algebra
High School	Curriculum Development	Activities/lessons for CAPS
Alternative Center	Presentations by counselors	Student well-being: Social and emotional needs

Figure7.5-4a Community Education After School Tutoring programs target struggling learners

Although many school districts in Oklahoma have eliminated their Parents as Teachers Programs because of recent budget cuts (155 programs throughout the state to just 55), the JPS Parents as Teachers program is another example of the District's commitment to academic excellence focusing on families in the community who have children under the age of three. Home visits are the primary activity of the program, building the capacity for parents to nurture and prepare children for educational success. (**Figure 7.5-5**) The "Stay and Play" experiences (offered daily throughout the school year) are another component of the program receiving a positive response from families. Participation rates average 12 families per session. A refinement for 2005-2006 (to address changing demographics in the district) is the addition of a part-time Bilingual Parent Educator. She is reaching out to Spanish-speaking families and offering Stay and Play, developmental screenings, and home visits.
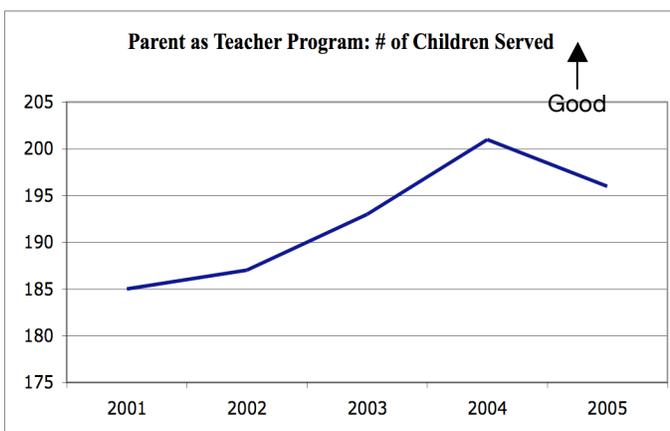

Figure 7.5-5 Parents as Teachers Home Visits: A Proven Success

Innovations in the learning-centered process of assessment include The Essential Elements Process, pre-kindergarten and

kindergarten data folders, and the Retention Review Process.

The Essential Elements Process addresses the strategic challenge of striving for world class learning and an action plan step in the Goal: Focus on Curriculum. This process is deployed throughout the system in mathematics and gives teachers and administrators bi-monthly assessment data on students' mathematics proficiency levels. It continues to be a vital component in assessing students' readiness for standardized testing success. Algebra I essential elements data show growing levels of achievement with review test items and students scored an all time best for their 4th quiz in fall of 2005. (**Figure 7.5-6**) Third grade students also had an all time best for their third quiz in fall of 2005. **(Figure 7.5-7).** Segmenting the 3rd grade data by gender shows that both groups had all time best scores; however, females show continuing greater proficiency than males. **(Figure 7.5-7a)** Lower totals are a reflection of more preview than review items on a particular quiz.
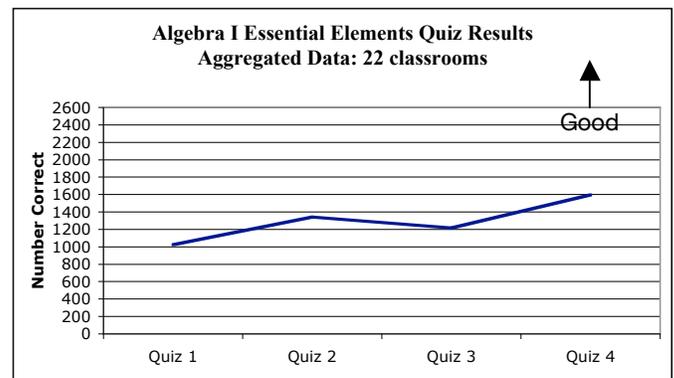

*Figure 7.5-6 Tracking Growth: Algebra I Essential Elements*
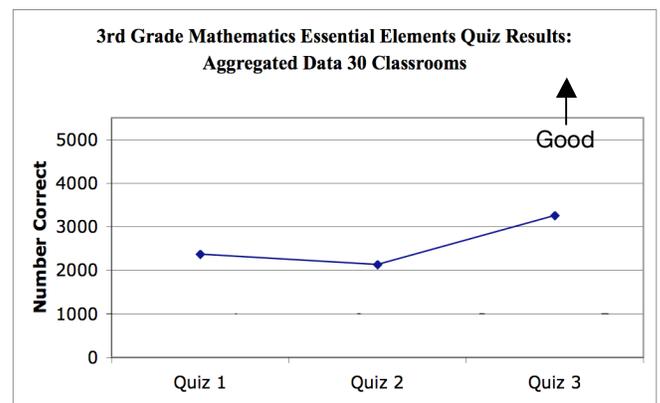
Figure 7.5-7 Tracking Growth: Third Grade Mathematics Essential Elements
Figure 7.5-7a Tracking Growth by Gender: Third Grade Mathematics Essential Elements

Since the 2002-2003 school year, all pre-kindergarten and kindergarten teachers have maintained data folders for each child, giving them and families a comprehensive assessment record of growth in all curriculum areas and in the development of social skills. Each year pre-kindergarten and kindergarten teachers participate in a cycle refinement process

3rd Grade Mathematics Essential Elements Quiz Results: Aggregated by Gender

Retention Figures by School Sites

Figure 7.5-8a Analysis of Retention Rates by School Sites
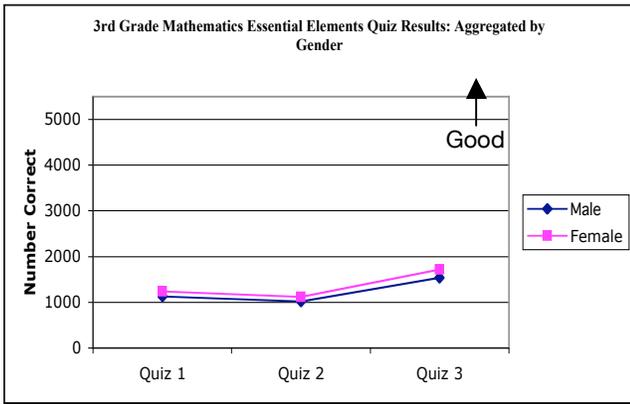
to continually make improvements in the data folders and assessment gathering processes. A cycle refinement for 2005-2006 will be that kindergarten data folders follow the students to first grade for the first quarter.

After an extensive review of research on student retention showed that retaining students actually contributes to greater academic failure, higher levels of dropping out, and greater behavioral difficulties, the District developed a Retention Review Process and set a retention reduction goal during the 1999-2000 school year. In 2005 the District reduced retentions at all grade levels except third. Third grade's rate remained the same at 0.2% of the third grade population. **(Figure 7.5-8)**
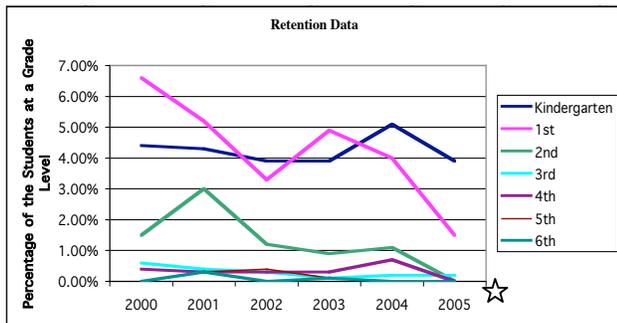

Figure 7.5-8 Reducing retentions builds success for staying in school.

Analysis of retention figures by grade level and school site comparisons helped administrators at one school site increase education about retention and initiate a more thorough and thoughtful committee review process for retention. Their results for 2004-2005 show decreases at all grade levels, with significant decreases at kindergarten and 1st grade. **(Figure 7.5-8a)**

School Climate results continue to sustain the JPS *tradition of excellence.*

Educational opportunities for JPS students extend beyond school walls. A 9th grade student was the first Oklahoma student to receive the national award for the "Letters about Literature" contest. A class Eagle Project was selected for display in the National Archives Building in Washington, D. C. An elementary student became a Crayola Dream-Maker National Art Exhibition winner and the Middle School Mathcounts Team won the state championship for the seventh consecutive year. The WordMasters team placed 8th in the nation with multiple perfect scores. Five high school students received awards from the National Scholastics Award Committee in New York City (selected from more than 200,000 entries). One hundred twenty vocal music students participated in the Macy's Thanksgiving Day parade in New York City. The National Forensics League Jenks chapter was ranked in the top 5% of all chapters in the nation. The Future Farmers of America Club was ranked in the top 1% in the nation and the JPS Key Club was ranked second of more than 300 chapters in Texas and Oklahoma. The High School Odyssey of the Mind team won world in 2003-2004 and the Yearbook was selected as a "Gold Medalist" by Columbia Press Association from Columbia University. In 2004-2005 a Jenks student was a runner-up in the United States Institute of Peace National Essay Contest. Another student was one of only 27 international award winners in the Yes I Can! International Award in Arts.

Teacher support has expanded through the work of the JPSF. Since 1987, the JPSF has provided over $1,200,000 for the direct benefit of Jenks educators and their students. **(Figure 7.5-9)** The largest use of funds has been grants to teachers for classroom projects. Over the past 18 years, the Foundation has built an endowment fund of almost $960,000 tapping into a broad base of support of parents, businesses, educators, and friends of the JPS school system.

JPSF Grants to the District

Good

| | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
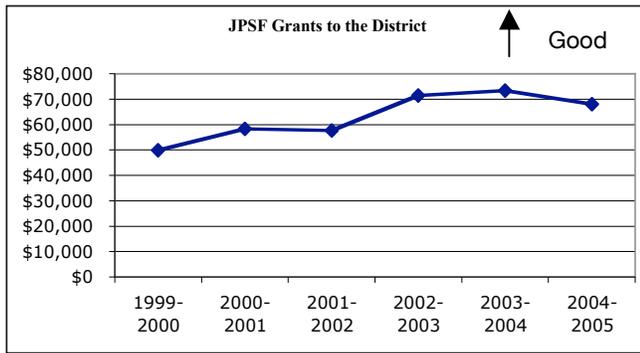
Figure 7.5-9 JPSF supports the district.

A unique project led by a JPS partnership between the East Elementary Dynamic Dads volunteer group and school administrators is the revitalization of Rentie Grove, a section of wooded land between two JPS school sites. Countless hours of volunteerism and contributions from community organizations and businesses have transformed the property into an accessible outdoor museum and a walking trail for families. Twenty markers provide information about the trees and plants on the more than 2,850 feet of asphalt trail. An amphitheater was constructed during 2004-2005 as an Eagle scout project; it provides seating for 50 students and includes a stage area. Flower beds and an automatic sprinkler system enhance the beauty of this outdoor classroom setting. The area offers something for everyone with students discovering leaves, high school students studying the environment, and families enjoying the fresh air and foliage on walks in the evenings and on weekends.

To enhance communications with families, over 90% of elementary teachers prepare monthly newsletters, and over 40% have Web pages, while middle school and secondary teachers complete ongoing updates of the information available to families via Edline. An Edline refinement in place for 2005-2006 (developed by the IT department) is the automatic upload of weekly grades. Families now have immediate information regarding the student's achievement in each course. They also have information about how the grade was accumulated i.e., quizzes, chapter test, homework assignments, project assignments, and can more easily pinpoint potential problem areas. **In 2002-2003 the District Web page was honored with a Golden Web Award from the International Association of Web Masters and Designers.** The award is based on content, interest, structure, ease of navigation, and interactivity. By implementing a Web counter service in August 2005 the district can now track visitors to the JPS Web site. This refinement gives us valuable data for improving the Web site.

A sampling of performance results in CLEP school climate goals are listed in **Figure 7.5-10.**

Elementary/ Intermediate	▪ 95% of teachers are trained in TRIBES ▪ Great Books program expands to serve 162 students (up from 150 in 2002-2003). ▪ 90% of teachers send home monthly newsletters ▪ Ten @ Ten expanded to include more invitations ▪ 100% of students maintain daily agendas ▪ Additional character lessons on "anti-bullying" integrated into 1998 Character Habits Program ▪ New student orientation meetings and welcome packs continue ▪ Student leadership opportunities expanded ▪ Healthy Habits focus established
Secondary (Middle School, Freshman Academy, High School, Alternative Center)	▪ Camera security systems installed and operational ▪ 100% of families notified of weekly updates on Edline ▪ 100% student participation in AIDS awareness, Crash Court, Making High School Count programs ▪ 95% participation rate in spring CAPS conferences

Figure 7.5-10 School sites meet CLEP school climate goals.

7.5a(2) Effectiveness and efficiency of key support processes is also evident when examining several measures. Examples of cycle time reductions can be found throughout the departments. (**Figure 7.5-11**)

Process	From	To
Purchase Order Processing	3-4 days	1 day (2004)
Remote Desktop Assistance	1-3 days	Online (2000)
Financial Applications Upgrade to Microsoft.Net (Information Access)	1-2 days	5 seconds (2005)
Warehouse Ordering	5-7 days	Online (2003)
Turnaround on Print Shop Orders	5-7 days	3-4 days (2002)
Scanning Student IDs in the Lunch Line	20-25 seconds	1-3 seconds (2004)
Nutrition Department Ordering Process	4 hours daily	30 minutes weekly (1997)
Campus Police Response Time	10-20 minutes	1-5 minutes (2004)
Teacher Candidate Resumes	1-3 days	Online (2004)
JPSF Mini-grant Applications	1-3 days	Online (2002)
Professional Development Transcripts for Each Teacher	Once a year	Online (2004)
Bus Routing Program	1-2 days	Online (2006)
TMA Work Requests System	1-2 weeks	3 days (2003)
Reports Process-Police Department	2 days	4 hours (2005)

Figure 7.5-11 Departments show cycle time reductions for increased efficiency.

With the PDSA Process productivity improvements are constant.

The Maintenance Department uses TMA to track purchasing, job costs, labor, preventive maintenance requests, and personnel performance. Productivity has been improved, enabling the department to prioritize the requests and assign personnel more efficiently. Customers can monitor the status of a work order at anytime by accessing the online system. The TMA system also brings more accountability and improvement to personnel performance. Another refinement from the implementation of the TMA system has been a management reorganization and the establishment of foremen for four major maintenance areas: grounds, building repair, site maintenance personnel, and technical trades.

Energy conservation (water, electricity, natural gas consumption, sewer discharges) and paper recycling have been priorities of the district since 1997. In reviewing 2000-2005 data, JPS has reduced water consumption by 8,728,000 gallons, natural gas use by 42,245 decatherms, and sewer discharges by 4,869 kilogallons, resulting in a $3,609,602 cost avoidance for the district. Electricity consumption showed a 984,852 kilowatt hours decrease between 2000-2004; however, with the opening of a new school site and additional athletic facilities (112055 square feet), electricity consumption increased by 743,502 kilowatt hours in 2005, In 2004-2005 over 125 tons of paper were recycled, a 1,348.9% increase since 1999-2000. **(Figure 7.5-12)**
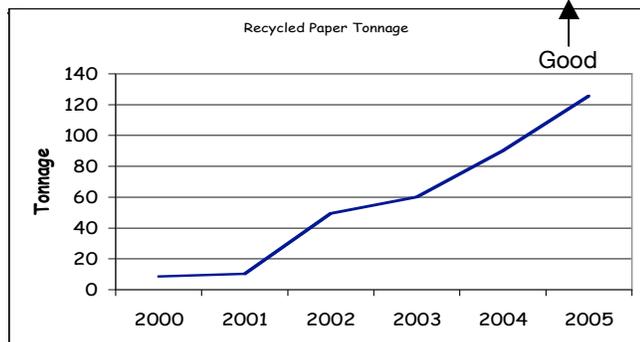

Figure 7.5-12 JPS Conserves Resources: Growth in Tonnage of Recycled Paper

The E-APECS inventory process provides ongoing and more accurate data on capital assets and rates of depreciation. A contract with an outside agency established the baseline data and JPS employees are able to complete annual updates of equipment, furniture and fixtures in a timely manner. For the year ending June 30, 2005, capital assets were $87,904,753.

The E-APECS software also tracks receipts, inventory and issues of about 1700 different teaching/classroom/office supplies, print shop forms, and ink/toner cartridges used throughout the District. The data assist the Print Shop/ Warehouse Services Department in determining how much of any one product has been used during the month and annually and how much is currently on hand. It also enables the district to target items for re-evaluation i.e., protective gloves used by district employees, students journals ordered by teachers, form changes/updates.

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During 2004-2005 the IT Department greatly improved network speed and reliability. **(Figure 7.5-13)**

	Site to Site Access (Internal)	Internet Access (External)
Prior to 2004	T-1 Access (1.4 MB)	3 DSL Lines (1MB, 300k Upload)
2005	Fiber (100 MB)	DS3 Line (10 MB, 2-way traffic)

Figure 7.5-13 Network speed and reliability soars.

The District maintains a ratio of at least one computer for every three students in the district. Continuing cycle refinements are listed in **Figure 7.5-14**.

2005	▪ Community Education Store online ▪ Online Gradebook for 9th-12th grades
2006	▪ Online Gradebook for 7th-8th grades
2007	▪ Palm Pilots for all teachers

Figure 7.5-14 The Information Technology Department continues to set improvement targets.

The Job Log Process in the IT Department has increased communication within the department and with stakeholders and helps in setting priorities, thus improving service turnaround time. Cross training has produced technical assistants who are knowledgeable about and able to troubleshoot each school site's network and computer systems. Cost containment is a priority of the department when considering upgrades. The decision to move financial applications to Microsoft.Net rather than upgrade the mainframe computer saved the district approximately $475,000. Other productivity highlights for the IT Department include the following: never missed a payroll or been late; never lost data; experienced only one day of downtime with the mainframe computer since 1980.

E-APECS inventory control and computerized tracking of turnaround time in the lunch line have produced improvements in Child Nutrition Department services. Inventory control based on consumption patterns reported in E-APECS is more accurate **(Figure 7.5-15)**, and turnaround time in lunch lines (# of students per minute getting through the line) has improved.

	Before E-APECS	With E-APECS
Chicken Tenders	50-100 cases overage a month ($1750-$3000)	1-2 cases overage a month ($35-$70)
Peaches	25-50 cases overage a month ($500-1000)	1-2 cases overage a month ($20-$40)

Figure 7.5-15 E-APECS inventory control makes a difference in the Child Nutrition Department costs.

Since 1999-2000, the Transportation Department is making progress in reaching its goal to reduce bus accidents to zero per year. **(Figure 7.5-16)** This is being accomplished through in-service training, heightened awareness of safety prevention, and recording of data. In 2001, the JPS

Transportation Department was name one of the to 50 Great Fleets Across America by the *School Bus Fleet* magazine.

Year	JPS Number of Accidents	Baldrige Recipient Comparison
1999-2000	7	30
2000-2001	9	26
2001-2002	6	26
2002-2003	2	14
2003-2004	8	N/A
2004-2005	5	N/A

Figure 7.5-16 Transportation Department reduces bus accidents through training and increased awareness.

The District operates 61 buses daily and transports approximately 51% of the total student enrollment to and from school. The Route Overload Analysis Process led to the addition of two routes for 2005-2006. With this process drivers periodically track the number of students riding the bus and the travel times between their first and last stops. These forms provide data for during the year route revisions as well as beginning of the year route revisions.

The Bus Route Analysis Process also enhances communication with internal and external customers by providing more current information on the actual stops during a driver's route. Routing program software (a refinement for 2005-2006) will interface the Transportation Department with IT, which will increase communication (more accurate knowledge of when a bus will arrive at a stop and faster entry of new students into the bus system) and safety (the ability to print lists of students who ride each bus should an emergency arise). A "Transportation Communication Form" facilitates more efficient resolution of problems and assures that questions are addressed in a timely manner.

For many years, the Transportation Department has been able to follow a yearly cycle for retiring old buses and purchasing new buses because of the systematic review of bus maintenance and repair needs, completion of daily pre-trip inspection forms by each bus driver, and continuing high support of bond issue referendums by patrons, The average age of the buses in the department is 6.25 years.

In the early 90s the Warehouse Department began pursuing competitive bidding and pricing, resulting in a continued focus on high quality but at 20%-50% cost reductions. The Warehouse Department has also benefited from the continuing high support of bond issue referendums by patrons and has established a regular cycle for replacing copiers in the District. The current model reflects the newest technology, enabling employees to copy, print from a computer, fax, and scan documents. By the 2007 school year, all copiers in the district will be replaced with this model. A refinement goal for 2005-2006 is to begin a PDSA regarding purchasing practice policies to determine if there is a need to establish a purchasing department in the district.

In 2002, the District went online with paperwork associated with the monthly BOE meetings. This has reduced paper costs (a minimum of 18 reams of paper per year) and countless hours of copy time as well as smoothed the development of the monthly BOE packets. Accessibility to the BOE agenda and the minutes of the meetings have been enhanced. A new refinement to the BOE paperless process has been the electronic linking of agenda items to their supporting documentation on the CD. Now, BOE members and administrators can go directly from the item on the agenda to the backup information and see at a glance the detail documentation relating to the agenda item.

7.6 Leadership and Social Responsibility Results

7.6a(1) Organizational Strategy and Action Plans

Results are as follows. **(Figure 7.6-1)**

School Funding	▪ 2004-2005 Bond issue passed by 73% majority; 2005-2006 Bond issue scheduled for November 2005 ▪ Ad valorem assessed valuation continues to grow **(Figure 7. 3-5)** ▪ Energy conservation shows strong increase ▪ JPS demonstrates compliance in the auditor's report ▪ 6% fund balance on track for 2005-2006
Class Sizes	▪ District continuing to focus on decreasing class sizes **(Figure 7.3-8)**
Demographics Shift	▪ DLP is fully implemented in kindergarten and 1st grade. ▪ DLP is on track for implementation in 2nd grade. ▪ A strategic objective in the 2005-2007 District goals continues to focus on improved achievement for all student segments.
Safety	▪ Bus accidents are decreasing **(Figure 7.5-15)** ▪ Video security systems are installed and operational at all school sites
Academic Performance	▪ API score continues to grow to 1500; an elementary school is one of four to achieve the top score of 1500 in 2005. ▪ Thirty-three of 38 AP courses are offered in JPS ▪ AP enrollment shows a steady rise ▪ 90% Reading and math goals show growth ▪ Drop-out rate remains low ▪ CAPS conference participation has remained steady at 95% of families ▪ Year 4 differentiation training continues to expand # trained. **(Figure 7.4-3)** ▪ Over 98% of teachers are rated highly qualified ▪ Curriculum Development Process on target for social studies for 2006-2007

Figure 7.6-1 Action plan accomplishments result in increased stability and improved student learning.

7.6a (2) Ethical Behavior and Stakeholder Trust

Senior leaders foster an environment that requires legal and ethical behavior. All teachers receive *The Standards of Performance and Conduct for Teachers* on an annual basis. Additionally, all staff (certified and classified) complete the annual criminal record questionnaire. All new staff receive the Expected Attributes for JPS employees. Fortunately, there are few incidents of illegal and/or unethical activity in the district. Teacher and student handbooks are deployed across the District. All certified staff and all families sign handbook agreements, acknowledging that they have read the handbooks and agree to abide by their rules and guidelines. Additionally, all JPS students agree to and sign acceptable use agreements relating to Internet/computer usage. A cutting-edge firewall protects students and employees from inappropriate Web sites and E-mail communications.

Behavior infraction incidents (damage to school, incidents of bullying and fighting) and bus conduct incidents reflect a small portion of the student population. Character education lessons, peer mediation, TRIBES agreements, and other strategies at the school sights contributed to the lower incidents of fighting and bullying. Incidents of damage to school property and vandalism showed a small increase. Bus misconduct incidents do not rise due to increased training and reporting by bus drivers and no-tolerance expectations.

The Transportation Department has now established an electronic spreadsheet where the information from each "School Bus Unsafe Conduct Report" is recorded and tracked by school site. This enables the department to more accurately identify the types of unsafe behavior and to be more focused in providing further training for the drivers. (2005-2006 refinement to improve student environmental safety) **(Figures 7.6-2** and **7.6-3)**
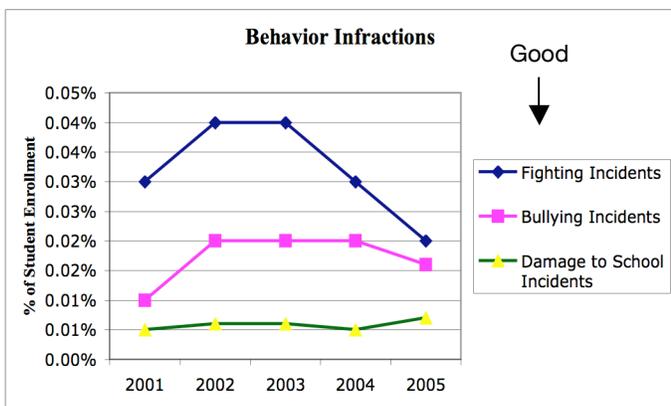

Figure 7.6-2 Character education training helps keep behavior infractions at a low rate.
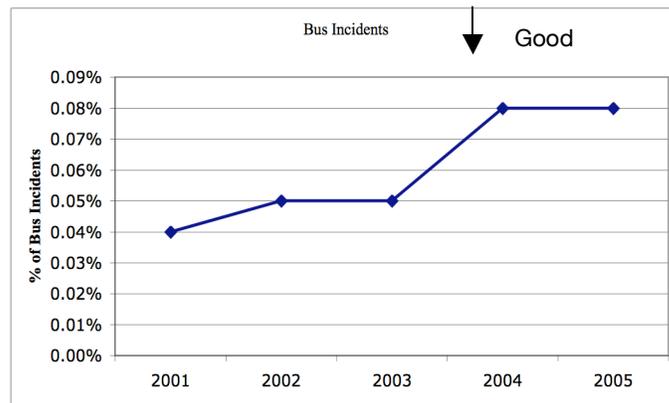

Figure 7.6-3 Bus conduct incidents do not rise in 2004-2005 due to increased reporting and no-tolerance expectations.

Test security protocols for state tests have been established by the Student Assessment Department and are reviewed yearly for continuous improvement. Training is also provided annually for administrators and school site test coordinators. Two adults (the classroom teacher and another JPS employee or parent volunteer) monitor classroom protocols during testing weeks. There have been no test protocol violations in the District.

Stakeholders demonstrate trust in the five-member BOE. The average time spent as an elected BOE member for JPS over the past 20 years is 7.8 years with most members consistently reelected.

7.6a(3) Fiscal Accountability

The District uses an external, independent auditing firm to ensure fiscal accountability. The auditor's report consistently finds JPS in compliance with the accounting practices prescribed by the Oklahoma SDE and budget laws of the State of Oklahoma (Title 709-22-109).

The Finance Department completes an annual in-depth budgetary plan for approval by the BOE by July 1 each year. This projected revenue and expenditure budget is published in the local newspaper and on the District Web page. **(Figures 7.3-2, 7.3-3** and **7.3-4)**

The executive director of finance and director of accounting conduct monthly internal reviews and reports to the BOE; budget adjustments are made depending on the state of the economy. Periodic compliance reviews of internal controls and adherence to policies and procedures catch irregularities and breaches in BOE policies; procedures are in place to correct the irregularities to prevent future such occurrences. Each year the executive director of finance is asked to teach the JPS budget model and process for the Oklahoma Center for School Business Management at Oklahoma State University and serves on the State Auditor and Inspector Task Force on School Finance issues.

The district is on-target for maintaining its 6% fund goal for 2005-2006. Capital assets for the year ending June 30, 2004 are $87,904,753. **(Figure 7.3-1)**

7.6a(4) Regulatory Compliance

The IT Department demonstrates a consistent record of compliance with state requirements. As of December 2005, the department will be SIF compliant.

The Asbestos Management Plan is current with a three-year re-inspection completed in 2004.

Air and water quality levels fell within the acceptable range six years in a row in school buildings.

The Tulsa City/County Health Department inspects school cafeterias four times a year, and ratings are consistently good to excellent. The inspection report rates food handling procedures and identifies items that are in need of improvement, rating the needs as critical or non-critical. The Child Nutrition Department consistently scores well in this area also. The department posts current copies of the Health Department's Inspection Report at each school site cafeteria. JPS school buses meet federal and state school bus compliance regulations. Bus safety inspections are completed annually or every 12,000 miles.

The Transportation Department also meets all federal and state mandates regarding employee drug testing, licensing, and physical examinations. A driver's handbook contains all employee behavior expectations and requirements; during 2005-2006 it will be reviewed and updated if needed. Safety meetings are held monthly. On an annual basis, families and students are provided safety information through the student handbooks at each school site.

Emergency plans are audited by the local police department and rated in full compliance. Fire safety inspections by fire department inspectors demonstrate compliance.

A *tradition of excellence* is demonstrated in the annual comprehensive accreditation review of the district. The District received no deficiencies during the past eight out of nine years.

The District demonstrates excellence in the comprehensiveness of its CLEP plan and compliance in meeting the report deadlines to the state each year.

One hundred percent of certified staff have the required certifications for teaching/working in the district.

To keep abreast of changes in the law affecting education, Cabinet members and directors attend the annual legislative update in Oklahoma City.

7.6a(5) Organizational Citizenship

Nine of fourteen school sites/departments have consistently demonstrated 100% participation in the annual United Way drive. The goal is 100% participation from all sites and departments. For the 2005-2006 campaign which will be completed October 25th, giving has increased for the seven sites reporting data so far and the district is on track for meeting or exceeding the number of school sites/departments demonstrating 100% participation.

The nationally acclaimed intergenerational program (*Education Week,* CNN news, *People)* is a partnership between Grace Living Center and JPS. Over 25 "Grandma and Grandpa" residents interact daily with the pre-kindergarten and kindergarten students. Since the program began in August 1999, it has hosted over 50 groups of visitors wanting to learn more about this unique partnership.

The Oklahoma Aquarium (opening its doors in May 2003) is a recent partnership with the school District. Over 30 JPS life/environmental science teachers participated in training workshops during 2003-04 and have integrated the resources of the Aquarium into their classrooms. At one school in the district, a first grade teacher piloted a field trip with the Aquarium (2004-2005), working with the staff to gather resources and develop a variety of pre- and post-visit experiences. Based on the success of the pilot, the PTAG is funding the field trip for all 1st grade classes at the school site (2005-2006). Each year since 2004, fifth grade students at one of the intermediate schools extend their learning about ecosystems through the field trip to the Aquarium. Pre-kindergarten students at another elementary site began participating in Water on Wheels, an experience brought to the school site by the Aquarium. The high school PreMed Club volunteered at the aquarium helping prepare fall activities for the community.

Another successful partnership has taken place between JPS and Union Public Schools, a neighboring school district. The two districts have worked together since 1997 to host conference experiences for young students and their families i.e., Writer's Conference, Science Conference, Math Conference. Each year over five hundred students and their families attend the Saturday morning conference. Plans have begun for the 2005-2006 conference scheduled for February 18, 2006.

Service learning by students is a key part of preparing all learners for productive, responsible citizenship in an ever-changing world. Each year students are involved in many projects to help the community. A sampling of projects from 2004-05 and the beginning of 2005-2006 can be seen in **Figure 7.6-4**.

High School	■ Community Food Bank fund raising ■ Trojans for Troops ■ Families in Need ■ Toys for Tots ■ Relay for Life (raising over $30,000) ■ Project Angel Tree support ■ Centennial Celebration (Jenks) ■ Hurricane Katrina relief
Middle School	■ Jenks Community Food Bank (over 2000 cans of food collected ■ Supporting Our Troops (over 75 boxes of supplies sent overseas)
Elementary/ Intermediate Schools	■ Jenks Community Food Bank (over 5,295 cans collected and a matching donation from a local grocer) ■ Game of Giving: Holiday Needs ■ Dynamic Dads Winter Coats Project ■ La-La Lemonade & Sucker Sales ■ Recycling Jeans ■ Socks for Soldiers (15 boxes were sent to Iraq) ■ Centennial Celebration (Jenks) ■ Hurricane Katrina relief

Figure 7.6-4 Students show citizenship and make a difference in the community.

Key Club volunteers continue to contribute countless hours of service to the District in a wide variety of ways i.e., student mentoring and tutoring, providing support during special projects (Jenks/Union conferences), sponsorship of Relay for Life. **(Figure 7.6-5)** The JPS chapter has consistently ranked as the top chapter in the Oklahoma/ Texas district and garnered many awards: outstanding newsletter, outstanding Web page, volunteer of the year, early bird recognition (dues); JPS students also serve in leadership roles at the district level i.e., lieutenant governor for the past 10 years. Key Club participation has also increased the number of students who graduate as Distinguished Service Graduates. **(Figure 7.6-6)**

Year	# of Active Members	# of Volunteer Hours
2002	150	6,314
2003	200	7,548
2004	250	9,730
2005	246	9,473

Figure 7.6-5 Key Club continues its tradition of excellence in volunteer hours.

Year	Distinguished Service Graduates
2003	58 students
2004	60 students
2005	73 students
2006	On track for 90 students

Figure 7.6-6 Key Club participation increases numbers of students recognized as Distinguished Service Graduates.

The District's buildings are available to the community for after school, evening, and weekend use, and BOE Policy 1.13 outlines comprehensive procedures for facility rental and

usage. During 2003-2004, 664 organizations and/or groups completed facility rental forms. This includes approximately 395 courses, classes or programs offered by Community Education. Other activities include Boy/Girl Scout organizations, college classes, youth and adult sports groups, PTAG, musical groups, church and religious groups, pageants, civic groups, and other governmental agencies. A similar number of facility use forms were completed during 2004-2005.

The JPS *tradition of excellence* results in a world where high achievement, an outstanding athletics program, and multitudinous opportunities for involvement in extracurricular activities abound! It is a world in which high test scores and national awards are the norm rather than the exception, and yet never taken for granted.