

Judson ISD Board Meeting -Working Agenda

July 20, 2026

Mission-Vision-POG Workshop

1. **Welcome and Introductions**
 2. **Anchor to Good Governance Best Practices**
 - a. Measuring and Continually Improving Team Trust
 - b. Measuring and Continually Improving Governance Framework
 - c. Aligning to the Three Essential Roles
 - d. Embracing Continuous Improvement / Plan-Do-Check-Act (PDCA)
 - e. Intentional Performance Management Calendar
 3. **Warm-Up Activity: Self-Assess Governance Using the SBOE Framework**
 4. **Best Practices: Strategy Execution and Performance Management**
 - a. Clarifying Strategic Objectives and Tactical Actions Within the Three Essential Roles
 - b. Establishing a Synchronized Cadence of Accountability Between Strategic and Tactical Roles
 - c. Narrowing Focus to High-Leverage Actions
 - d. Clarifying and Agreeing on the Best Evidence of Progress or Lack of Progress
-
5. **Primary Workshop Actions Tonight**
 - a. Review/Discuss SWOT Themes
 - b. Finalize Mission Statement
 - c. Finalize Vision Statement
 - d. Finalize Portrait of a Graduate
-
6. **Strengthening Alignment Across All Systems**
 - a. Good Governance Handbook / Board Operating Procedures
 - b. Good Governance Norms to Support the Roundtable Process
 - c. Practical ways to hold ourselves and fellow trustees accountable to good governance and synchronization with the tactical team
 - d. How can we strategically ignore distractions to ensure we are doing everything possible for our students and staff?
 - e. Are we collectively committed to the journey?
 - f. Superintendent evaluation process
 - g. Crystallizing all goals into one performance management system: Plan on a Page
 - h. Annually measuring and responding to the Team Trust Self-Analysis
 - i. Annually measuring and responding to the Good Governance Inventory

Strengths

Judson ISD's strengths center on its strong sense of **community, tradition, pride, diversity, and family-like identity**. The district is seen as having dedicated teachers, staff, principals, and student support personnel, along with valued programs such as **CTE, fine arts, dual credit, school choice, extracurricular activities, counseling services, technology, and programs for diverse learning needs**. Community partnerships, military community support, facilities, and learning environments are also viewed as assets.

Weaknesses

The most repeated weaknesses are **communication, transparency, consistency, trust, and leadership alignment**. Participants noted inconsistent practices across campuses, unclear systems and processes, limited responsiveness, silos, lack of accountability, and uneven leadership. Concerns also include parent engagement, student discipline, classroom management, staff morale and burnout, staff quality, academic focus, outdated curriculum, special education support, transportation, technology/app issues, and negative public perception.

Opportunities

The opportunities focus on **rebuilding trust through better communication, stronger engagement, and visible follow-through**. Participants suggested expanding outreach beyond social media, listening to stakeholders and closing the feedback loop, improving parent/community partnerships, marketing district successes, and using local experts and partners. Other opportunities include strengthening systems, improving discipline consistency, expanding tutorials and student supports, growing CTE/dual credit/industry partnerships, increasing grants, maximizing facilities, and preparing students for future careers through financial literacy, certifications, and entrepreneurship.

Threats

Threats include **competition from charter/private schools, enrollment decline, loss of staff talent, budget and state funding uncertainty, and declining public trust**. Internal risks include board conflict, lack of compromise, weak systems, inconsistent discipline, lack of transparency,

political distractions, and unclear vision/accountability. Student-related concerns include bullying, mental health challenges, special education support needs, teacher safety, and behavior/discipline issues.

Overall Key Themes

- 1. Community pride is strong, but trust needs rebuilding.**
Judson ISD has deep loyalty, tradition, and identity, yet repeated concerns about transparency, leadership, and follow-through show trust is fragile.
- 2. Communication is the most urgent cross-cutting issue.**
Communication appears in weaknesses, opportunities, and threats, especially around clarity, consistency, responsiveness, safety information, and stakeholder engagement.
- 3. Consistency across campuses and systems is a major priority.**
Participants want more consistent discipline, leadership, expectations, communication, academic support, and implementation of district processes.
- 4. Leadership alignment and governance affect public confidence.**
Board conflict, political distractions, lack of strategic direction, and perceived inefficiency are major concerns that could undermine progress.
- 5. Student support and safety require focused attention.**
Discipline, bullying, mental health, special education, tutorials, counseling, and meeting students where they are emerged as recurring needs.
- 6. Staff support, morale, and retention are critical.**
Dedicated staff are a major strength, but burnout, loss of talent, staffing quality, and lack of support threaten long-term success.
- 7. Judson ISD has strong programs to build on.**
CTE, fine arts, dual credit, school choice, extracurriculars, and community partnerships are valued assets that can be better marketed and expanded.
- 8. External competition and enrollment pressures require a proactive response.**
School choice, charter/private school competition, public perception, and enrollment decline make it important to tell the district's story and improve stakeholder experience.

Mission Statement Drafting Workbook

Integrated Stakeholder Themes

Who We Serve

- Students remain the primary beneficiary of the mission.
- Stakeholders emphasized every student, the next generation, and future leaders.
- The mission should reflect the district's responsibility to those entrusted to its care.

What We Do

- Educate students with compassion, enthusiasm, passion, and commitment.
- Empower, uplift, lead, ignite, nurture, and provide safety.
- Equip students with knowledge, creativity, critical thinking, character, and future-ready skills.
- Partner with families and the community to support student growth.

Why It Matters

- Every student deserves the opportunity to discover potential and succeed in a changing world.
- Education prepares students to make better choices, contribute confidently, and serve as global citizens.
- The mission should support academic, personal, and ethical growth while building community and collaboration.
- Stakeholders value integrity, compassion, confidence, inclusion, and hope for the future.

Student-Focused Mission Statement Options

Mission Option 1 – Empowered for Future Success

Judson ISD educates, empowers, and supports every student with compassion and high expectations so they can discover their potential, develop knowledge and character, and succeed in a changing world as confident contributors to their community.

Key Themes

- Every student
- Compassion and high expectations
- Potential, knowledge, and character
- Changing world
- Community contribution

Mission Option 2 – Whole Child, Strong Character, Global Citizenship

Judson ISD provides safe, inclusive, and engaging learning experiences that nurture every student academically, personally, and ethically; inspire creativity, critical thinking, integrity, and compassion; and prepare students to confidently contribute as future-ready global citizens.

Key Themes

- Safe and inclusive learning environment
- Academic, personal, and ethical growth
- Creativity and critical thinking
- Integrity and compassion

- Global citizenship

Mission Option 3 – Partnership, Leadership, and Lifelong Learning

Judson ISD partners with families and the community to ignite, nurture, and empower every student to become a lifelong learner and future leader who applies knowledge, character, creativity, and critical thinking to lead meaningful lives and strengthen the community.

Key Themes

- Family and community partnership
- Ignite, nurture, and empower
- Lifelong learning
- Future leadership
- Knowledge, character, creativity, and critical thinking
- Community strengthening

Final Discussion Questions

1. Which mission best captures Judson ISD's purpose?
2. Does the mission clearly identify students as the primary beneficiary?
3. Does it balance academic excellence with whole-child development?
4. Does it reflect the importance of family and community partnerships?
5. Which words or phrases should be kept?
6. Which words or phrases should be revised?

This revised workbook integrates the attached stakeholder input by identifying common themes across who the mission serves, what the district does, and why the work matters. The three options are intended for discussion and refinement by stakeholders.

Judson ISD Vision Statement Options

Option 1 — Future-Ready and Purpose-Driven: Judson ISD envisions every graduate as a future-ready, purpose-driven learner prepared to thrive in college, career, military service, the workforce, and life while contributing with confidence, character, and compassion.

Option 2 — Whole Child and Community: Judson ISD will inspire and prepare every student to discover their potential, grow in knowledge and character, and become a responsible citizen who strengthens their community and embraces the future with hope.

Option 3 — Ready for What Comes Next: Judson ISD graduates will be confident, resilient, and prepared for what comes next—equipped with academic strength, critical thinking, communication skills, and the character to lead, serve, and succeed.

Option 4 — Learners, Leaders, and Citizens: Judson ISD envisions graduates who are lifelong learners, collaborative leaders, and responsible citizens prepared to make meaningful choices, pursue opportunity, and contribute positively in a changing world.

Option 5 — Excellence with Character: Judson ISD will prepare every student for excellence beyond graduation by nurturing curiosity, building confidence, developing future-ready skills, and instilling integrity, compassion, and resilience.

Option 6 — Empowered for Life: Judson ISD graduates will be empowered to think critically, communicate effectively, collaborate respectfully, act responsibly, and pursue their next step with purpose, confidence, and character.



Judson ISD Portrait of a Graduate

Future-ready. Purpose-driven. Prepared for what comes next.

A Judson ISD graduate is ready to thrive in college, career, military service, the workforce, and life through a strong academic foundation, transferable skills, and personal character.

THE JUDSON ISD GRADUATE IS...	
 Future-Ready Learner Builds literacy, numeracy, civic understanding, financial literacy, self-worth, and readiness for multiple postsecondary pathways.	 Effective Communicator Speaks, writes, listens, collaborates, and uses digital tools responsibly with clarity, purpose, and respect.
 Critical Thinker Uses evidence, reasoning, creativity, and persistence to analyze information and apply learning to real-world situations.	 Self-Directed Individual Sets goals, manages time, follows through on commitments, and develops confidence, independence, and future-ready skills.
 Collaborative Contributor Works productively with others, listens actively, shows empathy, resolves conflict, and values diverse perspectives.	 Responsible Citizen Acts with responsibility, respect, civic awareness, cultural understanding, and personal agency to contribute positively.
 Resilient Person of Character Demonstrates grit, adaptability, resourcefulness, initiative, reflection, and motivation to keep learning and growing.	

Graduate Outcome: Judson ISD graduates pursue their next step with confidence, contribute meaningfully to their communities, and continue growing as learners, leaders, and citizens.

Judson ISD Portrait of a Graduate

The Judson ISD Portrait of a Graduate defines the core competencies every student should develop through meaningful academic experiences, strong relationships, and real-world opportunities. Based on feedback received around knowledge, skills, and character traits, this portrait identifies the essential outcomes that prepare students to thrive in college, career, military service, the workforce, and life.

A Judson ISD graduate is a future-ready learner, effective communicator, critical thinker, self-directed individual, collaborative contributor, responsible citizen, and resilient person of character.

Core Competency 1: Future-Ready Academic Foundation

Graduate Outcome: Graduates demonstrate the academic knowledge and practical understanding needed to pursue multiple pathways after high school.

- Builds a strong foundation in literacy, writing, reading comprehension, numeracy, and mathematical reasoning.
- Understands civic responsibilities and the importance of participating in community life.
- Applies financial literacy to make informed personal, academic, and career decisions.
- Recognizes personal strengths, self-worth, and readiness for future opportunities.
- Is prepared for college, career, military service, technical training, and other meaningful postsecondary outcomes.

Core Competency 2: Effective Communication

Graduate Outcome: Graduates communicate clearly, listen actively, and engage respectfully with diverse audiences.

- Speaks and writes with clarity, purpose, and confidence.
- Listens actively to understand others' ideas and perspectives.
- Engages in meaningful conversations and collaborates through respectful dialogue.
- Uses digital tools and technology responsibly to communicate and demonstrate learning.

Core Competency 3: Critical Thinking and Problem Solving

Graduate Outcome: Graduates analyze information, apply knowledge, and solve problems with creativity, reasoning, and persistence.

- Uses research, evidence, and reasoning to make informed decisions.
- Applies learning to real-world and practical situations.
- Demonstrates knowledge through performance, products, discussion, and reflection.
- Approaches challenges as opportunities to learn, improve, and try new solutions.

Core Competency 4: Self-Directed Life and Career Readiness

Graduate Outcome: Graduates plan for their future, manage responsibilities, and demonstrate the independence needed for life beyond high school.

- Sets goals, plans next steps, and follows through on commitments.
- Uses organizational, scheduling, and time-management skills to meet expectations.
- Develops job readiness, college readiness, and career-related skills, including certifications when available.
- Shows independence, self-advocacy, self-sufficiency, and confidence in pursuing future opportunities.

Core Competency 5: Collaboration and Relationship Skills

Graduate Outcome: Graduates build positive relationships, work productively with others, and contribute to a respectful learning and community environment.

- Demonstrates teamwork, social awareness, and the ability to work toward shared goals.
- Practices active listening, empathy, kindness, and consideration of others.
- Resolves conflict constructively and respectfully.
- Values diverse perspectives and remains open-minded in conversations and collaboration.

Core Competency 6: Responsible Citizenship and Cultural Awareness

Graduate Outcome: Graduates act with responsibility, respect, and civic awareness while contributing positively to their school, community, and world.

- Understands civic responsibilities and participates as an informed, engaged community member.
- Demonstrates cultural awareness and respect for different backgrounds, identities, and experiences.
- Acts responsibly and respectfully in academic, social, digital, and community settings.

- Uses personal voice and agency to contribute to positive change.

Core Competency 7: Resilience, Growth Mindset, and Purpose

Graduate Outcome: Graduates demonstrate grit, adaptability, resourcefulness, and the motivation to keep learning, growing, and pursuing purpose.

- Shows resilience, perseverance, flexibility, and adaptability when facing challenges.
- Demonstrates a growth mindset and believes effort, feedback, and reflection lead to improvement.
- Takes initiative, finds personal passion, and remains motivated to take the next step.
- Uses resourcefulness and confidence to navigate uncertainty and pursue goals.

Graduate Outcome Statement

Judson ISD graduates leave school with the academic foundation, transferable skills, and personal character to pursue their next step with confidence, contribute meaningfully to their communities, and continue growing as learners, leaders, and citizens.

Framework for School Board Development

Preamble

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation (Texas Education Code, §4.001).

The board of trustees is the governing body for Texas public schools. To effectively meet the challenges of public education, school boards and superintendents must function together as a governance leadership team. Each leadership team will annually assess its development needs both as a corporate body and as individuals. As a team, they will focus on the improvement of locally developed student outcomes and provide support for opportunities and experiences through vision and goals, systems and processes, progress and accountability, advocacy and engagement, and synergy and teamwork. Teams ensure that their districts provide equitable and effective educational programs and services for all students. The Framework for School Board Development has been approved by the State Board of Education to provide the critical areas of development for all public school boards.

Framework

- I. Vision and Goals**—The board ensures creation of a shared vision and locally developed, measurable goals that improve student outcomes and provide support for opportunities and experiences. The board:
 - Keeps the district focus on the well-being of all children
 - Adopts a shared vision that incorporates input from the community to reflect local aspirations as well as present and future needs for all children
 - Ensures that the vision aligns with the state’s mission, objectives, and goals for education established by law or rule
 - Adopts a reasonable number of specific, quantifiable, research-based, and timebound goals that align with state law, are developed with community input, and support the vision to improve student outcomes
 - Embraces, supports, and fulfills the vision that all students receive what they need to learn, thrive, and grow, including resources, opportunities, and experiences
 - Uses the vision and goals to drive all deliberations, decisions, and actions
- II. Systems and Processes**—The board ensures systems and processes are in place to accomplish the vision and goals. The board:
 - Regularly develops, reviews, and adopts board policies for effective support of the district’s vision and goals
 - Approves a budget that aligns with and maximizes resources to fulfill the district’s vision and goals
 - Monitors multiple, measurable elements of student progress and achievement throughout the year
 - Incorporates equity when making decisions and evaluating systems and processes
 - Focuses its actions on following board operating procedures while providing oversight of the superintendent, policymaking, planning and goal setting, progress monitoring, and evaluation, while avoiding involvement in daily operations and management
 - Approves goals, policies, and programs that ensure a safe and secure learning environment
 - Ensures the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools

Framework for School Board Development

- Adopts a planning calendar and engages in a decision-making process consistent with state law and rule to help achieve the district's vision
- Ensures that the district's planning and decision-making process enables all segments of the community, families, and staff to meaningfully contribute to achieving the district's vision
- Welcomes and values all people and cultures as important stakeholders in the process for student success
- Ensures the district has a system that monitors for sound business and fiscal practices
- Adopts policies regarding hiring, assigning, appraising, terminating, and compensating school district personnel in compliance with state laws and rules
- Ensures the district adopts a protocol regarding the recruitment, determination of professional development needs, building of leadership capacity, and retention rates for the district's teachers
- Fulfills the statutory duties of the local board of trustees and upholds all laws, rules, ethical procedures, and court orders pertaining to schools and school employees

III. Progress and Accountability—The board sets clear goals, provides resources and support, evaluates goal attainment, and engages in ongoing objective feedback on progress and commitments. The board:

- Holds itself accountable to its adopted vision, goals, commitments, and operating procedures
- Ensures progress toward achievement of district goals through systematic, timely, and comprehensive reviews of relevant reports and student data that illustrate progress toward locally developed student outcome goals
- Ensures equity throughout the system by regularly identifying inequities, updating policies, and appropriately distributing resources
- Differentiates among resources, intermediate measures, and outcomes, especially when focusing on student outcomes
- Monitors and evaluates the allocation of resources in support of the district's vision and goals and sustainability
- Reviews the efficiency and effectiveness of district operations and use of resources in supporting the district's vision and goals
- Employs and annually evaluates the superintendent on the achievement of district goals, including locally developed academic goals, demonstration of educational leadership, and management of daily operations

IV. Advocacy and Engagement—The board promotes the vision and engages the community in developing and fulfilling the vision. The board advocates on behalf of Texas public schoolchildren. The board:

- Demonstrates its commitment to, and advocates on behalf of, the shared vision and goals by clearly communicating them to the superintendent, staff, and community
- Regularly reports district progress to families and the community, which could include an online dashboard for the community
- Ensures multiple forms of two-way communication will be used to engage, empower, and connect students, families, staff, media, and community with the district
- Builds collaborative relationships and partnerships with families and community, business, nonprofit, higher-education, education support organizations, and governmental leaders to influence and expand educational opportunities and experiences to meet the needs of students

Framework for School Board Development

- Recognizes the respective roles of and provides input and feedback to the legislature, State Board of Education, and the Texas Education Agency to ensure maximum effectiveness and benefit to Texas schoolchildren
 - Promotes school board service by educating the community about the role of a school board and encouraging leadership opportunities within the community
- V. Synergy and Teamwork**—The board’s duties are distinct, and the board works effectively as a collaborative unit and as a team with the superintendent to lead the district in fulfilling the vision and goals. The board:
- Recognizes its distinct role in establishing the vision and the goals, adopting policies that guide the district, setting priorities, establishing governance protocols to oversee management of the district, adopting and overseeing the annual budget, and hiring and evaluating the superintendent
 - Recognizes each individual trustee’s duty as a trustee and fiduciary for the entire district
 - Remains focused on its goals and priorities, as opposed to individual agendas separate and apart from the shared vision
 - Annually evaluates its performance as a team, with attention given to the district’s vision and goals; fulfilling the board’s duties, responsibilities, and commitments; and the board’s working relationship with the superintendent
 - Makes decisions as a whole only at properly called meetings and recognizes that individual members have no authority to take individual action in policy or district and campus administrative matters
 - Respects the right of individual members to express their viewpoints and vote their convictions and honors the decisions of the majority
 - Develops teamwork, problem-solving, and decision-making skills as a team with its superintendent
 - Understands and adheres to laws and local policies and respects the superintendent’s responsibility to manage the school district and to direct employees in district and campus matters
 - Adopts and adheres to established policies and procedures for welcoming and addressing ideas and concerns from students, families, staff, and the community
 - Establishes and follows local policies, procedures, and ethical standards governing the conduct and operations of the board
 - Understands the leadership role of the board president and adheres to local policies and procedures about the duties and responsibilities of the board officers

Framework for School Board Development

Component	1-Poor	2-Below Average	3-Average	4-Above Average	5-Excellent
Vision and Goals					
Systems and Processes					
Progress and Accountability					
Advocacy and Engagement					
Synergy and Teamwork					