

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)

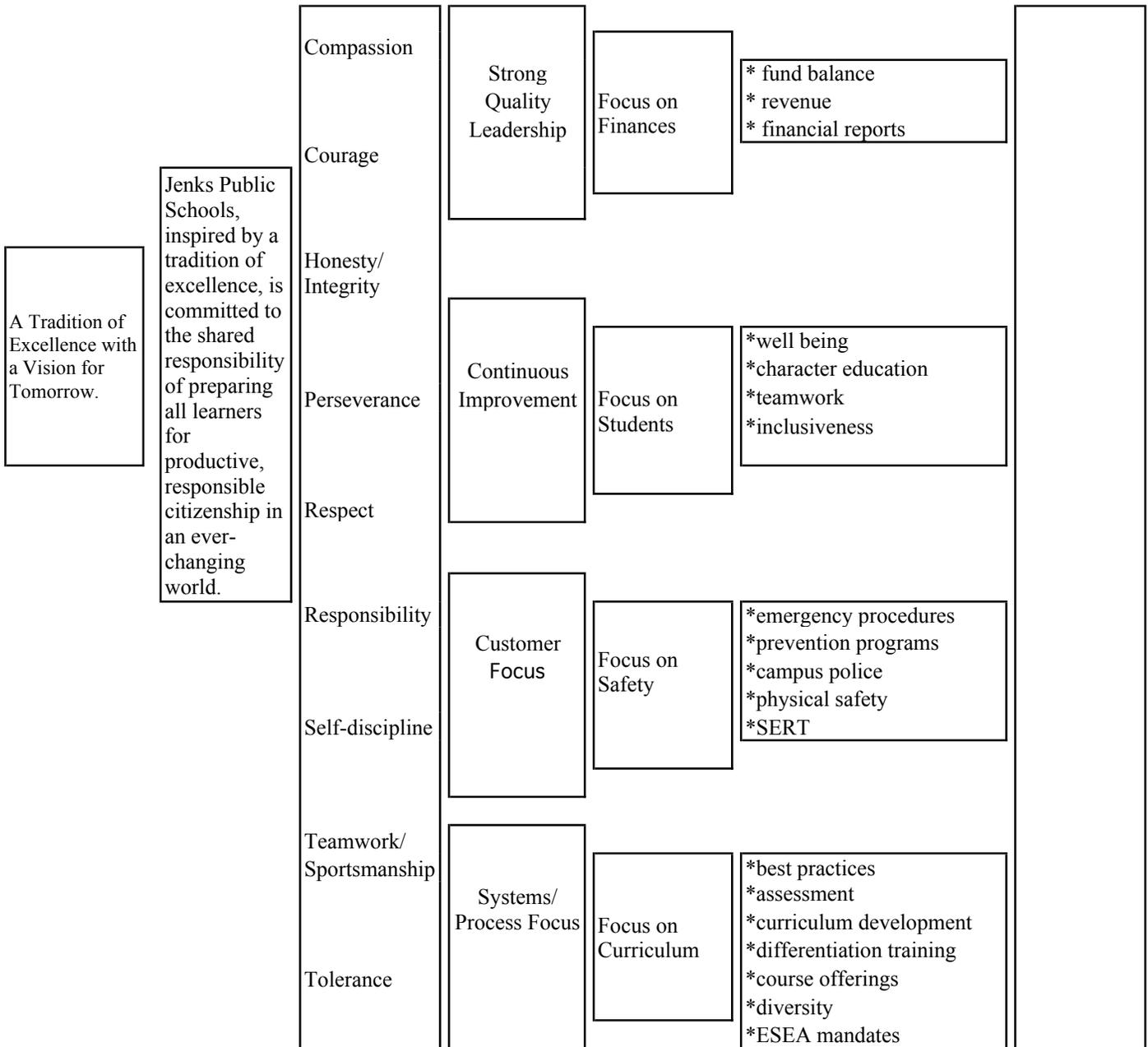


Figure 1.1-1 JPS aligns individual and site goals and action plans with the District's key measures (strategic objectives), goals, pillars, core values, mission, and motto (vision).

	Set	Deploy
Organizational Vision & Values 1.1a(1)	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.	