

Instruction, Equity, Innovation & Social Justice, Operations, and Leadership Divisions 2018-2021 LCPS Strategic Plan

District Priorities 2018-2021 Goal 1: Student Success	2018-2021 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)					
	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	Focus Priority Status: IP = In Progress FO = Fully Operational
Focus Priorities						
1. Implement 90-Day PED plans in all schools	1. Develop and facilitate PD to all administrators. 2. Address school challenges based on the 30/60/90 day review and collaborate with Instructional Council to provide support.	1. Principal survey to determine quality of professional development 2. analysis of the review.	1-2 Associate Superintendent of Leadership	PED templates; survey; data analysis from 30/60/90 day plans;	1. All schools have implemented their 90 day plans; they can be located on NM Dash 2. Leadership team meets monthly with principals to review 90 day plans and reports back to Instructional Council	1 FO 2. FO
2. Increase online instructional resources for teachers	1. Post all available instructional guides to the learning management system (Canvas) 2. Provide professional learning for teachers to access and engage with instructional resources	1. Material posted 2. Teachers trained	1-2 Associate Superintendent of Curriculum & Instruction	Time in PLCs	1. All instructional guides have been posted for accessible to all staff. 2. PD ongoing and additional support is provided for new staff.	1. FO 2. IP

<p>3. Support language acquisition and academic outcomes for English Learners</p>	<p>1 Continue SIOP training for teams at each school and monitor implementation.</p> <p>2. Provide professional development to all support staff regarding placement of ELs.</p> <p>3. Provide professional development for case managers to ensure that IEP goals reflect language needs for ELs with special needs.</p> <p>4. Provide professional development to bilingual teachers to implement standards-based, high-level instruction in Spanish.</p> <p>5. Develop and implement a plan to expand dual language programs into secondary schools</p> <p>6. Explain the number of teachers endorsed in TESOL</p>	<p>1. Walk-throughs and administrator feedback to assess implementation quality</p> <p>2. Professional development session agendas and participants</p> <p>3. Professional development session agendas and participants. Review of IEP goals</p> <p>4. Professional development session agendas and participants.</p> <p>5. Plan developed and implemented</p> <p>6. Successful completion of program .</p>	<p>1. Executive Director of Bilingual and Migrant Education</p> <p>2. Dean of ELs</p> <p>3. Assistant Superintendent of Special Student Services</p> <p>4. Associate Superintendent of Equity, Innovation, and Social Justice and Associate Superintendent of Curriculum and Instruction</p> <p>5. Executive Director of Bilingual and Migrant Education</p> <p>6. Executive Director of Federal Programs and Executive Director of Bilingual Education</p>	<p>Funding for professional development</p> <p>6. Title 1 and 2 funding</p>	<p>1. SIOP PD is ongoing</p> <p>2. All stakeholders have been provided PD.</p> <p>3. PD is ongoing to ensure IEP goals are addressing language instruction to include Dual Language Program</p> <p>4. K-1 has been completed; continued support for other grades levels and new K 1 staff</p> <p>5. Dual Language Study committee has met four times and is currently gathering data to determine next steps. Camino MS and Mesa MS have implemented a Dual Language model.</p> <p>6. Cohort 1: Recruited teachers from all campus willing to participate in program; NMSU partnership with MOU implemented to teacher course work.</p>	<p>1. IP</p> <p>2. IP</p> <p>3. IP</p> <p>4. IP</p> <p>5. IP</p> <p>6. IP</p>
<p>4. Strengthen gifted services to include targeted instruction, increased identification, and content integration.</p>	<p>1. Identify under-represented populations for gifted services</p> <p>2. Provide a continuum of services, through a teaching model, to meet the needs of identified gifted students.</p> <p>3. Revise Board policy & regulation to identify the continuum of services for gifted students</p> <p>4. Integrate gifted academic instruction into content classes.</p>	<p>1. Percentage of students identified as gifted</p> <p>2. Stakeholder input</p> <p>3. Policy/regulation revision for acceleration & placement</p> <p>4. Professional Development for teachers on instructional strategies targeting gifted learners</p>	<p>1. Assistant Superintendent Special Student Services</p> <p>2. Associate Superintendent of Equity, Innovation & Social Justice; Deputy Superintendent of Leadership</p> <p>3. Deputy Superintendent of Instruction</p> <p>4. Assistant Superintendent of Special Student Services and Associate Superintendent of Curriculum and Instruction</p>	<p>Funding for professional development, curriculum development; identification services</p>	<p>1. Elementary Focus: Gifted pull out classes have included highly capable students; PETs curriculum has been implemented; Movement of gifted content specialist to instruction department to work with other content specialists; Gifted task force was developed</p> <p>2. Elementary AES facilitators have increased instructional time to a 90-minute block and piloting math block at one school; Restructured AES facilitator assignments to ensure they are only assigned to a maximum of two schools</p> <p>3. In progress</p> <p>4. Movement of gifted content specialist to instruction department to work with other content specialists</p>	<p>1. FO</p> <p>2. IP</p> <p>3. IP</p> <p>4. IP</p>

<p>5. Improve student behavior through systemic initiatives</p>	<p>1. Improve the collection of student behavior data. 2. Implement a restorative practice approach to student behavior and social emotional learning</p>	<p>1. Accuracy of the data based on prior year data 2. Program evaluation and analysis of Leadership Action Plan outcomes</p>	<p>1. Associate Superintendent of Information Operations and Special Student Services 2. Associate Superintendent of Equity, Innovation, & Social Justice</p>	<p>Funding for external program evaluation</p>	<p>1. All school-based administrators were trained and indicator was met 2. Leadership Academy was developed with focus on restorative practices; All schools have a restorative practice team comprised of administrators and teachers; ongoing district PD for new administrators; All administrators had several PD sessions; New Teacher Induction Program will continue to have a focus for all new teachers; Four schools are piloting PACs; KIMMOCHIS curriculum has been implemented in all early childhood programs in addition to 3 elementary schools for grades K-2 (Cesar Chavez, Jornada and White Sands); implementation online drug prevention course for first time student offenders</p>	<p>1. FO 2. IP</p>
<p>6. Establish common expectations for Professional Learning Communities (PLC's) in all schools</p>	<p>1. Develop PLC expectations for all schools 2. Provide professional development on established expectations 3. Monitor implementation of expectations for PLCs at all K-12 grade levels 4. Establish a task force to develop a plan for aligning formative assessments to the standards.</p>	<p>1. Expectations are published 2. Feedback from PD sessions 3. Site visits and discussion with administrators; Self assessment of PLC 4. Establishment of task force</p>	<p>1-3. Deputy Superintendent of Instruction and Deputy Superintendent for Operations & Leadership 4. Associate Superintendent of Curriculum & Instruction</p>	<p>Funding for task force meetings (EHAs)</p>	<p>1. In Progress 2. In Progress 3. In Progress 4 In Progress</p>	<p>1. IP 2. IP 3. IP 4. IP</p>

<p>7. Prepare all students for college and career readiness</p>	<p>1. Establish a task force to review college and career advisement.</p> <p>2. Conduct an analysis of course enrollments to inform advisement practices.</p> <p>3. Provide field based-experiences and educational opportunities for students by continuing partnerships with business, community, and post-secondary institutions.</p> <p>4. Ensure students have access to current technology resources by developing the district technology plan.</p> <p>5. Develop K-12 ethnic studies curriculum</p> <p>6. Expanding Early Childhood programs (DD Pre, Headstart/Title 1, NMPreK)</p>	<p>1. Report of task force findings</p> <p>2. Analysis of course enrollment</p> <p>3. Report on field-based experience and dual enrollment opportunities</p> <p>4. Updated technology plan</p> <p>5. Curriculum is developed and offered to students</p> <p>6. Analysis of PK enrollment</p>	<p>1. Associate Superintendent of Curriculum & Instruction/ Coordinator of Counselors/ Social Workers</p> <p>2. Director of Research</p> <p>3. C & I Coordinator of Career & Technical Education</p> <p>4. Deputy Superintendents of Instruction and Operations/Leadership</p> <p>5. Associate Superintendent of Equity, Innovation, & Social Justice</p> <p>6. Executive Director of Early Childhood</p>	<p>Funding for technology upgrades</p>	<p>1. CTE task force developing pathways aligned to industry standards; LCPS graduate profile is being developed with community stakeholders</p> <p>2. In progress</p> <p>3. Homebuilders Association partnership and ACE program is operational</p> <p>4. Technology Task force was created and a 1-5 year technology plan was developed and presented to the school board</p> <p>5. School Board has approved resolutions submitted to NMSBA; task force has been created; 3 teachers are working on course curriculum</p> <p>6. Reevaluated each PK program as silo programs and implemented inclusion model (3 classroom to 35 classroom with inclusion model)</p>	<p>1. IP</p> <p>2. IP</p> <p>3. FO</p> <p>4. IP</p> <p>5. IP</p> <p>6. FO</p>
<p>8. Expand Virtual Academy to support traditional and non-traditional students</p>	<p>1. Conduct a needs analysis for on-line courses most needed by students.</p> <p>2. Create courses, including courses taught in Spanish, to be offered on-line</p>	<p>1. Course analysis</p> <p>2. Creation of courses</p>	<p>1. Associate Superintendent of Curriculum and Instruction</p> <p>2. Director of Virtual Learning Academy</p>	<p>Title IV an VLA Budget</p>	<p>1. Virtual Learning Academy course options revised based on analysis ; Online recovery credit using ALEX software has been implemented</p> <p>2. 3 courses developed (NM History, Spanish and Health)</p>	<p>1. FO</p> <p>2. FO</p>

Instruction, Equity, Innovation & Social Justice, Operations, and Leadership Divisions 2018-2021 LCPS Strategic Plan

District Priorities 2018-2021 Goal 2: Budget & Facilities Management	2018-2021 Aligned Actions and Measurements (Current School Year Plan and						Focus Priority Status:
	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	IP = In Progress FO = Fully Operational	
Focus Priorities							
1. Improve state data reporting in all areas	1. Identify errors in data reporting by conducting a comprehensive review. 2. Create and provide professional development on data input for central office departments and school personnel. 3. Create audit reports to monitor inaccuracies in data input.	1. Analysis of errors 2. Delivery of professional development 3. Accuracy of data reports	Associate Superintendent of Information Operations		1. Data Quality Error checks have been implemented 2. PD has been implemented for all school stakeholders and is ongoing for new staff members; Manuals were created and upload to intranet for easy access. 3. Data Quality Error checks have been implemented	1. FO 2. FO 3. FO	

<p>2. Determine facility needs to maximize student safety and engagement</p>	<p>1. Identify facility needs through development of 5 year Facilities Master Plan</p> <p>2. Create a Facilities Advisory Committee to develop a plan to address the needs identified in the 5 year FMP and prioritize those needs to maximize student safety and engagement</p> <p>3. Actively seek PSCOC and other funding sources for qualifying projects to help financially support identified projects and leverage district funds</p>	<p>1. Needs Identified through the FMP Process</p> <p>2. Creation of Facilities Advisory Committee and a prioritized list of identified needs/projects to be address with an estimated budget and timeline</p> <p>3. Completed project applications and possible awards to district to complete projects</p>	<p>Deputy Superintendent for Operations and Leadership</p>	<p>1. funds to complete FMP and input from all stakeholders in the process</p> <p>2. 2014/2018 Bond funds for identified standard, systems, and safety projects & budget from SB9 and HB 33 to complete projects</p> <p>3. Budget and support to Operations Division in preparing applications and staff to manage projects</p>	<p>1. District is working with ARC to analyze a 5 year master plan</p> <p>2. In Progress</p> <p>3. In Progress</p>	<p>1. IP</p> <p>2. IP</p> <p>3. IP</p>
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<p>3. Increase efficient use of financial resources</p>	<ol style="list-style-type: none"> 1. Provide in-depth training on budgets, financial planning and analysis to district leaders. 2. Develop financial reports for district and school leaders for financial planning. 3. Consolidate purchasing procedures to leverage volume purchasing and decrease expenditures. 4. Implement a capital funds request process to prioritize the use of district capital funds. 5. Streamline the ePAR workflow process 	<ol style="list-style-type: none"> 1 Overall budget decrease of 2% in 2019-20, leading to a balanced budget by 2021-22. 2. Number of trainings provided and number of attendees 3. Number of reports developed. 4. Number of requests submitted. 5. Number of ePAR Types eliminated. 	<p>Chief Financial Officer</p>		<ol style="list-style-type: none"> 1. Due to increase funding from state the key action is no longer applicable 2. Three reports have been completed and others are pending; Reports completed: Accounts Payable Detail, FTE Trend, GL detail with budget comparison Reports in progress: Comprehensive periodic financial reports; Provided two PDs for district budgeting staff prior to 2019-20 sy. 3. In progress 4. Implemented a phase 1 of capital projects request process; currently refining templates and process; over 30 requests have been submitted 5. Eliminated 6 ePAR types; continue to improve the ePar workflow process to eliminate more ePar types. 	<ol style="list-style-type: none"> 1. Cesased 2. IP 3. IP 4. IP 5. IP
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<p>4. Increase safety measures</p>	<ol style="list-style-type: none"> 1. Implement Security Guards at all elementary schools and create a roving force for evening/weekend support to schools 2. Provide training to security guards on general school safety practices and ALICE 3. Implement AED program and Stop the Bleed program in every school and district building 4. Develop and participate, in collaboration with local/state/federal agencies, a large scale active killer drill to identify safety shortfalls and increase security measures within our schools 5. Identify physical security needs within each school/district building and create a plan to address those needs. 6. Implement Sandy Hook Promise - "Say Something" Reporting System in secondary schools 	<ol style="list-style-type: none"> 1. Hiring of 29 additional security guards. 2. Training logs/agendas/sign-in sheets 3. AED's in every district site with a trained team to support AED use and Stop the Bleed 4. Active Killer Drill completed within school year 5. A plan that identifies physical needs and a timeline/budget to address those needs 6. Analysis of data calls 	<ol style="list-style-type: none"> 1-5. Deputy Superintendent for Operations and Leadership 6. Chief of Staff 	<p>Secure budget from Bond/SB9/ HB33, operational, and possible outside funding sources to accomplish goals. Additional staffing as needed.</p>	<ol style="list-style-type: none"> 1. All elementary schools have a security guard and a roving evening/weekend force has been implemented 2. Associate Director of Safety and Security has completed PD for all security personnel 3. STB: 200 individual kits are in every nurse's office & 10 wall units are being disturbed to high schools and district office; pending additional kits and wall units <p>AED: LCPS has purchased 2 AEDs; Additional purchases are progress matching funds grants.</p> <ol style="list-style-type: none"> 4. Drill Completed 5. School safety plans are updated; priority list 6. Beginning stages have been implemented 	<ol style="list-style-type: none"> 1. FO 2. FO 3. IP 4. FO 5. FO 6. IP
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District Priorities 2018-2021 Goal 3: Communication, Trust Human Relations	2018-2021 Aligned Actions and Measurements					(Current School Year Plan and
	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	Focus Priority Status: IP = In Progress FO = Fully Operational
Focus Priorities						
1. Increase communication and engagement with stakeholders	1. Create district three-year strategic plan. 2. Align division and school plans. 3. Post all strategic plans to school and district websites 4. Present the strategic plan to the District Advisory Council and School Advisory Councils. 5. Use social media as a platform to communicate the strategic plan. 6. Write an op/ed for the community on the district strategic plan. 7. Provide professional development to principals and district staff on how to communicate with parents using Edulink. 8. Reconstruct the district website. 9. Expand parent engagement opportunities	1-3. Plans created and posted for stakeholder review. 4. Survey of school community regarding the strategic plan. 5-6. Social media posts and op/ed published. 7. Usage reports will show that Edulink is being used. 8. Website rollout. 9. Gauge parental involvement	1. Chief of Staff 2. Associate Superintendent of Leadership 3. Chief of Staff 4. Senior Advisor to the Superintendent & Board 5-6. Chief of Staff 7-8. Associate Superintendent of Information Operations 9. Associate Superintendent of Equity, Innovation, & Social Justice	Input from departments Time for cross-departmental collaboration	1-3. Plans created and posted on the LCPS website. 4. District plans presented at DAC. 5. Posted on LCPS Website 6. In Progress 7. All school principals has been trained 8. New district website developed and activated into two parts and external and internal site. 9. DACC partnership with 5 schools to provide ESL and GED courses; Language Academy; ENLACE technology goes home program in partnership with NMSU; District Advisory Committee meets monthly; Addition of 5 Spanish translators	1. FO 2. FO 3. FO 4. FO 5. FO 6. IP 7. FO 8. FO 9 IP
2. Implement review cycle for board policies, and communicate policy revisions with stakeholders	1. Recommend revision of the district's mission statement to the Board. 2. Create a policy review committee comprised of various stakeholders.	1. Updated mission statement 2. Feedback provided to the Board of Education on policy revisions.	1. Chief of Staff 2. Deputy Superintendent of Instruction	Time for collaboration with stakeholders	1. Mission statement reviewed, revised and adopted by Board of Education. 2. Policy revisions are presented to Principals and DAC; all policies for revision are posted on website for community input; Principal input is gathered as needed	1. FO 2. FO

3. Expand International Welcome Center (IWC) to support newcomers and families	1. Provide four (4) educational assistants to service the 8 middle schools.	1. Creation of job description	1. Associate Superintendent of Equity, Innovation, and Social Justice	Funding for salaries	1 Adjustment was made to provide 4 certified IWC to provide service to all middle schools	1. FO
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Instruction, Equity, Innovation & Social Justice, Operations, and Leadership Divisions 2018-2021 LCPS Strategic Plan

District Priorities 2018-2021 Goal 4: Quality in Human Resources	2018-2021 Aligned Actions and Measurements					(Current School Year Plan and
	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	Focus Priority Status: IP = In Progress FO = Fully Operational
Focus Priorities 1. Hire highly-effective teachers who meet identified district needs	1. Increase recruitment efforts such as job fairs, targeting large and small universities throughout the state and region. 2. Identify the hiring needs of schools by requiring principals to submit a quarterly report of anticipated openings. 3. Target key candidates not yet hired to assist principals with meeting their staff needs. 4. Increase the recruitment of student teachers.	1.Number of Applicants. 2. Quarterly reports. 3. Vacancy reports. 4.Increase in student teachers hired.	Chief of Human Resources	Using district resources for recruiting materials and marketing.	1. As of the start of the 2019-20 sy we had 505 less vacancies compared to last year at the same time 8/10 2. Throughout the 2018-19 school year, principals started their immediate and long-term needs. During job fairs we heavily concentrated on Bilingual, SPED and STEM needs. 3. Many staff were hired at the job fair for future vacancies; school admin referred all recommendations that were exemplary and these candidates were referred other school admin in district for their vacancies. 4. HR Department collaborated with NMSU Educational Director to recruit student teachers; Presentations to the student teachers were given during their course work at NMSU	1. FO 2. FO 3. FO 4. FO

<p>2. Increase efficiency of turnaround time in the hiring process</p>	<p>1. Communicate with recommended candidate on the same day the recommendation was received.</p> <p>2. Carbon copy principals on all phases of the hiring process.</p> <p>3. Revise the AppliTrack application to increase the number of qualified applicants.</p> <p>4. Identify barriers that impede posting efficiency.</p>	<p>1. Dates received and offered</p> <p>2. Survey principals each semester.</p> <p>3. Number of applications received.</p> <p>4. Will monitor turn around time.</p>	<p>Chief of Human Resources</p>		<p>1. Jobs were offered the same day the recommendation was submitted through epar</p> <p>2. Improving electronic communication process</p> <p>3. General vacancies are posted in addition to site specific positions (ex. Elementary Teaching Position rather than 1st grade at X school); Partnered with 3rd party advertising agents such as job boards, newspaper, social media, etc.)</p> <p>4. Improved Communication between HR and school sites regarding the specificity of the position</p>	<p>1. FO</p> <p>2. IP</p> <p>3. FO</p> <p>4. FO</p>
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<p>3. Strengthen new teacher orientation process to support first-day readiness</p>	<ol style="list-style-type: none"> 1. Identify all first year teachers. 2. Identify teachers with alternative licenses. 3. Train and implement the BTIP training material prior to the first day of school and throughout the year. 4. Implement Jump Start Program prior to the start of school and periodic training throughout the year. 5. Provide stipend funding for mentors. 	<p>1-2. Numbers participating in the orientation; agendas, sign in sheets</p> <p>3-4. Dates of trainings; evaluation/feedback from training, increasing number of days.</p>	<p>Human Resource Department; Beginning Teachers Specialists;</p>	<p>Accurate list of teachers who are on their first year; alternative licensed;</p>	<ol style="list-style-type: none"> 1. All first-year teachers were identified and contacted; they have all assigned a mentor and staff development specialist for BTIP have been contacted. 2. All alt licensed teachers were identified and invited to BTIP 3-4 Continuation of support and learning based on identified needs; monthly meetings and weekly check ins 5. Stipends were provided for mentors 	<ol style="list-style-type: none"> 1. FO 2. FO 3. FO 4. FO 5. FO
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<p>4. Increase leadership capacity</p>	<p>1. Collaborate with NEA to develop a Teacher Leadership Academy for educators remaining in classroom</p> <p>2. Continue Achieving Your Leadership Potential (AYLP) Academy for all new principals and expand out for principals in their 2nd and 3rd year.</p> <p>3. Create an Aspiring Principals Academy for individuals who are currently pursuing their administrative license and are participating in their administrative internship as well as completion of admin license and pursuing administrative opportunities. This Aspiring Leaders Academy will also be extended to Central Office Leaders</p> <p>4. Conduct monthly meetings with all Principals and Assistant Principals with a focus on instruction and management skills.</p> <p>5. Continue the District Leadership Council with representation from elem, middle and high school principals as an advisory group to inform, assist in trainings and build communication between Central Office and individual</p>	<p>1. Identify participants. Develop a program.</p> <p>2. Monthly meetings with principals, survey of needs, assign mentors for 1st year principals with experienced administrator. Structure meetings by various levels of experience</p> <p>3. Coordinate with building principals to identify current admin. interns/licensed admin. Conduct meeting with NMSU to support their structure and collaborate with them. Provide meaningful PD and experinces for aspiring administrators</p> <p>4. Survey the needs of APs and challenges. Feedback meetings with APs while at school visits.</p> <p>5. Monthly meetings immediately following Princpal Meetings to determine areas of concern, celebrations and next steps for future meetings.</p>	<p>Leadership Division, District Leadership Council Members</p>	<p>Human Resources and community resources. Budget to maintain initiatives</p>	<p>1 In Progress in collaboration with NMSU (Elementary, Math and Science program)</p> <p>2. All 1st, 2nd and 3rd year principals participated in AYLP ; adjustment was made for 2019-20 to only include 1st and 2nd year principals</p> <p>3 Monthly meetings were held with interested candidates (7 of the participants were hired for 2019-20 sy)</p> <p>4. Monthly meetings were held</p> <p>5. Monthly meetings were held</p> <p>6. Monthly meetings were held.</p>	<p>1 IP</p> <p>2. FO</p> <p>3. FO</p> <p>4. IP</p> <p>5. IP</p> <p>6. IP</p>
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<p>5. Provide support for alternative licensure teachers</p>	<p>1. Identify the appropriate alternative pathway for teachers.</p> <p>2. Identify and implement the training material prior to the first day of school.</p> <p>3. Work with Human Resources on stipend funding.</p>	<p>1. Numbers participating in the orientation; agendas, sign in sheets;</p> <p>2. Alt. License Participation in New Teacher Jumpstart, survey and feedback.</p> <p>3. Funding received.</p>	<p>Human Resource Department; Beginning Teachers Specialists;</p>	<p>Training Material; List of alternative teachers from HR Department.</p>	<p>1. Established partnerships with Workforce Connections, post-secondary institutions and PED</p> <p>2. Alternative licensed teachers that participated were trained in classroom procedures, Synergy, SIOP, Content Standards, Evaluation Domains</p> <p>3. All alternative teachers participating in Jumpstart received EHA's</p>	<p>1. IP</p> <p>2. FO</p> <p>3. FO</p>
<p>6. Increase Substitute Teacher Pool</p>	<p>1. Increase number of Substitute Teacher Job Fairs.</p> <p>2. Connect with community partners to increase substitute pool.</p> <p>3. Increase marketing avenues to include social media.</p> <p>4. Follow up with potential candidates with incomplete applications.</p> <p>5. Target retired Educators for substitute position.</p>	<p>1. Number of Substitute Teacher Job Fairs.</p> <p>2. Number of community partner relationships.</p> <p>3. Number of marketing avenues used</p> <p>4. Number of substitutes contacted.</p> <p>5. Number of retired educators recruited as substitute teachers.</p>	<p>Human Resources Department</p>	<p>Recruiting materials and marketing by using district resources.</p>	<p>1. Increased substitute job fairs from 1-2; weekly substitutes interviews by HR leadership</p> <p>2. Collaborated with NMSU to have students in the college of education to become substitute teachers; Recruited candidates at NMSU Career EXPO and held information sessions on their campus;</p> <p>3. Implemented LCPS HR Twitter and Facebook page; KFOX and Telemundo interview; KRWG segment; Postings on job search engines such as Indeed, CareerBuilder, etc.; advertisement in LC Sun News and El Paso Times</p> <p>4. HR Specialist contacts candidates</p> <p>5. LCPS retirees were invited back at their retirement celebration</p>	<p>1. FO</p> <p>2. FO</p> <p>3. FO</p> <p>4. IP</p> <p>5. IP</p>