

Jubilee Academies
District Improvement Plan
2023-2024



Mission Statement

Jubilee Academies will provide a nurturing community focused on leadership & educational excellence.

Vision

The Premier Choice in Education

Value Statement



Table of Contents

	2
Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
District Processes & Programs	10
Perceptions	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	17
Goals	18
Goal 1: Jubilee Academies will recruit, retain, and support the most qualified and effective educators	18
Goal 2: Jubilee Academies will build a strong foundation of academic skills in reading, math, science and social studies.	23
Goal 3: Jubilee Academies will connect all students to career and college pathways.	25
Goal 4: Jubilee Academies will create high performing schools.	28
Goal 5: Jubilee Academies will provide a safe and secure environment focused on the physical and mental well being of both students and staff.	32
Title I Personnel	37
2021 Superintendent Advisory Counsel	38
District CNA Processes & Programs	39
District Leadership Team	40
District CNA Demographic Committee	43
District Improvement Plan Advisory Committee	44
Century 21 District Improvement Committee	45
23-23 DIP Perceptions Committee	46
Goal 3: Career and College Pathways	47
Goal 5: Safe Learning Environment	48
Goal 1: Qualified Educators	49
Goal 4: High Performing Schools	50
District Funding Summary	51
Policies, Procedures, and Requirements	65
Addendums	66

Comprehensive Needs Assessment

Revised/Approved: June 23, 2023

Demographics

Demographics Summary

Jubilee Academies is a rapidly growing Open-Enrollment public Charter School serving students from Pre-k through 12th grade focused on academics and leadership. We have campuses in Austin (1), San Antonio (5), Kingsville, Harlingen (1), and Brownsville(3). The district enrollment is 5600 students serving students from 87 different school district in South Central Region, Central Texas, Rio Grande Valley, and Coastal Bend.

Of these students, 83% are economically disadvantaged, 56% are at-risk, 1.64% are homeless, .64% are foster children, 25% are Bilingual or English Language Learners (ELL), and 8% are in Special Education and 7% Gifted & Talented. 84% of our student population is Hispanic, 6.55% is Black/African American, White is 6.44% and 2.15% is other nationalities.

Jubilee Academies provides a rigorous curriculum, in a loving and nurturing culture to help every student, staff member, parent and community member be successful. We currently have retained 79% of our staff from the previous school year. 63.72% of our teachers have 1 -5 years of experience and 27.89% are beginning teachers and 8.4% of our teacher have 5 - 10 years experience.

- Jubilee Academies (JA) enjoys strong community and business partnerships as evidenced through the support our campuses receive from organizations and committees
- JA has systems in place to help teachers become certified in all academic programs to include Bilingual, English Language Learners, Special Education, Career Technology Education(CTE), etc
- JA has expanded the Career & Technology Education (CTE) and College Career and Military Readiness (CCMR) and dual credit opportunities for middle school and high school students
- JA teacher turnover has fluctuated in the last 4 years
- JA has had a increase in dropout rates in the last year
- JA Graduate rate has increased for the last 3 years
- According to the Texas Academic Performance Report (TAPR) Identified Special Education students is lower at JA in comparison to State
- JA Average Daily Attendance(ADA) has been slightly higher in comparison to the state average
- JA provides effective social emotional support for students, staff and parents
- JA has implemented strategies to increase teacher salaries (some examples include: Teacher Incentive Allotment(TIA), and certification stipends)
- JA has begun the process of partnering with organizations of higher education in order to promote and track students education beyond graduation

Our enrollment numbers had decreased this past year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our at risk students percentage is 20% above the state. These students lack the financial resources to participate in enrichment activities. **Root Cause:** Families are identified as Title I, and consequently, they need more resources. As a district, we do not have additional resources to provide for them.

Student Learning

Student Learning Summary

2021-22 Texas Academic Performance Report (TAPR)

2022 Accountability Rating: C

2022 Special Education Determination Status: Needs Assistance

In 2021-2022, Jubilee Academies received a scaled score of 75 with an over all accountability rating of C. In 2018-2019, the district recieved a scale score of 66 and over all rating of D.

Jubilee Academies consistently grew in the following areas:

Student Achievement

2018-2019 (67)

2021-2022 (70)

School Progress

2018-2019 (69)

2021-2022 (76)

Closing the Gaps

2018-2019 (59)

2021-2022 (72)

RLA	2018	2018	2019	2019	2021	2021	2022	2022
	District	State	District	State	District	State	District	State
Approach	68	74	65	75	50	68	62	75
Meets	35	46	34	48	23	45	35	53
Masters	14	19	13	21	9	18	18	25

Analysis: Reading scores increased 12 percentage points in approaches and meets levels. Masters doubled from 9 percentage points to 18. In 2021-2022, the emphasis was on the implementation of SAVVAS district wide as well as a hyper focus on phonics. All kindergarten through second grade teachers utilized the Neuhaus Literacy System. Although marked improvement, a significant gap remains between the District and State performance.

Math	2018	2018	2019	2019	2021	2021	2022	2022
	District	State	District	State	District	State	District	State
Approach	67	81	65	82	38	66	51	72
Meets	31	50	30	52	13	37	22	42
Masters	13	24	13	26	4	18	9	20

Analysis: Math scores increased 13 percentage points in the Approaches level, 9 percentage points at the Meets level and 5 percentage points at the Masters level. Jubilee Academies lags the state at all performance levels with an average of 20 percentage points. This gap is attributed to the lack of rigor in the math curriculum in 21-22. A complete overhaul of the math program was implemented in 22-23 with a shift in focus on conceptual understanding and/ or mathematizing. Jubilee Academies implemented Eureka and Carnegie Math.

Science	2018	2018	2019	2019	2021	2021	2022	2022
	District	State	District	State	District	State	District	State
Approach	69	80	66	81	43	71	56	76
Meets	34	51	33	54	14	44	23	47
Masters	11	23	11	25	5	20	6	21

Analysis: Science scores increased at the Approaches level by 13 percentage points, 9 percentage points at the Meets level and only 1 percentage points at the Masters level. A significant gap of 20 percentage points or more exists between the District and the State. Curriculum is dated (2012) and explicit lessons are needed to assure rigor and standards based instruction.

Social Studies	2018	2018	2019	2019	2021	2021	2022	2022
	District	State	District	State	District	State	District	State
Approach	52	78	58	81	47	73	56	75
Meets	23	53	27	55	24	49	25	50

Social Studies	2018 District	2018 State	2019 District	2019 State	2021 District	2021 State	2022 District	2022 State
Masters	9	31	12	33	10	29	11	30

Analysis: Student performance in social studies did not increase at the Meets and Masters levels and only increased 9 percentage points at the Approaches level. This content area was the lowest performing of all core subjects. Curriculum is dated (2012) and an overhaul of the social studies framework is needed to assure increased student achievement.

Student Learning Strengths

In 2021-22, students made significant progress in reading with the district wide implementation of the SAVVAS curriculum- My Views/My Perspectives in grades k-12. A focus on the metcognition process skills to aide in the development of the reading process while supporting students with making inferences/text evidence, author's purpose and summarization.

In 2022-2023, Jubilee Academies participated in the COVID Recovery Instructional Materials Support Initiative (CRIMSI). Major benefits to students and teachers include:

1. Provided access to high-quality instructional materials.
2. Provided professional learning and other supports to teachers, coaches, and leaders to support successful implementation.

In the fall of 2022, we conducted comprehensive walk throughs across all schools in the system. We noted over 96% fidelity to implementation of Amplify k-8, Eureka K-5, and Carnegie 6-10th grades. Students are engaged in systematic phonics lessons and cross content texts with text complexity and opportunities for writing and student discussion.

Students are engaged and focused on conceptual understanding and mathematizing. Students are also developing math skills through personalized learning (tier 2 interventions).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in grades kindergarten through second are still developing on reading assessments resulting in 54% not reading on grade level. **Root Cause:** Teacher capacity in the science of reading and differentiated learning is lacking.

Problem Statement 2 (Prioritized): A gap of 20 percentage points or more in student performance levels exists between the District and the State in science. **Root Cause:** Teacher capacity in science standards is still developing.

Problem Statement 3 (Prioritized): Social studies was the lowest performing of all core subjects **Root Cause:** Teacher capacity in social studies standards is still developing.

District Processes & Programs

District Processes & Programs Summary

Jubilee Academies provides a diverse set of Programs designed to offer opportunities for all students.

Below is a list of all the programs that are offered to all of our students here at Jubilee Academies.

Our at risk students are given many opportunities for remediation through various programs listed below.

- Interventions:

1. Tutoring – Before school, after school, and during the day, Saturday Bootcamps, 1/2 day Wednesdays
2. RTI (Response to Intervention) - Tier 2 and Tier 3 students. Tier 2 teacher led and Tier 3 led by:teacher, interventionist, tutors, etc.
3. EOC Re-Testing (HB 4545)

--All students have access to the following programs at Jubilee Academies:

- **CTE (Career and Technology Education)** Jubilee Academies CTE program is designed to equip students for the world outside of high school and is aligned with the workforce needs of the Central, South Central, and Rio Grande Valley areas. Jubilee Academies wants all students to explore various CTE programs of study and earn industry-based certifications allowing them to enter the workforce upon high school graduation.
- **Bilingual/ESL (English Second Language)** Jubilee Academies currently offers a Bilingual Early Exit program at three of its campuses. One campus offers Dual Language education, while an ESL pull-out model is offered at eight campuses. Each campus counts with a Bilingual or ESL certified interventionist, who offers linguistic support to Emergent Bilingual students. Jubilee Academies serve over 1,400 emergent bilinguals, making it close to one fourth of the total student population.
- **Dyslexia Services** (must qualify)
- **Gifted/Talented** (must qualify)
- **Special Education:** A majority of our special education teachers provide a quality and consistent program for their students at all levels. They teach to the standards to the individual students with IEP's with fidelity. We will focus on improvement by supporting teachers and support staff who are not consistent with their instructional focus on IEP goals and standards-based instruction through professional development and mentoring. The administration will consistently monitor classroom instruction and compliance through classroom and school observations. We will review and monitor assessment and IEP goal data to support our feedback and mentoring cycles. Jubilee offers many services including; inclusion support for students, Content Mastery Classes, life skills courses, and self-contained classrooms. We provide behavior intervention support along with social-emotional learning support for all children.
- Jubilee provides our students with Post-secondary opportunities like:
 1. TSI – College Readiness
 2. STEAM dual credit opportunities
 3. Advanced Placement courses
 4. 8th grade Algebra

5. Anatomy and Physiology
6. AP/On-Ramps (Advanced Placement)
7. Dual credit courses- On line and on junior college campus classes for Jubilee 9th grade through 12th grade. Higher level learning for these students.
8. ASVAB opportunities

1. Athletic Conditioning

TECHNOLOGY: Jubilee Academies has been able to deploy and maintain a scalable infrastructure (network and servers) and provide safeguards to staff and student via security filtering (Palo Alto, Lightspeed). Ed Tech program has also created a 10 stage interactive display training as well as supporting "Go Digital" initiative.

Summer School:

ACCESS: Our students are eligible for free after-school care services at 100% of our campuses. Clubs and educational opportunities are a part of the ACCESS program.

POWER BLOCK: Students attend school for a Half day on Wednesdays.

FINE ARTS: Jubilee Academies has been able to offered fine arts choices at each of our campuses for our Jubilee Students. We are working on providing supplies for our students and professional development for our fine arts teachers. We are lining up our TEKS with core TEKS.

PURCHASING & PROCUREMENT: Jubilee Academy endeavors to provide its personnel with a sufficiently informative description of the purchasing process applicable to its use of all School funds – local, state and federal. Accordingly, this manual identifies and describes the procedures applicable to the procurement of goods and services. This manual does not address other requirements that do not directly pertain to the procurement of goods and services. School personnel should consult the appropriate handbook for direction and guidance.

Health Services: Jubilee’s Health Services Department's mission is to support student and educational professionals’ success, helping each person live their maximum health potential. Jubilee’s Health Clinics are designed to treat chronic health conditions (with proper documentation), minor injuries and as a temporary “holding room” for students who have become ill during the school day., 100% of our campuses are serviced by a health professional.

Jubilee Academies Professional Practices:

Professional Development in the areas of content:

- Aggressive Monitoring, DDC, DDV, DDI, Internalization of Lessons, Observation Feedback, Differentiation, Scaffolding, Text Complexity, Reading Academies, etc...

On-Boarding Practices

- New Teacher Orientation, Teacher on-boarding protocol, Principal/AP/Dean/Campus Leader on-boarding protocol, District Leadership on-boarding, instructional coach on-boarding
- Determined Leader's Academy- future campus leader pipeline
- Leadership Development Guide
- Jubilee Strong Start
- Habits of Learning

Teacher Incentive Programs:

- *Jubilee Excellence Incentive*

- *Teacher Incentive Allotment*

Strong Foundations Development:

- Created instructional plans by content and PD roll out
- Creating a PD Calendar
- Adopt a PD tracking software
- Conference Breakout Sessions (twice a year)
 - New Teacher Induction Program
- On the spot coaching
- Leadership Series
- Leadership Institute

At Jubilee, ***decisions*** are made in our district by the following-

- Committees meet to collaborate and submit proposals via New Project Initiatives(NPI) Document.
- The SLC develops policies
- Executive Directors & Associates presents to SLC for questions.

The Office of School Improvement provides our campus leaders with on-going support and professional development on building leadership/teacher capacity through the Effective Schools Framework. SI assists in the development of systemic operational practices like instructional strategies and protocols for PLCs in lesson internalization, data driven practices like WDMs, & observation feedback.

BUDGETING NEEDS: Below are some of our processes we are working on implementing in Finance:

- Budget Implementation Process
- Budget amendment process
- Athletic Field trip Process
- Fundraisers Process
- Cash Management Process
- Travel Request Form Process
- Position Management Process
- Purchase Order Process
- Purchase Order Reversal Request
- Fixed Asset Management Process

- Credit Card Management Process

District Processes & Programs Strengths

- Our student populations needing support services is increasing,
- Grants processes are written & in a manual
- Procurement Processes are documented in a manual
- Added a Dual Language campus this year in our SCR,
- We have a DCSI to monitor our school improvement initiatives
- We offer 25 additional days in our school year to close gaps.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Our campus staffing does not reflect equitable process to address the needs of the students in special populations and programs. **Root Cause:** Our district lacks consistent position management practices so that we are equitable.

Problem Statement 2 (Prioritized): Jubilee Academies struggles to recruit and hire teachers to serve our special programs to include special populations. **Root Cause:** The efforts to ensure certified staff is recruited are not working with the teacher shortage.

Problem Statement 3: Jubilee sees a reduction of attendance during the cold & flu season, Oct.-March. **Root Cause:** As a district, we need better cleaning protocols and proper techniques while coughing, sneezing (infection control measures).

Problem Statement 4 (Prioritized): Music/Band students do not have access to the needed instruments/resources to play in a music program. **Root Cause:** Because Fine Arts is new to our district, there is a lack of budgeting of this area.

Perceptions

Perceptions Summary

The Determined Destiny Values describe the Jubilee culture and helps us understand the "why" behind what we do, at Jubilee Academies. Jubilee Academies approach is to educate the whole child through our Three Pillars of Success (Character, Leadership, Excellence). This helps us to create a culture of excellence within a nurturing community focused on leadership development and character building. Jubilee Academies strives to ensure our students will graduate with the skills necessary to support post secondary success.

Perceptions Strengths

Jubilee Academies continues to be the "Premier Choice" in education.

Students are treated with respect and students treat adults with respect. There is active engagement at the elementary campuses. There is a commitment to culture and building relationships. The community is involved and supports the district. The District and campuses utilize various social media and tangible forms of communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders

Root Cause: The district continues to grow and internal controls need to be updated

Problem Statement 2 (Prioritized): There is a need to actively support the emotional well-being of students. **Root Cause:** Students are still dealing with the after effect of COVID -19 and the learning loss associated with that. There is a regression of social development associated with COVID-19.

Problem Statement 3 (Prioritized): Low parental involvement participation **Root Cause:** There is a lack of communication between campuses and home.

Problem Statement 4 (Prioritized): Student attendance rate is below the state average **Root Cause:** We lack systems in place to deal with truancy. There are two extremes with parents as a result of COVID-19. Students are coming to school with illnesses or overly cautious parents.

Problem Statement 5 (Prioritized): Discipline issues are rising and children's mental health issues are at an all time high. **Root Cause:** We do not have the supports in place to help our students through emotions.

Priority Problem Statements

Problem Statement 1: Jubilee Academies struggles to recruit and hire teachers to serve our special programs to include special populations.

Root Cause 1: The efforts to ensure certified staff is recruited are not working with the teacher shortage.

Problem Statement 1 Areas: District Processes & Programs

Problem Statement 2: Our campus staffing does not reflect equitable process to address the needs of the students in special populations and programs.

Root Cause 2: Our district lacks consistent position management practices so that we are equitable.

Problem Statement 2 Areas: District Processes & Programs

Problem Statement 3: Music/Band students do not have access to the needed instruments/resources to play in a music program.

Root Cause 3: Because Fine Arts is new to our district, there is a lack of budgeting of this area.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: Students in grades kindergarten through second are still developing on reading assessments resulting in 54% not reading on grade level.

Root Cause 4: Teacher capacity in the science of reading and differentiated learning is lacking.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: A gap of 20 percentage points or more in student performance levels exists between the District and the State in science.

Root Cause 5: Teacher capacity in science standards is still developing.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Social studies was the lowest performing of all core subjects

Root Cause 6: Teacher capacity in social studies standards is still developing.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Discipline issues are rising and children's mental health issues are at an all time high.

Root Cause 7: We do not have the supports in place to help our students through emotions.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Student attendance rate is below the state average

Root Cause 8: We lack systems in place to deal with truancy. There are two extremes with parents as a result of COVID-19. Students are coming to school with illnesses or overly

cautious parents.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Low parental involvement participation

Root Cause 9: There is a lack of communication between campuses and home.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: There is a need to actively support the emotional well-being of students.

Root Cause 10: Students are still dealing with the after effect of COVID -19 and the learning loss associated with that. There is a regression of social development associated with COVID-19.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders

Root Cause 11: The district continues to grow and internal controls need to be updated

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Our at risk students percentage is 20% above the state. These students lack the financial resources to participate in enrichment activities.

Root Cause 12: Families are identified as Title I, and consequently, they need more resources. As a district, we do not have additional resources to provide for them.

Problem Statement 12 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- State-developed online interim assessments

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

Goals

Revised/Approved: July 1, 2023








Goal 1: Jubilee Academies will recruit, retain, and support the most qualified and effective educators

Performance Objective 1: Jubilee Academies will provide competitive compensation plans to recruit, retain and support highly effective experienced staff at all levels.

High Priority

Evaluation Data Sources: HR Census reports/records, payroll records, Review Equity plan

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers of record and other staff with performance-based stipends, retention stipends and other allowable incentive pay.</p> <p>Strategy's Expected Result/Impact: Recruit and retain highly qualified teachers of record</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: Jubilee Excellence Incentive Pay - 211 - Title I, Part A, Teacher Incentive Allotment - FSP 420-PIC 11 Regular Allotment, Club Stipends - FSP 420-PIC 11 Regular Allotment, Special Program Stipends - FSP 420-PIC 30 State Comp Ed (SCE), Secondary Math/Science/RLA Stipeds - 211 - Title I, Part A, Admin Stipends - 255 - Title II, Part A, TPTR, Lead Teacher Stipends - FSP 420-PIC 11 Regular Allotment, Athletic - FSP 420-PIC 91 ATHLETIC, Bil/ESL Stipends - FSP 420-PIC 25 State Bilingual/ESL - \$300,000, Title II (transfer) Retention Stipends - 255 - Title II, Part A, TPTR - \$362,548, Title IV (transfer) Retention Stipends - 289 - Title IV Part A - \$234,761, CTE Retention Stipend - 244-Perkins Competitive Grant - \$101,502, CTE Salaries - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6119-00-XXX-4-22-2-00 - \$1,600,000, Teacher Incentive - 274-GEAR UP - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

District Processes & Programs

Problem Statement 2: Jubilee Academies struggles to recruit and hire teachers to serve our special programs to include special populations. **Root Cause:** The efforts to ensure certified staff is recruited are not working with the teacher shortage.








Goal 1: Jubilee Academies will recruit, retain, and support the most qualified and effective educators

Performance Objective 2: Jubilee Academies will be 100% fully staffed by August 1, 2023.

High Priority

Evaluation Data Sources: HR Vacancy Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Jubilee academies will attend job fairs in all regions, as well as offer one Jubilee Academies virtual job fair.</p> <p>Strategy's Expected Result/Impact: Fully staffed campuses</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p> <p>Problem Statements: Student Learning 2 - District Processes & Programs 2</p> <p>Funding Sources: Travel - FSP 420-PIC 11 Regular Allotment, Materials for recruitment events - FSP 420-PIC 11 Regular Allotment</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: A gap of 20 percentage points or more in student performance levels exists between the District and the State in science. Root Cause: Teacher capacity in science standards is still developing.</p>
District Processes & Programs
<p>Problem Statement 2: Jubilee Academies struggles to recruit and hire teachers to serve our special programs to include special populations. Root Cause: The efforts to ensure certified staff is recruited are not working with the teacher shortage.</p>








Goal 1: Jubilee Academies will recruit, retain, and support the most qualified and effective educators

Performance Objective 3: Jubilee Academies will support 100% of their new and returning staff through relevant professional development opportunities.

High Priority

Evaluation Data Sources: Teacher sign in sheets and agendas

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development opportunities for teachers and other staff, including special programs educators.</p> <p>Strategy's Expected Result/Impact: Improved student results in STAAR/EOC Achievement.</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum & Instruction</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3 - Perceptions 5</p> <p>Funding Sources: Professional Development Fees - 211 - Title I, Part A, Travel for PD - 211 - Title I, Part A, Staff Wellness Initiatives - FSP 420-PIC 11 Regular Allotment, Consultants - 211 - Title I, Part A, Professional Development- The new Dyslexia Grant - 211 - Title I, Part A - \$9,900, Training Materials for The new Dyslexia Grant - 211 - Title I, Part A - \$228,689, Travel Costs for The new Dyslexia Grant- hotel, car, per diem - 211 - Title I, Part A - \$24,015, Stipend for Dyslexia(17@3k) & Sped(31@5k) Teachers - FSP 420-PIC 11 Regular Allotment - \$206,000, GT: Stipends - FSP 420-PIC 21 Gifted and Talented (G/T) - \$13,250, G/T Salaries - FSP 420-PIC 21 Gifted and Talented (G/T) - \$52,000, G/T Professional Development (co-op) - FSP 420-PIC 21 Gifted and Talented (G/T) - \$8,000, G/T PD Travel expenses (conferences) - FSP 420-PIC 21 Gifted and Talented (G/T) - \$9,000, Bilingual Symposium - FSP 420-PIC 25 State Bilingual/ESL, Dyslexia Program Travel - Grant - 429-DY - Dyslexia Grant - 429-13-6411-00-999-3-11-0-DY - \$24,015, Dyslexia PD - Grant - 429-DY - Dyslexia Grant - 429-13-6291-00-999-3-11-0-DY - \$3,850, Dyslexia PD Supplies - Grant - 429-DY - Dyslexia Grant - 429-13-6399-00-999-3-11-0-DY - \$177,513, Dyslexia Supplies - Grant - 429-DY - Dyslexia Grant - 429-13-6395-00-999-3-11-0-DY - \$13,200, District Mentor Program - Training - 211 - Title I, Part A - \$7,500, District Mentor Program - Materials - 211 - Title I, Part A - \$4,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Students in grades kindergarten through second are still developing on reading assessments resulting in 54% not reading on grade level. **Root Cause:** Teacher capacity in the science of reading and differentiated learning is lacking.

Problem Statement 2: A gap of 20 percentage points or more in student performance levels exists between the District and the State in science. **Root Cause:** Teacher capacity in science standards is still developing.

Problem Statement 3: Social studies was the lowest performing of all core subjects **Root Cause:** Teacher capacity in social studies standards is still developing.

Perceptions

Problem Statement 5: Discipline issues are rising and children's mental health issues are at an all time high. **Root Cause:** We do not have the supports in place to help our students through emotions.







Goal 2: Jubilee Academies will build a strong foundation of academic skills in reading, math, science and social studies.








Performance Objective 1: All grade levels will increase performance on State testing by 10% at each performance level Meets or above.

High Priority

HB3 Goal

Evaluation Data Sources: 2024 STAAR Data, formative assessments/benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Jubilee Academies will provide professional learning opportunities.</p> <p>Strategy's Expected Result/Impact: Increase student outcomes and increase teacher capacity</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum & Instruction</p> <p>Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - District Processes & Programs 2</p> <p>Funding Sources: Professional Development Contracts - 274-GEAR UP - \$95,000, Sheltered Instruction Protocol PD - FSP 420-PIC 25 State Bilingual/ESL - \$5,000, State Exam Prep Sessions - FSP 420-PIC 25 State Bilingual/ESL - \$5,000, Teaching Strategies for EBs-Math/Science - FSP 420-PIC 25 State Bilingual/ESL - \$5,000, Professional Development - 265-21st CCLC - \$28,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Jubilee Academies will provide high quality instructional materials.</p> <p>Strategy's Expected Result/Impact: Increase student outcomes</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum & Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Software - 274-GEAR UP - \$19,000, TSI/PSAT Bootcamps - 274-GEAR UP - \$105,000, Math Software K-2 - TCLAS 3B - 279 Prog Mon. & Inter. - 279-11-6395-(T-CLAS-3B) - \$8,305, K-2nd Grade Dibels - TCLAS 3B - 279 Prog Mon. & Inter. - 279-11-6395-(T-CLAS-3B) - \$6,290, RLA Resources 3rd-5th - TCLAS 3B - 279 Prog Mon. & Inter. - 279-11-6395-(T-CLAS-3B) - \$24,152.90, Reading K-2 - TCLAS 3B - 279 Prog Mon. & Inter. - \$35,047.10, Reading 3-5 - TCLAS 3B - 279 Prog Mon. & Inter. - \$34,203.10, Software - 211 - Title I, Part A - 211-11-6395-00-999-3-30-0-00 - \$36,556, Math Resources K-5th - TCLAS 2C - 429 - \$60,000, Math Consumables - TCLAS 2C - 429 - \$36,022.80, Math Resources 6-Algebra II - TCLAS 2C - 429 - \$110,618.82, Reading Resources 6-8 - TCLAS 3B - 279 Prog Mon. & Inter. - \$25,960, Technology Lending Resources - LASO - Tech Lending Grant - \$225,000, Blended Learning Resources - LASO - Blended Learning Grant - \$351,320</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Jubilee Academies will provide responsive learning support for special program students.</p> <p>Strategy's Expected Result/Impact: Increase student outcomes</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum & Instruction</p> <p>Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 1, 2, 3 - District Processes & Programs 1, 2</p> <p>Funding Sources: Intervention Services - 274-GEAR UP - \$190,000, Language Acquisition Platform - FSP 420-PIC 25 State Bilingual/ESL - \$25,000, Phonics Resource for PK Spanish - FSP 420-PIC 25 State Bilingual/ESL - \$6,000, Educational Software SLAR - FSP 420-PIC 25 State Bilingual/ESL - \$10,000, Bilingual Tutorials - FSP 420-PIC 25 State Bilingual/ESL - \$10,000, Interventionist Salary & Benefits - 211 - Title I, Part A, Instructional Coaches(new-the dyslexia grant) - 429-DY - Dyslexia Grant - \$150,000, G/T Testing Materials - FSP 420-PIC 21 Gifted and Talented (G/T) - \$4,000, G/T Office supplies - FSP 420-PIC 21 Gifted and Talented (G/T) - \$300, G/T Specialist - FSP 420-PIC 21 Gifted and Talented (G/T) - \$66,170, Immigrant Services - Training - 263-IM Title III - Immigrant - 263-61-6291-00-999-4-30-0-IM - \$3,000, Immigrant Services - General Supplies - 263-IM Title III - Immigrant - 263-11-6399-00-999-4-30-0-IM - \$11,486, EL Coaches - 263 - Title III, ELA - \$149,648, EL supplies/materials - 263 - Title III, ELA - \$2,601</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our at risk students percentage is 20% above the state. These students lack the financial resources to participate in enrichment activities. Root Cause: Families are identified as Title I, and consequently, they need more resources. As a district, we do not have additional resources to provide for them.</p>
Student Learning
<p>Problem Statement 1: Students in grades kindergarten through second are still developing on reading assessments resulting in 54% not reading on grade level. Root Cause: Teacher capacity in the science of reading and differentiated learning is lacking.</p>
<p>Problem Statement 2: A gap of 20 percentage points or more in student performance levels exists between the District and the State in science. Root Cause: Teacher capacity in science standards is still developing.</p>
<p>Problem Statement 3: Social studies was the lowest performing of all core subjects Root Cause: Teacher capacity in social studies standards is still developing.</p>
District Processes & Programs
<p>Problem Statement 1: Our campus staffing does not reflect equitable process to address the needs of the students in special populations and programs. Root Cause: Our district lacks consistent position management practices so that we are equitable.</p>
<p>Problem Statement 2: Jubilee Academies struggles to recruit and hire teachers to serve our special programs to include special populations. Root Cause: The efforts to ensure certified staff is recruited are not working with the teacher shortage.</p>







Goal 3: Jubilee Academies will connect all students to career and college pathways.




Performance Objective 1: Jubilee Academies will provide curricular and co-curricular activities and opportunities that support college and career readiness for all students in the 2023-2024 school year in order to increase the percentage of students graduating college and career ready to 90% or better by June of 2024


High Priority

HB3 Goal

Evaluation Data Sources: Score of at least 3 on any AP examinations, TSI or SAT, or College Prep Course, CCMR

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ample opportunities for students to test at a secondary level.</p> <p>Strategy's Expected Result/Impact: College acceptance, reduced drop-out rates</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction</p> <p>Problem Statements: District Processes & Programs 1, 2</p> <p>Funding Sources: Testing Resources (Software) - FSP 420-PIC 99 Undistributed - \$5,000, Boot Camps (5th, 6th, 7th, & 8th grades) - 274-GEAR UP - \$60,000, GT Testing Material - FSP 420-PIC 21 Gifted and Talented (G/T) - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Jubilee Academies will connect all students to career and college pathways.</p> <p>Strategy's Expected Result/Impact: All students will have and opportunity to graduate high school with college credits and obtain industry-based certifications</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3</p> <p>Funding Sources: CTE Industry Based Certifications and curriculum - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6499-00-001-4-22-0-0 - \$5,500, CTE Industry Based Certifications and curriculum - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6499-00-004-4-22-0-0 - \$3,200, CTE Industry Based Certifications and curriculum - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6499-00-009-4-22-0-0 - \$1,000, CTE Industry Based Certifications and curriculum - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6499-00-010-2-22-0-0 - \$19,000, College and Career Enrichment Activities - 274-GEAR UP - \$310,000, Summer college and Career Enrichment Transportation - 265-21st CCLC - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide students opportunities to participate in career and technical education courses and programs of study.</p> <p>Strategy's Expected Result/Impact: Increase student enrollment in CTE courses and completion rate.</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum & Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: CTE Teacher Supplies - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6399-00-001-2-22-0-00 - \$10,000, CTE Teacher Supplies - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6399-00-004-2-22-0-00 - \$14,400, CTE Student Certifications and curriculum - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6499-00-004-2-22-0-00 - \$3,200, CTE Teacher Supplies - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6399-00-009-2-22-0-00 - \$3,000, CTE Student certifications and curriculum - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6499-00-009-2-22-0-00 - \$1,000, CTE Teacher Supplies - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6399-00-010-2-22-0-00 - \$18,650, PLTW Supplies and furniture - Musk Foundation Funds - 195-11-6399-00-999-4-11-0-00 - \$400,455.56, CTE Teacher Supplies - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6399-00-011-4-22-0-00 - \$2,000, PLTW Durables and Consumables - FSP 420-PIC 22 State Career & Technical Ed (CTE) - JH - \$16,000, CTE Teacher Supplies - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6399-00-006-2-22-0-00 - \$3,000, CTE Teacher Supplies - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6399-00-013-2-22-0-00 - \$3,000, CTE Teacher Supplies - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6399-00-005-2-22-0-00 - \$3,000, CTE Teacher Supplies - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6399-00-002-4-0-00 - \$3,000, PLTW participation fee - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6495-00-002-2-22-0-00 - \$950, CTE Student Travel - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6412-00-999-4-22-0-00 - \$30,000, CTE CTSO Dues and Fees - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6495-00-999-2-22-0-DI - \$20,000, CTE District Adobe Licenses - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6395-00-XXX-2-22-0-00 - \$15,000, CTE Contract Services through ESC 20 - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-13-6239-05-982-4-99-0-00 - \$6,000, JB CTE Lab Drops - Musk Foundation Funds - 195-11-6395-00-999-4-11-0-00 - \$19,500, CTE Lab Remodel and Repair - Musk Foundation Funds - 195-51-6249-00-999-4-99-0-00 - \$5,600</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our at risk students percentage is 20% above the state. These students lack the financial resources to participate in enrichment activities. Root Cause: Families are identified as Title I, and consequently, they need more resources. As a district, we do not have additional resources to provide for them.</p>
Student Learning
<p>Problem Statement 1: Students in grades kindergarten through second are still developing on reading assessments resulting in 54% not reading on grade level. Root Cause: Teacher capacity in the science of reading and differentiated learning is lacking.</p>

Student Learning

Problem Statement 2: A gap of 20 percentage points or more in student performance levels exists between the District and the State in science. **Root Cause:** Teacher capacity in science standards is still developing.

Problem Statement 3: Social studies was the lowest performing of all core subjects **Root Cause:** Teacher capacity in social studies standards is still developing.

District Processes & Programs

Problem Statement 1: Our campus staffing does not reflect equitable process to address the needs of the students in special populations and programs. **Root Cause:** Our district lacks consistent position management practices so that we are equitable.

Problem Statement 2: Jubilee Academies struggles to recruit and hire teachers to serve our special programs to include special populations. **Root Cause:** The efforts to ensure certified staff is recruited are not working with the teacher shortage.

Goal 4: Jubilee Academies will create high performing schools.

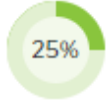
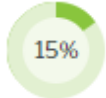
Performance Objective 1: Jubilee Academies will achieve at least a C rating for all campuses for 2023/2024 SY.






High Priority

Evaluation Data Sources: Targeted Improvement Plans, TEA reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Start earlier to analyze data and develop strategies by May for the upcoming school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide all Texas Education Agency identified Improvement Required/targeted campus leadership teams with coaching and additional support in budget, data, and Targeted Improvement Plans . Office of School Improvement & Accountability that provides strategic support, practices, and feedback to all campuses, including those that are identified as IR/ Targeted schools that will increase Leadership capacity for all of our administrative leaders to get at least a C rating for all campuses for 2023/2024 SY.</p> <p>Strategy's Expected Result/Impact: Increased performance in accountability system</p> <p>Staff Responsible for Monitoring: Associate Superintendent</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3 - District Processes & Programs 2</p> <p>Funding Sources: Travel for DCSI - 211 - SI School Improvement Grant, Payroll for Data Fellow - TCLAS 01 - 279 Data Fellow - \$90,000, Travel for Data Fellow - TCLAS 01 - 279 Data Fellow, Payroll for DCSI - 211 - SI School Improvement Grant - \$95,000</p>	Formative			Summative
	Nov	Jan	Mar	June
		N/A	N/A	
Strategy 2 Details	Reviews			
<p>Strategy 2: Jubilee Academies will provide Leadership Development opportunities for all campus and district leaders.</p> <p>Strategy's Expected Result/Impact: Improve student results</p> <p>Staff Responsible for Monitoring: Principals and Associate Superintendents</p> <p>Problem Statements: Perceptions 1, 4, 5</p> <p>Funding Sources: Determined Leaders Academy - 211 - Title I, Part A - \$1,000, Texas Instructional Leadership - 211 - Title I, Part A - \$20,000, Travel Expenses for admin & associates - 211 - Title I, Part A - \$10,000, Leadership Consultants - 211 - Title I, Part A - \$10,000, Superintendent's Leadership Academy - 211 - Title I, Part A - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
		N/A	N/A	

Strategy 3 Details	Reviews			
<p>Strategy 3: Principals and assistant principals will conduct a minimum of 15 weekly observations where they will provide feedback & coaching based on the teacher's tier of support needed. This will also increase the Leadership capacity of all of our administrative leaders and improve student learning outcomes.</p> <p>Strategy's Expected Result/Impact: Increased teacher retention, increased principal capacity and an increase in student overall achievement.</p> <p>Staff Responsible for Monitoring: Associate Superintendent</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3 - District Processes & Programs 1, 2 - Perceptions 3, 4</p> <p>Funding Sources: Platform for T-TESS/T-PESS coaching - FSP 420-PIC 11 Regular Allotment - \$43,000</p>	Formative			Summative
	Nov	Jan	Mar	June
		N/A	N/A	
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students in grades kindergarten through second are still developing on reading assessments resulting in 54% not reading on grade level. Root Cause: Teacher capacity in the science of reading and differentiated learning is lacking.</p>
<p>Problem Statement 2: A gap of 20 percentage points or more in student performance levels exists between the District and the State in science. Root Cause: Teacher capacity in science standards is still developing.</p>
<p>Problem Statement 3: Social studies was the lowest performing of all core subjects Root Cause: Teacher capacity in social studies standards is still developing.</p>
District Processes & Programs
<p>Problem Statement 1: Our campus staffing does not reflect equitable process to address the needs of the students in special populations and programs. Root Cause: Our district lacks consistent position management practices so that we are equitable.</p>
<p>Problem Statement 2: Jubilee Academies struggles to recruit and hire teachers to serve our special programs to include special populations. Root Cause: The efforts to ensure certified staff is recruited are not working with the teacher shortage.</p>
Perceptions
<p>Problem Statement 1: Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders Root Cause: The district continues to grow and internal controls need to be updated</p>
<p>Problem Statement 3: Low parental involvement participation Root Cause: There is a lack of communication between campuses and home.</p>
<p>Problem Statement 4: Student attendance rate is below the state average Root Cause: We lack systems in place to deal with truancy. There are two extremes with parents as a result of COVID-19. Students are coming to school with illnesses or overly cautious parents.</p>
<p>Problem Statement 5: Discipline issues are rising and children's mental health issues are at an all time high. Root Cause: We do not have the supports in place to help our students through emotions.</p>

Goal 4: Jubilee Academies will create high performing schools.

Performance Objective 2: Jubilee Academies will properly identify 100% of students at-risk of academic failure and provide additional targeted support to identified students to increase achievement by 5 % by the end of the year for the 2023/2024 school year.


High Priority





HB3 Goal

Evaluation Data Sources: Tutoring logs, Summer School sign in documents & PEIMS reports, at-risk criteria, At Risk Coordinators' at risk reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Finalize the master schedules beginning of the May, develop MTSS schedule and put students in tiers based on EOY data by July to polish and finalize during Pre-Service to start interventions day 1.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students with opportunities to accelerate their learning & mentorship through tutoring, Saturdays camps and summer school opportunities outside the school day.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on STAAR, MCLASS, Map, EOCs</p> <p>Staff Responsible for Monitoring: Associate Superintendent of C & I</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - District Processes & Programs 1, 2 - Perceptions 4</p> <p>Funding Sources: Tutoring Services - 211 - Title I, Part A, Student Transportation - 211 - Title I, Part A, Counseling & Community Supports - 211 - Title I, Part A, Difference Makers Mentoring Program - 274-GEAR UP - \$90,000, At-Risk Coordinators - FSP 420-PIC 11 Regular Allotment - \$100,000, TCLAS Tutoring - TCLAS 06 - 279 Vetted Tutors - \$400,000, ADSY Program Manager - TCLAS 8B - 279 ADSY Admin - \$10,000, Summer School - Saturday Sessions Payroll - TCLAS 8C - 279 Summer School, Summer School Teacher Supplies - TCLAS 8C - 279 Summer School - \$258,531</p>	Formative			Summative
	Nov	Jan	Mar	June
		N/A	N/A	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Our at risk students percentage is 20% above the state. These students lack the financial resources to participate in enrichment activities. Root Cause: Families are identified as Title I, and consequently, they need more resources. As a district, we do not have additional resources to provide for them.</p>

Student Learning

Problem Statement 1: Students in grades kindergarten through second are still developing on reading assessments resulting in 54% not reading on grade level. **Root Cause:** Teacher capacity in the science of reading and differentiated learning is lacking.

Problem Statement 2: A gap of 20 percentage points or more in student performance levels exists between the District and the State in science. **Root Cause:** Teacher capacity in science standards is still developing.

Problem Statement 3: Social studies was the lowest performing of all core subjects **Root Cause:** Teacher capacity in social studies standards is still developing.

District Processes & Programs

Problem Statement 1: Our campus staffing does not reflect equitable process to address the needs of the students in special populations and programs. **Root Cause:** Our district lacks consistent position management practices so that we are equitable.

Problem Statement 2: Jubilee Academies struggles to recruit and hire teachers to serve our special programs to include special populations. **Root Cause:** The efforts to ensure certified staff is recruited are not working with the teacher shortage.




Perceptions




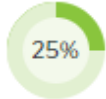





Problem Statement 4: Student attendance rate is below the state average **Root Cause:** We lack systems in place to deal with truancy. There are two extremes with parents as a result of COVID-19. Students are coming to school with illnesses or overly cautious parents.

Goal 5: Jubilee Academies will provide a safe and secure environment focused on the physical and mental well being of both students and staff.

Performance Objective 1: Jubilee Academies will provide a variety student supports and services to accommodate student needs in an effort to improve student attendance by 4% and reduce student discipline referrals by 10% in the 2023-24 school year.

Evaluation Data Sources: safety audits, maintenance logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Jubilee Academies will support students in the area of Transportation, Food Service, Health Services, and all other Student Services. Special focus providing resources and training in the area of school safety and mental health.</p> <p>Strategy's Expected Result/Impact: Increased ADA</p> <p>Staff Responsible for Monitoring: Sr Director Student Services</p> <p>Problem Statements: Demographics 1 - Perceptions 4</p> <p>Funding Sources: Bus Drivers and monitors - FSP 420-PIC 99 Undistributed, Health Assistants for each campus - FSP 420-PIC 11 Regular Allotment, Health Coordinator in RGV - FSP 420-PIC 11 Regular Allotment, Health Assistant Floater in Central Region - FSP 420-PIC 11 Regular Allotment, School Counselors at all campuses - FSP 420-PIC 11 Regular Allotment, General Health Assistant Supplies - FSP 420-PIC 11 Regular Allotment, Student Support Services Asst Director - FSP 420-PIC 11 Regular Allotment, Counselor Coordinator - FSP 420-PIC 11 Regular Allotment, General Student Services Supply - FSP 420-PIC 11 Regular Allotment, Student Attendance Incentives - FSP 420-PIC 11 Regular Allotment, Professional Development for Students and Parents on School Safety - FSP 420-PIC 11 Regular Allotment, Professional Development for Staff on School Safety - FSP 420-PIC 11 Regular Allotment, Security Film for 12 campuses - 429-SS - Safety Standards Grant - 429-52-6399-00-999-3-30-0-SS - \$12,321.60, Knox Boxes - 429-SS - Safety Standards Grant - 429-52-6399-00-999-3-30-0-SS - \$5,722, Security Film Installation - 429-SS - Safety Standards Grant - 429-52-6299-00-999-3-30-0-SS - \$22,982.40, SPAT - 429-SS - Safety Standards Grant - 429-52-6395-00-999-3-30-0-SS - \$32,000, Fencing Screen - 429-SS - Safety Standards Grant - 429-52-6319-00-999-3-30-0-SS - \$200,000, Extra Duty for Installation - 429-SS - Safety Standards Grant - \$49,801, Filed Lessons - 265-21st CCLC - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Jubilee will maintain a Student Support Services Department that is responsible for Social Emotional Learning Supports, discipline supports, threat assessment teams in the area of safety and suicide prevention for all students including special populations.</p> <p>Strategy's Expected Result/Impact: Decrease in student referrals, in school and out of school suspensions and increase in student achievement</p> <p>Staff Responsible for Monitoring: Senior Director of Student Services</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 1, 2 - Perceptions 2, 3, 4, 5</p> <p>Funding Sources: Training - 211 - Title I, Part A, Safety Standard Resources - FSP 420-PIC 11 Regular Allotment - \$800,000, Social Emotional Support - TEXAS ACE - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Operate and maintain a Federal and State grant programs department. This department will provide support and opportunities for all student populations to include community, parent and family engagement.</p> <p>Strategy's Expected Result/Impact: Increase Jubilee OSP student achievement</p> <p>Staff Responsible for Monitoring: Associate Superintendent</p> <p>Problem Statements: Demographics 1 - Perceptions 3</p> <p>Funding Sources: Parent Liaison Positions - Campus Level - 211 - Title I, Part A, Parent and Family Engagement Consultant Training - 211 - Title I, Part A - \$500, Executive Specialist - 211 - Title I, Part A, District PFE Activities Materials and supplies - 211 - Title I, Part A - \$3,316, Parent University - 211 - Title I, Part A, Improvement Plan Platform - 211 - Title I, Part A - 211-41-6395-00-727-4-30-0-00 - \$6,600, Administration of Title I Salaries - 211 - Title I, Part A, Compliance Documentation Collection Software - 211 - Title I, Part A - 211-41-6395-00-727-4-30-0-00 - \$7,150, Homeless Student Support Services - 211 - Title I, Part A - \$700, Foster Care student services - 211 - Title I, Part A - \$200, Summer School - 211 - Title I, Part A - \$39,691, Grant Training - 211 - Title I, Part A - \$2,000, McKinney Vento Homeless Student Support - Training - 206 - TECHY GRANT - \$8,000, Family Engagement resources - 265-21st CCLC - \$5,000, Student Supplies - McKinney Vento support - 206-H2 ARP Homeless II - \$29,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to operate an Emergency Operations Committee and update emergency operations plan regularly.</p> <p>Strategy's Expected Result/Impact: Develop and refine safety school protocols</p> <p>Staff Responsible for Monitoring: Asst Director Student Services</p> <p>Problem Statements: Perceptions 5</p> <p>Funding Sources: Required State Training - All Staff - FSP 420-PIC 11 Regular Allotment, Other Best Practice Training - All Staff - FSP 420-PIC 11 Regular Allotment - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our at risk students percentage is 20% above the state. These students lack the financial resources to participate in enrichment activities. **Root Cause:** Families are identified as Title I, and consequently, they need more resources. As a district, we do not have additional resources to provide for them.

District Processes & Programs

Problem Statement 1: Our campus staffing does not reflect equitable process to address the needs of the students in special populations and programs. **Root Cause:** Our district lacks consistent position management practices so that we are equitable.

Problem Statement 2: Jubilee Academies struggles to recruit and hire teachers to serve our special programs to include special populations. **Root Cause:** The efforts to ensure certified staff is recruited are not working with the teacher shortage.

Perceptions

Problem Statement 2: There is a need to actively support the emotional well-being of students. **Root Cause:** Students are still dealing with the after effect of COVID -19 and the learning loss associated with that. There is a regression of social development associated with COVID-19.

Problem Statement 3: Low parental involvement participation **Root Cause:** There is a lack of communication between campuses and home.

Problem Statement 4: Student attendance rate is below the state average **Root Cause:** We lack systems in place to deal with truancy. There are two extremes with parents as a result of COVID-19. Students are coming to school with illnesses or overly cautious parents.



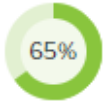



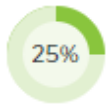
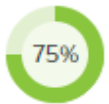
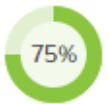
Problem Statement 5: Discipline issues are rising and children's mental health issues are at an all time high. **Root Cause:** We do not have the supports in place to help our students through emotions.

Goal 5: Jubilee Academies will provide a safe and secure environment focused on the physical and mental well being of both students and staff.

Performance Objective 2: Jubilee Academies will recruit and retain students to achieve an enrollment of 7,000 students in the 2023-24 school year.

High Priority

Evaluation Data Sources: Surveys, PIEMS data, recruitment reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide prospective new families with a "Campus Experience" consisting of a specific tour with talking points and presentations.</p> <p>Strategy's Expected Result/Impact: Increase of enrollment</p> <p>Staff Responsible for Monitoring: Associate Director, principals, recruitment</p> <p>Problem Statements: Perceptions 1, 3</p> <p>Funding Sources: Family Engagement Resources - 265-21st CCLC - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Jubilee Academies will provide supplies for parent engagement events and take-home activities to increase parent involvement and provide enrichment activities for students in the area of Excellence, Leadership and Character at the campus and district level.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement that will result in improved student success</p> <p>Staff Responsible for Monitoring: Sr. Director Student Services</p> <p>Problem Statements: Perceptions 1, 2, 3, 4, 5</p> <p>Funding Sources: Goal 5: Family engagement Resources - 265-21st CCLC - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Jubilee Academies will establish Campus Admissions Teams to implement recruitment and retention strategies.</p> <p>Strategy's Expected Result/Impact: Increase in student enrollment and positive public perception</p> <p>Staff Responsible for Monitoring: parent liaisons, principals, associate superintendents, superintendents, associate director of school development</p> <p>Problem Statements: Perceptions 1, 3, 4</p> <p>Funding Sources: Promotional Material - 265-21st CCLC - \$5,000, Student Retention incentives - 265-21st CCLC - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders **Root Cause:** The district continues to grow and internal controls need to be updated

Problem Statement 2: There is a need to actively support the emotional well-being of students. **Root Cause:** Students are still dealing with the after effect of COVID -19 and the learning loss associated with that. There is a regression of social development associated with COVID-19.

Problem Statement 3: Low parental involvement participation **Root Cause:** There is a lack of communication between campuses and home.

Problem Statement 4: Student attendance rate is below the state average **Root Cause:** We lack systems in place to deal with truancy. There are two extremes with parents as a result of COVID-19. Students are coming to school with illnesses or overly cautious parents.

Problem Statement 5: Discipline issues are rising and children's mental health issues are at an all time high. **Root Cause:** We do not have the supports in place to help our students through emotions.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
CHRISTINE SANCHEZ	SENIOR DIRECTOR	TITLE I	57%
CLAUDIA GARCIA	LIAISON - DISTRICT TITLE I	TITLE I	100%
JENIFFER MORENO	DIRECTOR - SCHOOL IMPROVEMENT	SIG	100%
LAKEISHA POUNDS	COORDINATOR - INSTRUCTION TECH	Title I, Part A	50%
LINDA GALVAN	SPECIALIST - EXECTUTIVE	TITLE I	75%
LISA GONZALES	COORDINATOR - FED & STATE PRGM	TITLE I	57%
MELISSA ZUNIGA	TITLE I CLERK	TITLE I	100%
MICHELLE APODACA	District Grants Department DIRECTOR	Title I	52%

2021 Superintendent Advisory Counsel

Committee Role	Name	Position
District-level Professional	Kevin Phillips	Superintendent/Chairperson
District-level Professional	Christine Sanchez	Support/Presenter
Non-classroom Professional	Alexandria Galvan	School Health Assistant
Non-classroom Professional	Christina Guerrero	Liaison - Parent/Title I
Campus Professional	Imelda Garcia	Counselor - Academic Support
District-level Professional	Lisa Gonzalez	Coordinator Fed & State Prgm Grants Department
District-level Professional	Marisol Hernandez	Coordinator Dstrct Health Nursing Department
District-level Professional	Michelle Apodaca	Director Grants Department
District-level Professional	Natalie Garrett	Marketing
District-level Professional	Abel De Leon	Director Associate Business Office
District-level Professional	Alicia Bolt	Superintendent - Associate
Attendee	Alondra Machado	Attendee
Attendee	B Ortegon	Attendee
Administrator	Eva Reyna	Principal Senior JLV
Attendee	Geanene Trahan	Attendee
District-level Professional	Gianna Recio	Director Nursing Department
Attendee	G McMarion	Attendee
Attendee	Jeni Mercado	Attendee
Attendee	Kari Flores	Attendee
District-level Professional	Khalid Sosse	Operations Executive Director
District-level Professional	Leslie Sparacello	Superintendent Associate
District-level Professional	Linda Galvan	Specialist Executive
Classroom Teacher	Linda Garcia	Teacher - Pre-K Comp Ed
District-level Professional	Lorraine De Leon	Superintendent - Associate
Attendee	M Leos	Attendee
Attendee	Sandra Unknown	Attendee
District-level Professional	Jennifer Moreno	Director Curriculum Department

District CNA Processes & Programs

Committee Role	Name	Position
Director	Betty Torgerson	Director of Leadership Development
Administrator	Lorraine De Leon	ASSOCIATE SUPERINTENDENT
Director	Irma Sarmiento	Director of CTE
District-level Professional	Theodore McCormick	CTE COORD
Parent	FRANCESCA EXON	PARENT
Director	Vanessa Norton	Senior Director of C&I
Director	Grace Leimann	Associate Superintendent
Director	Ryan Wells	Director of IT
District-level Professional	Matthew Gonzalez	Budgeting
District-level Professional	Chad Doucet	Purchasing & Procurement
District-level Professional	George Hinojosa	Extended Learning Coordinator
Director	Yesenia Gonzalez	Extended Learning Day Director
Director	Michelle Apodaca	Grants Director

District Leadership Team

Committee Role	Name	Position
District-level Professional	Linda Galvan	Specialist Executive
District-level Professional	Sandra Gonzales	ASSOCIATE SUPERINTENDENT
District-level Professional	Abel De Leon	Director Associate Business Office
Campus Professional	Tanya Perez	Principal JH
Campus Professional	Juan Garza	Principal Jubilee Livingway
Campus Professional	Irma Castillo	Principal Jubilee Brownsville
Executive Director	Tom Koger	CEO
Administrator	Kevin Phillips	Superintendent ,Associate ,Superintendent's Office
District-level Professional	Heidi Williams	Director Curriculum Department
District-level Professional	Grace Muniz	Director Curriculum Department
District-level Professional	Carlos Muniz	Director Process Improvement Department
District-level Professional	Khalid Sosse	Executive Director Operations Department
District-level Professional	Matthew Gonzalez	Manager - Budget- Accounting Department
District-level Professional	Monica Saldana	Coordinator - District Testing -Curriculum Department
District-level Professional	Bernice Castillo	PIEMS
District-level Professional	Christine Sanchez	Grants Department Director
Campus Professional	alicia bolt	Superintendent - Associate -Superintendent's Office
District-level Professional	Diana Centeno	Director -Curriculum Department
District-level Professional	Yesenia Gonzalez	Director -Curriculum Department
District-level Professional	Laura Antu	Director - Assistant - Bilingual Department
District-level Professional	Yvette Valdovinos	GEAR UP
District-level Professional	Michelle Gonzalez	SPECIAL PROGRAMS
District-level Professional	Leslie Sparacello	Superintendent - Associate - Superintendent's Office
District-level Professional	Theodore McCormick	Specialist - Curriculum - CTE -Curriculum Department
Campus Professional	Lourdes De La Fuente	Principal -Jubilee Leadership Academy
District-level Professional	Chad Doucet	Director -Purchasing Department
District-level Professional	Irma Sarmiento	Specialist - Curriculum - CTE -Business Office - RGV

Committee Role	Name	Position
District-level Professional	Bernardo Garrido	Coordinator - CTE - Curriculum Department
District-level Professional	Jacob Segal	Director -Operations Department
District-level Professional	Sam Cofer	HR
District-level Professional	Ryan Wells	IT
District-level Professional	Daniel Lopez	IT
District-level Professional	Carlos Moreno	PEIMS
CFO	Rene Gallegos	Officer - Chief Financial -Chief Financial Officer
District-level Professional	Raphael Fernandez	PI
Director	Michelle Hickman	Superintendent - Associate - Superintendent's Office
District-level Professional	Jennifer Moreno	Director -Curriculum Department
Director	Valerie Olavarria	Child Nutrition Department
Campus Professional	Dr. Raul Hinojosa	Former Principal
Campus Professional	Crydtsl Walter	Principal JHP
Campus Professional	James Montano	Principal - Senior -Jubilee San Antonio
Campus Professional	Margaret Boozer	Principal JSA
Attendee	Debbie Rodriguez	Foundation
Campus Professional	Yesenia Frade	Principal -Jubilee Westwood
Campus Professional	Eva Reyna	Principal Senior -Jubilee Lake View
Campus Professional	Ellie Gearhart	Principal -Jubilee Lake View
Campus Professional	Antonio Cruz	Principle -Jubilee Sendero
Director	Gianna Recio	Director of Health
District-level Professional	Natalie Garrett	Marketing
District-level Professional	Dr. George Hinojosa	Coordinator - ELD - Curriculum Department
District-level Professional	Marissa Castaneda	Admin Assistant - District - General Administration
District-level Professional	Zachary Boland	Director - Regional -Athletics Curriculum Department
District-level Professional	Jasmine Perales	HR Generalist - Business Office - South Central
Director	Samuel Martinez	Regional -Business Office - RGV
District-level Professional	Vanessa Norton	Director -Curriculum Department
Director	Michelle Apodaca	Director -Grants Department
Director	Kimberly Minyard	Assistant Director of SPED -Business Office
District-level Professional	Marisol Hernandez	Coordinator - Dstrict Health -Nursing Department

Committee Role	Name	Position
District-level Professional	Vanessa Aguilera	

District CNA Demographic Committee

Committee Role	Name	Position
Administrator	Sandra Gonzales	Leadership Development Director
Administrator	Sam Cofer	HR Executive Director
District-level Professional	Carlos Moreno	PEIMS
District-level Professional	Michelle Gonzalez	District
District-level Professional	Linda Galvan	District

District Improvement Plan Advisory Committee

Committee Role	Name	Position
Parent	Francesca Exon	PARENT
Administrator	Michelle Hickman	ASSOCIATE SUPERINTENDENT
Director	Jennifer Moreno	DCSI
Director	Diana Centeno	Exec. Director
Director	Michelle Gonzalez	Director
District-level Professional	Bernice Castillo	Data Fellow
Campus Professional	Eva Reyna	Principal
Campus Professional	Irma Castillo	Principal
Administrator	Nabin Timilsina	Principal
Administrator	Margaret Boozer	Principal
Parent	Geanene Trahan	PARENT
Parent	Simone Pollard	PARENT
Community Representative	Deserae Davis	Community Member

Century 21 District Improvement Committee

Committee Role	Name	Position
Administrator	Yesenia Gonzalez	ELD Director
Administrator	Sandra Gonzales	Associate Superintendent
Attendee	George Hinojosa	ELD Coordinator

23-23 DIP Perceptions Committee

Committee Role	Name	Position
Administrator	Sandra Gonzales	Associate Superintendent
Director	Erika Perez	Marketing Director
District-level Professional	Marissa Jones	HR Director
District-level Professional	Linda Galvan	Specialist
District-level Professional	Abel Deleon	Associate
District-level Professional	Javier Gonzalez	Marketing

Goal 3: Career and College Pathways

Committee Role	Name	Position
Administrator	Sandra Gonzales	Associate Superintendent
Business Representative	Bernardo Garrido	Community Member
Director	Irma Sarmiento	Director
District-level Professional	Diana Centeno	Senior Director
Director	Heidi Williams	Director
Executive Director	Christine Sanchez	Senior Director
Director	Michelle Apodaca	Director
Director	Theodore McCormick	Director
Campus Professional	Yvette Valdovinos	Assistant Director
Administrator	Heather Fears	Assistant Principal of Instruction
Parent	Alessa Lerma	Parent
District-level Professional	Erika Esquivel	Director

Goal 5: Safe Learning Environment

Committee Role	Name	Position
District-level Professional	Karina Rodriguez	Assistant Director Student Services
Administrator	Diana Centeno	Sr. Director Student Services
District-level Professional	Christine Sanchez	Sr. Director of Fiscal Compliance
Director	Gianna Recio	Health Services
Director	Laura Antu	Bilingual
Director	Michelle Gonzalez	Special Ed / 504
Parent	Sandra Spasojevic_Rodriguez	Parent
Parent	Francisca Exon	Parent
District-level Professional	Michelle Apodaca	
District-level Professional	Claudia Garcia	McKinney Vento Liaison
District-level Professional	Aramari Galloway	Transportation
Director	Jacob Segal	Operations
District-level Professional	Maria Hernandez	Counselor Coordinator
Director	Yesenia Gonzalez	

Goal 1: Qualified Educators

Committee Role	Name	Position
District-level Professional	Sam Cofer	Executive Director for Human Resources Department
District-level Professional	Marissa Jones	Human Resources Manager
District-level Professional	Chad Doucet	Procurement Director
District-level Professional	Ann Rodriguez	Talent Recruiter
District-level Professional	alicia bolt	Associate

Goal 4: High Performing Schools

Committee Role	Name	Position
District-level Professional	Carlos Muniz	District
District-level Professional	Daniel Lopez	IT department
District-level Professional	Ryan Wells	District
District-level Professional	Jennifer Moreno	Director of School Improvement
District-level Professional	Monica Saldana	District
Administrator	Atikah Shemshack	District
Administrator	Grace Leimann	District

District Funding Summary

FSP 420-PIC 11 Regular Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Incentive Allotment		\$0.00
1	1	1	Club Stipends		\$0.00
1	1	1	Lead Teacher Stipends		\$0.00
1	2	1	Travel		\$0.00
1	2	1	Materials for recruitment events		\$0.00
1	3	1	Staff Wellness Initiatives		\$0.00
1	3	1	Stipend for Dyslexia(17@3k) & Sped(31@5k) Teachers		\$206,000.00
4	1	3	Platform for T-TESS/T-PESS coaching		\$43,000.00
4	2	1	At-Risk Coordinators		\$100,000.00
5	1	1	General Health Assistant Supplies		\$0.00
5	1	1	Professional Development for Staff on School Safety		\$0.00
5	1	1	Student Attendance Incentives		\$0.00
5	1	1	Health Assistants for each campus		\$0.00
5	1	1	General Student Services Supply		\$0.00
5	1	1	Health Assistant Floater in Central Region		\$0.00
5	1	1	Professional Development for Students and Parents on School Safety		\$0.00
5	1	1	Counselor Coordinator		\$0.00
5	1	1	Student Support Services Asst Director		\$0.00
5	1	1	School Counselors at all campuses		\$0.00
5	1	1	Health Coordinator in RGV		\$0.00
5	1	2	Safety Standard Resources		\$800,000.00
5	1	4	Other Best Practice Training - All Staff		\$2,000.00
5	1	4	Required State Training - All Staff		\$0.00
Sub-Total					\$1,151,000.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$1,151,000.00

FSP 420-PIC 21 Gifted and Talented (G/T)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	G/T PD Travel expenses (conferences)		\$9,000.00
1	3	1	G/T Salaries		\$52,000.00
1	3	1	GT: Stipends		\$13,250.00
1	3	1	G/T Professional Development (co-op)		\$8,000.00
2	1	3	G/T Testing Materials		\$4,000.00
2	1	3	G/T Specialist		\$66,170.00
2	1	3	G/T Office supplies		\$300.00
3	1	1	GT Testing Material		\$4,000.00
Sub-Total					\$156,720.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$156,720.00

FSP 420-PIC 22 State Career & Technical Ed (CTE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	CTE Salaries	420-11-6119-00-XXX-4-22-2-00	\$1,600,000.00
3	1	2	CTE Industry Based Certifications and curriculum	420-11-6499-00-009-4-22-0-0	\$1,000.00
3	1	2	CTE Industry Based Certifications and curriculum	420-11-6499-00-004-4-22-0-0	\$3,200.00
3	1	2	CTE Industry Based Certifications and curriculum	420-11-6499-00-001-4-22-0-0	\$5,500.00
3	1	2	CTE Industry Based Certifications and curriculum	420-11-6499-00-010-2-22-0-0	\$19,000.00
3	1	3	CTE Teacher Supplies	420-11-6399-00-011-4-22-0-00	\$2,000.00
3	1	3	CTE Teacher Supplies	420-11-6399-00-004-2-22-0-00	\$14,400.00
3	1	3	CTE Teacher Supplies	420-11-6399-00-006-2-22-0-00	\$3,000.00
3	1	3	CTE Teacher Supplies	420-11-6399-00-009-2-22-0-00	\$3,000.00
3	1	3	CTE Teacher Supplies	420-11-6399-00-001-2-22-0-00	\$10,000.00
3	1	3	CTE Student certifications and curriculum	420-11-6499-00-009-2-22-0-00	\$1,000.00
3	1	3	CTE Student Travel	420-11-6412-00-999-4-22-0-00	\$30,000.00
3	1	3	CTE Student Certifications and curriculum	420-11-6499-00-004-2-22-0-00	\$3,200.00
3	1	3	PLTW participation fee	420-11-6495-00-002-2-22-0-00	\$950.00
3	1	3	CTE Teacher Supplies	420-11-6399-00-013-2-22-0-00	\$3,000.00
3	1	3	CTE CTSO Dues and Fees	420-11-6495-00-999-2-22-0-DI	\$20,000.00
3	1	3	CTE Teacher Supplies	420-11-6399-00-010-2-22-0-00	\$18,650.00

FSP 420-PIC 22 State Career & Technical Ed (CTE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	CTE Teacher Supplies	420-11-6399-00-005-2-22-0-00	\$3,000.00
3	1	3	PLTW Durables and Consumables	JH	\$16,000.00
3	1	3	CTE Teacher Supplies	420-11-6399-00-002-4-0-00	\$3,000.00
3	1	3	CTE District Adobe Licenses	420-11-6395-00-XXX-2-22-0-00	\$15,000.00
3	1	3	CTE Contract Services through ESC 20	420-13-6239-05-982-4-99-0-00	\$6,000.00
Sub-Total					\$1,780,900.00
Budgeted Fund Source Amount					\$1,766,700.00
+/- Difference					-\$14,200.00

FSP 420-PIC 23 State Special Education (SpEd)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

FSP 420-PIC 25 State Bilingual/ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Bil/ESL Stipends		\$300,000.00
1	3	1	Bilingual Symposium		\$0.00
2	1	1	State Exam Prep Sessions		\$5,000.00
2	1	1	Sheltered Instruction Protocol PD		\$5,000.00
2	1	1	Teaching Strategies for EBs-Math/Science		\$5,000.00
2	1	3	Language Acquisition Platform		\$25,000.00
2	1	3	Phonics Resource for PK Spanish		\$6,000.00
2	1	3	Bilingual Tutorials		\$10,000.00
2	1	3	Educational Software SLAR		\$10,000.00
Sub-Total					\$366,000.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$366,000.00

FSP 420-PIC 30 State Comp Ed (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Special Program Stipends		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

FSP 420-PIC 36 Early Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

FSP 420-PIC 37 Dyslexia

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

FSP 420-PIC 38 CCMR Outcomes Bonus

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

FSP 420-PIC 91 ATHLETIC

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Athletic		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

FSP 420-PIC 99 Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Testing Resources (Software)		\$5,000.00
5	1	1	Bus Drivers and monitors		\$0.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$5,000.00

206 - TECHY GRANT

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	McKinney Vento Homeless Student Support - Training		\$8,000.00
Sub-Total					\$8,000.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$8,000.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Secondary Math/Science/RLA Stipeds		\$0.00
1	1	1	Jubilee Excellence Incentive Pay		\$0.00
1	3	1	District Mentor Program - Training		\$7,500.00
1	3	1	Travel Costs for The new Dyslexia Grant- hotel, car, per diem		\$24,015.00
1	3	1	District Mentor Program - Materials		\$4,500.00
1	3	1	Professional Development Fees		\$0.00
1	3	1	Consultants		\$0.00
1	3	1	Training Materials for The new Dyslexia Grant		\$228,689.00
1	3	1	Professional Development- The new Dyslexia Grant		\$9,900.00
1	3	1	Travel for PD		\$0.00
2	1	2	Software	211-11-6395-00-999-3-30-0-00	\$36,556.00
2	1	3	Interventionist Salary & Benefits		\$0.00
4	1	2	Superintendent's Leadership Academy		\$3,000.00
4	1	2	Determined Leaders Academy		\$1,000.00
4	1	2	Travel Expenses for admin & associates		\$10,000.00
4	1	2	Texas Instructional Leadership		\$20,000.00
4	1	2	Leadership Consultants		\$10,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Student Transportation		\$0.00
4	2	1	Counseling & Community Supports		\$0.00
4	2	1	Tutoring Services		\$0.00
5	1	2	Social Emotional Support - TEXAS ACE		\$0.00
5	1	2	Training		\$0.00
5	1	3	Parent University		\$0.00
5	1	3	Parent and Family Engagement Consultant Training		\$500.00
5	1	3	Improvement Plan Platform	211-41-6395-00-727-4-30-0-00	\$6,600.00
5	1	3	Grant Training		\$2,000.00
5	1	3	Summer School		\$39,691.00
5	1	3	Parent Liaison Positions - Campus Level		\$0.00
5	1	3	Administration of Title I Salaries		\$0.00
5	1	3	Compliance Documentation Collection Software	211-41-6395-00-727-4-30-0-00	\$7,150.00
5	1	3	Homeless Student Support Services		\$700.00
5	1	3	Executive Specialist		\$0.00
5	1	3	District PFE Activities Materials and supplies		\$3,316.00
5	1	3	Foster Care student services		\$200.00
Sub-Total					\$415,317.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$415,317.00
211 - SI School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Travel for DCSI		\$0.00
4	1	1	Payroll for DCSI		\$95,000.00
Sub-Total					\$95,000.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$95,000.00
212 - Title I, Part C, Migrant SSA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

212 - Title I, Part C, Migrant SSA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
244-Perkins Competitive Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	CTE Retention Stipend		\$101,502.00
Sub-Total					\$101,502.00
Budgeted Fund Source Amount					\$101,502.00
+/- Difference					\$0.00
255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Admin Stipends		\$0.00
1	1	1	Title II (transfer) Retention Stipends		\$362,548.00
Sub-Total					\$362,548.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$362,548.00
263 - Title III, ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	EL Coaches		\$149,648.00
2	1	3	EL supplies/materials		\$2,601.00
Sub-Total					\$152,249.00
Budgeted Fund Source Amount					\$152,249.00
+/- Difference					\$0.00
289 - Title IV Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title IV (transfer) Retention Stipends		\$234,761.00
Sub-Total					\$234,761.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$234,761.00

240 - Food & Nutrition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Musk Foundation Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	JB CTE Lab Drops	195-11-6395-00-999-4-11-0-00	\$19,500.00
3	1	3	CTE Lab Remodel and Repair	195-51-6249-00-999-4-99-0-00	\$5,600.00
3	1	3	PLTW Supplies and furniture	195-11-6399-00-999-4-11-0-00	\$400,455.56
Sub-Total					\$425,555.56
Budgeted Fund Source Amount					\$425,555.56
+/- Difference					\$0.00
274-GEAR UP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Incentive		\$4,000.00
2	1	1	Professional Development Contracts		\$95,000.00
2	1	2	TSI/PSAT Bootcamps		\$105,000.00
2	1	2	Software		\$19,000.00
2	1	3	Intervention Services		\$190,000.00
3	1	1	Boot Camps (5th, 6th, 7th, & 8th grades)		\$60,000.00
3	1	2	College and Career Enrichment Activities		\$310,000.00
4	2	1	Difference Makers Mentoring Program		\$90,000.00
Sub-Total					\$873,000.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$873,000.00
429-TCLAS General Revenue					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00

429-TCLAS General Revenue					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
429 - 2C TCLAS Instructional Coaches					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
TCLAS 3B - 279 Prog Mon. & Inter.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Reading K-2		\$35,047.10
2	1	2	Reading 3-5		\$34,203.10
2	1	2	Reading Resources 6-8		\$25,960.00
2	1	2	Math Software K-2	279-11-6395-(T-CLAS-3B)	\$8,305.00
2	1	2	RLA Resources 3rd-5th	279-11-6395-(T-CLAS-3B)	\$24,152.90
2	1	2	K-2nd Grade Dibels	279-11-6395-(T-CLAS-3B)	\$6,290.00
Sub-Total					\$133,958.10
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$133,958.10
T-STEM/PTECH					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ECHS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

TCLAS 01 - 279 Data Fellow					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Payroll for Data Fellow		\$90,000.00
4	1	1	Travel for Data Fellow		\$0.00
Sub-Total					\$90,000.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$90,000.00
TCLAS 2C - 429					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Math Resources K-5th		\$60,000.00
2	1	2	Math Resources 6-Algebra II		\$110,618.82
2	1	2	Math Consumables		\$36,022.80
Sub-Total					\$206,641.62
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$206,641.62
TCLAS 3E - 429 College Bridge					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
TCLAS 4A - 279 GYO Para					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
TCLAS 4B - 279 GYO Dual Credit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00

TCLAS 4B - 279 GYO Dual Credit						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$0.00
TCLAS 4C - 279 GYO other						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$0.00
					+/- Difference	\$0.00
TCLAS 06 - 279 Vetted Tutors						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
4	2	1	TCLAS Tutoring		\$400,000.00	
					Sub-Total	\$400,000.00
					Budgeted Fund Source Amount	\$0.00
					+/- Difference	-\$400,000.00
TCLAS 8A - 429 Wallace Foundation						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$0.00
					+/- Difference	\$0.00
TCLAS 8B - 279 ADSY Admin						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
4	2	1	ADSY Program Manager		\$10,000.00	
					Sub-Total	\$10,000.00
					Budgeted Fund Source Amount	\$0.00
					+/- Difference	-\$10,000.00
TCLAS 8C - 279 Summer School						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
4	2	1	Summer School Teacher Supplies		\$258,531.00	
4	2	1	Summer School - Saturday Sessions Payroll		\$0.00	
					Sub-Total	\$258,531.00

TCLAS 8C - 279 Summer School					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$258,531.00
LASO - Tech Lending Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Technology Lending Resources		\$225,000.00
Sub-Total					\$225,000.00
Budgeted Fund Source Amount					\$225,000.00
+/- Difference					\$0.00
LASO - Blended Learning Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Blended Learning Resources		\$351,320.00
Sub-Total					\$351,320.00
Budgeted Fund Source Amount					\$351,320.00
+/- Difference					\$0.00
265-Title IV, Part B - 21st Century CCLC					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,864,640.00
+/- Difference					\$1,864,640.00
429-DY - Dyslexia Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Dyslexia Program Travel - Grant	429-13-6411-00-999-3-11-0-DY	\$24,015.00
1	3	1	Dyslexia Supplies - Grant	429-13-6395-00-999-3-11-0-DY	\$13,200.00
1	3	1	Dyslexia PD - Grant	429-13-6291-00-999-3-11-0-DY	\$3,850.00
1	3	1	Dyslexia PD Supplies - Grant	429-13-6399-00-999-3-11-0-DY	\$177,513.00
2	1	3	Instructional Coaches(new-the dyslexia grant)		\$150,000.00
Sub-Total					\$368,578.00
Budgeted Fund Source Amount					\$380,628.00
+/- Difference					\$12,050.00

429-SS - Safety Standards Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Knox Boxes	429-52-6399-00-999-3-30-0-SS	\$5,722.00
5	1	1	Security Film for 12 campuses	429-52-6399-00-999-3-30-0-SS	\$12,321.60
5	1	1	Fencing Screen	429-52-6319-00-999-3-30-0-SS	\$200,000.00
5	1	1	Extra Duty for Installation		\$49,801.00
5	1	1	SPAT	429-52-6395-00-999-3-30-0-SS	\$32,000.00
5	1	1	Security Film Installation	429-52-6299-00-999-3-30-0-SS	\$22,982.40
Sub-Total					\$322,827.00
Budgeted Fund Source Amount					\$322,827.00
+/- Difference					\$0.00
206-H2 ARP Homeless II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	Student Supplies - McKinney Vento support		\$29,000.00
Sub-Total					\$29,000.00
Budgeted Fund Source Amount					\$29,000.00
+/- Difference					\$0.00
206-H1 ARP Homeless I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,000.00
+/- Difference					\$7,000.00
265-21st CCLC					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Professional Development		\$28,000.00
3	1	2	Summer college and Career Enrichment Transportation		\$20,000.00
5	1	1	Filed Lessons		\$10,000.00
5	1	3	Family Engagement resources		\$5,000.00
5	2	1	Family Engagement Resources		\$10,000.00
5	2	2	Goal 5: Family engagement Resources		\$5,000.00
5	2	3	Promotional Material		\$5,000.00

265-21st CCLC					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	3	Student Retention incentives		\$2,000.00
Sub-Total					\$85,000.00
Budgeted Fund Source Amount					\$1,909,335.00
+/- Difference					\$1,824,335.00
263-IM Title III - Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Immigrant Services - General Supplies	263-11-6399-00-999-4-30-0-IM	\$11,486.00
2	1	3	Immigrant Services - Training	263-61-6291-00-999-4-30-0-IM	\$3,000.00
Sub-Total					\$14,486.00
Budgeted Fund Source Amount					\$14,486.00
+/- Difference					\$0.00
Grand Total Budgeted					\$7,550,242.56
Grand Total Spent					\$8,622,894.28
+/- Difference					-\$1,072,651.72

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Title I, Part A LEA Program Plan - 13 Statutory Requirements	Christine Sanchez	2/15/2024	Christine Sanchez	2/15/2024

Addendums



Report: HB3 CCMR & Early Childhood Improvement Goals

June 21, 2023
Division of Curriculum & Instruction

Agenda

- ❖ **Jubilee Academies Goals**
 - Board Outcome Goal 1 - EC Literacy
 - Board Outcome Goal 2 - EC Math
 - Board Outcome Goal 3 CCMR

- ❖ **Early Childhood and College, Career, and Military Readiness (CCMR) Plans**

House Bill 3



HB 3 requires school boards to adopt detailed plans developed by their management teams that achieve goals in two key areas:

1. Early childhood literacy and mathematics (EC-LM) proficiency
2. College, career, and military readiness (CCMR)

What is the connection between 3rd grade and CCMR?

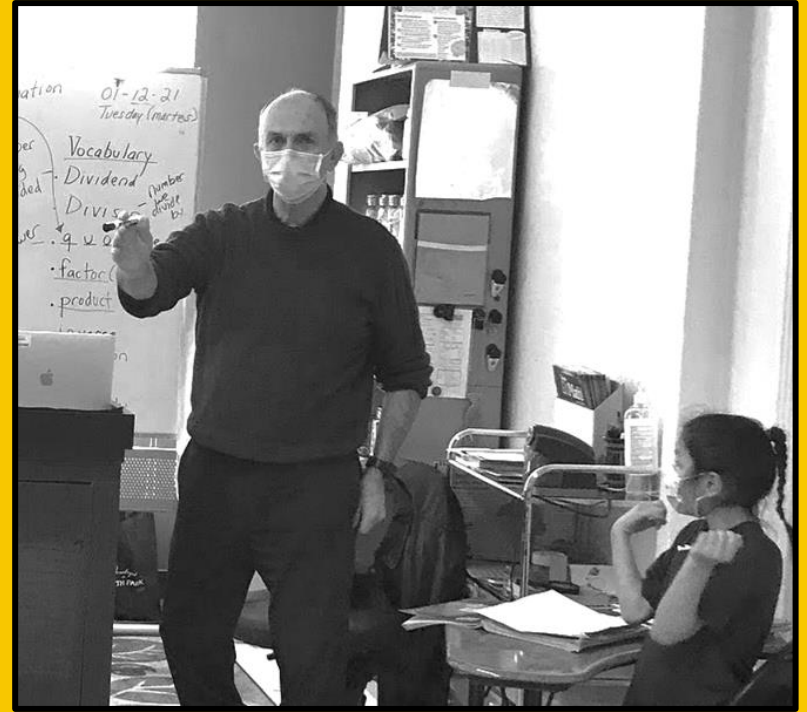
- ❖ Up to third grade, children are learning to read. Starting in fourth grade, they are reading to learn.
- ❖ If children don't have good reading skills by this time, it directly impacts their ability to learn properly and succeed in school.
- ❖ A student not reading at his or her grade level by the end of the third grade is four times less likely to graduate high school on time—six times less likely for students from low-income families.
- ❖ Our ability to compete in a global economy is severely compromised if we don't improve these literacy rates.



Jubilee Lake View

HB3 - TEA 60x30

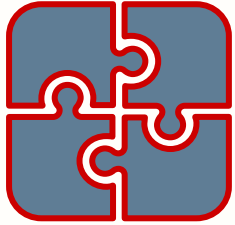
- Sixty percent of all students meeting the state's "Meets" standard at third-grade reading.
- Sixty percent of all high school seniors graduating without the need for remediation and achieving
 1. an industry-accepted certificate aligned with a living wage job; or
 2. enrolling in post-secondary education' or
 3. enrolling in the military



Jubilee Highland Park

Academic Achievement Process

Collect Data



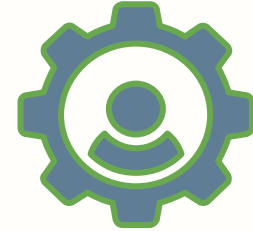
Teachers collect data on what each student knows and can do.

Analyze Data

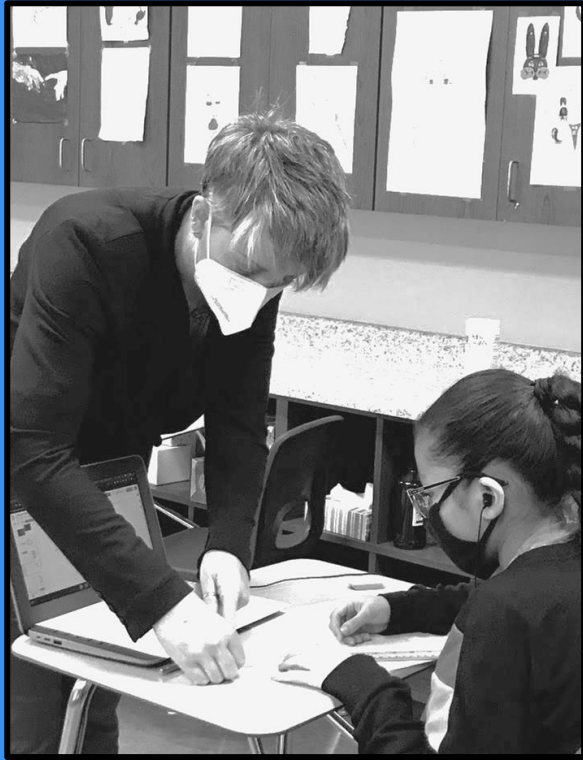


Teachers analyze the data on student strengths and opportunities for growth to inform instruction.

Adjust Instruction



Teachers change their instruction based on their analysis in order to meet the needs of all students.



Jubilee San Antonio

Board Outcome Goal 1: Early Childhood Literacy

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 59% to 74% by June 2024.

5 Year Breakdown

2020	2021	2022	2023	2024
59% Actual: 30%	59% Actual: 19%	64% Actual: 38%	69%	74%

Early Childhood Literacy: Progress Measure 1.1

The percent of Pre K students that score on grade level or above in Reading will increase from 40% to 60% by June 2024.

2020

2021

2022

2023

2024

40%

45%
COVID
Shutdown

50%
Actual: 82%

55%
Actual: 83%

60%

Early Childhood Literacy: Progress Measure 1.2

The percent of K students that score on grade level or above in Reading will increase from 67% to 87% by June 2024.

2020

2021

2022

2023

2024

67%

72%
COVID
Shut Down

77%
Actual 52%

82%
Actual: 63%

87%

Early Childhood Literacy: Progress Measure 1.3

The percent of 1st through 3rd grade students that score on grade level or above in Reading will increase from 44% to 64% by June 2024.

2020	2021	2022	2023	2024
44%	49% COVID Shutdown	54% Actual:51%	59% Actual: 50%	64%

2023: Comparison BOY & EOY



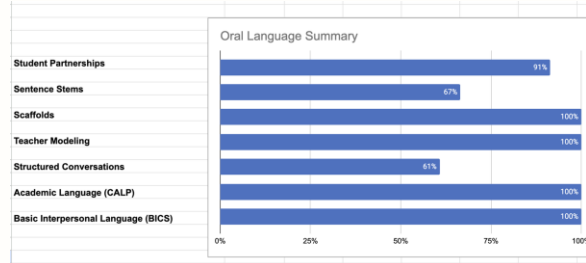
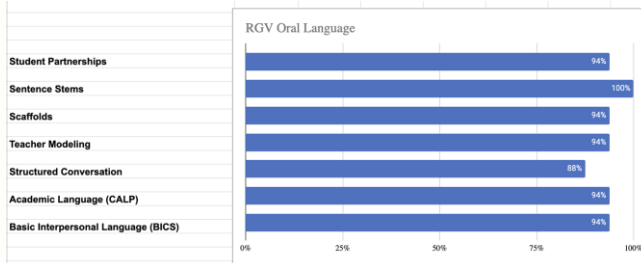
HB 3: 2023 Findings

Areas of Strength	Areas of Growth
Pre-Kindergarten data has immensely improved over the past years. It grew from a 40% in 2020 to an 83% in 2023 in RLA .	Our data indicates that our targeted grade levels for the district continue to be 2nd grade and 3rd grade.
Kindergarten data has also increased even after the COVID Shutdown with a 11 point increase from 2022 to 2023.	We continue to have 37% of students in 2nd grade in tier III.

HB 3: Action Plan

Utilize high quality instructional materials-Amplify	Provide access to print & digital materials using the curriculum - embedded lessons and assessments
Refine lesson internalization (TIL)	Develop a common protocol to refine lesson internalization and rehearsal to assure the effective execution of the lesson.
Conduct PLCs and weekly data meetings (TIL)	Create a structured approach to regularly assess student work and develop reteach plans
Integrate Writing	Refine pacing guides to emphasize writing practice in short/extended constructed responses as well as opportunities to write across the content areas.
Prioritize interventions	Schedule intervention time in the master schedule and provide high quality tier 2 instructional materials
Implement Destiny Habits	Embed academic habits/strategies in the curriculum to empower students to excel and master learning.
Participate in the Reading Academies	Enroll all teachers in kindergarten-third grade and elementary admin

HB3: Reading Academies



Board Outcome Goal 2: Early Childhood Math

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 60% to 75% by June 2024.

5 Year Breakdown

2020

2021

2022

2023

2024

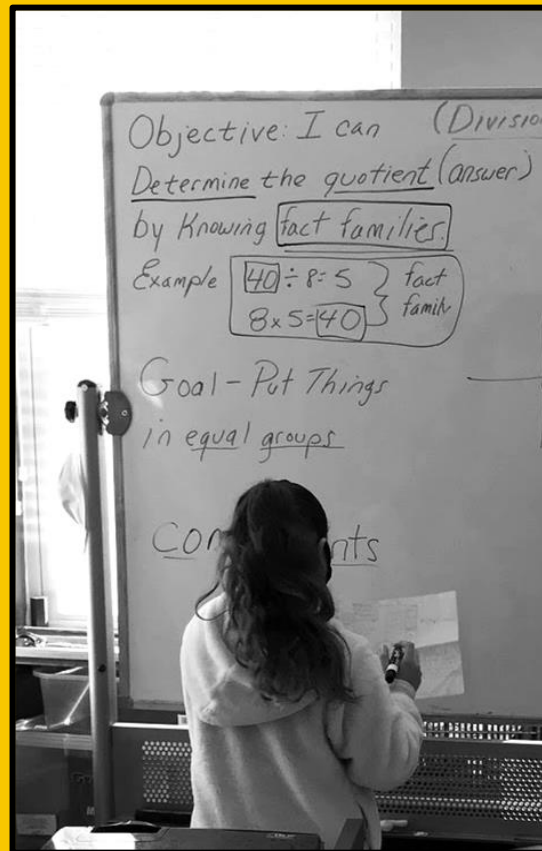
60%
COVID
Shutdown
n

60%
COVID
Shutdown
n

65%
Actual:
29%

70%

75%



Jubilee Highland Park

Early Childhood Math: Progress Measure 2.1

The percent of Pre K students that score on grade level or above in math will increase from 78% to 98% by June 2024.

2020

2021

2022

2023

2024

78%
COVID Shutdown

83%
COVID
Shutdown

88%
Actual: 92%

93%
Actual: 86%

98%

Early Childhood Math: Progress Measure 2.2

The percent of K students that score on grade level or above in math will increase from 47% to 67% by June 2024.

2020

2021

2022

2023

2024

47%
COVID
Shutdown

52%
COVID
Shutdown

57%
Actual: 44%

62%
Actual: 55%

67%

Early Childhood Math: Progress Measure 2.3

The percent of 1st through 3rd grade students that score on grade level or above in math will increase from 32% to 52% by June 2024.

2020

2021

2022

2023

2024

32%
COVID
Shutdown

37%
COVID
Shutdown

42%
Actual: 22%

47%
Actual: 34%

52%

2023: Comparison BOY & EOY



HB 3: 2023 Findings

Areas of Strength	Areas of Growth
Pre K scores have been consistently high in the past 3 years indicating the programs used are sustainable.	2nd and 3rd grade are priority grade levels
Kinder has shown consistent increases in the last 3 years	2nd grade continues to show the least growth on mCLASS Math

HB 3: Action Plan

Utilize high quality instructional materials-Eureka	Provide access to print & digital materials using the curriculum - embedded lessons and assessments
Refine lesson internalization (TIL)	Develop a common protocol to refine lesson internalization and rehearsal to assure the effective execution of the lesson.
Conduct PLCs and weekly data meetings (TIL)	Create a structured approach to regularly assess student work and develop reteach plans
Prioritize interventions	Schedule intervention time in the master schedule and provide high quality tier 2 instructional materials
Secured Blended Learning Grant	Zearn/Amplify/ mCLASS Interventions(digital/teacher kit)/ Math Stations /Mathia Math Lab
Implement Destiny Habits	Embed academic habits/strategies in the curriculum to empower students to excel and master learning.

Grant Opportunities: To increase student outcomes

Texas COVID Learning Acceleration Supports (T-CLAS) / COVID Recovery Instructional Materials Support Initiative (CRIMSI)

- Instructional Coaches (Decision 2. C), high quality instructional materials Tier 1/Tier 2 Decision (2 & 3), tutoring (Decision 6)

Resilient Schools Support Program

- Comprehensive needs assessment and strategic planning: *Data Use/Fluency, High Quality Instruction, Hiring & Development* (RSSP: Cycle Review YR 2)

Strong Foundations Planning

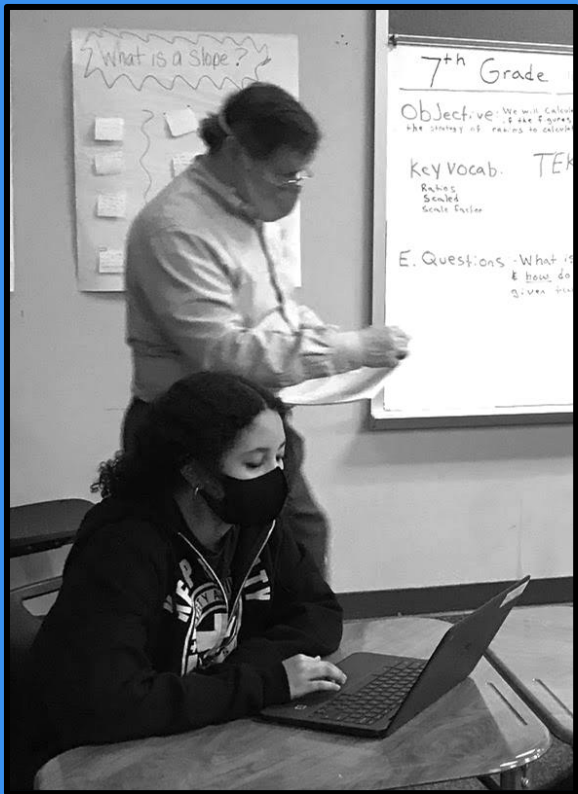
- Development of a Literacy Reading Framework with the input of a diverse group of stakeholders specifically teacher leaders from across the district. Strong Foundations Project

Strong Foundations Implementation/CRIMSI

- Secure k-5 high quality instructional materials in literacy as well as access to asynchronous trainings and participation in community of practices

Blended Learning

- Secure supplemental instruction materials (digital) to increase outcomes in math-Zearn & Mathia



Jubilee Wells Branch

Board Outcome Goal 3: College, Career, and Military Readiness

The percentage of graduates that meet the criteria for CCMR will increase from 58% to 73% by August 2024.

2020

2021

2022

2023

2024

58%

58%

63%

68%

73%

Student Achievement - Domain I Accountability



College Ready

- Meet criteria of 3 on AP or 4 on IB examinations
- Meet Texas Success Initiative (TSI) criteria (SAT/ACT/TSIA College Prep course) in reading and mathematics
- Complete a course for Dual Credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics)
- Earn an Associate's Degree
- Complete an OnRamps course in any subject and earn college credit (courses through UT)



Military Ready

- Passing ASVAB Scores
- Enlist in the United States Armed Forces



Career Ready

- Earn an Industry-Based Certification
- Earn a Level I or Level II certificate
- Graduate with completed IEP and workforce readiness (Graduation Codes 04, 05, 54, or 55)
- Graduate under an advanced degree plan and be identified as a current Special Education student

Defining Criteria for Board Outcome Goal 3

The CCMR bonus uses a more rigorous standard for CCMR than the academic accountability system:

➤ **College:**

- ✓ Passing score on Texas Success Initiative (TSI) score or SAT or ACT in reading and mathematics **and**
- ✓ Earned an associate degree prior to graduation *or* enrolled in college by the fall immediately after high school graduation

➤ **Career:**

- ✓ Passing score on TSI or SAT or ACT in reading and mathematics **and**
- ✓ Received an industry-based certification or Level I / Level II certificate through our dual credit program: Institution of Higher Education (IHE) partners

➤ **Military:**

- ✓ Armed Services Vocational Aptitude Battery (ASVAB) passing score **and**
- ✓ Enlisted in U.S. Armed Forces after graduation

CCMR: Progress Measure 3.1

The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college readiness will increase from 25% to 40% by August 2024.

2020

2021

2022

2023

2024

25%

25%

30%

35%

40%

2022 Actual 46%

CCMR: Progress Measure 3.2

The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career readiness will increase from 0% to 20% by August 2024.

2020

2021

2022

2023

2024

0%

0%

5%

10%

15%

CCMR: Progress Measure 3.3

The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for **military readiness** will increase from 4% to 10% by August 2024.

2020

2021

2022

2023

2024

4%

5%

6%

8%

10%

2022 (Class of 2021) Actual 3.1 results

College Ready

Texas Success Initiative (TSI) Criteria

Met TSI criteria in both ELA/Reading and Mathematics	45	31%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	79	54%
Met TSI assessment criteria	63	43%
Met ACT criteria	1	1%
Met SAT criteria	28	19%
Earned credit for a college prep course	16	11%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	51	35%
Met TSI assessment criteria	46	32%
Met ACT criteria	1	1%
Met SAT criteria	14	10%
Earned credit for a college prep course	7	5%

Associate Degree

Earning an associate degree by August 31 immediately following high school graduation	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-

Earned credit for a college prep course	7	5%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	22	15%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	38	26%

2022 (Class of 2021) Actual 3.1 results

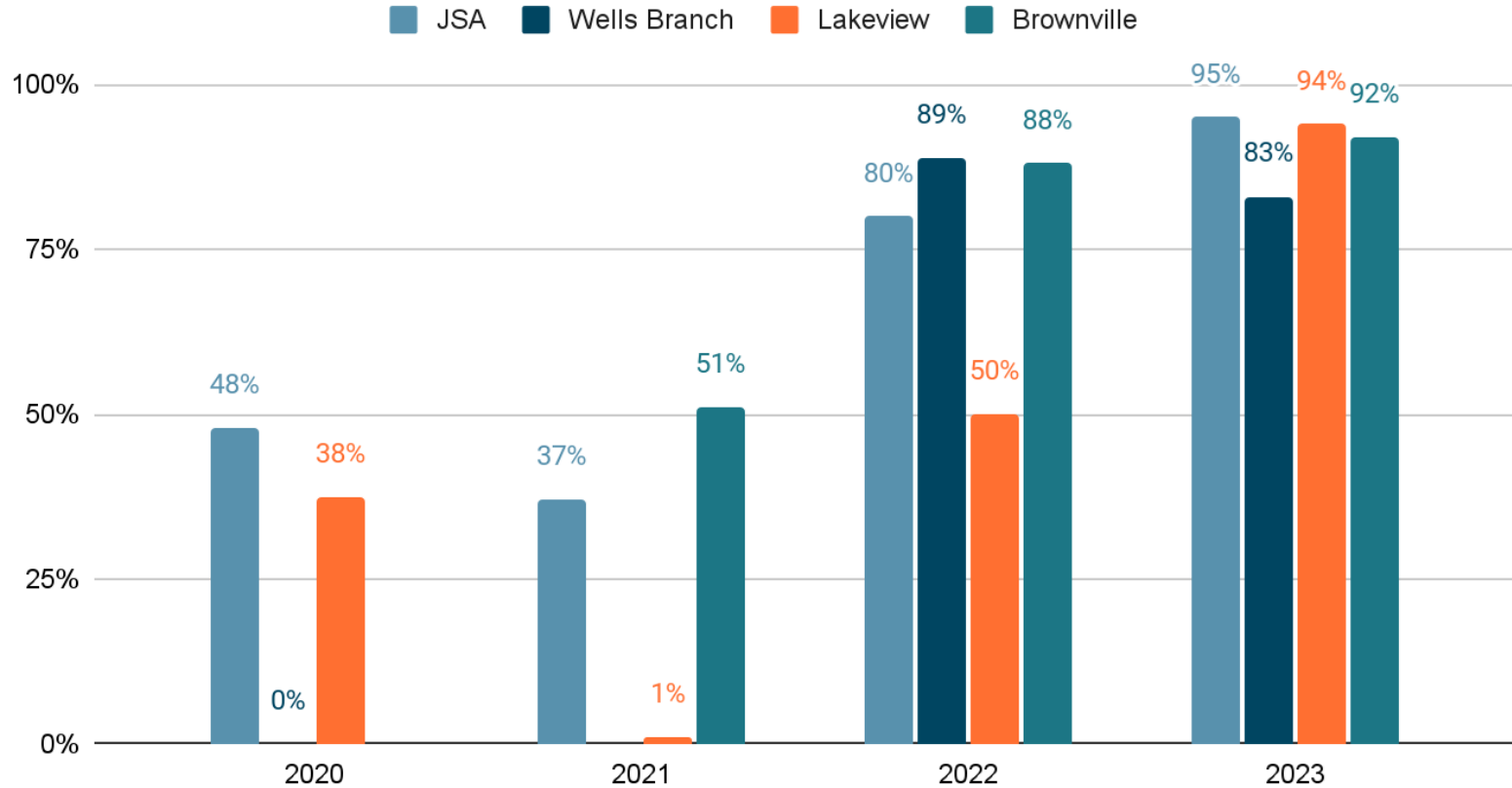
Military Ready

U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

Career Ready

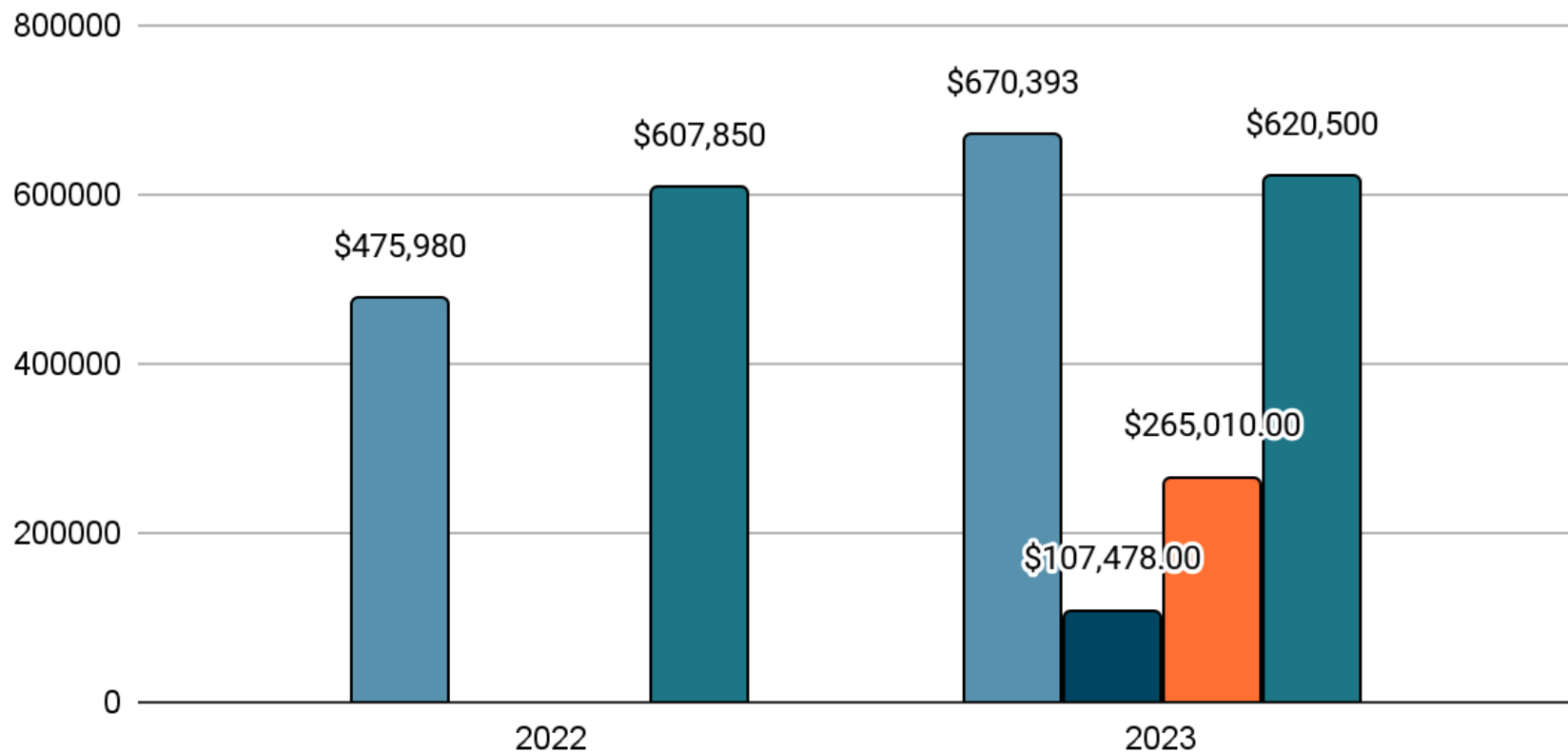
In any subject		
Industry-Based Certifications		
Earned an industry-based certification from approved list	1	1%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	1	1%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	0	0%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	13	9%

College, Career and Military Readiness



Scholarships

JSA Wells Branch Lakeview Brownville



HB 3: 2023 Findings

Areas of Strength	Areas of Growth
Multiple Ways for students to become College Ready and earn CCMR academically: TSI, SAT school day, Dual Credit, AP, On-Ramps, Associate's Degree.	CTE Certifications Programs for SE to graduate CCMR
Certified Counselors, Gear Up, At-Risk Coordinators, Masterscheduling Support and Enrichment Courses.	Military Enlistments

HB 3: Action Plan

Continue to add college preparatory courses to campuses	All campuses will have either AP/Dual/ or onRamps courses. Courses can now begin at the 9th grade.
Continue to utilize masterschedule to build enrichment and acceleration courses	Senior Seminar and College Transition courses will be used to increase student success and scholarship amounts.
Increased focus on CTE certifications and alignment	Increase the number of students completing pathways. Training and alignment with counselors to ensure students are in a pathway and complete it.
Increased focus on SE graduates and advanced diplomas	Increased training and collaboration between counselors and SE monitors to ensure students are in the LRE (Least restrictive Environment) and earning the highest diploma possible.
Increased focus on Military	Include recruitment and military interaction with our CCMR strategic plan.

Jubilee Academies



Title I, Part A Program Plan 2023-2024

Description 1: Jubilee Academies **monitors students' progress in meeting the challenging State academic standards** by [Section 1112(b)(1)] by implementing the following strategies

1. Developing and implementing a well-rounded program of instruction using High Quality Instructional Materials to meet the academic needs of all students;
2. Identifying students who may be at risk for academic failure by correctly identifying and reviewing at-risk factors at least once a year;
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

The State Compensatory Education Handbook, the Special Education Program Procedures Manual, the C & I Strategic Plan and the District Improvement Plan documents all support the requirements of this section.

Description 2: Jubilee Academies will **identify and address any disparities** that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers, strengthen academic programs and improve school conditions for student learning. The district will use TTES self reflection, professional goals, appraiser reviews with the teacher, beginning of year, middle of year and end of year conferences to track teacher progress and needs. The district Human Resources Department will work to create a pathway to assist inexperienced or ineffective staff. Currently, the district mobility rate is high. When new teachers are hired, an onboarding process is led by C&I for core area subjects. Principals provide campus tours and identify teachers as Tier III immediately by default. District Instructional Coaches provide additional support at least once a week. The Texas Instructional Leadership model is used to help administration provide additional coaching. Novice Teachers are provided Mentor Teachers through the Title I, Part A program to help support throughout the school year. Collaborative Learning Leaders are selected and teach learning strategies and share with PLC.



Description 3: Jubilee Academies will carry out its **School Support and Improvement activities** responsibilities under Section 1111(d)(1) and (2), identified as (1) Comprehensive Support and improvement and (2) Targeted support and improvement. The campus Targeted Improvement Plans can be found on our district website under our required postings link.

Once the campuses are identified in school improvement, the District Coordinator of School Improvement (DCSI) along with campus principals attend mandatory Effective School Framework (ESF) training. After the ESF training is attended, Targeted Improvement Plans are created to prioritize identified gaps. The improvement process also involves targeted interventions, resource allocations and collaboration with our vetted partner to address specific challenges. As a district, we build capacity in these gaps and monitor the improvement plans. Cycle quarterly reviews are also conducted to assess the improvement plans and necessary changes are made to support continuous improvement efforts. Schools that are not identified create a Campus Improvement Plan that is also progress monitored and goes through the same improvement process. The location of the improvement plans are publicized and included for full transparency and accountability purposes. The Targeted Improvement Plans and Campus Improvement plans are fully disclosed so our parents and community members can stay informed on all our improvement efforts.

Description 4: Jubilee Academies selects **school attendance areas** under Section 1113 using PEIMS data collected from families during the registration process. Within the Federal Programs Handbook, the process for identifying the data used and the process for identifying the per pupil amount calculations used in applying for ESSA funding is specified. Equitable services is not a requirement for Public Charter Schools therefore we do not provide this service.

Description 5: The **nature of the programs to be conducted** under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for **children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs**. Jubilee Academies does not provide services through neglected or delinquent facilities.



Description 6: The **services** the LEA will provide **homeless children and youth** to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (*Homeless LEA Reservation*) *Including:*

- *Provide Uniforms*
- *Provide hygiene kits, school supplies, and other required supplies*
- *Provide transportation support*
- *Provide summer tuition support*
- *Provide tutoring support*
- *Provide STEAM related field trips*
- *Provide referral services for medical, dental, mental and other health services*
- *Provide assistance with fees and other costs associated with tracking, obtaining and transferring records necessary to enroll homeless children in school*

Description 7: Jubilee Academies follows the written Parent and Family Parent Engagement Policy to implement effective parent and family engagement.

Description 8: The LEA does not support, coordinate and integrate services provided with Title I, Part A with early **childhood education programs** at the LEA or individual school level.

Description 9: Jubilee Academies' teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a **Targeted Assistance program** under Section 1115, will **identify the eligible children most in need of services** under Title I, Part A. Jubilee Academies has no Targeted Assistance Programs. All campuses in the district are Schoolwide Campuses.



Description 10: Jubilee Academies will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)] including:

1. Coordination with institutions of higher education, employers, and other local partners; and
2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Jubilee Academies documents the activities related to student transitions in the Year at a Glance for counselors guide. Middle schools spend a “Transition Day” at the high school campus each year. During this day, middle school students shadow high school students. A parent night with the receiving campuses includes Career and Technical Education (CTE) showcases. The Home campus has a transition presentation for students and families. At least three days a year other activities are implemented to support this requirement. (College nights, Senior Walks, etc.) Cross planning occurs through the counseling department and includes other key departments. (ie. Texas ACE, GEARUP, etc.)

Description 11: Jubilee Academies will support efforts to reduce the overuse of discipline practice that remove students from the classroom. A three tiered policy in the Student Code of Conduct guides discipline throughout the district. An overview of the Code of Conduct is provided at the New Teacher Orientation each year. Senior Administrator training is provided before school starts and regular reviews occur throughout the year. Data on discipline is reviewed by the Student Services team regularly with the Senior Leadership team to identify trends and target campus needs. Jubilee Academies uses the Determined Destiny Culture modules to reinforce expectations.



Description 12: Jubilee Academies will support programs that coordinate and integrate [Section 1112(b)(12)] academic and **career and technical education** content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. Also, the district provides **Work-based learning opportunities** that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. The description of these strategies can be found in the district improvement plan under Goal 3, Performance objective 1, Strategies 2 and 3. Students and teachers are made aware of these opportunities through transitional meetings and parent nights. These activities are in partnership with the Counseling department. Programming and CTE Pathways are presented and explained. Informational packets are shared so that individual course planning can be accomplished. When contracting with local employers the district follows contract protocols found in the Procurement Handbook. Industry partners are aligned with the programs of study based on regional workforce reports. The effectiveness of these strategies are measured using industry certification results and individual learning plans progress.

Description 13: Jubilee Academies proposes to use funds to meet the purpose of this grant by providing supplemental instructional paraprofessional support in the classroom, campus based parent liaisons, professional development support, incentive stipends for teachers based on student achievement, family engagement opportunities, comprehensive needs assessment and improvement plan support, summer school support, and student intervention support. Other planned activities include district level administrative support.

**Priority for Service (PFS) Action Plan
for Migrant Students**

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <u>or</u> • For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district’s PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: ESC Region 20 MEP SSA
Region: 20

Priority for Service (PFS) Action Plan

Completed By: ESC-20 MEP Team, SSA Member Representatives
Date: 08/23/2023

School Year: 2023 - 2024

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).

Goal(s): Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	Objective(s): 100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.
---	---

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are PFS.			
<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Annually by September 30	Migrant Coordinator Education Specialists	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP). 	Annually by September 30	Education Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	Monthly	Education Specialists Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	Annually PAC Meetings	Education Specialists Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs
<ul style="list-style-type: none"> ▪ During the academic calendar, the district’s Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home (case-by-case basis) and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Education Specialists Adjunct Migrant Counselor District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Counselor Logs Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			
<ul style="list-style-type: none"> ▪ 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> ▪ The district’s Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms

<ul style="list-style-type: none"> ▪ The district’s Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters District Designee	Adjunct Migrant Counselor Logs Recruiter Logs TX-NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> ▪ The district’s Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Year Round	Migrant Coordinator Education Specialists	PFS Student Review Forms
Additional Activities			
<ul style="list-style-type: none"> ▪ 			

Plan de acción de prioridad de servicio (PFS)
para estudiantes inmigrantes

Como parte de la Ley Cada Estudiante Triunfa (ESSA), el Plan de Acción de Prioridad de Servicio (PFS) es una actividad requerida del programa de Educación para Migrantes. Al brindar servicios con los fondos recibidos conforme a esta parte, cada destinatario de dichos fondos dará prioridad a los niños migratorios que hayan realizado una mudanza calificada dentro del período anterior de 1 año y que no están cumpliendo, o corren mayor riesgo de no cumplir, con los requisitos desafiantes. Estándares académicos estatales; o haber abandonado la escuela. [§1304 [20 USC 6394](d)].

El Informe de Prioridad de Servicio en Texas – Sistema de Nueva Generación (TX-NGS) debe usarse para determinar a quién servir en primer lugar con los fondos del MEP. Los estudiantes son identificados como PFS si cumplen con los siguientes criterios:

Prioridad para los criterios de servicio	
Grados 3-12, Sin calificar (UG) o Fuera de la escuela (OS)	<ul style="list-style-type: none"> • Que hayan realizado una mudanza calificada dentro del período anterior de 1 año; <p style="text-align: center;"><u>Y</u></p> <ul style="list-style-type: none"> • Tener un nivel de grado recibido de “se acerca o no cumplir” en las evaluaciones estatales (STAAR), estuvo ausente, no se examinó o no estuvo inscrito en una escuela de Texas durante el período de pruebas de evaluación estatal para su nivel de grado.
Grados K-3	<ul style="list-style-type: none"> • Que hayan realizado una mudanza calificada dentro del período anterior de 1 año; <p style="text-align: center;"><u>Y</u></p> <ul style="list-style-type: none"> • Haber sido designado EL/EB (Estudiante de Inglés/Bilingüe Emergente) en la sección de Designación de Estudiantes del Componente del Programa Suplementario TX-NGS; <u>o</u> • Para estudiantes en los grados K-2 o estudiantes en el grado 3 que no han tomado la evaluación STAAR, que han sido retenidos o tienen edad excedente para su nivel de grado actual.

TEA proporciona el siguiente documento a los distritos para ayudar a documentar los esfuerzos que se llevan a cabo en nombre de los estudiantes de Prioridad de Servicio. Contiene todos los componentes requeridos como se describe en la Parte 3 de la Solicitud de subvención federal consolidada de ESSA, pero deja espacio para que los distritos agreguen actividades adicionales. El Plan de Acción PFS de cada distrito debe articular claramente los criterios para definir el éxito de los estudiantes, incluidos los cronogramas para lograr las metas y objetivos establecidos.

NOTA: Este documento se puede obtener electrónicamente en formato MS Word del Coordinador regional del MEP del ESC.

Distrito escolar: ESC Región 20 MEP SSA
Región: 20

Plan de acción de prioridad de servicio (PFS)

Año escolar: 2023 - 2024

Completado por: Equipo MEP ESC-20, SSA Representantes de los miembros
Fecha: 23/08/2023

Nota: El Coordinador del Título I, Parte C o el personal del MEP incluirán el Plan de Acción de PFS en el Plan de Mejoramiento del Distrito (DIP) como una sección separada apropiadamente etiquetada o identificada (por ejemplo, "Sección del Plan de Acción de PFS para Migrantes"), en lugar de integrar la acción. elementos del plan con otras secciones del DIP que se centran en otros grupos de población estudiantil (por ejemplo, bilingües emergentes, económicamente desfavorecidos).

<u>Objetivos:</u> Garantizar que los estudiantes migratorios identificados como Prioridad de Servicio tengan la misma oportunidad de cumplir con los desafiantes estándares estatales de contenido y desempeño estudiantil que se esperan de todos los niños.	<u>Objetivo(s):</u> El 100% de los estudiantes migratorios elegibles de PFS recibirán acceso prioritario a oportunidades de apoyo e instrucción suplementaria.
--	---

Estrategias requeridas	Línea de tiempo	Persona(s) Responsable(s)	Documentación
Monitorear el progreso de los estudiantes MEP que son PFS.			
Mensualmente, ejecute informes de prioridad de servicio (PFS) TX-NGS para identificar a niños y jóvenes migratorios que requieren acceso prioritario a los servicios del MEP.	Mensualmente antes de fin de mes.	Especialistas en sistemas	TX-NGS Mensual Informes
Antes del primer día de clases, desarrollar un Plan de Acción de PFS para atender a los estudiantes de PFS. El plan debe articular claramente los criterios para definir el éxito de los estudiantes, incluidos los cronogramas para lograr las metas y objetivos establecidos.	Anualmente por 30 de septiembre	Coordinadora de Migrantes Especialistas en Educación	Prioridad de servicio Plan de ACCION
Actividades adicionales			
Proporcionar a los contactos del distrito los criterios de Prioridad de Servicios y una copia del plan de acción de PFS para que se incluya en su Plan de Mejoramiento del Distrito (DIP).	Anualmente por 30 de septiembre	Especialistas en Educación Designado del distrito	Copia del Distrito Plan de mejora que muestra la inserción del Plan de acción PFS

Estrategias requeridas	Línea de tiempo	Persona(s) Responsable	Documentación
Comunicar el progreso y determinar las necesidades de los estudiantes migrantes de PFS.			
<p>Durante el calendario académico, el Título I, Parte C Migrante Mensual</p> <p>El coordinador o el personal del MEP proporcionarán a los directores del campus y al personal apropiado del campus información sobre los criterios de Prioridad de Servicio y la Prioridad de Servicio (PFS) de TX-NGS actualizada.</p> <p>informes.</p>		<p>Especialistas en Educación</p> <p>Especialistas en sistemas</p> <p>Designado del distrito</p>	<p>Correos electrónicos a contactos del distrito con PFS</p> <p>Informes</p> <p>Reunión de la SSA</p> <p>Agenda/Iniciar sesión</p> <p>Hojas</p>
<p>Durante el calendario académico, el Título I, Parte C Migrante</p> <p>El coordinador o el personal del MEP proporcionarán a los padres de estudiantes de PFS información sobre los criterios de PFS.</p>	<p>Anualmente</p> <p>Reuniones del PAC</p>	<p>Especialistas en Educación</p> <p>Reclutadores</p>	<p>Hojas de registro del PAC</p> <p>Reclutador</p> <p>Registros/Google</p> <p>Registro de contactos</p> <p>Registros de tutores</p>
<p>Durante el calendario académico, el Coordinador de Migrantes de Título I, Parte C del distrito o el personal del MEP realizarán visitas virtuales individualizadas, al hogar (caso por caso) y/o a la comunidad para actualizar a los padres sobre el progreso académico de sus hijos.</p>	<p>Todo el año</p> <p>Reuniones individuales/llamadas telefónicas/mensajes de texto/correo electrónico con los padres según sea necesario (caso por caso)</p> <p>Reuniones del PAC</p>	<p>Especialistas en Educación</p> <p>Migrante adjunto</p> <p>Consejero</p> <p>Contacto del distrito, campus</p> <p>Administrador o Campus</p> <p>Designado (según sea necesario según el caso)</p>	<p>Evaluaciones/feedba de padres ck</p> <p>Registros del consejero</p> <p>Registros telefónicos</p> <p><small>Correo electrónico</small></p> <p>documentación</p> <p>Hojas de registro del PAC</p>
Actividades adicionales			
Proporcionar servicios a estudiantes migrantes de PFS.			
<p>El coordinador de migrantes del Título I, Parte C del distrito o el personal del MEP utilizarán los informes PFS para dar ubicación prioritaria a estos estudiantes en las actividades del programa de educación para migrantes.</p>	<p>Todo el año</p>	<p>Migrante adjunto</p> <p>Consejero</p> <p>Especialistas en Educación</p> <p>Reclutadores</p>	<p>Migrante adjunto</p> <p>Registros de consejeros</p> <p>Registros de reclutador</p> <p>TX-NGS</p> <p>Hecho suplementario</p> <p>Informe de recuento</p> <p>Progreso de la SPF</p> <p>Formularios de revisión</p>

<p>El coordinador de migrantes del Título I, Parte C del distrito o el personal del MEP garantizará que los estudiantes de PFS reciban acceso prioritario a los servicios de instrucción, así como a trabajadores sociales y agencias/servicios sociales comunitarios.</p>	<p>Todo el año</p>	<p>Migrante adjunto Consejero Especialistas en Educación Reclutadores Designado del distrito</p>	<p>Migrante adjunto Registros del consejero Registros del reclutador TX-NGS Hecho suplementario Informe de recuento Progreso de la SPF Formularios de revisión</p>
<p>El coordinador de migrantes del Título I, Parte C del distrito o el personal del MEP determinarán qué programas federales, estatales o locales sirven a los estudiantes de PFS.</p>	<p>Todo el año</p>	<p>Coordinadora de Migrantes Especialistas en Educación</p>	<p>Revisión del estudiante de PFS Formularios</p>
<p>Actividades adicionales</p>			

2023-2024 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migratory Children:</i> Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEs as needed. <i>Currently Eligible Migratory Children:</i> Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. Note: Share copies of COEs/ECOEs with appropriate entities as listed in ID&R Manual.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs/ECOEs.</u> Recruiter completes COE/ECOEs and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOEs and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs/ECOEs.</u> Designated SEA Reviewer reviews COE/ECOEs and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOEs and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> • Systems Specialist is to enter data from each child's COE/ECOEs into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOEs will be provided to PEIMS for coding – only after a child is encoded on TX-NGS. 	Staff: Designated SEA Reviewers Systems Specialists	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. and For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	Staff: MEP administrators and recruiters, Data Dashboard through Arroyo Research Services as contracted by TEA	Update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migratory workers and their families	Staff: MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)
B. Other		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	Staff: MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
B. <u>Eligibility review.</u> Forward COEs/ECOEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: MEP Consultant/Education Specialists	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs/ECOEs in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	Staff: ESC, District Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December

VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
<p>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</p> <p>A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.</p>	<p>Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), LEA designee, etc.</p>	<p>TIMELINE</p> <p>By July 30</p>
<p>B. Other -- MEP Family Surveys LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20 MEP administrative assistant Recruiters follow up on "yes" responses and note whether family qualifies for the MEP or not MEP Family Surveys are retained for the current year and previous year per state documentation purposes</p>	<p>Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters</p>	<p>September 1 -- 1st deadline, then ongoing</p>

**Plan de acción de identificación y reclutamiento del Programa de Educación para Migrantes 2023-2024 SSA y distritos que no pertenecen al proyecto
Centro de Servicios Educativos, Región 20**

ACTIVIDADES REQUERIDAS PARA UN RECLUTAMIENTO EQUILIBRADO I. FORMACIÓN PARA RECLUTADORES Y REVISORES DE MAR DESIGNADOS	RESPONSABLES	CRONOGRAMA
<p><u>A. Asistir a la capacitación de Identificación y Reclutamiento (ID&R) ofrecida por ESC – Reclutadores. Asistir a la capacitación de ID&R y TX-NGS ofrecida por ESC – Revisores SEA designados.</u> Los COE/ECOE para el nuevo año escolar no se pueden completar hasta que se haya realizado la capacitación o según lo determine TEA.</p>	<p>Personal: Todos los reclutadores y Revisores SEA designados para el Programa de Educación para Migrantes <small>(diputado europeo)</small></p>	<p>Antes del 1 de septiembre para capacitación de ID&R o según lo determine la TEA (en curso) Capacitación TX-NGS: 15 de septiembre o según lo determine TEA</p>
Molestar		
II. IDENTIFICACIÓN Y RECLUTAMIENTO		
<p><u>A. Reunirse con todo el personal de ID&R.</u> Reúnase con revisores, reclutadores y especialistas de sistemas designados de SEA para intercambiar ideas y planificar estrategias de reclutamiento para incluirlas en el Plan ID&R.</p>	<p>Personal: Todos los reclutadores y Revisores SEA designados para el MEP</p>	<p>Hasta el 29 de agosto</p>
<p><u>B. Finalizar todos los formularios, documentos y registros.</u> Difundir y capacitar sobre todos los formularios, documentos, bitácoras, etc. que serán utilizados por el personal de ID&R del MEP.</p>	<p>Personal: administradores eurodiputados, reclutadores y SEA designados Revisores del eurodiputado</p>	<p>Hasta el 29 de agosto</p>
<p><u>C. Realizar asignaciones de reclutador.</u> Asigne reclutadores, asegurándose de tener en cuenta los esfuerzos de reclutamiento continuos durante todo el año con respecto al reclutamiento en la escuela/campus, la comunidad, los productores y los jóvenes que no asisten a la escuela, incluidos los de edad preescolar. niños y otras agencias estatales y federales que prestan servicios a familias migratorias.</p>	<p>Personal: Todos los reclutadores y Revisores SEA designados para el MEP</p>	<p>Hasta el 29 de agosto</p>
<p><u>D. Realizar ID&R.</u> Niños migratorios potencialmente elegibles: Comuníquese con familias migratorias potencialmente elegibles mediante visitas domiciliarias y esfuerzos de reclutamiento telefónico, mediante la recopilación de encuestas familiares, durante la inscripción/eventos escolares, etc., dirigidos tanto a inscritos como a no inscritos (de 0 a 21 años). Complete los COE/ECOE según sea necesario. Niños migratorios actualmente elegibles: comuníquese con las familias de los estudiantes migratorios actualmente elegibles para determinar si se han producido nuevos movimientos calificados. Complete nuevos COE/ECOE según sea necesario. Nota: Comparta copias de COE/ECOE con las entidades apropiadas como se enumera en el Manual ID&R.</p>	<p>Personal: reclutadores de eurodiputados</p>	<p>Hasta el 29 de agosto: niños actualmente elegibles; Continuar los esfuerzos de reclutamiento durante todo el año: niños potencialmente elegibles. Realizar esfuerzos iniciales de divulgación antes del 30 de septiembre.</p>
<p><u>E. COE/ECOE completos.</u> El reclutador completa el COE/ECOE y el formulario de documentación suplementaria del COE adjunto para todos familias con nuevos QAD. Envíe el COE/ECOE y el SDF del COE completos al revisor SEA designado para su revisión.</p>	<p>Personal: reclutadores de eurodiputados</p>	<p>Dentro de los 5 días hábiles posteriores a la firma de los padres</p>
<p><u>F. Revisión de COE/ECOE.</u> El revisor SEA designado revisa el COE/ECOE y el formulario de documentación suplementaria del COE adjunto para todas las familias con nuevos QAD. Devuelva el formulario de documentación complementaria COE/ECOE y COE al reclutador si necesita información adicional. Envíelo al sitio de la terminal TX-NGS después de completar la revisión de elegibilidad. • El especialista en sistemas debe ingresar datos del COE/ECOE de cada niño en el Sistema de Nueva Generación de Texas (TX-NGS) según el cronograma. Se proporcionará una copia de COE/ECOE a PEIMS para su codificación, solo después de que el niño esté codificado en TX-NGS.</p>	<p>Personal: SEA designado Revisores Especialistas en sistemas</p>	<p>Dentro de los 7 días hábiles posteriores a la firma de los padres.</p>
<p><u>G. Realizar verificación de residencia.</u> Verificar la residencia continua de todos los niños migratorios actualmente elegibles que no hayan realizado una nueva mudanza calificada (QAD) durante el período de informe actual.</p>	<p>Personal: reclutadores de eurodiputados</p>	<p>Entre el 1 de septiembre y el 1 de noviembre y durante 2 años. niños que cumplen 3 años: a partir del tercer cumpleaños.</p>

ACTIVIDADES REQUERIDAS PARA EL RECLUTAMIENTO EQUILIBRADO H. Otras	RESPONSABLES	CRONOGRAMA

III. MAPAS Y REDES INTRARREGIONALES		
A. Establecer contacto con productores potenciales. Realizar asignaciones de reclutamiento para contactar a los productores dentro de los límites del distrito con respecto a las prácticas de contratación, los cultivos y las temporadas de crecimiento.	Personal: Todos los reclutadores y Revisores SEA designados para el MEP	Contactar a los productores del área dentro de los límites del distrito (en curso)
B. Desarrollar calendario y mapas. Desarrollar perfiles/calendario que reflejen los principales cultivos, temporadas, prácticas de contratación por parte de los productores, etc. Desarrollar mapas para los reclutadores que destaquen todas las áreas/barrios donde residen las familias migratorias.	Personal: administradores y reclutadores de MEP, panel de datos a través de Arroyo Research Servicios contratados por TÉ	Actualización continua durante todo el año.
C. <u>Otros</u>		
IV. COORDINACIÓN INTERAGENCIAL		
A. Establecer contactos con agencias que atienden a familias migrantes. Coordinar/trabajar en red con organizaciones locales/regionales que brindan servicios a los trabajadores migratorios y sus familias.	Personal: administradores y reclutadores de eurodiputados	Realizar esfuerzos iniciales de divulgación para la Feria de alcance comunitario y continuar con los esfuerzos durante todo el año (en curso)
Molestar		
V. CONTROL DE CALIDAD		
A. Procedimientos escritos de control de calidad. Desarrollar procedimientos escritos que describan el control de calidad de ID&R dentro de LEA/ESC que se almacenarán en ESC-20 MEP Google Drive → Carpeta de políticas y procedimientos.	Personal: administradores del MEP, reclutadores, revisores designados de la SEA y otro personal del MEP	Hasta el 29 de agosto
B. Revisión de elegibilidad. Reenviar COE/ECOE con más de un comentario de elegibilidad requerido al ESC para su revisión. Siga el protocolo para COE/ECOE que justifiquen una revisión adicional por parte del ESC y/o el MEP estatal como se describe en el Manual ID&R.	Personal: SEA designado Revisores; administradores eurodiputados; el año y el contacto con el eurodiputado del CES, cuando adecuado	Continuo en todo momento
C. Monitorear y abordar las necesidades de capacitación continua de ID&R. Proporcionar apoyo de capacitación a los reclutadores del MEP, a los revisores designados de la SEA y a otro personal del MEP a medida que se observen necesidades específicas a lo largo del año.	Personal: Consultor MEP/Educación Especialistas	Según sea necesario durante todo el año.
D. Mantener registros actualizados en sus archivos. Mantener actualizados los registros activos e inactivos. Archivar los COE/ECOE en orden alfabético según el padre/tutor actual 2 [Sección de encabezado de COE/ECOE] y conservar los registros durante siete (7) años a partir del fecha en que finaliza la elegibilidad.	Personal: todo el personal del eurodiputado	Continuo durante todo el año
E. Validación anual de elegibilidad. La elegibilidad de los niños previamente identificados se selecciona al azar para su validación mediante un proceso de nueva entrevista según las instrucciones establecidas por la TEA.	Personal: CES, personal del Parlamento Europeo	enero – junio
F. Monitorear Proporcionar a los contactos del distrito una copia del plan de acción de ID&R para que se incluya en su Plan de mejora del distrito (DIP).	Personal: ESC, designado del distrito	Plan de acción ID&R finalizado en Agosto; prueba de que el plan está incluido en el DIP que vence en diciembre

VI. EVALUACIÓN	RESPONSABLES	
<p>ACTIVIDADES REQUERIDAS PARA UN RECLUTAMIENTO EQUILIBRADO</p> <p>A. <u>Evaluar los esfuerzos de ID&R para la planificación posterior</u></p> <p>Recopilar y analizar datos y aportes de varias partes interesadas del MEP para incorporar los cambios apropiados en el plan ID&R posterior para una mejora continua.</p>	<p>Personal: todo el personal del eurodiputado</p> <p>Otros: Consejo Asesor Local de Padres Migrantes (PAC), representante de LEA, etc.</p>	<p>CRONOGRAMA</p> <p>Hasta el 30 de julio</p>
<p>B. <u>Otros: Encuestas de familias del MEP</u></p> <p>El designado de LEA recopila encuestas familiares del MEP y envía aquellas con una respuesta "sí" a ESC-20 asistente administrativo eurodiputado</p> <p>Los reclutadores hacen un seguimiento de las respuestas "sí" y observan si la familia califica para el MEP o no</p> <p>Las encuestas familiares del MEP se conservan para el año actual y el año anterior según los fines de la documentación estatal.</p>	<p>Personal: Coordinador del eurodiputado</p> <p>Designado por LEA</p> <p>ESC-20 Asistente Administrativo</p> <p>Reclutadores</p>	<p>1 de septiembre: primera fecha límite, luego en curso</p>