Jubilee Academies

District Improvement Plan

2021-2022

Mission Statement

Provide a nurturing community focused on leadership & educational excellence.

Vision

The Premier Choice in Education

Core Beliefs

The Jubilee Way is used to describe the how and why of what we do.

How we conduct business; interact with our board members, each other, parents and students; and why we do it that way is extremely important to our culture. In order to sustain the Jubilee culture and pass **The Jubilee Way** on to the next generation of leaders, we have compiled the following axioms as a guide for all.

- Children First, Then Parents, Then Teachers, Then Us
- Parents Share the Responsibility for Educating Their Child
- We Must Love One Another
- Take the High Road
- Customer Service Exceeds Expectations
- Failure Is Not an Option
- Loyalty Is to Principle Not Personality
- Attitude Is Everything
- There Are No Sacred Cows
- Our Biggest Room is the Room for Improvement

Jubilee's Cultural Values

JOY ❄ UNDERSTANDING ❄ BALANCE ❄ INTEGRITY ❄ LEADERSHIP ❄ EMPOWERMENT ❄ EXCELLENCE

Table of Contents

Comprehensive Needs Assessment

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), Brownsville(3), and San Benito (1). The district enrollment is 6,166 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 Perfomance 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 orgnizations of higher education in order to promote and track students education beyond graduation

Our enrollment numbers increased every year for the past 4 years; futhermore, the trend seen in our reports from first semester vs second semester shows there is a consistent increase in enrollment for the second semester each school year. However, we have noted that there is a continual decrease in enrollment from the spring semester to the fall semester of the new school year (for example: Fall 2019 enrollment is less than the Spring 2019 enrollment).

See charts below

CHARTS:

Enrollment

School Year	1st semester	2nd semester
2020-2021	6166	
2019-2020	5605	6410
2018-2019	4854	5902
2017-2018	4649	5619

	2020-2021		2019-2020		2018-2019		2017-2018	
Ethnicity Groups	Count	% Enroll	Count	% Enroll	Count	% Enroll	Count	% Enroll
Amer. Indian/Alaskan	23	0.37%	24	0.37%	9	0.15%	7	0.1%
Asian	45	0.73%	49	0.75%	57	0.96%	57	1%
Black/African American	404	6.55%	451	6.89%	426	7.15%	402	7.1%
Hispanic/Latina	5232	84.35%	5450	83.31%	4904	83.22%	4599	81.4%

	2020-2021		**2019-2020**		**2018-2019**		**2017-2018**	
White	397	06.44%	484	7.4%	475	7.97%	491	8.7%
Hawaiian/Pac Islander	0	0%	0	0%	1	0.02%	1	0%
Two or More	65	1.05%	84	1.28%	85	1.43%	93	1.6%
Enrollment	6166		6542		5957		5650	

Economically Disadvantaged	Other Econ Disadvantaged 5,099 / 82.70%	Economically disadvantage percentage has increased by .74%
English Learner	1,540 / 24.97%	Increase from Previous Years / Increase awareness regarding identifying ELL throughout the district.
Migrant	6 / 0.%	Decrease from Previous Year due to students withdrawing
Special Education	503 / 8.2%	Increased from previous years due to identifying students with special needs.
At-Risk	3,463 / 56.16%	Decreased from Previous Years / Increase awareness identifying at-risk students
Homeless	101 / 1.64%	No significant change

2020-2021 Table Below:

	01 Graduates	16 Returned Home Country	60 Home Schooling	66 Removed by CPS	78 Expelled	81 Enroll TX Private	82 Enroll non- TX Public School	87 Univ Diploma	98 Other
2019-2020	144 82.8%	2 1.1%	15 8.6%	0	1 0.6%	5 2.9%	7 4.0%	0	37 17.5%
2018-2019	109 75.7%	7 4.9%	10 6.9%	0	0	7 4.9%	10 6.9%	1 0.7%	19 11.7%
2017-2018	122 79.7%	4 2.6%	10 6.5%	1 0.7%	4 2.0%	6 3.9%	6 3.9%	0	28 15.5%

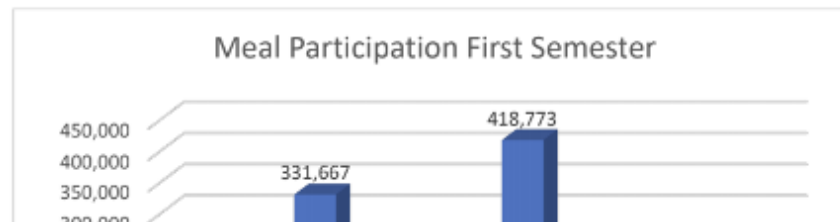|	01	16	60	66	78	81	82	87	98
	Graduates	Returned Home Country	Home Schooling	Removed by CPS	Expelled	Enroll TX Private	Enroll non- TX Public School	Univ Diploma	Other
2016-2017	50 64.9%	4 5.2%	5 6.5%	0	7 9.1%	3 3.9%	8 10.4%	0	21 21.4%

School Years	Total ADA %
2020-2021	
2019-2020	95.18%
2018-2019	95.23%
2017-2018	95.43%
2016-2017	96.4%
Total ADA	95.6%

School Year	Meal	August	September	October	November	December	Total
2018-19	Breakfast	28070	38900	49288	34658	29916	180832
2018-19	Lunch	50485	69784	90521	64536	56341	331667
2019-20	Breakfast	50485	50790	57413	38634	33206	230528
2019-20	Lunch	67943	94427	111434	75056	69913	418773
2020-21	Breakfast	9961	27237	32004	23447	18237	110886
2020-21	Lunch	10091	10091	43509	33845	27914	125450

School Year	Meal	Total
2018-19	Breakfast	180,832
2018-19	Lunch	331,667
2019-20	Breakfast	230,528
2019-20	Lunch	418,773

Meal Participation First Semester

450,000
418,773
400,000
331,667
350,000
300,000

2020-21	Breakfast	110,886
2020-21	Lunch	125,450

	Breakfast 2018-19	Lunch 2018-19	Breakfast 2019-20	Lunch 2019-20	Breakfast 2020-21	Lunch 2020-21
Total	180,832	331,667	230,528	418,773	110,886	125,450
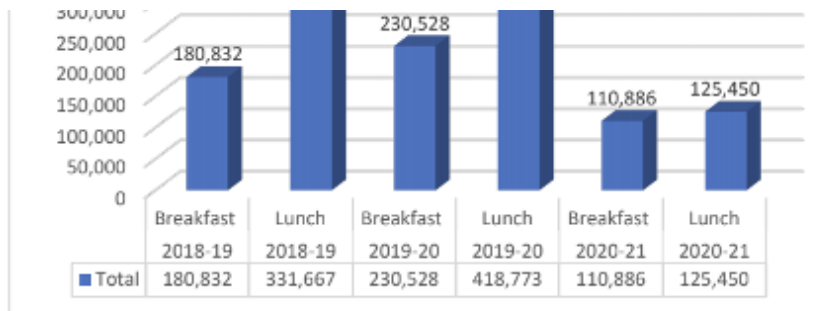
Angela Rodriguez

Date: March 27, 2021

Row Labels	Sum of Total
2018-19	**512499**
Breakfast	180832
Lunch	331667
2019-20	**649301**
Breakfast	230528
Lunch	418773
2020-21	**236336**
Breakfast	110886
Lunch	125450
Grand Total	**1398136**

Sum of Total

Meal Participation First Semester
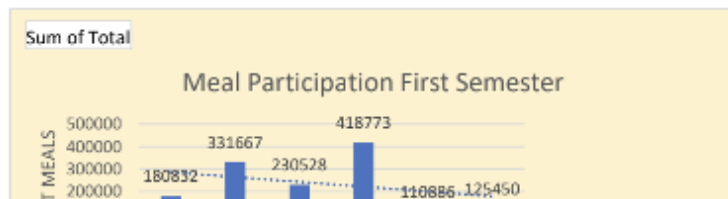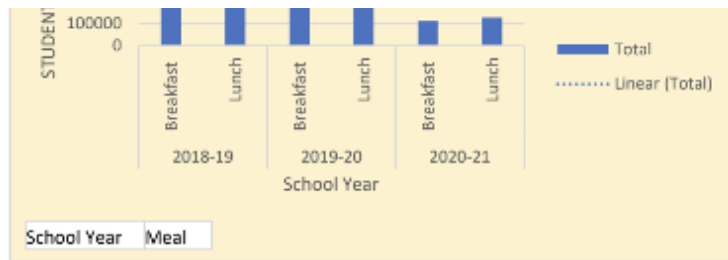
Demographics Strengths

Community partnerships exist to support students and families. Jubilee Academies has programs tailored to meet individual student's needs. Educational Programs are implemented to help support students in special programs such as Special Education, Bilingual,and Gifted & Talented. Blended learning opportunities are developed to provide prescriptive instruction to students in higher need. Teachers have a voice in decision making and school policies. Teachers are active participants in assessment decisions. Strong support systems are in place to include all stakeholders. Data drives instruction and curriculum by using key point indicators (KPI). Upon analysis of the data collected, the district curriculum and instruction department is able to select curriculum that will ensure that the needs of students are met. At the campus level, teachers disaggregate data by student demographics to tailor instruction and interventions to ensure student progress is made in each core subject. Technology is used effectively to increase student achievement and multimodal literacy. Distance Learning opportunities and processes are in place to support student learning during school closures. All District communiation platforms support student, staff, and community engagment opportunities. Provides in real time higher level decisions in regars to various operations. Ongoing commmication updates from leadeership, community townhalls, surveys, have increassDistrict has implmented robust policies and protocols to promote the health and safety of staff and students. Leadership engagments via social networks allows the district to communicate with all stakeholders.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Re-enrollment rates for the district have declined approximately by 12% **Root Cause:** Electives and extra curricular opportunities at our secondary schools such as sports, band, and fine arts are not as robust as competitors

Problem Statement 2 (Prioritized): Less than 80% staff retention **Root Cause:** There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.

Problem Statement 3 (Prioritized): Declining attendance rates during COVID-19 **Root Cause:** Distance learners lack resources and support to connect virtually

Problem Statement 4 (Prioritized): There is a need to actively support the emotional well-being of students. **Root Cause:** Changing demographics bring students who do not have strong conflict management or social behavioral skill

Problem Statement 5 (Prioritized): Low parental involvement participation **Root Cause:** Lack of relevant parental involvement sessions accessible to parents

Student Learning

Student Learning Summary

2020-21 District Accountability Rating: Not Rated (Covid-19)

As we reviewed the 2018-2019 school year STAAR/EOC results and school overview accountability rating for Jubilee Academies was a 79, which resulted in the district being rated a
"C". This was an increase from the 2017-2018 school year, where Jubilee Academies was rated a "D" with a score of 65.
According to the latest data from STAAR/EOC, Jubilee Academies performance in the Domains are as follows:
Domain 1
The Domain 1's overall scale score was an 80 (up from a 63 in 2017-2018). The Domain 1 STAAR Performance score was a 62 (down from a 65 in 2017-2018). The Domain 1 College, Career and Military Readiness scale score was an 89 (up from a 45 in 2017-2018). The Domain 1 Graduation Rate scale score was a 100 (up from 95 in 2017-2018).
The following tables contain comparisons of the 2017-2018 and 2018-2019 percentage passing by All Students, Race/Ethnicity, and Student Groups for Domain 1 STAAR Performance.
2016-17 school year the state used a different accountability system. 2016-2017 the state looked at indexes and not domains. Jubilee Academies Met Standard for the 2016-2017 school year but did not meet the standards in Index one (Student Achievement). The score that the district received was a 59 and needed a score of a 60.
In all subject areas throughout the district we scored about 10% lower than the state average at the approaches level during the 2016-2017 & 2017-2018 school years. In the 2018-2019 school year Jubilee Academies was about 14% lower than the state average at the approaches level.

During the 2016-2017

2017-2018 school years Jubilee academies scored about 15% lower than the state average at the meets level and in the
2018-2019 school year Jubilee was 19% lower than the state average for the meets level.
At the master's level Jubilee academies during the 2017-2018 school year were about 7% lower, 2017-2018 10% lower, and in 2018-2019 12% lower than the state average at the master's level.
Jubilee scores stayed the same throughout the three-year period while that state averages increased each year depicting a larger gap between district and state averages for a three-year period.

(Note: Highlighted areas were masked with an * to protect confidentiality; need unmasked data to complete those areas)

Distinctions: 2 out of the 10 (2018-2019) campuses earned distinctions (at master's level) in student achievement. 80% of Jubilee Academies campuses did not earn distinctions in academic achievement. Distinction goals?? (percentages in 2019-2020 DIP stated particular percentages)

All Subjects

| Approaches or above | All Students | | | | | | | | |
	17 District	17 Region	17 State	18 District	18 Region	18 State	19 District	19 Region	19 State
	65%	73%	75%	66%	75%	77%	64%	76%	78%

	17	17	17	18	18	18	19	19	19
Meets or above	30%	43%	45%	32%	46%	48%	31%	47%	50%
	17	17	17	18	18	18	19	19	19
Masters	13%	18%	20%	12%	20%	22%	12%	22%	24%

ELA/Reading

All Students

	17 District	17 Region	17 State	18 District	18 Region	18 State	19 District	19 Region	19 State
Approaches or above	68%	71%	72%	68%	73%	74%	65%	73%	75%
	17	17	17	18	18	18	19	19	19
Meets or above	36%	43%	44%	35%	45%	46%	34%	46%	48%
	17	17	17	18	18	18	19	19	19
Masters	15%	17%	19%	14%	18%	19%	13%	19%	21%

Mathematics

All Students

	17 District	17 Region	17 State	18 District	18 Region	18 State	19 District	19 Region	19 State
Approaches or above	65%	76%	79%	67%	78%	81%	65%	79%	82%
	17	17	17	18	18	18	19	19	19
Meets or above	30%	42%	46%	31%	46%	50%	30%	48%	52%
	17	17	17	18	18	18	19	19	19
Masters	13%	19%	22%	13%	21%	24%	13%	24%	26%

Writing

All Students

	17 District	17 Region	17 State	18 District	18 Region	18 State	19 District	19 Region	19 State
Approaches or above	59%	64%	67%	55%	63%	66%	56%	65%	68%
	17	17	17	18	18	18	19	19	19
Meets or above	26%	33%	36%	28%	39%	41%	24%	35%	38%

Writing

	17	17	17	18	18	18	19	19	19
Masters	6%	10%	11%	7%	11%	13%	6%	12%	14%

Science

All Students

	17 District	17 Region	17 State	18 District	18 Region	18 State	19 District	19 Region	19 State
Approaches or above	63%	77%	79%	69%	79%	80%	66%	80%	81%
	17	17	17	18	18	18	19	19	19
Meets or above	27%	47%	49%	34%	49%	51%	33%	53%	54%
	17	17	17	18	18	18	19	19	19
Masters	8%	18%	19%	11%	22%	23%	11%	23%	25%

Social Studies

All Students

	17 District	17 Region	17 State	18 District	18 Region	18 State	19 District	19 Region	19 State
Approaches or above	57%	76%	77%	52%	78%	78%	58%	80%	81%
	17	17	17	18	18	18	19	19	19
Meets or above	24%	49%	49%	23%	52%	53%	27%	55%	55%
	17	17	17	18	18	18	19	19	19
Masters	8%	27%	27%	9%	31%	31%	12%	34%	33%

Domain 2

The Domain 2 overall scale score was an 83 (up from a 65 in 2017-2018). The Domain 2 Academic Growth scale score as a 58 (down from a 65 in 2017-2018). The Domain 2 Relative Performance scale score was an 83 (up from a 54 in 2017-2018). It is important to also note that the Economically Disadvantaged percentage in 2018-2019 was a 70.8%, which was an increase from the 62.5% in 2017-2018.

2016-2017 – State was using a different accountability system. That year Jubilee Academies scored a 34 and needed a 32 and did meet standard for Index 2. (Student Progress.)

Academic Growth: ELA/Reading and Mathematics

In regard to the Academic Growth component of ELA/Reading and Mathematics combined: 1,788 tests earned 0 points, 644 tests earned ½ points, and 2,900 tests earned 1 point.

Academic Growth: ELA/Reading Only

In regard to the Academic Growth component for ELA/Reading only: 869 tests earned 0 points, 301 tests earned ½ points, and 1,492 earned 1 point.

Academic Growth: Mathematics Only

In regard to the Academic Growth component for Mathematics only: 919 tests earned 0 points, 343 earned ½ points, and 1,408 tests earned 1 point.

Domain 3

The Domain 3 Closing the Gaps overall scale score was a 71 (up from a 66 in 2017-2018).

In Domain 3, there were a few areas where the district was close to meeting indicators that would have had a significant effect on the overall accountability ratings. The district did not meet the ELP Status indicator, which factors into 10% of the Domain 3 score. The ELP Status score was a 34 with a target of 36. The district needed 17 more students to achieve TELPAS progress in order to meet this indicator. Additionally, in the area of Academic Achievement there were 12 areas where the district was 11% or less away from meeting the indicators. This area counts for 50% of the Domain 3 score. In total, there were 24 indicators that were evaluated in this area, and the district met 1 of these indicators. Some significant findings in this area included: In ELAR indicator for African Americans needed 15 more students to achieve the meets level to achieve the target score (32%). In the math indicator for African Americans, 19 more students would need to achieve the meets level to achieve the target score

(31%). For students in the 2 or more Races indicator for ELAR, 5 more students needed to achieve the meets level to reach the target score (56%). For students in 2 or more Races indicator for Mathematics, 5 more students needed to achieve the meets level to reach the target score (54%). Had the district met these four indicators in Academic Achievement and the ELP Status indicator, the overall district accountability score would have been an 81, giving the district a "B" rating.

Bilingual Data:
CCMR: Data

In regard to Domain 3 we were close to meeting 4 of the 24 indicators which would have given Jubilee an overall rating of a B for Domain 3.

Based on the data above, strengths are shown in the areas of Domain 1 CCMR and Graduation Rates, Domain 2 Relative Performance, and in Domain 3 Closing the Gaps. There are areas of weakness in Domain 1 STAAR Performance and Domain 2 Academic Growth.

District Assessments - 6 assessments- Spring benchmarks- all content areas.

Elementary District Assessment

2nd grade through 5th grade students took the Six Weeks Assessment for First through Third Six Weeks for ELAR, Math, and Science.

ELAR

Second grade students showed an increase from the 1st-2nd Six Weeks assessment to the third six weeks assessment. They increased from 28.2% to 41.2% passing.

Third grade students showed a decrease from the 1st-2nd Six Weeks assessment to the third six weeks assessment from. They decreased from a 29.3% to21.7% Third grade students taking it in Spanish showed an increase from 29.3% to 66.7%.

Fourth grade students in Reading showed an increase but stayed stagnant in Writing. In reading they increased from 25.5% to 42.3%. In Writing they increased slightly from 18% to 19.5%. Data from students that were taking it in Spanish were missing.

Fifth grade students showed a slight improvement from the 1st-2nd Six Weeks assessment to the third six weeks assessment.They increased from a 21.8% to a 26.5%. We could not compare the students' data that took it in Spanish because it was missing.

Math

Second grade students showed an increase from the 1st-2nd Six Weeks assessment to the third six weeks assessment in math. They increased from a 43.6% to a 54.5%. There was also a great increase in the students' data that took it in Spanish. It increased from a 44.4% to 83.3%.

Third grade students showed a decrease from the 1st-2nd Six Weeks assessment to the third six weeks assessment in math. They decreased from 37.2% to 31.5%. For our

students that took it in Spanish, it decreased from a 57.2% to 28.6%.

Fourth grade students showed an increase from the 1st-2nd Six Weeks assessment to the third six weeks assessment in math. They increased from 30.5% to 45.3%.

Fifth grade students showed an increase from the 1st-2nd Six Weeks assessment to the third six weeks assessment in math. It increased from 40.3% to 26.2%.

Science

There were major increases in 3rd through 4th grade, but in fifth grade there was a decrease from the 1st-2nd Six Weeks assessment to the third six weeks assessment.

Third grade had an increase from the 1st-2nd Six Weeks assessment to the third six weeks assessment in science. Third grade from 42.9% to 51%. Students that took it in Spanish had a major increase from 28.6% to 88.9%.

Fourth grade had an increase from the 1st-2nd Six Weeks assessment to the third six weeks assessment in science. It increased from a 34.9% to a 47%. The students who took it in spanish also had an increase from 25% to 40%.

Fifth grade students had a decrease from the 1st-2nd Six Weeks assessment to the third six weeks assessment in science. They went from a 71.9% to a 42%. The students that took the assessment in Spanish went from a 100% to a 50%.

Social Studies

Third grade students had an increase from the 1st-2nd Six Weeks assessment to the third six weeks assessment in social studies. They increased from a 45.7 to 52.5. Our students that took it in Spanish also increased from a 25% to 33.3%.

Fourth grade students had an increase in data from a 12.8% to a 28.4% There was not enough data in Social Studies to see the increase in Spanish.

Fifth grade students had a decrease from the 1st-2nd Six Weeks assessment to the third six weeks assessment in social studies. They had a decrease from 22.9% to 20.7%. For students that take Spanish, they decrease from 60% to 25%.

Secondary District Assessment

All students took Six Weeks Assessments for the first, second, and third Six Weeks.

Student performance on Six Weeks Assessments showed an increase in all ELAR in all 6-12th grades. 6th grade Math showed that they were holding their performance while Algebra I showed an increase. 7th and 8th grade Math showed a decrease. 7th and 8th grade Science showed increases, while 6th grade Science and Biology showed a decrease. All SS in 6th-12th grades showed increases, except 8th grade SS and US History.

Six Weeks Assessments showed ELAR increases between 6% and 18% in 6th-8th grades. Six Weeks Assessments showed ELAR increases of 20%-29% for 9th-12th grades.

Writing for 7th grade students showed an increase of 13.5%.

Six Weeks Assessments showed increases in Algebra I at 19.7%. Six Weeks Assessments showed decreases in 7th (13%) and 8th (5%) grades.

Six Weeks Assessments showed increases in Science. Decreases in 6th grade Science were 14% and in Biology 12%.

Six Weeks Assessments showed increases in SS. Decreases in 8th grade SS were 11% and in US History 4%.

All students in US History took a released STAAR test with students performing at Meets and Masters at 49%.

Student Learning Strengths

Jubilee's CCMR score is higher than the state average, especially in TSI ELAR scores, AP scores, and dual-credit completion scores.

The Domain 1 College, Career and Military Readiness scale score was an 89 (up from a 45 in 2017-2018). The Domain 1 Graduation Rate scale score was a 100 (up from 95 in 2017-2018).

Domain 2- Relative Performance score increased.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Jubilee students in SPED/504/Bi-ESL/GT/are performing below the state standards **Root Cause:** Lack of effective targeted, research-based tier 1 & intervention practices

Problem Statement 2 (Prioritized): Student performance in the English Language Arts state assessment has decreased in last three years to 34% (at meets level) and continues to be below the state average (48%). **Root Cause:** Lack of accountability and implementation of professional development in adopted material.

Problem Statement 3 (Prioritized): Student performance in the Writing state assessment has decreased from the previous years at meets level (26%, 28%, 24%) and continues to be below the state average (38%). **Root Cause:** Lack of accountability and implementation of professional development in adopted material.

Problem Statement 4 (Prioritized): Student performance in the Mathematics state assessment remained stagnant within the past three years at meets level (30%, 31%,30%) and continues to be below the state average (52%). **Root Cause:** Yearly changes in curriculum and implementation within the last three years.

Problem Statement 5 (Prioritized): Domain 2 results show that 1,788 tests showed no growth (no points) **Root Cause:** We have not built capacity within our teachers on how to increase student growth.

Problem Statement 6 (Prioritized): Special ed students are not receiving the support they need to make growth. **Root Cause:** SPED teachers have no support and are pulled to organize, prepare and conduct ARDs.

Problem Statement 7 (Prioritized): 1st grade reading screeners indicate a lack of foundational reading skills **Root Cause:** Poor tier 1 instruction and lack of understanding of alphabet recognition & foundational reading skills knowledge.

Problem Statement 8 (Prioritized): Student Achievement in Social Studies has been declining **Root Cause:** Lack of Training Resources for Teachers in the area of Social Studies.

Problem Statement 9 (Prioritized): Students perform 100 points below state level on college readiness exams. **Root Cause:** The lack of focus, staff and resources to provide students with the opportunities around us.

Problem Statement 10 (Prioritized): Declining attendance rates during COVID-19 **Root Cause:** Distance learners lack resources and support to connect virtually

Problem Statement 11 (Prioritized): There is a need to actively support the emotional well-being of students. **Root Cause:** Changing demographics bring students who do not

have strong conflict management or social behavioral skill

Problem Statement 12 (Prioritized): Low parental involvement participation **Root Cause:** Lack of relevant parental involvement sessions accessible to parents

District Processes & Programs

District Processes & Programs Summary

Personnel:
The HR department has a recruiter on staff. This individual is responsible, along with the rest of the HR department, in working with the hiring official to fill vacancies in a timely manner. The statewide recruitment uses universities, regional service centers, and alternative certification programs to search for educators. The individuals we meet through this process sign- in ,a link to our application system is then sent to apply for positions. Our application system is Applitrack and has all open job positions posted. Individuals must apply to be considered for employment.   We keep all received resumes on file and request for these individuals to apply for any position of interest.   Anytime we have a specialty position or a request for individuals to fill a hard to fill role we refer back to the resume. Also, we reach out to the alternative certifications programs, career centers at schools, TWC, or even posting to additional sites such as TASB, TWC, Indeed, Linkedin, or Craigslist. The hiring official reviews all applications and decides who they would like to consider for interview.   The hiring official works with the campus HR liaison to follow the attached hiring processes. Once an individual has decided to fill the role and we are notified through a recommendation for hire notice, we review fingerprinting, credentials, and background checks prior to sending job offer. Once job offer is accepted we notify the campus hr liaison with on-boarding paperwork and hr liaison checklist.   The first day of employment is when employee the employee has accepted the position, completes the following trainings: Child Abuse, Civil Rights training, Suicide Prevention Training, and Sexual Harassment Training. All is then submitted back to HR.

Jubilee Academies is making tremendous strides in our Processes & Programs. Our programs & processes are improving every year. For example, Jubilee has placed a focus on CTE and CCMR and have watched our accountability rating score increase over the last 2 years. Below, you will find how Jubilee does business- from recruiting & retaining teachers, to the programs we offer our students, and the processes we have improved on.

Programs:

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.

- Tutoring – Before school, after school, and during the day

- RTI – Response to Intervention. Tier 2 and Tier 3 students. Tier 2 teacher led and Tier 3 interventionist, tutors, etc.

- CTE – At risk students getting real word, hands on experiences that will better prepare them for life after high school. Project based learning that carries over into their core classes.

- Dual credit courses - On line and on junior college campus classes for Jubilee 9th grade through 12th grade. Higher level learning for these students.

- AP courses – Rigorous curriculum. Data shows these courses better prepare students for academic challenges.

- ESL program – K-12. Strong Jubilee Program. Focuses on individual student needs.

- ASVAB – Career Inventory Assessment

- TSI – College Readiness

As campuses are being added and enrollment is increasing, participation across the district for ***all programs*** is greatly increasing.

This is the first year that dyslexia have received funds from the state. District goal for the 2020-2021 school year is that all dyslexia teachers will be trained in Reading by

design (curriculum) and certified to test dyslexia students. Numbers in dyslexia are increasing throughout the district due to screeners and teachers certified to test for dyslexia.

- This is the first year for implementation for CTE. 9 campuses offer CTE courses 1100 students serviced through CTE courses.

- Bilingual/ESL –

- Gifted/Talented – In progress

- **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 has upper level science courses, technology, art and mathematics. The only area that needs to be developed in the Jubilee district would be in engineering.

- Post-secondary opportunities

- STEAM dual credit opportunities

- Advanced Placement couses

- College Algebra

- Pre-Cal

- Math Olympics

- Anatomy and Physiology

- Vase (UIL Competition)

- Athletic Conditioning
- Career & Technical Student Organizations (competition)

We are meeting the needs of our students with the proper tools necessary for post-secondary readiness. Our goal is to develop lifelong learners who will succeed in college or career pathways. Jubilee students participate in dual enrollment courses, Career and Technical Education Programs, earn industry-based certifications and or enlist in the military. Through our CCMR program, Jubilee graduates will leave equipped with skills and experiences necessary to develop and pursue personal post-secondary goals and leave a lasting impact in our communities, to include ASVAB availability & College Campus Visits

Professional Practices:

Professional Development, at Jubilee, is a collaborative effort for each department or content area based on data, needs, and surveys through the C & I Department. Over the last year, we have created & or are in the planning stages of developing the following for 2020-2021:

*New Teacher On-boarding Instructional Support

*Micro-Credentialing -New Teacher On-boarding
*Teacher Incentive Program
*Plan A - Professional 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

Plan B- Distance Learning

- Online Platforms: Google Classroom, Class Dojo, Remind

- Work Packets

- Conference Breakout Sessions (twice a week)

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

- Curriculum Committees meet to collaborate and submit proposals.

- The Executive Curriculum Director makes decisions.

- Executive Curriculum Director presents to SLC for questions.

TECHNOLOGY:

In response to the pandemic, Jubilee Academies was able to grow its technology program to support 1:1 devices for all students and staff. Software systems and processes track the 14,500 devices managed by district and campus staff. Childern's Internet Protection Act (CIPA) compliance measures ensure that all students work in safe learning environments.

District Processes & Programs Strengths

(SLC)District support has been helpful with the addition of positions as we grow.

CTE is growing- we offer CTE courses to more than 1,100 students in 9 campuses! All Departments are developing & improving a monthly timeline.

Dyslexia testing is standardizing across district (1st grade screeners were an eye opener). Hired a 504/ RTI coordinator to provide PD and improve overall processes of the programs. Individualized instruction is improving. Coding has been updated. TRAINING!!

SPED: Reduced the demands of our sped Director by SPED coordinator, also adding sped clerks to each campus/or region

Self-audits of programs started

Bilingual/ESL: improved and increased, Supplemental supports, increased number of teachers certified or attempting test. Successful implementation of Neuhaus Program (focused on language enrichment in 1st grade)- desire to continue program

Addition of district-wide instructional coaches which led to an amazing 2019-2020 Planning of PD series (utilizing data & surveys). Planning Professional development for the year. Strong commitment to improvement/success w/ ESF practices.

Uniform technology device distribution systems are in place to support and maintain all district equipment.

Ticketing systems are in place to support all user's needs with respect to technology and district operations to quickly address all issues.

The district is compliant with a CIPA requirements, and with cybersecurity with respect to state and federal frameworks.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Student performance in the English Language Arts state assessment has decreased in last three years to 34% (at meets level) and continues to be below the state average (48%). **Root Cause:** Lack of accountability and implementation of professional development in adopted material.

Problem Statement 2 (Prioritized): Student performance in the Writing state assessment has decreased from the previous years at meets level (26%, 28%, 24%) and continues to be below the state average (38%). **Root Cause:** Lack of accountability and implementation of professional development in adopted material.

Problem Statement 3 (Prioritized): Student growth is being staggered by a lack of new teacher mentoring. **Root Cause:** Minimal oversight and a lack of mentorship guidance.

Problem Statement 4 (Prioritized): CTE offerings are limited for our secondary students. **Root Cause:** Jubilee is in the beginning phases of offering CTE programs to our students.

Problem Statement 5 (Prioritized): Jubilee students in SPED/504/Bi-ESL/GT/are performing below the state standards **Root Cause:** Lack of effective targeted, research-based tier 1 & intervention practices

Problem Statement 6 (Prioritized): Jubilee does not have a structured plan for campuses to follow to help with student grade level transitions. **Root Cause:** There is little focus in this area.

Problem Statement 7 (Prioritized): Instructional Technology is not being utilized effectively. **Root Cause:** Staffing and infrastructure limitations

Problem Statement 8 (Prioritized): Proper processes & procedures are not being followed **Root Cause:** District departments lack standard operating procedures

Problem Statement 9 (Prioritized): Special ed students are not receiving the support they need to make growth. **Root Cause:** SPED teachers have no support and are pulled to

organize, prepare and conduct ARDs.

Problem Statement 10 (Prioritized): Student enrollment has not reached 7,000. **Root Cause:** Inconsistent recruitment practices & retention efforts.

Problem Statement 11 (Prioritized): 1st grade reading screeners indicate a lack of foundational reading skills **Root Cause:** Poor tier 1 instruction and lack of understanding of alphabet recognition & foundational reading skills knowledge.

Problem Statement 12 (Prioritized): Declining attendance rates during COVID-19 **Root Cause:** Distance learners lack resources and support to connect virtually

Problem Statement 13 (Prioritized): Less than 80% staff retention **Root Cause:** There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.

Problem Statement 14 (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:** Parent frustrations are often the result of misinformation or lack of communication

Problem Statement 15 (Prioritized): The district has an extensive amount of broken technology devices. **Root Cause:** Users lack of education and supplies in protecting, maintaining, and storing their devices.

Problem Statement 16 (Prioritized): The district is unable to adequately track and monitor all inventory. **Root Cause:** The current inventory system lacks the ability to monitor and track the movement of all devices, as well as a lack of processes and procedures.

Problem Statement 17 (Prioritized): Systemic and logistic shortfalls in the realm of technology. **Root Cause:** In response to COVID-19, changes in enrollment, and increased demands on technology to support virtual and on-site learning, the ability to plan for and control changes is greatly diminished.

Perceptions

Perceptions Summary

The Determined Destiny Values describe the Jubilee culture and will 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) create a culture of excellence within a nurturing community focused on leadership development and character building. This ensures that 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 at the secondary level. 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:** Parent frustrations are often the result of misinformation or lack of communication

Problem Statement 2 (Prioritized): There is a need to actively support the emotional well-being of students. **Root Cause:** Changing demographics bring students who do not have strong conflict management or social behavioral skill

Problem Statement 3 (Prioritized): Low parental involvement participation **Root Cause:** Lack of relevant parental involvement sessions accessible to parents

Problem Statement 4 (Prioritized): Declining attendance rates during COVID-19 **Root Cause:** Distance learners lack resources and support to connect virtually

Problem Statement 5 (Prioritized): Less than 80% staff retention **Root Cause:** There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.

Problem Statement 6 (Prioritized): Re-enrollment rates for the district have declined approximately by 12% **Root Cause:** Electives and extra curricular opportunities at our secondary schools such as sports, band, and fine arts are not as robust as competitors

Problem Statement 7: Alignment between the Jubilee Way and Determined Destiny Values needs to be enhanced **Root Cause:** Perception of confusion between contradictory language in some areas

Priority Problem Statements

Problem Statement 1: **Jubilee students in SPED/504/Bi-ESL/GT/are performing below the state standards**

Root Cause 1: Lack of effective targeted, research-based tier 1 & intervention practices

Problem Statement 1 Areas: Student Learning - District Processes & Programs

Problem Statement 2: Student performance in the English Language Arts state assessment has decreased in last three years to 34% (at meets level) and continues to be below the state average (48%).

Root Cause 2: Lack of accountability and implementation of professional development in adopted material.

Problem Statement 2 Areas: Student Learning - District Processes & Programs

Problem Statement 3: Student performance in the Writing state assessment has decreased from the previous years at meets level (26%, 28%, 24%) and continues to be below the state average (38%).

Root Cause 3: Lack of accountability and implementation of professional development in adopted material.

Problem Statement 3 Areas: Student Learning - District Processes & Programs

Problem Statement 4: Student performance in the Mathematics state assessment remained stagnant within the past three years at meets level (30%, 31%,30%) and continues to be below the state average (52%).

Root Cause 4: Yearly changes in curriculum and implementation within the last three years.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Domain 2 results show that 1,788 tests showed no growth (no points)

Root Cause 5: We have not built capacity within our teachers on how to increase student growth.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Student growth is being staggered by a lack of new teacher mentoring.

Root Cause 6: Minimal oversight and a lack of mentorship guidance.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: CTE offerings are limited for our secondary students.

Root Cause 7: Jubilee is in the beginning phases of offering CTE programs to our students.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: Student enrollment has not reached 7,000.

Root Cause 8: Inconsistent recruitment practices & retention efforts.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: 1st grade reading screeners indicate a lack of foundational reading skills

Root Cause 9: Poor tier 1 instruction and lack of understanding of alphabet recognition & foundational reading skills knowledge.

Problem Statement 9 Areas: Student Learning - District Processes & Programs

Problem Statement 10: Special ed students are not receiving the support they need to make growth.

Root Cause 10: SPED teachers have no support and are pulled to organize, prepare and conduct ARDs.

Problem Statement 10 Areas: Student Learning - District Processes & Programs

Problem Statement 11: Jubilee does not have a structured plan for campuses to follow to help with student grade level transitions.

Root Cause 11: There is little focus in this area.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: Instructional Technology is not being utilized effectively.

Root Cause 12: Staffing and infrastructure limitations

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: Proper processes & procedures are not being followed

Root Cause 13: District departments lack standard operating procedures

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: Student Achievement in Social Studies has been declining

Root Cause 14: Lack of Training Resources for Teachers in the area of Social Studies.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: There is a need to actively support the emotional well-being of students.

Root Cause 15: Changing demographics bring students who do not have strong conflict management or social behavioral skill

Problem Statement 15 Areas: Demographics - Student Learning - Perceptions

Problem Statement 16: Low parental involvement participation

Root Cause 16: Lack of relevant parental involvement sessions accessible to parents

Problem Statement 16 Areas: Demographics - Student Learning - Perceptions

Problem Statement 17: Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders

Root Cause 17: Parent frustrations are often the result of misinformation or lack of communication

Problem Statement 17 Areas: District Processes & Programs - Perceptions

Problem Statement 18: Students perform 100 points below state level on college readiness exams.

Root Cause 18: The lack of focus, staff and resources to provide students with the opportunities around us.

Problem Statement 18 Areas: Student Learning

Problem Statement 19: The district has an extensive amount of broken technology devices.

Root Cause 19: Users lack of education and supplies in protecting, maintaining, and storing their devices.

Problem Statement 19 Areas: Technology - District Processes & Programs

Problem Statement 20: The district is unable to adequately track and monitor all inventory.

Root Cause 20: The current inventory system lacks the ability to monitor and track the movement of all devices, as well as a lack of processes and procedures.

Problem Statement 20 Areas: Technology - District Processes & Programs

Problem Statement 21: Systemic and logistic shortfalls in the realm of technology.

Root Cause 21: In response to COVID-19, changes in enrollment, and increased demands on technology to support virtual and on-site learning, the ability to plan for and control changes is greatly diminished.

Problem Statement 21 Areas: Technology - District Processes & Programs

Problem Statement 22: Less than 80% staff retention

Root Cause 22: There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.

Problem Statement 22 Areas: Demographics - District Processes & Programs - Perceptions

Problem Statement 23: Re-enrollment rates for the district have declined approximately by 12%

Root Cause 23: Electives and extra curricular opportunities at our secondary schools such as sports, band, and fine arts are not as robust as competitors

Problem Statement 23 Areas: Demographics - Perceptions

Problem Statement 24: Declining attendance rates during COVID-19

Root Cause 24: Distance learners lack resources and support to connect virtually

Problem Statement 24 Areas: Demographics - Student Learning - District Processes & Programs - Perceptions

Goals

Revised/Approved: June 10, 2021

Goal 1: Jubilee Academies will continue to recruit, provide support, and retain the most qualified and effective educators in order to provide a premier choice in education, sustaining and supporting student growth.

Performance Objective 1: Leverage all recruiting tools and resources at our disposal to cast a wide net with the purpose of attracting a diverse group of qualified applicants. Our regional and campus leaders will strive toward maintaining a healthy and positive work environment, provide all necessary training, and be responsive to any other concerns brought forth by their staff.

Evaluation Data Sources: Frontline software, Supervisor/subordinate communications and surveys.

Strategy 1 Details				Reviews			
Strategy 1: Recruitment teams, consisting of campus administrators and HR staff will attend a variety of job fairs, either virtual or face to face.				**Formative**			**Summative**
Strategy's Expected Result/Impact: High needs area jobs are filled by 1st day of school. **Staff Responsible for Monitoring:** HR Executive Director				**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details				**Reviews**			
Strategy 2: Establish quarterly district meetings to address campus and district hiring needs with Human Resources (September, March)				**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduction of vacancies **Staff Responsible for Monitoring:** HR Executive Director				**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue				

Goal 1: Jubilee Academies will continue to recruit, provide support, and retain the most qualified and effective educators in order to provide a premier choice in education, sustaining and supporting student growth.

Performance Objective 2: Provide on-going support through meaningful professional development opportunities to teachers, C & I Dept, and campus administrators and other leaders to increase their capacity to serve students and families, as well as to ensure state compliance, understanding of district initiatives, fidelity of implementation, alignment, and support.

Targeted or ESF High Priority

Evaluation Data Sources: Sign-in Sheets, Agendas, CPE Certificates, Kick up reports.

Strategy 1 Details	Reviews			
Strategy 1: Provide district and campus administrators with needed training and development, as required by TEA and Jubilee Academies, through a Leadership Synergy Summit scheduled during summer (June/July), as well as other opportunities to build the capacity of our campus and department leaders.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All campus administrators will be compliant with TEA requirements for required training hours and will be able to provide effective support to all stakeholders **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction, Associate Superintendents **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Equity Plan** **Problem Statements:** Student Learning 1 - District Processes & Programs 5 **Funding Sources:** C&I Team Professional Development/Conferences - 420-PIC 11 FSP - $7,000, Leadership Summit Expenses - 211 - Title I, Part A 2020-21 left over - $15,000, Rentals/Hotels/Per Diem for PD - 420-PIC 11 FSP - $5,000, Travel - 211 - Title I, Part A 2020-21 left over - $1,000				
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers and campus administrators with on-going, required training and development to ensure comprehension and fidelity of implementation of district curriculum and initiatives throughout the school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers and campus administrators will make a positive impact on student achievement by gaining a thorough understanding of curriculum, and implementing district initiatives with fidelity. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 - **Equity Plan** **Funding Sources:** Math Professional Development - 211 - Title I, Part A 2020-21 left over - $30,000, Federal Programs PD - 420-PIC 11 FSP - $500, Micro-creditional Stipends - 255 - Title II, Part A, TPTR 2020-21 left over - $25,081.41				

Strategy 3 Details	Reviews			
Strategy 3: Provide administrators with early education observation training focused on Pre-kindergarten learning environments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve student-teacher interaction in early childhood education. **Staff Responsible for Monitoring:** Director of Fiscal Compliance **Title I Schoolwide Elements:** 2.5				

Strategy 4 Details	Reviews			
Strategy 4: Provide initial training and on-going professional development opportunities to campus administrators and associates on TEEMS, the platform to support the teacher evaluation process as well as the monitoring piece of student growth in order to determine their effectiveness, and consequently, potential additional compensation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All teachers will receive an effectiveness rating. **Staff Responsible for Monitoring:** Grants Department				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 2 Problem Statements:

Student Learning	
Problem Statement 1: **Jubilee students in SPED/504/Bi-ESL/GT/are performing below the state standards** of effective targeted, research-based tier 1 & intervention practices	**Root Cause**: Lack

District Processes & Programs	
Problem Statement 5: **Jubilee students in SPED/504/Bi-ESL/GT/are performing below the state standards** of effective targeted, research-based tier 1 & intervention practices	**Root Cause**: Lack

Goal 1: Jubilee Academies will continue to recruit, provide support, and retain the most qualified and effective educators in order to provide a premier choice in education, sustaining and supporting student growth.

Performance Objective 3: 100% of Jubilee Educators will be provided professional development to increase their proficiency and resources for technology integration in the classroom.

    Targeted or ESF High Priority

    Evaluation Data Sources: Sign in sheets, agendas, certificates, minutes, application usage reports, campus technology needs assessments, surveys

Strategy 1 Details				Reviews			
Strategy 1: Create and maintain a resource to inform all Jubilee Academies educators about approved and aligned instructional tools.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: All Jubilee staff will have a basic understanding of the technology being used in the classroom.
    Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction
    Title I Schoolwide Elements: 2.4							

Strategy 2 Details				Reviews			
Strategy 2: Create and maintain a resource to inform Jubilee Academies educators about free tools available to them that have been district vetted.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide a supportive environment for educators to promote a positive culture **Staff Responsible for Monitoring:** HR Executive Director							

Strategy 3 Details				Reviews			
Strategy 3: Provide and maintain access and professional development to district curriculum and online resources (learning management systems, data management system, content management system, etc.).				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Professional development and equity of access to curriculum and resources will significantly impact teachers' ability to provide quality instruction.
    Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Equity Plan**							

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Jubilee Academies will continue to recruit, provide support, and retain the most qualified and effective educators in order to provide a premier choice in education, sustaining and supporting student growth.

Performance Objective 4: Ensure that our educators' salaries are competitive with their peers who work in the surrounding school districts in order to retain our top performing educators

   Targeted or ESF High Priority

   Evaluation Data Sources: Salary studies, local job advertisements, and competing district's websites

Strategy 1 Details	Reviews			
Strategy 1: Use the data collected from our sources listed under Performance Objective 4 to identify where our largest salary gaps exist within our individual regions. Once priorities are identified, we will then allocating available funding from various sources to increase compensation, utilizing salary increases and stipends where appropriate.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased teacher pool and lower turn over rate. **Staff Responsible for Monitoring:** Superintendent of Schools				
Strategy 2 Details	Reviews			
Strategy 2: Leverage all funding sources to include federal grants and ESSR funds to provide stipends to our high need areas which are Secondary Math & Science, and SPED Teachers as well as, Principals and Assistant Principals	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Retain highly effective teachers in the area of Math and Science. Retain adminstration. **Staff Responsible for Monitoring:** Director of Fiscal Compliance **Funding Sources:** Retention Stipends - 255 - Title II, Part A, TPTR - $297,482.78				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Jubilee Academies will continue to recruit, provide support, and retain the most qualified and effective educators in order to provide a premier choice in education, sustaining and supporting student growth.

Performance Objective 5: Jubilee will reduce teacher turn over rate from 33 % to 20%.

Targeted or ESF High Priority

Evaluation Data Sources: Human Resources Reports, comprehensive district wide perceptual data through Flex, and exit surveys,

Strategy 1 Details	Reviews			
Strategy 1: Continue to grow our campus leaders to understand the importance of creating a professional environment that supports honest and open feedback between campus leadership and their staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will enjoy coming to work and truly believe they are valued				
Staff Responsible for Monitoring: Campus Admin teams, Associate Superintendents, and Human Resources				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Equity Plan**				
Funding Sources: Parent Engagement Activity Materials - 211 - Title I, Part A 2020-21 left over - 211-61-6399-00-999-1-30-0-00 - $100				

Strategy 2 Details	Reviews			
Strategy 2: Implement a mentorship program to support new teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide support and guidance to our newest teachers to promote a culture of leadership and learning.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Fiscal Compliance				
Title I Schoolwide Elements: 2.6				
Problem Statements: Demographics 2 - District Processes & Programs 13, 14 - Perceptions 1, 5				
Funding Sources: New Teacher/Mentor Training Program - 211 - Title I, Part A - 211-13-6291-00-999-2-30-0000 - $15,050				

Strategy 3 Details	Reviews			
Strategy 3: Reduce salary gaps across all Regions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of experienced applicants and retention of current staff	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent's Leadership Cabinet and Executive Director of Human Resources				

Strategy 4 Details	Reviews			
Strategy 4: Expand the number of Instructional Coaches to support all campuses in developing effective teachers and strengthening Tier I instruction both at the district and campus level.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease teacher turn-over rate, increase teacher capacity and consequently student performance on academic assessments, and create a supportive environment to promote collegiality. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9 - District Processes & Programs 1, 2, 5, 9, 11, 13 - Perceptions 5 **Funding Sources:** Instructional Coach Salaries - 211 - Title I, Part A - 211-13-6119-00-982-2-30-0-00 - $1,087,092				

Strategy 5 Details	Reviews			
Strategy 5: Implement a pathway to support new campus administrators.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide support and guidance to our novice campus administrators to promote a culture of leadership and learning. **Staff Responsible for Monitoring:** Associate Superintendents				

Strategy 6 Details	Reviews			
Strategy 6: Provide teachers and staff with professional development in how to serve economically disadvantaged, trauma induced & at-risk students in order to provide equity to all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased knowledge in effective strategies to use in the classroom to help teachers in the education of our economically disadvantaged students **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Equity Plan** **Funding Sources:** Professional Development - 289-ST STOP Grant - 289-13-6291-00-999-1-11-0-ST - $2,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Less than 80% staff retention **Root Cause**: There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.
Student Learning
Problem Statement 1: **Jubilee students in SPED/504/Bi-ESL/GT/are performing below the state standards** of effective targeted, research-based tier 1 & intervention practices

Root Cause: Lack

Student Learning

Problem Statement 2: Student performance in the English Language Arts state assessment has decreased in last three years to 34% (at meets level) and continues to be below the state average (48%). **Root Cause**: Lack of accountability and implementation of professional development in adopted material.

Problem Statement 3: Student performance in the Writing state assessment has decreased from the previous years at meets level (26%, 28%, 24%) and continues to be below the state average (38%). **Root Cause**: Lack of accountability and implementation of professional development in adopted material.

Problem Statement 4: Student performance in the Mathematics state assessment remained stagnant within the past three years at meets level (30%, 31%,30%) and continues to be below the state average (52%). **Root Cause**: Yearly changes in curriculum and implementation within the last three years.

Problem Statement 5: Domain 2 results show that 1,788 tests showed no growth (no points) **Root Cause**: We have not built capacity within our teachers on how to increase student growth.

Problem Statement 6: Special ed students are not receiving the support they need to make growth. **Root Cause**: SPED teachers have no support and are pulled to organize, prepare and conduct ARDs.

Problem Statement 7: 1st grade reading screeners indicate a lack of foundational reading skills **Root Cause**: Poor tier 1 instruction and lack of understanding of alphabet recognition & foundational reading skills knowledge.

Problem Statement 8: Student Achievement in Social Studies has been declining **Root Cause**: Lack of Training Resources for Teachers in the area of Social Studies.

Problem Statement 9: Students perform 100 points below state level on college readiness exams. **Root Cause**: The lack of focus, staff and resources to provide students with the opportunities around us.

District Processes & Programs

Problem Statement 1: Student performance in the English Language Arts state assessment has decreased in last three years to 34% (at meets level) and continues to be below the state average (48%). **Root Cause**: Lack of accountability and implementation of professional development in adopted material.

Problem Statement 2: Student performance in the Writing state assessment has decreased from the previous years at meets level (26%, 28%, 24%) and continues to be below the state average (38%). **Root Cause**: Lack of accountability and implementation of professional development in adopted material.

Problem Statement 5: **Jubilee students in SPED/504/Bi-ESL/GT/are performing below the state standards**   **Root Cause**: Lack of effective targeted, research-based tier 1 & intervention practices

Problem Statement 9: Special ed students are not receiving the support they need to make growth. **Root Cause**: SPED teachers have no support and are pulled to organize, prepare and conduct ARDs.

Problem Statement 11: 1st grade reading screeners indicate a lack of foundational reading skills **Root Cause**: Poor tier 1 instruction and lack of understanding of alphabet recognition & foundational reading skills knowledge.

Problem Statement 13: Less than 80% staff retention **Root Cause**: There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.

Problem Statement 14: Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders **Root Cause**: Parent frustrations are often the result of misinformation or lack of communication

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**: Parent frustrations are often the result of misinformation or lack of communication

Problem Statement 5: Less than 80% staff retention **Root Cause**: There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.

Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.

Performance Objective 1: Increase High School Students' Dual Enrollment participation and completion rate by 15% before the end of 2022.

https://docs.google.com/document/d/11y81a0IVpFQ0_ust98wqjy5uVH7eFzzb/edit

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: PEIMS Reports, TSI Scores, Enrollment Report from High Education Partners.

Strategy 1 Details	Reviews			
Strategy 1: Increase test preparation on TSIA 2.0 assessment with the support of curriculum (3rd party) (ie. Sure Score) and professional development opportunities for staff. While focusing on Math and ELAR passing scores.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase dual enrollment participants, increase TSI passing scores, increase CCMR accountability scores, and improve students' postsecondary goals.
    Staff Responsible for Monitoring: CCMR Coordinator
    Title I Schoolwide Elements: 2.5
    Problem Statements: Student Learning 9
    Funding Sources: TSI unit purchase-8th grade - 420-PIC 30 SCE Title IA, Schoolwide Activity - 420-11-6399-00-006-0-11-M-00 - $1,500				

Strategy 2 Details	Reviews			
Strategy 2: Provide high school students with a minimum of 2 college visits per year to help promote postsecondary opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase exposure to both public and private institutions of higher education.
    Staff Responsible for Monitoring: CCMR Coordinator
    Title I Schoolwide Elements: 2.5
    Problem Statements: Student Learning 9
    Funding Sources: Travel CCMR - 420-PIC 99 FSP - 986 - $28,000				

Strategy 3 Details		Reviews		
Strategy 3: Provide students yearly tutoring opportunities for college entrance assessments (PSAT and SAT) and college placement exams (TSIA 2.0). Jubilee students will receive college and career readiness opportunities to include financial aid nights, higher education admissions assistance, financial literacy, and scholarship opportunities.		Formative		Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase TSI, PSAT, SAT scores, increase college acceptance rates, increase financial aid awards and improve CCMR accountability scores. **Staff Responsible for Monitoring:** CCMR Coordinator **Title I Schoolwide Elements:** 2.6, 3.2 **Problem Statements:** Student Learning 9					

Strategy 4 Details		Reviews		
Strategy 4: Provide CTE students with dual credit opportunities with local college partnerships which lead to level 1 industry certifications.		Formative		Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Connect high school students to career and college, bridging with postsecondary education and industry partners. **Staff Responsible for Monitoring:** CCMR Coordinator, CTE Director **Funding Sources:** CTE Dual Credit Textbooks - 420-PIC 22 State Career & Technical Ed (CTE) - 999 - $20,000, CTE Dual Credit Enrollment Fees - 420-PIC 22 State Career & Technical Ed (CTE) - 999 - $30,000					

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 9: Students perform 100 points below state level on college readiness exams. **Root Cause**: The lack of focus, staff and resources to provide students with the opportunities around us.

Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.

Performance Objective 2: Increase CCMR Outcomes Bonuses by 10% before the end of 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: TARP CCMR Reports, PEIMS Reports, National Student Clearing House Reports, Department of Defense Reports, and Industry-Based Certification completion report.

Strategy 1 Details	Reviews			
Strategy 1: Increase TSI passing scores by 10 % in Math and ELAR by Spring 2022, ensure seniors register at universities in Fall 2022, increase CTE certification completion, passing ASVAB scores and military enrollment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased CCMR Outcome Bonuses. **Staff Responsible for Monitoring:** CCMR Coordinator, CTE Director **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Student Learning 9	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Monitor National Student Clearing House every semester to identify students who registered at a college or university the fall after their senior year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased college acceptance rates and CCMR accountability and bonuses. **Staff Responsible for Monitoring:** CCMR Coordinator **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Student Learning 9	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Utilize Edmentum curriculum to assist secondary students with credit recovery, credit attainment and test preparation for ACT, PSAT, and SAT.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Assist with graduation requirements, progress monitoring and increase CCMR accountability. **Staff Responsible for Monitoring:** CCMR Coordinator **Problem Statements:** Student Learning 9 **Funding Sources:** - 289 - Title IV 2020-21 left over - 289-11-6399-TE-999-0-30-0-00 - $15,500	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Increase SchooLinks participation for students in grades 6th-12th to assistantships with college and career readiness.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase dual credit enrollment participation, increase CTE certifications, and exposure to CCMR opportunities. **Staff Responsible for Monitoring:** CCMR Coordinator, CTE Director **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Student Learning 9				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 9: Students perform 100 points below state level on college readiness exams. **Root Cause**: The lack of focus, staff and resources to provide students with the opportunities around us.

Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.

Performance Objective 3: Maintain student achievement for Early Childhood Literacy where 3rd grade students score meets grade level or above on STAAR Reading at 59%. Improve student achievement by 12% through district-wide initiatives in ELAR.
Writing will improve approaches from 50% to 65%

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Usage Reports, 6 Weeks Assessments, Observations, BOY/MOY/EOY District Assessments, state assessments

Strategy 1 Details	Reviews			
Strategy 1: Continue providing professional development for the 9th - 12th ELAR textbook adoption.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of 9th - 12th ELAR teachers will be trained in the new ELAR adoption to maintain TEKS alignment of instruction and increase student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Secondary Curriculum Director				
Title I Schoolwide Elements: 2.4, 2.5 - **Results Driven Accountability - Equity Plan**				
Problem Statements: Student Learning 2 - District Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Provide ELAR teachers with professional development and on-going support to strengthen understanding of TEKS curriculum and fidelity of implementation of the district's reading and writing plan.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction Elementary and Secondary Curriculum Directors				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan**				

Strategy 3 Details	Reviews			
Strategy 3: Provide Math teachers with professional development and on-going support to strengthen understanding of TEKS curriculum and fidelity of implementation of the district's math plan.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction Elementary and Secondary Curriculum Directors				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan**				

Strategy 4 Details	Reviews			
Strategy 4: Provide K-12th Grades with core curriculum instructional resources and professional development for tier 1 instruction.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement of scores in STAAR & PBMAS **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction Elementary and Secondary Curriculum Directors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** TEKS Resource System Online Resource - 420-PIC 11 FSP - 004 - $3,396, TEKS Resource System Online Resource - 420-PIC 11 FSP - 002 - $5,910, TEKS Resource System Online Resource - 420-PIC 11 FSP - 005 - $1,950, TEKS Resource System Online Resource - 420-PIC 11 FSP - 001 - $6,504, TEKS Resource System Online Resource - 420-PIC 11 FSP - 012 - $705, TEKS Resource System Online Resource - 420-PIC 11 FSP - 013 - $705, TEKS Resource System Online Resource - 420-PIC 11 FSP - 014 - $396, TEKS Resource System Online Resource - 420-PIC 11 FSP - 009 - $4,428, TEKS Resource System Online Resource - 420-PIC 11 FSP - 007 - $2,157, TEKS Resource System Online Resource - 420-PIC 11 FSP - 008 - $1,842, TEKS Resource System Online Resource - 420-PIC 11 FSP - 010 - $5,717, TEKS Resource System Online Resource - 420-PIC 11 FSP - 011 - $1,517, TEKS Resource System Online Resource - 420-PIC 11 FSP - 006 - $1,742				

Strategy 5 Details	Reviews			
Strategy 5: Provide science teachers with professional development and on-going support to strengthen understanding of TEKS curriculum and fidelity of implementation of the district's science plan.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction Elementary and Secondary Curriculum Directors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** Stemscope - 410-PIC 11 Textbooks - 410-11-6399-00-999-0-11-0-00 - $36,659.75				

Strategy 6 Details	Reviews			
Strategy 6: Purchase an Instructional Math Software that will be used as a supplemental resource, and as an intervention tool for students who need additional support and advancement. Provide professional development in its use to insure fidelity of implementation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All students show increase performance in state and local mathematics assessments or show progress in mathematics. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** Imagine Math Jubilee Lake View UP - 410-PIC 11 Textbooks - 410-11-6399-TE-004-0-11-0-00 - $6,000, Imagine Math Jubilee Highland Hills - 410-PIC 11 Textbooks - 410-11-6399-TE-002-0-11-0-00 - $6,000, Imagine Math Highland Park - 410-PIC 11 Textbooks - 410-11-6399-TE-005-0-11-0-00 - $6,000, Imagine San Antonio - 410-PIC 11 Textbooks - 410-11-6399-TE-001-0-11-0-00 - $6,000, Imagine Math Primary Westwood - 410-PIC 11 Textbooks - 410-11-6399-TE-012-0-11-0-00 - $3,000, Imagine Math Secondary Westwood - 410-PIC 11 Textbooks - 410-11-6399-TE-013-0-11-0-00 - $3,000, Imagine Math Jubilee Wells Branch - 410-PIC 11 Textbooks - 410-11-6399-TE-009-0-11-0-00 - $6,000, Imagine Math Jubilee Livingway Leadership - 410-PIC 11 Textbooks - 410-11-6399-TE-007-0-11-0-00 - $6,000, Imagine Math Jubilee Harlingen - 410-PIC 11 Textbooks - 410-11-6399-TE-008-0-11-0-00 - $6,000, Imagine Math Jubilee Brownsville - 410-PIC 11 Textbooks - 410-11-6399-TE-010-0-11-0-00 - $6,000, Imagine Math Jubilee Kingsville - 410-PIC 11 Textbooks - 410-11-6399-TE-006-0-11-0-00 - $6,000				

Strategy 7 Details	Reviews			
Strategy 7: Continue professional development opportunities for teachers using a phonemic awareness program for grades Prekindergarten through Second.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will show progress in phonemic awareness in formative and summative assessments, and an overall increase in reading skills. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability**				

Strategy 8 Details	Reviews			
Strategy 8: Professional development will be provided to teachers on the instructional reading software purchased to ensure teachers provide Tier I instruction, be able to read reports, and use data to create small groups.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will show progress in overall reading in tier I. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability**				

Strategy 9 Details	Reviews			
	Formative			**Summative**
Strategy 9: Teachers will be provided with a reading instructional software to be used for Tiered interventions. Professional development will also be provided to teachers and campus administrators to ensure understanding of the monitoring tool.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The number of students in Tiers II, and III will decrease. Students will also show progress in the ELAR 6 weeks assessments and state accountability tests				

Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Funding Sources: Istation Jubilee Lake View University Prep - 410-PIC 11 Textbooks - 410-11-6399-TE-004-0-11-0-00 - $8,580, Istation Jubilee Highland Hills - 410-PIC 11 Textbooks - 410-11-6399-TE-002-0-11-0-00 - $10,075, Istation Jubilee Highland Park - 410-PIC 11 Textbooks - 410-11-6399-TE-005-0-11-0-00 - $4,995, Istation Jubilee San Antonio - 410-PIC 11 Textbooks - 410-11-6399-TE-001-0-11-0-00 - $10,075, Istation Jubilee Westwood Primary - 410-PIC 11 Textbooks - 410-11-6399-TE-012-0-11-0-00 - $4,290, Istation Jubilee Westwood Secondary - 410-PIC 11 Textbooks - 410-11-6399-TE-013-0-11-0-00 - $4,290, Istation Jubilee Sendero - 410-PIC 11 Textbooks - 410-11-6399-TE-014-0-11-0-00 - $2,895, Istation Espanol Jubilee Lake View UP - 410-PIC 11 Textbooks - 410-11-6399-TE-004-0-11-0-00 - $555, Istation Espanol Jubilee Highland Hills - 410-PIC 11 Textbooks - 410-11-6399-TE-002-0-11-0-00 - $555, Istation Espanol Jubilee Highland Park - 410-PIC 11 Textbooks - 410-11-6399-TE-005-0-11-0-00 - $185, Istation Espanol Jubilee San Antonio - 410-PIC 11 Textbooks - 410-11-6399-TE-001-0-11-0-00 - $1,406, Istation Espanol Jubilee Primary Westwood - 410-PIC 11 Textbooks - 410-11-6399-TE-012-0-11-0-00 - $1,850, Istation Espanol Jubilee Secondary Westwood - 410-PIC 11 Textbooks - 410-11-6399-TE-013-0-11-0-00 - $1,850, Istation Espanol Sendero - 410-PIC 11 Textbooks - 410-11-6399-TE-014-0-11-0-00 - $740, Istation Jubilee Wells Branch - 410-PIC 11 Textbooks - 410-11-6399-TE-009-0-11-0-00 - $10,075, Istation Jubilee Livingway Leadership - 410-PIC 11 Textbooks - 410-11-6399-TE-007-0-11-0-00 - $4,995, Istation Jubilee Harlingen - 410-PIC 11 Textbooks - 410-11-6399-TE-008-0-11-0-00 - $4,995, Istation Jubilee Brownsville - 410-PIC 11 Textbooks - 410-11-6399-TE-010-0-11-0-00 - $10,075, Istation Jubilee Leadership Academy - 410-PIC 11 Textbooks - 410-11-6399-TE-011-0-11-0-00 - $4,995, Istation Espanol Jubilee Livingway - 410-PIC 11 Textbooks - 410-11-6399-TE-007-0-11-0-00 - $2,775, Istation Espanol Jubilee Harlingen - 410-PIC 11 Textbooks - 410-11-6399-TE-008-0-11-0-00 - $740, Istation Espanol Jubilee Brownsville - 410-PIC 11 Textbooks - 410-11-6399-TE-010-0-11-0-00 - $1,480, Istation Espanol Jubilee Leadership Academy - 410-PIC 11 Textbooks - 410-11-6399-TE-011-0-11-0-00 - $370, Istation Jubilee Kingsville - 410-PIC 11 Textbooks - 410-11-6399-TE-006-0-11-0-00 - $4,995, Istation Espanol Jubilee Kingsville - 410-PIC 11 Textbooks - 410-11-6399-TE-006-0-11-0-00 - $185

Strategy 10 Details	Reviews			
Strategy 10: Professional Development on the TEKS using and 6 Weeks Planning Guides created for the core subject areas and planning guides purchased of grade levels that have not been created as of yet. In addition to the existing guides for ELAR (K-12th Grade) Math (K-5th Grade) Science (3rd-12th) Social Studies (3rd-12th) **Strategy's Expected Result/Impact:** Students will show progress on the 6 weeks assessments for math and reading. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction **Title I Schoolwide Elements:** 2.4 **Funding Sources:** TEKs Resource System PD - 420-PIC 11 FSP - 006 - $1,200, TEKs Resource System PD - 420-PIC 11 FSP - 009 - $1,200	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Provide K-12th Grades with math and reading curriculum instructional resources for differentiated instruction, RTI intervention, and tutorials. **Strategy's Expected Result/Impact:** Students will show progress in 6 weeks assessments, benchmark, and STAAR Scores. **Staff Responsible for Monitoring:** Director of Elementary Schools, Director of Secondary Schools, Content Specialist **Title I Schoolwide Elements:** 2.4, 2.5 **Funding Sources:** Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 004 - $19,634.27, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 002 - $36,145.46, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 005 - $10,613.45, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 001 - $32,250.96, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 012 - $6,974.02 , Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 013 - $6,974.02, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 014 - $1,916.15, Mentoring Minds Think UP! - 420-PIC 24 State Com Ed (SCE), Accelerated Ed - 009 - $24,063.80, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 007 - $10,314.83, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 008 - $16,585.85, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 010 - $28,356.46, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 011 - $8,236.94, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 006 - $11,745.72	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
Strategy 12: Provide supplemental curriculum for Special education students in all subjects.	Formative			Summative
Strategy's Expected Result/Impact: Improved academic performance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Special Programs				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: alternative curriculum for STAAR Alt 2 - 420-PIC 23 SPED - 002 - $675, alternative curriculum for STAAR Alt 2 - 420-PIC 23 SPED - 004 - $75, alternative curriculum for STAAR Alt 2 - 420-PIC 23 SPED - 006 - $75, alternative curriculum for STAAR Alt 2 - 420-PIC 23 SPED - 009 - $300				

Strategy 13 Details	Reviews			
Strategy 13: Provide social studies teachers with professional development and on-going support to strengthen understanding of TEKS curriculum and fidelity of implementation of the district's social studies plan.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement in the area of Social Studies.				
Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan**				
Problem Statements: Student Learning 8				

Strategy 14 Details	Reviews			
Strategy 14: Curate/ modify/ create exemplar instructional lessons to begin developing the district curriculum library of instructional lessons for teachers.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased access to exemplar lessons, an improvement in teachers' lesson planning abilities, and improved quality of instruction				
Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction				
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2				

Strategy 15 Details	Reviews			
Strategy 15: Provide and implement a curriculum for our prekindergarten program to ensure we are meeting high-quality prekindergarten components reference in HB 3.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase academic performance for all our prekindergarten students.				
Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction				
Title I Schoolwide Elements: 2.5				

Strategy 16 Details	Reviews			
Strategy 16: Due to HB3, all Kindergarten through third grade teachers and principals must attend a teacher literacy achievement academy.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase academic performance in Phonemic Awareness and Phonics through formative (performance assessments), summative assessments, and through TPRI Early Reading Assessment, and Istation.				
Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction				
Title I Schoolwide Elements: 2.5				

Strategy 17 Details	Reviews			
Strategy 17: Provide ELAR teachers with professional development for the new Prekindergarten ELAR textbook adoption.	Formative			Summative
Strategy's Expected Result/Impact: 100% of Prekindergarten ELAR teachers will be trained in the new Prek ELAR adoption to maintain Prek guidelines and alignment to increase student achievement. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction **Title I Schoolwide Elements:** 2.5, 2.6	Nov	Jan	Mar	June

Strategy 18 Details	Reviews			
Strategy 18: Provide Professional Development in our Phonics Program to all teachers in grades 1st through 2nd.	Formative			Summative
Strategy's Expected Result/Impact: 100% of 1st and 2nd grade teachers will receive training in Phonics. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Student performance in the English Language Arts state assessment has decreased in last three years to 34% (at meets level) and continues to be below the state average (48%). **Root Cause**: Lack of accountability and implementation of professional development in adopted material.
Problem Statement 8: Student Achievement in Social Studies has been declining **Root Cause**: Lack of Training Resources for Teachers in the area of Social Studies.
District Processes & Programs
Problem Statement 1: Student performance in the English Language Arts state assessment has decreased in last three years to 34% (at meets level) and continues to be below the state average (48%). **Root Cause**: Lack of accountability and implementation of professional development in adopted material.

Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.

Performance Objective 4: Improve student achievement in
Special Education, Identified At-Risk, & Economically disadvantaged.

Targeted or ESF High Priority

Evaluation Data Sources: PBMAS, Usage Reports, 6 Weeks Assessments, Observations, BOY/MOY/EOY District Assessments, state assessments

Strategy 1 Details	Reviews			
Strategy 1: Jubilee Academies Special Education Dept. will develop a system for monitoring lesson plans to ensure that special needs are being addressed in the planning process.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The percentage of Special Education students achieving at least Approaches in STAAR and EOC assessments will increase. (Math 3-8 from 32.3% passing to 40% passing, 3-8 Reading 35.7% passing to 44% passing, English I& II EOC 17.7% passing to 25% passing, 3-8 Science 34.1% passing to 40 % passing, EOC Biology 61.8% passing to 70% passing, EOC Math 27.7% passing to 35% passing, US History EOC 34.7 % passing to 44% passing, 3-8 Social Studies 29.4 % passing to 40% passing, 3-8 Writing 18.6 percent passing to 26% passing.) **Staff Responsible for Monitoring:** Director of Special Programs **Title I Schoolwide Elements:** 2.4 **Funding Sources:** Dysgraphia Curriculum - 420-PIC 11 FSP				

Strategy 2 Details	Reviews			
Strategy 2: Distict will develop a process to ensure accomodations tools are implemented (to include dyslexia services).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The percentage of Special Education students achieving at least Approaches in STAAR and EOC assessments will increase. (Math 3-8 from 32.3% passing to 40% passing, 3-8 Reading 35.7% passing to 44% passing, English I& II EOC 17.7% passing to 25% passing, 3-8 Science 34.1% passing to 40 % passing, EOC Biology 61.8% passing to 70% passing, EOC Math 27.7% passing to 35% passing, US History EOC 34.7 % passing to 44% passing, 3-8 Social Studies 29.4 % passing to 40% passing, 3-8 Writing 18.6 percent passing to 26% passing.) **Staff Responsible for Monitoring:** Director of Special Programs **Title I Schoolwide Elements:** 2.4 **Funding Sources:** Software Subscription - JSA - 420-PIC 11 FSP - $1,741.67, Software Subscription - JHH - 420-PIC 11 FSP - $1,741.67, Software Subscription - JLV - 420-PIC 11 FSP - $1,741.67, Software Subscription - JHP - 420-PIC 11 FSP - $1,441.67, Software Subscription - JK - 420-PIC 11 FSP - $1,741.67, Software Subscription -JLW - 420-PIC 11 FSP - $1,741.67, Software Subscription - JH - 420-PIC 11 FSP - $1,741.67, Software Subscription - JWB - 420-PIC 11 FSP - $1,741.67, Software Subscription - JB - 420-PIC 11 FSP - $1,741.67, Software Subscription - JLA - 420-PIC 11 FSP - $1,741.67, Software Subscription - JWW (Elem.) - 420-PIC 11 FSP - $870.83, Software Subscription - JWW (Middle) - 420-PIC 11 FSP - $870.84, Software Subscription _ JS - 420-PIC 11 FSP - $1,741.67				

Strategy 3 Details	Reviews			
Strategy 3: District will develop a systematic approach to develop IPI plans, including training on district developed IPI process which is reviewed within a students IEP annually.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The percentage of Special Education students achieving at least Approaches in STAAR and EOC assessments will increase. (Math 3-8 from 32.3% passing to 40% passing, 3-8 Reading 35.7% passing to 44% passing, English I& II EOC 17.7% passing to 25% passing, 3-8 Science 34.1% passing to 40 % passing, EOC Biology 61.8% passing to 70% passing, EOC Math 27.7% passing to 35% passing, US History EOC 34.7 % passing to 44% passing, 3-8 Social Studies 29.4 % passing to 40% passing, 3-8 Writing 18.6 percent passing to 26% passing.) **Staff Responsible for Monitoring:** Director of Special Programs **Title I Schoolwide Elements:** 2.4, 3.2				

Strategy 4 Details	Reviews			
Strategy 4: District will develop a transition system for students exiting special education and train teachers on implementation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The percentage of YAE students achieving approaches in reading will increase from 57.1% to 70%. **Staff Responsible for Monitoring:** Director of Special Programs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2				

Strategy 5 Details	Reviews			
Strategy 5: District will participate and comply with all Migrant program requirements utilizing a Share Service Agreement with the Education Service Center, Region 20. Updated Action Plans for the priority focus students and identification/recruitment are included as an addendum.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement and parent engagement for Migrant students and families. **Staff Responsible for Monitoring:** District Title I Liaison **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
Strategy 6: Jubilee Academies will provide extended instructional support through the Summer School program.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Support closing the gap and decrease learning slide due to pandemic. **Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 3 - Student Learning 2, 3, 4, 5, 10 - District Processes & Programs 1, 2, 12 - Perceptions 4 **Funding Sources:** Summer School Salaries - 211 - Title I, Part A - 211-11-6119-SS-699-2-30-0-00 - $29,700				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually

| Student Learning |
| --- |
| **Problem Statement 2**: Student performance in the English Language Arts state assessment has decreased in last three years to 34% (at meets level) and continues to be below the state average (48%). **Root Cause**: Lack of accountability and implementation of professional development in adopted material. |
| **Problem Statement 3**: Student performance in the Writing state assessment has decreased from the previous years at meets level (26%, 28%, 24%) and continues to be below the state average (38%). **Root Cause**: Lack of accountability and implementation of professional development in adopted material. |
| **Problem Statement 4**: Student performance in the Mathematics state assessment remained stagnant within the past three years at meets level (30%, 31%,30%) and continues to be below the state average (52%). **Root Cause**: Yearly changes in curriculum and implementation within the last three years. |
| **Problem Statement 5**: Domain 2 results show that 1,788 tests showed no growth (no points) **Root Cause**: We have not built capacity within our teachers on how to increase student growth. |
| **Problem Statement 10**: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually |

District Processes & Programs
Problem Statement 1: Student performance in the English Language Arts state assessment has decreased in last three years to 34% (at meets level) and continues to be below the state average (48%). **Root Cause**: Lack of accountability and implementation of professional development in adopted material.
Problem Statement 2: Student performance in the Writing state assessment has decreased from the previous years at meets level (26%, 28%, 24%) and continues to be below the state average (38%). **Root Cause**: Lack of accountability and implementation of professional development in adopted material.
Problem Statement 12: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually

Perceptions
Problem Statement 4: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually

Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.

Performance Objective 5: Jubilee Academies will provide all students with curricula that will improve students' STAAR scores in Mathematics:
3rd Grade 61% to 73%
4th Grade 56% to 68%
5th Grade 67% to 79%
6th Grade 62% to 74%
7th Grade 59% to 69%
8th 48% to 70%
Algebra I 76% to 88%

Targeted or ESF High Priority

Evaluation Data Sources: Usage Reports, 6 Weeks Assessments, Observations, BOY/MOY/EOY District Assessments, state assessments

Strategy 1 Details	Reviews			
Strategy 1: Attend Accountability trainings through Service Centers and present to Jubilee Leadership Cabinet and all Stakeholders	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Raise student achievement for all students and support overall improvement where necessary to all campuses. **Staff Responsible for Monitoring:** C&I and Assessment Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** DTC - Accountability/Testing - 420-PIC 11 FSP - 420-13-6239-03-982-011000 - $1,000				
Strategy 2 Details	Reviews			
Strategy 2: Order textbooks using IMA funds and other fund sources	**Formative**			**Summative**
Assure all campuses receive state-adopted textbooks	**Nov**	**Jan**	**Mar**	**June**
Provide other curriculum resources **Strategy's Expected Result/Impact:** Raise Student Achievement for all students. **Staff Responsible for Monitoring:** C&I Team District Textbook Coordinator District Testing Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.

Performance Objective 6: Improve Bilingual/ESL student progress in RDA (PBMAS), TELPAS, and STAAR (36% under Domain III).

Evaluation Data Sources: PBMAS (RDA), TELPAS, Usage Reports, 6 Weeks Assessments, Observations, BOY/MOY/EOY District Assessments, state assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide Bilingual/ESL students with supplies/materials/resources/SOFTWARE that targets second language acquisition to newcomers or beginners proficiency level students. in the program.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase growth in our bilingual students' second language acquisition, Backpack summer initiative to continue learning during the summer, year-round software, and supplies. **Staff Responsible for Monitoring:** Bilingual Department Directors, Campus Principals, Deans, EL Instructional Coaches, and EL Interventionists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Bilingual Softwares - 420-PIC 25 State Bilingual/ESL - District - $23,189, Supplies/Materials/Resources - 420-PIC 25 State Bilingual/ESL - District - $20,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide Bilingual /ESL Stipends to certified teachers who provide the second language acquisition support to our English learners.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve the support , reinforcement and guidance provided by the teacher for our English Language Learners. **Staff Responsible for Monitoring:** Bilingual Department Directors, Campus Principals, Deans, EL Instructional Coaches, and EL Interventionists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Bilingual State Funds - 420-PIC 25 State Bilingual/ESL - District - $282,000				

Strategy 3 Details	Reviews			
Strategy 3: Bilingual/ESL meetings with Principals' for updates, deadlines, and upcoming Program requirements.	Formative			Summative
Strategy's Expected Result/Impact: Increase student achievement in attaining the second language acquisition.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Bilingual Department Directors and Assistant Superintendents **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
Strategy 4: Bilingual/ESL monthly meetings with EL Coordinators, program staff and LPAC Admins for updates, deadlines, and upcoming program requirements.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase student achievement in attaining the second language acquisition and meeting state and federal requirements. **Staff Responsible for Monitoring:** Bilingual Department Directors and Administrative Assistant **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
Strategy 5: Attend conferences that target Bilingual/ESL guidance, updates, and support.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase student achievement and meet state and/or federal requirements **Staff Responsible for Monitoring:** Bilingual Department Directors and Administrative Assistant **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Registration fees and travel expenses - 420-PIC 25 State Bilingual/ESL - conferences - $5,000, Registration fees and travel expenses - 263 - Title III, ELA - Conferences - $4,000				

Strategy 6 Details	Reviews			
Strategy 6: Provide Tutorial program for English Learners that are struggling in our campuses.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase our English Learners' acquisition of second language. **Staff Responsible for Monitoring:** Bilingual Department Directors, Campus Principals, Deans, EL Instructional Coaches, and EL Interventionists. **Title I Schoolwide Elements:** 2.4, 2.5 **Funding Sources:** BESL Tutorials - 420-PIC 25 State Bilingual/ESL - $20,000				

Strategy 7 Details	Reviews			
Strategy 7: Provide professional development for teachers to enhance their ability to increase the support given to our Emergent Bilingual students in the classroom. Exception/Waiver includes support for state exam trainings and fees.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase second language acquisition of our English Learners and our teachers are better equipped to serve our students. **Staff Responsible for Monitoring:** Bilingual Department Directors, Campus Principals, Deans, EL Instructional Coaches, and EL Interventionists. **Title I Schoolwide Elements:** 2.4, 2.6 **Funding Sources:** Bilingual State Funds--Waiver - 420-PIC 25 State Bilingual/ESL - 420-waiver - $51,000				

Strategy 8 Details		Reviews			
Strategy 8: EL Coaches would be there to provide mentoring, coaching, training, and guidance for our Bilingual/ESL teachers to better support our English Learners in the content areas.		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase second language acquisition **Staff Responsible for Monitoring:** Bilingual Department Directors, Campus Principals, Deans, and EL Instructional Coaches. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Title III ELA -- EL Coaches - 263 - Title III, ELA - 6119 - $140					

Strategy 9 Details		Reviews			
Strategy 9: Software to store LPAC documentation such as annual reviews, identification/placement, accommodations, and etc.		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Proper documentation of student portfolio while in the program and meeting required compliance. **Staff Responsible for Monitoring:** Bilingual Directors, LPAC Admin, Campus Principal, and EL Coordinators. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** LPAC Sofware - 420-PIC 25 State Bilingual/ESL - $13,100					

Strategy 10 Details		Reviews			
Strategy 10: Provide enrichment Summer School support for our Pre Kinder and Kindergarten .		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Bridge the gap of summer holidays and enhance our English Learners' performance **Staff Responsible for Monitoring:** Bilingual Department Directors, Campus Principals, Deans, EL Instructional Coaches, and EL Interventionists. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 **Funding Sources:** Summer School BESL PK/K - 420-PIC 25 State Bilingual/ESL - 420 - $20,000					

Strategy 11 Details		Reviews			
Strategy 11: Backpack Initiative for newcomer and beginner Emergent Bilingual students to support during the summer months. Include parent involvement guide and content area supports.		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Bridge the gap of summer months and enhancing the Emergent Bilingual learnings during this time. **Staff Responsible for Monitoring:** Bilingual Department Directors, Campus Principals, EL Instructional Coaches and EL Coordinators. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 **Funding Sources:** Backpack Initiative - 263 - Title III, ELA - Title III - $20,000					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.

Performance Objective 7: Monitor classroom instruction for quality, TEKS alignment and effectiveness in increasing student achievement.

   Targeted or ESF High Priority

   Evaluation Data Sources: Observations, report card grades, formative and summative assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide travel for curriculum department staff for campus walk-throughs, support and training.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher and student improvement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: DTC - Travel to include hotel, transportation, fuel, per diem - 420-PIC 11 FSP - org 982 - $18,095, CTE travel to include hotel, trans, fuel and per diem - 420-PIC 11 FSP - org 982 - $9,850, DSS - Travel to include hotel, trans, fuel and per diem - 420-PIC 11 FSP - org 982 - $15,050, SPED/504 DC - Travel to include hotel, trans., fuel and per diem - 420-PIC 11 FSP - org 984 - $10,950, SPED AC - Travel to include hotel, trans. , fuel and per diem - 420-PIC 11 FSP - org 984 - $7,075, CCMR- Travel to include hotel, trans., fuel and per diem - 420-PIC 11 FSP - 986 - $13,905				

Strategy 2 Details	Reviews			
Strategy 2: Classroom walkthroughs will be performed weekly by district instructional coaches, and curriculum directors for the purpose of monitoring quality instruction, providing on-going support to increase student achievement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Instructional Walks will be performed weekly by the campus team, and every six weeks by upper leadership for the purpose of monitoring quality instruction, providing on-going support to increase student achievement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent of Schools				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
Strategy 4: Assessment Writers will serve on a committee to enhance common and formative assessments including revisions and review of current assessments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student growth and performance				
Staff Responsible for Monitoring: Lorraine De Leon				

Strategy 5 Details	Reviews			
Strategy 5: Provide Professional Development and Curriculum resources to all staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement **Staff Responsible for Monitoring:** Associate Superintendent of C&I **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 5 **Funding Sources:** Professional Development - 420-PIC 11 FSP - $9,500, Professional Development - 420-PIC 30 SCE Title IA, Schoolwide Activity - 420-13-6291-00-XXX-2-11-0-DI - $8,500	**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue	

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 5: Domain 2 results show that 1,788 tests showed no growth (no points) **Root Cause**: We have not built capacity within our teachers on how to increase student growth.

Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.

Performance Objective 8: Provide a GT Program to provide fidelity of services to meet the needs of our gifted and talented students. GM ADD Number of students

Evaluation Data Sources: An increase in meets and masters in our STAAR results.

Strategy 1 Details	Reviews			
Strategy 1: Provide Professional Development to all our GT staff and administration which enables them to meet the unique and individual educational needs of our GT population.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase satisfaction in parental surveys. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction **Title I Schoolwide Elements:** 2.5				

Strategy 2 Details	Reviews			
Strategy 2: Provide Professional Development to the GT teachers on the Texas Performance Standard Project and differentiated instructional strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in meets and masters STAAR results. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction **Title I Schoolwide Elements:** 2.5				

Strategy 3 Details	Reviews			
Strategy 3: Provide a general intellectual ability test and assessment materials to help identify students for the Gifted and Talented Program.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in meets and masters STAAR results. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction **Title I Schoolwide Elements:** 2.5				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

Performance Objective 1: Jubilee Academies will implement and sustain high quality Career & Technical Education Programs of Study, in which 7 out of the 14 career clusters are available for all students focusing on high-wage, high-skill, and in-demand occupations.

CTE Comprehensive Needs Assessment:

https://drive.google.com/file/d/163vJQ68sqG9cXp8T7CFasIAAhz-X87Ek/view?usp=sharing

HB3 Goal

Evaluation Data Sources: CCMR Accountability Report, Enrollment Reports, Attendance Reports, Student Interest Inventories, Industry-Based Certification Completion Reports.

Strategy 1 Details	Reviews			
Strategy 1: Hiring of highly qualified Career and Technical Education Teachers, and offering competitive salaries.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Recruitment and retention of highly qualified CTE teachers to ensure implementation of sustainable CTE programs of study with fidelity.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CTE Director				
Problem Statements: Demographics 2 - District Processes & Programs 13 - Perceptions 5				
Funding Sources: JSA Full Time CTE Teacher Salaries and Benefits - 420-PIC 22 State Career & Technical Ed (CTE) - 001 - $210,000, JLUP Full Time CTE Teacher Salaries and Benefits - 420-PIC 22 State Career & Technical Ed (CTE) - 004 - $210,000, JWB Full Time CTE Teacher Salaries and Benefits - 420-PIC 22 State Career & Technical Ed (CTE) - 009 - $105,000, JHAR Full Time CTE Teacher Salaries and Benefits - 420-PIC 22 State Career & Technical Ed (CTE) - 008 - $52,500, JBV Full Time CTE Teacher Salaries and Benefits - 420-PIC 22 State Career & Technical Ed (CTE) - 010 - $262,500, JHP Full Time CTE Teacher Salaries and Benefits - 420-PIC 22 State Career & Technical Ed (CTE) - 005 - $52,500, JHH Full Time CTE Teacher Salaries and Benefits - 420-PIC 22 State Career & Technical Ed (CTE) - 002 - $52,500, JWW Full Time CTE Teacher Salaries and Benefits - 420-PIC 22 State Career & Technical Ed (CTE) - 013 - $52,500, JKING Full Time CTE Teacher Salaries and Benefits - 420-PIC 22 State Career & Technical Ed (CTE) - 006 - $52,500				

Strategy 2 Details	Reviews			
Strategy 2: Recruitment and retention of highly qualified teachers through competitive stipends.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Recruitment and retention of highly qualifies CTE teachers to ensure implementation of sustainable CTE programs of study with fidelity.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CTE Director				
Problem Statements: Demographics 2 - District Processes & Programs 13 - Perceptions 5				
Funding Sources: JSA CTE Stipends (Up to $5,500 DOQ) - 420-PIC 22 State Career & Technical Ed (CTE) - 001 - $30,000, JLUP CTE Stipends (Up to $5,500 DOQ) - 420-PIC 22 State Career & Technical Ed (CTE) - 004 - $30,000, JWB CTE Stipends (Up to $5,500 DOQ) - 420-PIC 22 State Career & Technical Ed (CTE) - 009 - $15,000, JHAR CTE Stipends (Up to $5,500 DOQ) - 420-PIC 22 State Career & Technical Ed (CTE) - 008 - $7,500, JBV CTE Stipends (Up to $5,500 DOQ) - 420-PIC 22 State Career & Technical Ed (CTE) - 010 - $30,000, JHP CTE Stipends (Up to $5,500 DOQ) - 420-PIC 22 State Career & Technical Ed (CTE) - 005 - $7,500, JWW CTE Stipends (Up to $5,500 DOQ) - 420-PIC 22 State Career & Technical Ed (CTE) - 013 - $7,500, JHH CTE Stipends (Up to $5,500 DOQ) - 420-PIC 22 State Career & Technical Ed (CTE) - 002 - $7,500, JKING CTE Stipends (Up to $5,500 DOQ) - 420-PIC 22 State Career & Technical Ed (CTE) - 006 - $7,500				

Strategy 3 Details	Reviews			
Strategy 3: Provide the CTE Staff with the necessary Professional Development needed in order to provide students with CTE experiences that focus on preparation for high-skill, high-wage, and in-demand occupations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
CTE Approved Conferences: https://docs.google.com/document/d/1V07XRUp9zV4-GasBklJNsTs5zGcYQ7PY0zpi72nJDUs/edit?usp=sharing				
Strategy's Expected Result/Impact: Enhance the development and growth of CTE teachers in order to contribute to the development of high quality CTE programs of study.				
Staff Responsible for Monitoring: CTE Director				
Title I Schoolwide Elements: 2.5				
Problem Statements: Demographics 2 - District Processes & Programs 13 - Perceptions 5				
Funding Sources: JSA CTE Professional Development (ESC & Recommended List) - 420-PIC 22 State Career & Technical Ed (CTE) - 001 - $3,333, JLUP CTE Professional Development (ESC & Recommended List) - 420-PIC 22 State Career & Technical Ed (CTE) - 004 - $3,333, JWB CTE Professional Development (ESC & Recommended List) - 420-PIC 22 State Career & Technical Ed (CTE) - 009 - $3,333, JBV CTE Professional Development (ESC & Recommended List) - 420-PIC 22 State Career & Technical Ed (CTE) - 010 - $3,333, CTE District PD - 420-PIC 22 State Career & Technical Ed (CTE) - 982 - $5,000, JWW CTE Professional Development (ESC & Recommended List) - 420-PIC 22 State Career & Technical Ed (CTE) - 013 - $3,333, JHP CTE Professional Development (ESC & Recommended List) - 420-PIC 22 State Career & Technical Ed (CTE) - 05 - $3,333, JHH CTE Professional Development (ESC & Recommended List) - 420-PIC 22 State Career & Technical Ed (CTE) - 02 - $3,333, JHAR CTE Professional Development (ESC & Recommended List) - 420-PIC 22 State Career & Technical Ed (CTE) - 08 - $3,333, JKING CTE Professional Development (ESC & Recommended List) - 420-PIC 22 State Career & Technical Ed (CTE) - 006 - $3,333				

Strategy 4 Details	Reviews			
Strategy 4: Provide the necessary supplies, materials, curriculum & technology needed for each career cluster in order to meet the needs of a competitive workforce, and stay current with industry standards and cross curricular content integration.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide students with supplies and materials to ensure implementation of CTE programs of study within 7 career clusters. **Staff Responsible for Monitoring:** CTE Director **Results Driven Accountability** **Problem Statements:** District Processes & Programs 4 **Funding Sources:** JSA Computer Labs, PLTW, Supplies, Materials, Curriculum, Technology - 420-PIC 22 State Career & Technical Ed (CTE) - 001 - $196,500, JLUP Supplies, Materials, Curriculum, Technology - 420-PIC 22 State Career & Technical Ed (CTE) - 004 - $78,500, JWB Supplies, Materials, Curriculum, Technology - 420-PIC 22 State Career & Technical Ed (CTE) - 009 - $8,500, JBV Computer Lab, PLTW, Supplies, Materials, Curriculum, Technology - 420-PIC 22 State Career & Technical Ed (CTE) - 010 - $111,000, District CTE Tech and Site Licenses - 420-PIC 22 State Career & Technical Ed (CTE) - 999 - $15,000, JHAR PLTW, Supplies, Materials, Curriculum, Technology - 420-PIC 22 State Career & Technical Ed (CTE) - 008 - $33,000, JWW Supplies, Materials, Curriculum, Technology - 420-PIC 22 State Career & Technical Ed (CTE) - 013 - $6,000, JHP PLTW, Supplies, Materials, Curriculum, Technology - 420-PIC 22 State Career & Technical Ed (CTE) - 05 - $30,000, CTE Program Materials/Equipment - 244-Perkins Competitive Grant - $103,539, JKING Supplies, Materials, Curriculum, Technology - 420-PIC 22 State Career & Technical Ed (CTE) - 006 - $6,000, JHH PLTW, Supplies, Materials, Curriculum, Technology - 420-PIC 22 State Career & Technical Ed (CTE) - 002 - $44,000				

Strategy 5 Details	Reviews			
Strategy 5: Provide students with opportunities to engage in Career and Technical Student Organizations, to showcase workforce readiness and higher order thinking skills.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Connecting high school students to career and college through Career and Technical Student Organizations to showcase higher order thinking in career clusters. **Staff Responsible for Monitoring:** CTE Director **Funding Sources:** CTSO Student and Teacher Travel & Fees - 420-PIC 22 State Career & Technical Ed (CTE) - 999 - $60,003				

Strategy 6 Details	Reviews			
Strategy 6: Career and Technical Education Cooperative through ESC 20.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Support for CTE compliance, program development, and implementation with rigor and relevancy in an effort to connect high school to career and college. **Staff Responsible for Monitoring:** CTE Coordinator **Funding Sources:** ESC 20 Career and Technical Education Co-op - 420-PIC 22 State Career & Technical Ed (CTE) - 999 - $5,644				

Strategy 7 Details	Reviews			
Strategy 7: Provide opportunities for students to earn industry-based certifications that align with high-skill, high-wage, and in-demand occupations.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will earn an industry credential which will prepare them for the workforce. **Staff Responsible for Monitoring:** CTE Director **Funding Sources:** JLUP-IBCs - 420-PIC 22 State Career & Technical Ed (CTE) - 004 - $2,503, JSA-IBCs - 420-PIC 22 State Career & Technical Ed (CTE) - 001 - $2,655, JBV-IBCs - 420-PIC 22 State Career & Technical Ed (CTE) - 010 - $45,000, JWB-IBCs - 420-PIC 22 State Career & Technical Ed (CTE) - 009 - $777				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Less than 80% staff retention **Root Cause**: There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.

District Processes & Programs
Problem Statement 4: CTE offerings are limited for our secondary students. **Root Cause**: Jubilee is in the beginning phases of offering CTE programs to our students.
Problem Statement 13: Less than 80% staff retention **Root Cause**: There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.

Perceptions
Problem Statement 5: Less than 80% staff retention **Root Cause**: There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.

Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

Performance Objective 2: Jubilee Academies will maintain a Federally funded program to support student growth and achievement and will operate that program with 100% compliance with federal regulations.

Evaluation Data Sources: CNA, CIP, Processes and Procedure Manuals from District level.

Strategy 1 Details		Reviews		
Strategy 1: District Federal Programs Procedures Manual		**Formative**		**Summative**
Strategy's Expected Result/Impact: Will reduce errors made in federal financing.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Fiscal Compliance				
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Results Driven Accountability - Equity Plan**				

Strategy 2 Details		Reviews		
Strategy 2: Create and support a Federal Programs department to manage the State and Federal funded programs		**Formative**		**Summative**
Strategy's Expected Result/Impact: increase program fidelity and compliance with state and federal programs	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Fiscal Compliance				
Title I Schoolwide Elements: 2.4				
Problem Statements: Demographics 2, 5 - Student Learning 12 - District Processes & Programs 8, 13, 14 - Perceptions 1, 3, 5				
Funding Sources: FPD Office Supplies - 420-PIC 30 SCE Title IA, Schoolwide Activity - $2,000, FPD Salary - 211 - Title I, Part A - 211-41-6119-00-727-2-99-0-00 - $115,177, FPD Campus Visit Travel - 420-PIC 99 FSP - 420-41-6411-00-727-2-99-0-00 - $3,000, FPD Software to support Improvement Plans and required documents - 211 - Title I, Part A 2020-21 left over - 211-13-6399-TE-999-X-30-0-00 - $15,000, FPD Professional Development - 211 - Title I, Part A - 211-13-6291-00-727-2-99-0-00 - $48,566				

| | 0% No Progress | | 100% Accomplished | | Continue/Modify | | X Discontinue | |

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Less than 80% staff retention **Root Cause**: There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.
Problem Statement 5: Low parental involvement participation **Root Cause**: Lack of relevant parental involvement sessions accessible to parents
Student Learning
Problem Statement 12: Low parental involvement participation **Root Cause**: Lack of relevant parental involvement sessions accessible to parents

District Processes & Programs
Problem Statement 8: Proper processes & procedures are not being followed **Root Cause**: District departments lack standard operating procedures
Problem Statement 13: Less than 80% staff retention **Root Cause**: There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.
Problem Statement 14: Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders **Root Cause**: Parent frustrations are often the result of misinformation or lack of communication

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**: Parent frustrations are often the result of misinformation or lack of communication
Problem Statement 3: Low parental involvement participation **Root Cause**: Lack of relevant parental involvement sessions accessible to parents
Problem Statement 5: Less than 80% staff retention **Root Cause**: There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.

Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

Performance Objective 3: Jubilee Academies will pay and process all transactions accurately and timely

Evaluation Data Sources: TxEis, Audit reviews, vendors statements

Strategy 1 Details	Reviews			
Strategy 1: Develop Accounts Payable processes and procedures to disseminate to all campuses and departments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Streamline services and become more efficient over the existing process and create compliant procedures with state and federal regulations	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CFO				
Funding Sources: Accounts Payable Salaries and Benefits - 420-ORG 731 Account Payable - 420-41-61XX-00-731-099000 - $201,871.48, Accounts Payable Supplies and Materials - 420-ORG 731 Account Payable - 420-41-6399-00-731-099000 - $8,305.68, Accounts Payable Supplies and Mat. TE - 420-ORG 731 Account Payable - 420-41-6399-TE-731-099000 - $1,000, Accounts Payable- Misc. Expense - 420-ORG 731 Account Payable - 420-41-6499-00-731-099000 - $2,450, Accounts Payable- Travel - 420-ORG 731 Account Payable - 420-41-6411-00-731-099000 - $2,590				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

Performance Objective 4: Improve all PEIMS processes at the district and campus levels for the purpose of raising our level of efficiency and effectiveness. Increase our overall data integrity within our system of record(TxEIS).

Evaluation Data Sources: Certificates, Agenda, Sign-in Sheet, and Evaluation Surveys

Strategy 1 Details	Reviews			
Strategy 1: District PEIMS staff will attend all pertinent trainings, offered by our Regional Service Centers, TEA, and any other valuable subject matter experts. **Strategy's Expected Result/Impact:** To support district and campus staff with TEA updates for PEIMS **Staff Responsible for Monitoring:** HR Executive Director **Funding Sources:** PEIMS ESC20 Training - 420-PIC 11 FSP - 750 - $300	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Hold regularly scheduled meetings with all PEIMS staff (district & campus) for the purpose of providing any changes in policies and procedures at the TEA, ESC, or local level. **Strategy's Expected Result/Impact:** To support campus staff with TEA updates and district process and procedures for PEIMS **Staff Responsible for Monitoring:** HR Executive Director **Funding Sources:** PEIMS Employee Travel - 420-PIC 11 FSP - 750 - $2,120	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Build internal controls that will ensure that all data that is being collected by our campus PEIMS staff is coming from reliable sources. Sources should include all Special Program Managers (SPED, Bilingual, RTI, etc.) at the campus level. Secondarily, the directors for the special programs at the district level should be involved with monitoring the data being input by their regional and campus level program managers. **Strategy's Expected Result/Impact:** Assist district PEIMS work more efficiently **Staff Responsible for Monitoring:** HR Executive Director **Funding Sources:** PEIMS Supplies and Materials - 420-PIC 11 FSP - 750 - $1,200, Technology Supplies - 420-PIC 11 FSP - 750 - $4,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: District PEIMS should be able to compare all data with historical submissions and be able to explain any major differences in data from year to year. **Strategy's Expected Result/Impact:** Reduce misconceptions and coding errors **Staff Responsible for Monitoring:** HR Executive Director	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

Performance Objective 5: 100% of Jubilee students will have access to safe and reliable transportation coverage for all academic related programs (including to and from school, field trips and other academic related activities) for the 2021-2022 school year.

Evaluation Data Sources: PEIMS data to include enrollment
Bus Requests
Work Orders
Preventive Maintenance reports

Strategy 1 Details	Reviews			
Strategy 1: Provide a fully functioning transportation department.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Support families and students in providing the necessary transportation to and from school and provide transportation for all academic needs.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Operations				
Problem Statements: Demographics 5 - Student Learning 12 - District Processes & Programs 14 - Perceptions 1, 3				
Funding Sources: Repairs - 282 - ESSER III - $33,334, Buses - 282 - ESSER III - $1,300,000, Drivers Salaries - 282 - ESSER III - $150,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 5: Low parental involvement participation **Root Cause**: Lack of relevant parental involvement sessions accessible to parents

Student Learning
Problem Statement 12: Low parental involvement participation **Root Cause**: Lack of relevant parental involvement sessions accessible to parents

District Processes & Programs
Problem Statement 14: Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders **Root Cause**: Parent frustrations are often the result of misinformation or lack of communication

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**: Parent frustrations are often the result of misinformation or lack of communication
Problem Statement 3: Low parental involvement participation **Root Cause**: Lack of relevant parental involvement sessions accessible to parents

Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

Performance Objective 6: Reduce testing irregularities to zero.

Evaluation Data Sources: TestHound data
Irregularity reports

Strategy 1 Details	Reviews			
Strategy 1: The Assessment Department will implement the use of a web-based system to increase the efficiency and accuracy of standardized tests. This will allow the management and oversight of all test coordination process and procedures, including inventory management, student tracking, test scheduling, accommodation assignment, and reporting.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Irregularities will be reduces by 60%. Campus coordinator time will reduce by 50% to allow for more time with students. **Staff Responsible for Monitoring:** District Testing Coordinator **Title I Schoolwide Elements:** 2.6 **Funding Sources:** TestHound System - 420-PIC 11 FSP - 420-13-6399-TE-982-0-11-0-00 - $9,302.70				
Strategy 2 Details	Reviews			
Strategy 2: Attend accountability trainings to keep the district informed of updated accountability expectations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improving the fidelity of the data	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District testing Coordinator **Title I Schoolwide Elements:** 2.4 - **Results Driven Accountability** **Problem Statements:** Student Learning 5 **Funding Sources:** TSNAP Membership Rrenewal - 420-PIC 11 FSP - $40, Virtual Texas Assessment Conference: Early Bird Registration by September 30, 2020 - 420-PIC 11 FSP - $175, Other Accountability and Assessment Trainings - 420-PIC 11 FSP - $2,085, ESC 20 TRAININGS: Accountabilitty and Assessments - 420-PIC 11 FSP - $1,200				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 5: Domain 2 results show that 1,788 tests showed no growth (no points) **Root Cause**: We have not built capacity within our teachers on how to increase student growth.

Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

Performance Objective 7: The district will recruit, retain and provide support to campuses to increase the student population to 7000 by the 2021 Snapshot date and will have less than 10% of the student population not return the following year.

    Evaluation Data Sources: Schoolmint, TxEIS, PEIMS, Event trackers, Purchase Orders

Strategy 1 Details	Reviews			
Strategy 1: Assist in scheduling/attending recruiting events that include block walks, business events, school festivals, flyer distribution, parent meetings and advertisement with vendors used in the marketing department.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Enrollment will increase at Jubilee Academies				
Staff Responsible for Monitoring: Director of Recruitment and Retention, School Administration, School Personnel and District staff				
Title I Schoolwide Elements: 3.2				
Funding Sources: - 420-PIC 11 FSP - $15,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide recruitment items, technology, tents, tables, table covers, power sources and other miscellaneous items to support recruitment events	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: There wil be an increase in the enrollment at Jubilee Academies				
Staff Responsible for Monitoring: Director of Recruitment and Retention, School Administration, School Personnel and District staff				
Title I Schoolwide Elements: 3.2				
Funding Sources: - 420-PIC 99 FSP - $15,000				

Strategy 3 Details	Reviews			
Strategy 3: Provide the district with emperical data as to the level of enrollment and the retention/lack of retention of students by using surveys and exit interview data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: There wil be an increase in the enrollment at Jubilee Academies				
Staff Responsible for Monitoring: Director of Recruitment and Retention, School Administration, School Personnel and District staff				
Title I Schoolwide Elements: 3.2				

Strategy 4 Details	Reviews			
Strategy 4: Use the Continous Inprovement Model to replicate the most effective recruitment and retention strategies at all campuses.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: There wil be an increase in the enrollment at Jubilee Academies				
Staff Responsible for Monitoring: Director of Recruitment and Retention, School Administration, School Personnel and District staff				
Title I Schoolwide Elements: 3.2				
Funding Sources: None - 420-PIC 99 FSP - $0				

Strategy 5 Details	Reviews			
Strategy 5: Attend staff developments, conferences, recruiting events and train staff to optimize recruitment time and effort.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: There wil be an increase in the enrollment at Jubilee Academies and a decrease in the percentage of students that leave to other districts.				
Staff Responsible for Monitoring: Director of Recruitment and Retention, School Administration, School Personnel and District staff				
Title I Schoolwide Elements: 3.2				
Funding Sources: - 420-PIC 99 FSP - $15,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

Performance Objective 8: Dyslexia teachers will meet the needs of all dyslexia students and 50% of all students will be on reading level within two years of dyslexia services.

> **Targeted or ESF High Priority**

> **Evaluation Data Sources:** completed certifications for all dyslexia teachers.

Strategy 1 Details		Reviews		
Strategy 1: All new dyslexia teachers will attend training through region centers in Texas and complete both curriculum and testing certifications.		Formative		Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Through certifications, all dyslexia teachers will be better qualified to identify dyslexia students and better qualified to teach reading instruction for all dyslexia students. **Staff Responsible for Monitoring:** Director of Special Programs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** PD for what? - 420-PIC 11 FSP - $10,000					

Strategy 2 Details		Reviews		
Strategy 2: Jubilee Academies will implement a mentoring program for our dyslexia teachers. This mentor program will benefit the mentee and mentor relationship and will help the organization by building an inclusive mentoring culture centered on learning, sharing new ideas, and creating a shared Jubilee Academies vision.		Formative		Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Monthly mentor/mentee meetings that will cover all district dyslexia teacher expectations. **Staff Responsible for Monitoring:** District Director and District Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 420-PIC 11 FSP - 420-PIC 11 FSP - $5,000					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

Performance Objective 9: All Departments will develop a standard operating procedures handbook to ensure district-wide consistency with processes.

Evaluation Data Sources: SOP Handbooks

Strategy 1 Details	Reviews			
Strategy 1: Develop Handbooks	Formative			Summative
Strategy's Expected Result/Impact: Improved processes	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Superintendent of Schools				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

Performance Objective 10: All classrooms will have interactive televisions to support student learning objectives.

HB3 Goal

Evaluation Data Sources: Purchase and installation of televisions.

Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

Performance Objective 11: The district will deploy a technology management system to track, maintain, and support 100% of devices by the first day of the 2021-22 school year.

Evaluation Data Sources: Inventory control software system, vendor data systems, ticketing system reports

Strategy 1 Details	Reviews			
Strategy 1: Implement new inventory control system to monitor and track all equipment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: With accuracy, determine all equipment location, move inventory to address needs, track repairs, maintain cost controls, track warranty items, and end of life devices.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Technology Integration				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: District Processes & Programs 15, 16, 17 - Technology 1, 2, 3				
Funding Sources: Inventory control and ticketing system software - 282 - ESSER III - $26,497.74				

Strategy 2 Details	Reviews			
Strategy 2: Repair devices and replace end of life devices	**Formative**			**Summative**
Strategy's Expected Result/Impact: Operational fleet of staff and student devices	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Technology				
Problem Statements: District Processes & Programs 15 - Technology 1				
Funding Sources: Parts and replacement devices - Emergency Connectivity Fund (ECF) - $3,047,795				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 11 Problem Statements:

District Processes & Programs
Problem Statement 15: The district has an extensive amount of broken technology devices. **Root Cause**: Users lack of education and supplies in protecting, maintaining, and storing their devices.
Problem Statement 16: The district is unable to adequately track and monitor all inventory. **Root Cause**: The current inventory system lacks the ability to monitor and track the movement of all devices, as well as a lack of processes and procedures.
Problem Statement 17: Systemic and logistic shortfalls in the realm of technology. **Root Cause**: In response to COVID-19, changes in enrollment, and increased demands on technology to support virtual and on-site learning, the ability to plan for and control changes is greatly diminished.

Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

Performance Objective 12: The district will maintain its network according to state and federal standards.

Evaluation Data Sources: Data from quarterly NIST assessments, provided through firewall system.

Strategy 1 Details	Reviews			
Strategy 1: Employ firewall systems to support network security	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce risk and mitigate threats	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Technology Integration				
Problem Statements: District Processes & Programs 17 - Technology 3				
Funding Sources: Network infrastructure support - 420-PIC 99 FSP - 420-53-6399.TE-999-199000 - $226,481.45, Firewall protection for district network - 420-PIC 99 FSP - 420-53-6399.TE-999-199000 - $81,916				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 12 Problem Statements:

District Processes & Programs
Problem Statement 17: Systemic and logistic shortfalls in the realm of technology. **Root Cause**: In response to COVID-19, changes in enrollment, and increased demands on technology to support virtual and on-site learning, the ability to plan for and control changes is greatly diminished.

Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

Performance Objective 13: Monitor multi-tiered systems of support through the implementation of Response to Intervention across Jubilee Academies.

    Targeted or ESF High Priority

    Evaluation Data Sources: Usage reports, surveys, Documentation logs

Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

Performance Objective 14: Jubilee Academies will develop and sustain a quality and compliant special education program in which students are effectively identified and provided necessary services to increase student achievement and growth based on individual education plans, by the end of the 1st semester.

Targeted or ESF High Priority

Evaluation Data Sources: Payroll records, job descriptions, MAP-Growth data, STAAR performance indicators, RDA data.

Strategy 1 Details	Reviews			
Strategy 1: Hire special education lead teachers, coordinators, clerks and a director by Fall 2021 to allow Special Ed classroom teachers & support staff that leads to increased time in the classroom focused on instruction not compliance.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student performance and program compliance **Staff Responsible for Monitoring:** Ex. Director of C&I and Special Education Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Problem Statements:** Student Learning 1, 6 - District Processes & Programs 5, 8, 9 **Funding Sources:** Payroll, Job descriptions. - 420-PIC 23 State Special Education (SpEd) - $191,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide all special education staff, principals, 504 staff, and general education staff with training in compliance procedures, twice per year (one in fall 2021 and one in spring 2022)	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved compliance processes, improved RDA results and IEP implementation. **Staff Responsible for Monitoring:** Special Education Coordinator **Title I Schoolwide Elements:** 2.4, 2.5 **Problem Statements:** Student Learning 6 - District Processes & Programs 8, 9				

Strategy 3 Details	Reviews			
Strategy 3: Provide proper training and implementation of the merging of dyslexia and special education services.	Formative			Summative
Strategy's Expected Result/Impact: Improved student success in dyslexia/Spec. Ed	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Sped Coordinator **Title I Schoolwide Elements:** 2.4 **Problem Statements:** Student Learning 1, 6 - District Processes & Programs 5, 9				

Strategy 4 Details	Reviews			
Strategy 4: Increase parent engagement of students with special needs to promote student learning and growth quarterly.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Informed & actively engaged parents
    Staff Responsible for Monitoring: Special Education Coordinator
    Title I Schoolwide Elements: 3.2
    Problem Statements: Student Learning 6 - District Processes & Programs 9				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 14 Problem Statements:

Student Learning
Problem Statement 1: **Jubilee students in SPED/504/Bi-ESL/GT/are performing below the state standards** of effective targeted, research-based tier 1 & intervention practices   **Root Cause**: Lack
Problem Statement 6: Special ed students are not receiving the support they need to make growth. **Root Cause**: SPED teachers have no support and are pulled to organize, prepare and conduct ARDs.

District Processes & Programs
Problem Statement 5: **Jubilee students in SPED/504/Bi-ESL/GT/are performing below the state standards** of effective targeted, research-based tier 1 & intervention practices   **Root Cause**: Lack
Problem Statement 8: Proper processes & procedures are not being followed **Root Cause**: District departments lack standard operating procedures
Problem Statement 9: Special ed students are not receiving the support they need to make growth. **Root Cause**: SPED teachers have no support and are pulled to organize, prepare and conduct ARDs.

Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

Performance Objective 15: Jubilee Academies will develop a Student Services Department that will oversee truancy, Social-Emotional Supports and Threat-Assessment

Evaluation Data Sources: PEIMS, Discipline and Truancy Reports; Counselor lesson plans and classroom guidance lesson schedule; Sign in sheets for training and lock down drill schedule.

Strategy 1 Details	Reviews			
Strategy 1: Jubilee Academies will improve attendance rate from 95% to 97% by contacting students and families on truancy track	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve Attendance **Staff Responsible for Monitoring:** Student Services Director and Truancy Officer **Problem Statements:** Demographics 3 - Student Learning 10 - District Processes & Programs 12 - Perceptions 4 **Funding Sources:** Attendance Incentives - 420-PIC 11 FSP - $1,500, 2 Truancy Officers & Clerk - 420-PIC 11 FSP - $150,000, Travel expenses - 420-PIC 11 FSP - $10,000, Supplies - 420-PIC 11 FSP - $700	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Jubilee Academies will improve student's social emotional well being with monthly classroom guidance lessons, group and individual session as needed	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student's develop age appropriate coping skills **Staff Responsible for Monitoring:** Student Services Director, Counselors **Title I Schoolwide Elements:** 3.2 **Problem Statements:** Demographics 3, 4, 5 - Student Learning 10, 11, 12 - District Processes & Programs 12 - Perceptions 2, 3, 4 **Funding Sources:** Counseling SE Curriculum - 282 - ESSER III - $75,000	**Nov**	**Jan**	**Mar**	**June**
Strategy 3 Details	Reviews			
Strategy 3: Jubilee Academies will train 100% of campus staff on active shooter preventative measures.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Build positive relationships with students to prevent active shooter. **Staff Responsible for Monitoring:** Principals, counselors, Student Services Director **Problem Statements:** Demographics 4 - Student Learning 11 - District Processes & Programs 8 - Perceptions 2 **Funding Sources:** training - 289-ST STOP Grant - $1,475	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 15 Problem Statements:

Demographics
Problem Statement 3: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually
Problem Statement 4: There is a need to actively support the emotional well-being of students. **Root Cause**: Changing demographics bring students who do not have strong conflict management or social behavioral skill
Problem Statement 5: Low parental involvement participation **Root Cause**: Lack of relevant parental involvement sessions accessible to parents

Student Learning
Problem Statement 10: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually
Problem Statement 11: There is a need to actively support the emotional well-being of students. **Root Cause**: Changing demographics bring students who do not have strong conflict management or social behavioral skill
Problem Statement 12: Low parental involvement participation **Root Cause**: Lack of relevant parental involvement sessions accessible to parents

District Processes & Programs
Problem Statement 8: Proper processes & procedures are not being followed **Root Cause**: District departments lack standard operating procedures
Problem Statement 12: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually

Perceptions
Problem Statement 2: There is a need to actively support the emotional well-being of students. **Root Cause**: Changing demographics bring students who do not have strong conflict management or social behavioral skill
Problem Statement 3: Low parental involvement participation **Root Cause**: Lack of relevant parental involvement sessions accessible to parents
Problem Statement 4: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually

Goal 4: Jubilee Academies will build a positive school culture that provides a safe, drug-free learning environment to promote individualized learning opportunities, build leadership skills and cultivate rich family engagement through active and meaningful collaboration.

Performance Objective 1: Jubilee will provide all students with safe and secure schools

> **Targeted or ESF High Priority**

> **Evaluation Data Sources:** TxEis, manual referral system

Strategy 1 Details	Reviews			
Strategy 1: Jubilee Academies will create an Emergency Operations Committee to update and monitor the District Emergency Plan annually	**Formative**			**Summative**
Staff Responsible for Monitoring: Risk Manager	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide basic services to include utilities, maintenance, and other district-wide services requiring long-term commitments	**Formative**			**Summative**
Strategy's Expected Result/Impact: Efficient and successful operation of facitilities	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Operations				

Strategy 3 Details	Reviews			
Strategy 3: Implementation of an anonymous reporting program for students who need to report inappropriate behaviors/activities. This program will be use in conjunction with campus based programs to implement required suicide prevention protocol, conflict resolution, violence prevention, sexual abuse prevention, sex trafficking, maltreatment of children, dating violence and any other threatening behaviors.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduction of suspensions, improve the learning environment				
Staff Responsible for Monitoring: Risk Manager				

Strategy 4 Details	Reviews			
Strategy 4: Provide social and emotional skills educational support for students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: students will have an increased amount of learning time and a decrease in behavior issues.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction				
Title I Schoolwide Elements: 2.5, 2.6				
Problem Statements: Demographics 1, 4 - Student Learning 11 - Perceptions 2, 6				
Funding Sources: social and emotional skills - 420-PIC 23 SPED - $9,000, SEL software subscription - 282 - ESSER III - 282-11-6395-00-999-2 - $40,000, Signs, Books and Coins - 289 - Title IV Part A - $20,000, Contract Services-Students - 282 - ESSER III - 282-11-6291-00-999-2 - $30,000				

Strategy 5 Details	Reviews			
Strategy 5: Provide social and emotional skill training for staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff to recognize trauma and behavior on the pathway to violence and develop intervention skills to meet student's mental health needs.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction				
Problem Statements: Demographics 2, 4, 5 - Student Learning 11, 12 - District Processes & Programs 3, 13 - Perceptions 2, 3, 5				
Funding Sources: Social Emotional Professional Development - 289-ST STOP Grant - $5,000				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Re-enrollment rates for the district have declined approximately by 12% **Root Cause**: Electives and extra curricular opportunities at our secondary schools such as sports, band, and fine arts are not as robust as competitors
Problem Statement 2: Less than 80% staff retention **Root Cause**: There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.
Problem Statement 4: There is a need to actively support the emotional well-being of students. **Root Cause**: Changing demographics bring students who do not have strong conflict management or social behavioral skill
Problem Statement 5: Low parental involvement participation **Root Cause**: Lack of relevant parental involvement sessions accessible to parents

Student Learning
Problem Statement 11: There is a need to actively support the emotional well-being of students. **Root Cause**: Changing demographics bring students who do not have strong conflict management or social behavioral skill
Problem Statement 12: Low parental involvement participation **Root Cause**: Lack of relevant parental involvement sessions accessible to parents

District Processes & Programs
Problem Statement 3: Student growth is being staggered by a lack of new teacher mentoring. **Root Cause**: Minimal oversight and a lack of mentorship guidance.
Problem Statement 13: Less than 80% staff retention **Root Cause**: There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.

Perceptions
Problem Statement 2: There is a need to actively support the emotional well-being of students. **Root Cause**: Changing demographics bring students who do not have strong conflict management or social behavioral skill
Problem Statement 3: Low parental involvement participation **Root Cause**: Lack of relevant parental involvement sessions accessible to parents
Problem Statement 5: Less than 80% staff retention **Root Cause**: There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.

Perceptions
Problem Statement 6: Re-enrollment rates for the district have declined approximately by 12% **Root Cause**: Electives and extra curricular opportunities at our secondary schools such as sports, band, and fine arts are not as robust as competitors

Goal 4: Jubilee Academies will build a positive school culture that provides a safe, drug-free learning environment to promote individualized learning opportunities, build leadership skills and cultivate rich family engagement through active and meaningful collaboration.

Performance Objective 2: Family Engagement Opportunities and parent particiaption in the engagement opportuities will increase by 50%

    Evaluation Data Sources: Sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Offer partnerships with engagement programs at campus and district offices at a VARIETY of days and times.	**Formative**			**Summative**

Staff Responsible for Monitoring: Superintendent of Schools
    Title I Schoolwide Elements: 3.1, 3.2
    Problem Statements: Demographics 2 - District Processes & Programs 13, 14 - Perceptions 1, 5
    Funding Sources: Title I Liaison Service Center - JLW - 211 - Title I, Part A 2020-21 left over - 007 - $150 , Parent Travel - JLUP - 211 - Title I, Part A 2020-21 left over - 004 - $332.31, Parent Travel - JLW - 211 - Title I, Part A 2020-21 left over - 007 - $65.01, Title I Liaison Travel - JB - 211 - Title I, Part A 2020-21 left over - 010 - $87, Parent Travel - JB - 211 - Title I, Part A 2020-21 left over - 010 - $350
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Title I Liaisons will be hired at Title I campuses to provide support for Title I initiatives to include parent engagement	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increased communication and engagement with staff and parents (guardians) and compliance with Federal Title I requirements.
    Staff Responsible for Monitoring: Director of Fiscal Compliance
    Title I Schoolwide Elements: 3.1, 3.2
    Problem Statements: Demographics 4, 5 - Student Learning 11, 12 - Perceptions 2, 3
    Funding Sources: Parent Engagement General Supplies - 211 - Title I, Part A - 211-61-6399-00-999-1-30-0-00 - $20,840, District Title I Liaison Salary - 211 - Title I, Part A - $58,882
	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: 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.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased communication and engagement with staff and parents (guardians) **Staff Responsible for Monitoring:** Director of Fiscal Compliance **Title I Schoolwide Elements:** 3.2 **Funding Sources:** Parent Supplies - JSA - 211 - Title I, Part A 2020-21 left over - 001 - $959.63, Parent Supplies - JHH - 211 - Title I, Part A 2020-21 left over - 002 - $4,736.90, Parent Supplies - JLUP - 211 - Title I, Part A 2020-21 left over - 004 - $253.42, Parent Supplies - JK - 211 - Title I, Part A 2020-21 left over - 006 - $1,317.80, Parent Supplies - JLW - 211 - Title I, Part A 2020-21 left over - 007 - $1,142.41, Parent Supplies - JH - 211 - Title I, Part A 2020-21 left over - 008 - $84.10, Parent Supplies - JB - 211 - Title I, Part A 2020-21 left over - 010 - $202.25, Parent Supplies - JLA - 211 - Title I, Part A 2020-21 left over - 011 - $694.74, Determined Destiny Values Supplies - 289 - Title IV Part A - 289-11-6399-00-999-1-30-0-00 - $9,000				

Strategy 4 Details	Reviews			
Strategy 4: Bilingual/ESL will implement Title III Family and Community Engagement Opportunities for bilingual and immigrants students.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased Bilingual/ESL communication and engagement with staff, students and parents (guardians) **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction **Title I Schoolwide Elements:** 3.1, 3.2 **Funding Sources:** Title III funds - 263 - Title III, ELA - 263 -Title III - $1,000				

Strategy 5 Details	Reviews			
Strategy 5: Jubilee Academies will provide translator devices to campuses and district staff that will allow transmission of communication in the first language of parents at all school events to increase parent engagement/involvement.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in parent engagement/involvement events **Staff Responsible for Monitoring:** Director of Fiscal Compliance **Title I Schoolwide Elements:** 3.1 **Problem Statements:** Demographics 3, 4, 5 - Student Learning 10, 11, 12 - District Processes & Programs 12 - Perceptions 2, 3, 4 **Funding Sources:** Translation Devices - 211 - Title I, Part A - 211-61-6395-00-999-2-30-0-00 - $5,712				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Less than 80% staff retention **Root Cause**: There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.
Problem Statement 3: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually
Problem Statement 4: There is a need to actively support the emotional well-being of students. **Root Cause**: Changing demographics bring students who do not have strong conflict management or social behavioral skill
Problem Statement 5: Low parental involvement participation **Root Cause**: Lack of relevant parental involvement sessions accessible to parents

Student Learning
Problem Statement 10: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually
Problem Statement 11: There is a need to actively support the emotional well-being of students. **Root Cause**: Changing demographics bring students who do not have strong conflict management or social behavioral skill
Problem Statement 12: Low parental involvement participation **Root Cause**: Lack of relevant parental involvement sessions accessible to parents

District Processes & Programs
Problem Statement 12: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually
Problem Statement 13: Less than 80% staff retention **Root Cause**: There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.
Problem Statement 14: Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders **Root Cause**: Parent frustrations are often the result of misinformation or lack of communication

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**: Parent frustrations are often the result of misinformation or lack of communication
Problem Statement 2: There is a need to actively support the emotional well-being of students. **Root Cause**: Changing demographics bring students who do not have strong conflict management or social behavioral skill
Problem Statement 3: Low parental involvement participation **Root Cause**: Lack of relevant parental involvement sessions accessible to parents
Problem Statement 4: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually
Problem Statement 5: Less than 80% staff retention **Root Cause**: There were inconsistencies in the climate of campuses across the district. Individual campuses have a different culture established due to change of administration. Inconsistency in the process for on boarding and exit surveys.

Goal 4: Jubilee Academies will build a positive school culture that provides a safe, drug-free learning environment to promote individualized learning opportunities, build leadership skills and cultivate rich family engagement through active and meaningful collaboration.

Performance Objective 3: Jubilee Academies will increase average daily participation in the Lunch and Breakfast program by 10%.

Targeted or ESF High Priority

Evaluation Data Sources: Monthly Claims, POS reports, PEIMS data,

Strategy 1 Details	Reviews			
Strategy 1: Provide fully staffed Child Nutrition department with highly effective workers by the first day of school.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effectively produce, serve and track meals	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Child Nutrition Director				
Funding Sources: Staff & Managers - 240 - Food & Nutrition - $1,711,000, Misc. Supplies - 240 - Food & Nutrition - $8,000, Travel - 240 - Food & Nutrition - $10,000, Temp Agency Staffing - 240 - Food & Nutrition - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide free healthy meals using the Texas Department of Agriculture's National School Lunch Program, School Breakfast Program, After-school Snack Program and Commodity Food Programs by using the CEP program when applicable.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased participation in the program and productivity and effectiveness among all campus cafeterias will lead to more productive and successful students and greater participation				
Staff Responsible for Monitoring: Child Nutrition Director				
Funding Sources: Food - JSA Breakfast - 240 - Food & Nutrition - Budgeted $48,604.44 - $50,000, Food - JSA Lunch - 240 - Food & Nutrition - $200,000, Non-Food - JSA Breakfast - 240 - Food & Nutrition - $10,000, Non-Food - JSA Lunch - 240 - Food & Nutrition - $24,861.60, Food - JHH Breakfast - 240 - Food & Nutrition - $60,000, Food - JHH Lunch - 240 - Food & Nutrition - $170,000, Non-Food - JHH Breakfast - 240 - Food & Nutrition - $12,593.60, Non-Food - JHH Lunch - 240 - Food & Nutrition - $20,124.80, Food - JLUP Breakfast - 240 - Food & Nutrition - $25,000, Food - JLUP Lunch - 240 - Food & Nutrition - Budgeted $110,572.10 - $100,000, Non-Food - JLUP Breakfast - 240 - Food & Nutrition - $14,104.80, Non-Food - JLUP Lunch - 240 - Food & Nutrition - $18,806.40, Food - JHP Breakfast - 240 - Food & Nutrition - $25,000, Food - JHP Lunch - 240 - Food & Nutrition - $60,000, Non-Food JHP Breakfast - 240 - Food & Nutrition - $7,084.80, Non-Food - JHP Lunch - 240 - Food & Nutrition - $9,446.40, Food - JLW Breakfast - 240 - Food & Nutrition - $25,000, Food - JLW Lunch - 240 - Food & Nutrition - Budgeted $62,031.27 - $70,000, Non-Food - JLW Breakfast - 240 - Food & Nutrition - $8,100, Non-Food - JLW Lunch - 240 - Food & Nutrition - $10,800, Food - JH Breakfast - 240 - Food & Nutrition - $45,000, Food - JH Lunch - 240 - Food & Nutrition - $100,000, Non-Food - JH Breakfast - 240 - Food & Nutrition - $10,778.40, Non-Food - JH Lunch - 240 - Food & Nutrition - $14,371.20, Food - JWB Breakfast - 240 - Food & Nutrition - Budgeted $32,246.52 - $40,000, Food - JWB Lunch - 240 - Food & Nutrition - $120,000, Non-Food - JWB Breakfast - 240 - Food & Nutrition - $16,078.80, Non-Food - JWB Lunch - 240 - Food & Nutrition - Budgeted $121,417.41 - $21,420, Food - JB Breakfast - 240 - Food & Nutrition - $65,000, Food -				

JB Lunch - 240 - Food & Nutrition - $165,000, Non-Food - JB Breakfast - 240 - Food & Nutrition - $23,760 , Non-Food - JB Breakfast - 240 - Food & Nutrition - $33,156, Food - JWW Breakfast - 240 - Food & Nutrition - $35,000, Food - JWW Lunch - 240 - Food & Nutrition - $50,000, Non-Food -JWW Breakfast - 240 - Food & Nutrition - $5,393.20, Non-Food - JWW Lunch - 240 - Food & Nutrition - $7,272, Contract Services - Preferred Meals - JLA - Breakfast - 240 - Food & Nutrition - $35,000, Contract Services - Preferred Meals - JLA - Lunch - 240 - Food & Nutrition - $75,000, Contract Services - Preferred Meals - JK - Breakfast - 240 - Food & Nutrition - $40,000, Contract Services - Preferred Meals - JK - Lunch - 240 - Food & Nutrition - $75,000, Food - JS Lunch - 240 - Food & Nutrition - $20,000, Non-Food - JS Breakfast - 240 - Food & Nutrition - $4,000, Non-Food - JS Lunch - 240 - Food & Nutrition - $1,818, Ala Carte - JSA Food - 240 - Food & Nutrition - $6,000, Ala Carte - JSA Non-food - 240 - Food & Nutrition - $100, Ala Carte - JHH Food - 240 - Food & Nutrition - $15,000, Ala Carte - JHH Non-Food - 240 - Food & Nutrition - $100, Ala Carte - JLUP Food - 240 - Food & Nutrition - $5,000, Ala Carte - JLUP Non-food - 240 - Food & Nutrition - $100, Ala Carte - JHP Food - 240 - Food & Nutrition - $2,000, Ala Carte - JHP Non-food - 240 - Food & Nutrition - $100, Ala Carte - JK Food - 240 - Food & Nutrition - $3,000, Ala Carte - JK Non-food - 240 - Food & Nutrition - $100, Ala Carte - JLW Food - 240 - Food & Nutrition - $50,000, Ala Carte - JLW Non-food - 240 - Food & Nutrition - $100, Ala Carte - JH Food - 240 - Food & Nutrition - $3,000, Ala Carte-JH Non Food - 240 - Food & Nutrition - $100, Ala Carte JWB-Food - 240 - Food & Nutrition - $5,000 , Ala Carte JWB-Non Food - 240 - Food & Nutrition - $100, Ala Carte-JB Food - 240 - Food & Nutrition - $15,000, Ala Carte-JB Non Food - 240 - Food & Nutrition - $100, Ala Carte-JLA Food - 240 - Food & Nutrition - $2,000, Ala Carte-JLA Non Food - 240 - Food & Nutrition - $100, Marketing Tool for CNP Menus and Nutrition Education - 240 - Food & Nutrition - $6,000, POS System - 240 - Food & Nutrition - $25,000, Office Supplies & Technology - 240 - Food & Nutrition - $30,000, Fuel for CN Van - 240 - Food & Nutrition - $500, Small Equipment for Jubilee Sendero - 240 - Food & Nutrition - $5,000, Small Equipment for Highland Park - 240 - Food & Nutrition - $500, Ala Cart for Jubilee Acad Middle - 240 - Food & Nutrition - $1,000

Strategy 3 Details	Reviews			
Strategy 3: Improve process for food safety and management to ensure the safety of all foods served.	Formative			Summative
Strategy's Expected Result/Impact: Promoting food safety in the kitchen and ensuring HACCP compliance.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Child Nutrition Director				
Funding Sources: Software for temperature monitoring system - 240 - Food & Nutrition - Misc-te - $20,450.57				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Jubilee Academies will build a positive school culture that provides a safe, drug-free learning environment to promote individualized learning opportunities, build leadership skills and cultivate rich family engagement through active and meaningful collaboration.

Performance Objective 4: Jubilee Academies will identify and serve 100% of our homeless and foster care population timely and affection way.

Targeted or ESF High Priority

Evaluation Data Sources: SRQ , PO, RECEIPTS, TRAINING AND CERTIFICATIONS

Strategy 1 Details	Reviews			
Strategy 1: Training for all staff as required by McKinney Vento	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase awareness of the program and process for identification.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Fiscal Compliance				
Title I Schoolwide Elements: 2.4, 2.6, 3.1				

Strategy 2 Details	Reviews			
Strategy 2: Provided basic essentials for homeless and foster care students. (ie. bus pass, clothes,school supplies)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student to succeed in school and not stand out.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Fiscal Compliance				
Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2				
Problem Statements: Demographics 3, 4, 5 - Student Learning 10, 11, 12 - District Processes & Programs 12 - Perceptions 2, 3, 4				
Funding Sources: Homeless Student supplies - 206 - TECHY GRANT - 6300 - $4,525, Supplies & Materials for Homeless, Foster - 211 - Title I, Part A - 6400-HM - $2,700, Foster Care Student Transportation - 211 - Title I, Part A - 211-61-6412-FC-999-2-99-0-00 - $300				

Strategy 3 Details	Reviews			
Strategy 3: McKinney Vento staff will attend mandated training	**Formative**			**Summative**
Strategy's Expected Result/Impact: To increase awareness and build strategies	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Fiscal Compliance				
Problem Statements: Demographics 3, 4, 5 - Student Learning 10, 11, 12 - District Processes & Programs 12 - Perceptions 2, 3, 4				
Funding Sources: Travel and registration expense - 206 - TECHY GRANT - 6400 - $1,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually

Demographics
Problem Statement 4: There is a need to actively support the emotional well-being of students. **Root Cause**: Changing demographics bring students who do not have strong conflict management or social behavioral skill
Problem Statement 5: Low parental involvement participation **Root Cause**: Lack of relevant parental involvement sessions accessible to parents

Student Learning
Problem Statement 10: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually
Problem Statement 11: There is a need to actively support the emotional well-being of students. **Root Cause**: Changing demographics bring students who do not have strong conflict management or social behavioral skill
Problem Statement 12: Low parental involvement participation **Root Cause**: Lack of relevant parental involvement sessions accessible to parents

District Processes & Programs
Problem Statement 12: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually

Perceptions
Problem Statement 2: There is a need to actively support the emotional well-being of students. **Root Cause**: Changing demographics bring students who do not have strong conflict management or social behavioral skill
Problem Statement 3: Low parental involvement participation **Root Cause**: Lack of relevant parental involvement sessions accessible to parents
Problem Statement 4: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually

Goal 4: Jubilee Academies will build a positive school culture that provides a safe, drug-free learning environment to promote individualized learning opportunities, build leadership skills and cultivate rich family engagement through active and meaningful collaboration.

Performance Objective 5: Jubilee Academies will create and implement a District Emergency Operations Plan. 100% of Jubilee campuses will collaborate to organize staff, students, parents and community to promote a safe and drug, free campus for the 2019-2020 school year with a functional safety operations plan.

Evaluation Data Sources: Sign-in Sheets, agendas, and Emergency Operations Plan, discipline records

Strategy 1 Details	Reviews			
Strategy 1: Create an Emergency Operations committee including administrators, staff, parents and community members tasked with creating a District Emergency operations plan.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Create a more safe and secure environment **Staff Responsible for Monitoring:** Risk Manager				

Strategy 2 Details	Reviews			
Strategy 2: Jubilee Academies will have functioning PTO as a means to communicate with parents and community - campus safety initiative.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved communication and awareness of Jubilee Academies family on the safety and security initiative. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Jubilee Academies will provide threat assessment team training, teacher and staff member PD in the area of safety and suicide prevention. We will also provide materials and supplies to create a safer learning environment.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased knowledge in the area of safety and threat assessment and suicide prevention (as dictated by house bill 11) **Staff Responsible for Monitoring:** Superintendent of Schools **Title I Schoolwide Elements:** 3.2 **Funding Sources:** Perimeter Fencing - 429 Safety & Security Grant 19-20 Balance - $11,390, Entry Locking Systems - 429 Safety & Security Grant 19-20 Balance - $45,000, Security Systems for monitoring and recording - 429 Safety & Security Grant 19-20 Balance - $40,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Jubilee Academies will build a positive school culture that provides a safe, drug-free learning environment to promote individualized learning opportunities, build leadership skills and cultivate rich family engagement through active and meaningful collaboration.

Performance Objective 6: 100% of students and staff will have access to health services to ensure a safe and healthy learning environment at all campuses.

Evaluation Data Sources: Health records, Wellness Plan, feedback from stakeholders, overall program evaluation

Strategy 1 Details	Reviews			
Strategy 1: Hire and retain healthcare assistants at each campus and Registered Nurses for each region	**Formative**			**Summative**
Strategy's Expected Result/Impact: Better quality health service for all students, equality of services district-wide	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Operations **Title I Schoolwide Elements:** 2.6 **Problem Statements:** Demographics 4 - Student Learning 11 - District Processes & Programs 8, 14 - Perceptions 1, 2 **Funding Sources:** Healthcare Assistants - 282 - ESSER III - $25,000, RNs - 282 - ESSER III - $65,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide personal protection equipment to include cleaning and sanitation equipment as a response to threats that could be present.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Create a safe and healthy learning environment for all students and staff. Increase average daily attendance by mitigating the threat of illness. **Staff Responsible for Monitoring:** Executive Director of Operations **Problem Statements:** Demographics 4 - Student Learning 11 - District Processes & Programs 14 - Perceptions 1, 2 **Funding Sources:** PPE Materials & Equipment - 282 - ESSER III - $100,000				

Strategy 3 Details	Reviews			
Strategy 3: Update and upgrade HVAC systems at all campuses, including technology for monitoring units remotely and predictive elements to help manage systems.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Save money with more efficient and effectively systems, provide higher quality air for all students and staff. **Staff Responsible for Monitoring:** Executive Director of Operations **Problem Statements:** Demographics 1, 3, 4 - Student Learning 10, 11 - District Processes & Programs 8, 12 - Perceptions 2, 4, 6 **Funding Sources:** AC Upgrades - 282 - ESSER III - $1,300,000, Staff - 282 - ESSER III - $100,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Re-enrollment rates for the district have declined approximately by 12% **Root Cause**: Electives and extra curricular opportunities at our secondary schools such as sports, band, and fine arts are not as robust as competitors
Problem Statement 3: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually
Problem Statement 4: There is a need to actively support the emotional well-being of students. **Root Cause**: Changing demographics bring students who do not have strong conflict management or social behavioral skill

Student Learning
Problem Statement 10: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually
Problem Statement 11: There is a need to actively support the emotional well-being of students. **Root Cause**: Changing demographics bring students who do not have strong conflict management or social behavioral skill

District Processes & Programs
Problem Statement 8: Proper processes & procedures are not being followed **Root Cause**: District departments lack standard operating procedures
Problem Statement 12: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually
Problem Statement 14: Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders **Root Cause**: Parent frustrations are often the result of misinformation or lack of communication

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**: Parent frustrations are often the result of misinformation or lack of communication
Problem Statement 2: There is a need to actively support the emotional well-being of students. **Root Cause**: Changing demographics bring students who do not have strong conflict management or social behavioral skill
Problem Statement 4: Declining attendance rates during COVID-19 **Root Cause**: Distance learners lack resources and support to connect virtually
Problem Statement 6: Re-enrollment rates for the district have declined approximately by 12% **Root Cause**: Electives and extra curricular opportunities at our secondary schools such as sports, band, and fine arts are not as robust as competitors

Goal 4: Jubilee Academies will build a positive school culture that provides a safe, drug-free learning environment to promote individualized learning opportunities, build leadership skills and cultivate rich family engagement through active and meaningful collaboration.

Performance Objective 7: For every district recruitment event, 2 administrators will be invited by HR and attend to assist recruitment efforts for the district.

Evaluation Data Sources: Sign in Sheets, agendas, event flyers, HR reports, event invitations

Strategy 1 Details	Reviews			
Strategy 1: Recruitment teams, consisting of campus administrators and HR staff will, will attend a variety of job fairs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: High needs area jobs are filled by 1st day of school.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: HR Executive Director				

Strategy 2 Details	Reviews			
Strategy 2: Coordinate a Jubilee Job Fair to include all areas of human resources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased selection of effective teachers.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: HR Executive Director				

Strategy 3 Details	Reviews			
Strategy 3: Establish quarterly district meetings to address campus and district hiring needs with Human Resources (September, March)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduction of vacancies	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: HR Executive Director				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 4: Jubilee Academies will build a positive school culture that provides a safe, drug-free learning environment to promote individualized learning opportunities, build leadership skills and cultivate rich family engagement through active and meaningful collaboration.

Performance Objective 8: Provide professional development opportunities to teachers and campus administrators to ensure State compliance, understanding of district initiatives, fidelity of implementation, alignment, and support.

> **Targeted or ESF High Priority**

> **Evaluation Data Sources:** Sign-in Sheets, Agendas, CPE Certificates, observations

Strategy 1 Details	Reviews			
Strategy 1: Provide district and campus administrators with needed training and development, as required by TEA & Jubilee, through a Leadership Synergy Summit in June/July.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: All administration staff will be compliant with TEA requirements for required training hours and will be able to provide effective support to all stakeholders **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Equity Plan** **Funding Sources:** Leadership Summit Expenses - 211 - Title I, Part A				

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers and campus administrators with needed training and development to ensure comprehension and fidelity of implementation of district curriculum and initiatives.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers and campus administrators will make a positive impact on student achievement by gaining a thorough understanding of curriculum, and implementing district initiatives with fidelity. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 - **Equity Plan** **Funding Sources:** Math Professional Development - 211 - Title I, Part A 2020-21 left over - $30,000, Federal Programs PD - 420-PIC 11 FSP - $500, Micro-creditional Stipends - 255 - Title II, Part A, TPTR 2020-21 left over - $25,081.41				

Strategy 3 Details	Reviews			
Strategy 3: Provide administrators with early education observation training focused on Pre-kindergarten learning environments.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve student-teacher interaction in early childhood education. **Staff Responsible for Monitoring:** Director of Fiscal Compliance **Title I Schoolwide Elements:** 2.5				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 4: Jubilee Academies will build a positive school culture that provides a safe, drug-free learning environment to promote individualized learning opportunities, build leadership skills and cultivate rich family engagement through active and meaningful collaboration.

Performance Objective 9: Provide teachers and other high need staff within 10% of the regional competitive salaries across each of our regions.

   Targeted or ESF High Priority

   Evaluation Data Sources: Salary studies, increase of salaries, Salary scale

Strategy 1 Details	Reviews			
Strategy 1: Meet with Superintendent's Leadership Cabinet to discuss current salary gaps within our regions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher pool and lower turn over rate.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent of Schools				

Strategy 2 Details	Reviews			
Strategy 2: Provide retention stipends for Math and Science Teachers and Assistant Principals and Principals	**Formative**			**Summative**
Strategy's Expected Result/Impact: Retain highly effective teachers in the area of Math and Science. Retain adminstration.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Fiscal Compliance				
Funding Sources: Retention Stipends - 255 - Title II, Part A, TPTR - $297,482.78				

Strategy 3 Details	Reviews			
Strategy 3: Provide stipends to Pre-K teachers in the South Central Region to increase teacher retention.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce PK teacher turnover in the South Central Region	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Fiscal Compliance				
Title I Schoolwide Elements: 2.5				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Jubilee Academies will build a positive school culture that provides a safe, drug-free learning environment to promote individualized learning opportunities, build leadership skills and cultivate rich family engagement through active and meaningful collaboration.

Performance Objective 10: Reduce student discipline referrals by 20%.

Evaluation Data Sources: TxEis Data, Principal reports

Strategy 1 Details	Reviews			
Strategy 1: Adopt SEL curriculum for counselors to provide guidance classroom lessons once a month minimum.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be able to self regulate and learn resiliency skills reducing discipline referrals	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Student Services Director, campus counselors				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 5: JAC will increase College Readiness

Performance Objective 1: Annually, increase by 8% over the baseline of 64% of cohort (3rd- 7th grade) at-risk, minority, low-income, English Learners and students with disabilities passing the state standard test in Math, and Reading.

Evaluation Data Sources: STAAR

Strategy 1 Details		Reviews			
Strategy 1: Annually, increase by 15% over baseline of 20% (153) the number of cohort students (9th- 12th grade) who enroll in and receive credit from AP, Early College/Dual Enrollment courses (math, science, reading etc.) as **Strategy's Expected Result/Impact:** measured by state TAPR course enrollment data.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

0%	No Progress	100%	Accomplished	→	Continue/Modify	✗	Discontinue

Goal 5: JAC will increase College Readiness

Performance Objective 2: Increase the rate of HS graduation and enrollment in postsecondary education

Goal 5: JAC will increase College Readiness

Performance Objective 3: Increase student and families knowledge of postsecondary education options, preparation and financing.

Title I Personnel

Name	Position	Program	FTE
Antonio Portilla	Instructional Coach - Social Studies	Title I, Part A	1
Armandina Aguilar	Instructional Coach - English Learner	Title III, Part A	1
Brenda Paredes	Instructional Coach - ELAR	Title I, Part A	1
Cherry-Anne Gildharry	Instructional Coach - Math	Title I, Part A	1
Christine Sanchez	Director of Fiscal Compliance	Title I, Part A	.5
Claudia Garcia	Title I Liaison	Title I, Part A	1
Cody Ferguson	Instructional Coach - Social Studies	Title I, Part A	1
Crystal Martinez	Instructional Coach - Math	Title I, Part A	1
Kirstie Wade	Instructional Coach - ELAR	Title I, Part A	1
Lama Shamieh-Karkar	Instructional Coach - Math	Title I, Part A	1
Lisa Gonzales	Coordinator for State/Federal Programs	Title I, Part A	1
Lisa Shead Barr	Instructional Coach - Science	Title I, Part A	1
Lizhandra Chavira	Instructional Coach - Science	Title I, Part A	1
Maria De La Cruz	Assistant Director for State/Federal Pro	Title I, Part A	.5
Michelle Apodaca	Assistant Director for State/Federal Pro	Title I, Part A	.5
Monica Chacon	Instructional Coach - Social Studies	Title I, Part A	1
Monica Garcia	Instructional Coach - ELAR	Title I, Part A	1
Nancy Martinez-Gomez	Instructional Coach - English Learners	Title III, Part A	1
Nicole Herrera	Instructional Coach - ELAR	Title I, Part A	1
Samantha Reyes	Instructional Coach - Science	Title I, Part A	1
Sandra Acosta	Instructional Coach - Math	Title I, Part A	1
Scott Silva	Instructional Coach - Science	Title I, Part A	1

District CNA Demographic Committee

Committee Role	Name	Position
District-level Professional	Leticia Gutierrez	Member-PEIMS
District-level Professional	Marissa Jones	Member-HR
District-level Professional	Steven Solis	Chairperson
District-level Professional	Christine Sanchez	Member-Grants
District-level Professional	Angela Rodriguez	Member-Child Nutrition
District-level Professional	Yanet Lebron	Member-Payroll
District-level Professional	Diana Centeno	Member-Student Services
District-level Professional	Matthew Gonzalez	Member-Purchasing
Campus Professional	Joseph Acevedo	Campus Principal
Parent	Mariselda DeLaPaz	Parent Member
Community Representative	Iggy Perez	Community Member
Parent	Elsie Aria	Parent Member

District CNA Perceptions Committee

Committee Role	Name	Position
District-level Professional	Jessica Gonzales	Member-Marketing
District-level Professional	Marissa Jones	Member-HR
District-level Professional	Christine Sanchez	Member-Grants
District-level Professional	Jerry Hoadley	Member-Risk and Operations
District-level Professional	Gianna Recio	Member-Health Services
District-level Professional	Diana Centeno	Member-Student Services
District-level Professional	Claudia Garcia	Member-McKinney Vento (Grants)
District-level Professional	michael wagner	Member-Recruitment

District CNA Student Achievement

Committee Role	Name	Position
District-level Professional	Michelle Hickman	Chairperson
District-level Professional	Michelle Apodaca	Member-Grants
District-level Professional	Arcelia Leon	Member-Curriculum & Instruction
District-level Professional	Angie Morales	Member-ESL
District-level Professional	Grace Leimann	Member-Curriculum & Instruction
District-level Professional	Vanessa Norton	Member-Curriculum & Instruction
District-level Professional	Jamie Molina	Member-CTE
District-level Professional	Bernardo Garrido	Member-CCMR
District-level Professional	Jennifer Miller	Member-Special Education
District-level Professional	Michelle Gonzalez	Member-504/RTI

District CNA Processes & Programs

Committee Role	Name	Position
District-level Professional	Alicia bolt	Chairperson
District-level Professional	Matthew Gonzalez	Member-Purchasing
District-level Professional	Michelle Apodaca	Member-Grants
District-level Professional	Arcelia Leon	Member-Curriculum & Instruction
District-level Professional	Angie Morales	Member-ESL
District-level Professional	Grace Leimann	Member-Curriculum & Instruction
District-level Professional	Vanessa Norton	Member-Curriculum & Instruction
District-level Professional	Ryan Wells	Member-Technology
District-level Professional	Jamie Molina	Member-CTE
District-level Professional	Bernardo Garrido	Member-CCMR
District-level Professional	Jennifer Miller	Member-Special Education
District-level Professional	Michelle Gonzalez	Member-504/RTI
District-level Professional	Diana Centeno	Member-Student Services
Administrator	Sam Cofer	HR Executive Director
Non-classroom Professional	Yajaira Contreras	Adm Assistant

2021 Superintendent Advisory Counsel

Committee Role	Name	Position
Parent	Priscilla Andrade	Parent Member
Campus Professional	Debra Calvillo	Parent Liaison
Campus Professional	Jose Martinez	RGV Marketing Coordinator, JB
District-level Professional	Kelly Isbell	Exec Dir of Tech
Parent	Norma Miranda	Parent, JB
Parent	Veronica De Leon	Parent, JK
Campus Professional	Douglas Schroder	Academic Dean JWB
Parent	Linda Hughes	Parent JWB
Parent	Geanene Trahan	Parent JWB
Parent	Jessica Clark	Parent JB
Community Representative	Norma Miranda	Community Rep
Parent	Angie Richardson	Parent JWB
Administrator	Kevin Phillips	Superintendent