

**Jubilee Academies**  
**District Improvement Plan**  
**2022-2023**

**Accountability Rating: C**



**Board Approval Date:** July 21, 2022  
**Public Presentation Date:** July 21, 2022

# Mission Statement

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

## Vision

The Premier Choice in Education

## Value Statement



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# 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), and Brownsville(3). The district enrollment is 5600 students serving students from 87 different school district in South Central Region, Central Texas, Rio Grande Valley, and Coastal Bend.

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

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

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

- JA has begun the process of partnering with organizations of higher education in order to promote and track students education beyond graduation

Our enrollment numbers increased every year for the past 4 years; furthermore, 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).

### **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 multi-modal literacy. Distance Learning opportunities and processes are in place to support student learning during school closures. All District communication platforms support student, staff, and community engagement opportunities. Provides in real time higher level decisions in regards to various operations. Ongoing communication updates from leadership, community town halls, surveys, the District has implemented robust policies and protocols to promote the health and safety of staff and students. Leadership engagements via social networks allows the district to communicate with all stakeholders.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. **Root Cause:** Leadership has not enforced the need for processes and a lack of internal controls..

**Problem Statement 2 (Prioritized):** District Attendance rates have dropped from 96% to 92%. **Root Cause:** On-line learning and Covid-19

**Problem Statement 3 (Prioritized):** Campus staff/teacher turnover is high. **Root Cause:** The campus culture does not offer growth support to teachers consistently.

**Problem Statement 4 (Prioritized):** Discipline issues are rising and children's mental health issues are at an all time high. **Root Cause:** We do not have the supports in place to help our students through emotions.

# 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									
	All Students								
Approaches or above	18 District	18 Region	18 State	19 District	19 Region	19 State	21 District	21 Region	21 State
	66%	75%	77%	64%	76%	78%	44%	64%	67%

All Subjects									
Meets or above	18	18	18	19	19	19	21	21	21
	32%	46%	48%	31%	47%	50%	18%	38%	41%
Masters	18	18	18	19	19	19	21	21	21
	12%	20%	22%	12%	22%	24%	6%	16%	18%

ELA/Reading									
	All Students								
Approaches or above	18 District	18 Region	18 State	19 District	19 Region	19 State	21 District	21 Region	21 State
	68%	73%	74%	65%	73%	75%	50%	66%	68%
Meets or above	18	18	18	19	19	19	21	21	21
	35%	45%	46%	34%	46%	48%	23%	42%	45%
Masters	18	18	18	19	19	19	21	21	21
	14%	18%	19%	13%	19%	21%	9%	17%	18%

Mathematics									
	All Students								
Approaches or above	18 District	18 Region	18 State	19 District	19 Region	19 State	21 District	21 Region	21 State
	67%	76%	81%	65%	79%	82%	38%	60%	66%
Meets or above	18	18	18	19	19	19	21	21	21
	31%	46%	50%	30%	48%	52%	13%	31%	37%
Masters	18	18	18	19	19	19	21	21	21
	13%	21%	24%	13%	24%	26%	4%	14%	18%

Writing									
	All Students								
Approaches or above	18 District	18 Region	18 State	19 District	19 Region	19 State	21 District	21 Region	21 State
	55%	63%	66%	56%	65%	68%	37%	53%	58%

<b>Writing</b>									
Meets or above	18	18	18	19	19	19	21	21	21
	28%	39%	41%	24%	35%	38%	13%	26%	30%
Masters	18	18	18	19	19	19	21	21	21
	7%	11%	13%	6%	12%	14%	2%	7%	9%

<b>Science</b>									
	All Students								
Approaches or above	18 District	18 Region	18 State	19 District	19 Region	19 State	21 District	21 Region	21 State
		69%	79%	80%	66%	80%	81%	43%	68%
Meets or above	18	18	18	19	19	19	21	21	21
	34%	49%	51%	33%	53%	54%	14%	40%	44%
Masters	18	18	18	19	19	19	21	21	21
	11%	22%	23%	11%	23%	25%	5%	17%	20%

<b>Social Studies</b>									
	All Students								
Approaches or above	18 District	18 Region	18 State	19 District	19 Region	19 State	21 District	21 Region	21 State
		52%	78%	78%	58%	80%	81%	47%	73%
Meets or above	18	18	18	19	19	19	21	21	21
	23%	52%	53%	27%	55%	55%	24%	49%	49%
Masters	18	18	18	19	19	19	21	21	21
	9%	31%	31%	12%	34%	33%	10%	28%	29%

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% to 21.7%. 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%.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students performance is below the state average in reading by 22 percentage points (State 45%/Jubilee 23% Meets). **Root Cause:** There is a need to increase teacher capacity in the science of reading as well as in the core reading program.

**Problem Statement 2:** Student performance is below the state average in math by 24 percentage points (State 37%/Jubilee 13% Meets). **Root Cause:** There is a need to increase teacher capacity in mathematical ideas, patterns, and procedures (conceptual understanding).

**Problem Statement 3:** Student performance is below the state average in science by 30 percentage points (State 44%/Jubilee 14% Meets). **Root Cause:** There is a need to increase teacher capacity in science process skills to include observing qualities, measuring quantities, sorting/classifying, inferring, predicting, experimenting, and writing.

**Problem Statement 4:** Students performance is below the state average in social studies by 25 percentage points (State 49%/Jubilee 24% Meets). **Root Cause:** There is a need to increase teacher capacity in social studies process skills to include: maps, graphs/charts, categories, cause/effect, compare/contrast, conclusion, inference, prediction and point of view bias. MAPS GRAPHS CHARTS.

**Problem Statement 5:** 2021 Special education status is classified as Needs Assistance by the Texas Education Agency. **Root Cause:** General education and special education teachers require comprehensive training in differentiated strategies and small group instruction.

**Problem Statement 6 (Prioritized):** Secondary students are not prepared to meet proficiency standards on the reading/writing and math portions of the TSI test by the ninth grade. **Root Cause:** The students who were on the precipice of passing don't get their needs met with specific targeted instruction.

**Problem Statement 7:** Bilingual education students are performing below their general education counterparts. **Root Cause:** Students have not developed linguistic skills at the higher cognitive levels necessary to speak, read, and write proficiently.

# District Processes & Programs

## District Processes & Programs Summary

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

Below is a list of all the programs that are offered to all of our students here at Jubilee Academies. Our at risk students are given many opportunities for remediation through various programs listed below.

- 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 (Career and Technology Education) – At risk students getting real world, 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 (Advanced Placement) courses offers a rigorous curriculum. Data shows these courses better prepare students for academic challenges.
- ESL (English Second Language) program for K-12 grades is a strong Jubilee program that 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 2022-2023 school year is all dyslexia teachers will be trained in a district wide reading 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 second year for implementation for CTE. 9 campuses offer CTE courses 1100 students serviced through CTE courses.
- **Bilingual/ESL** – Jubilee has identified 1 campus as a Dual-Language campus, 8 ESL campuses, and 3 Bilingual schools. Every campus has an interventionist and a paraprofessional that provide linguistic support & instruction to all Emergent Bilingual students. Across Jubilee Academies, we serve over 1400 students, whose first language is NOT English. This means 24% of our district is in need of bilingual services.
- 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 courses
- 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

### **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.

### **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. Children's Internet Protection Act (CIPA) compliance measures ensure that all students work in safe learning environments.

## **District Processes & Programs Strengths**

The Superintendent's Leadership Cabinet has provided additional District support. This has been helpful with the addition of positions as we grow.

**Bilingual/ESL Strengths:** We utilize 90/10 language allocation model at our bilingual campuses. The goal is to build a strong foundation on students' first language, which will then ensure they transition to English successfully. The model used at our ESL campuses is the pull out model. Bilingual and ESL certified interventionists work with EBs whose English proficiency level is at the Newcomer or Beginner level. Additionally, they provide classroom teachers with sheltered instruction strategies they can use. At the District level, we have two Bilingual Instructional coaches who provide training and support to all staff who work with Emergent Bilinguals. They lead the implementation of Summit K12, our language acquisition platform, and guide staff as student data is gathered and analyzed.

## **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. **Root Cause:** Leadership has not enforced the need for processes and a lack of internal controls..

**Problem Statement 2 (Prioritized):** Three (3) out of 14 schools are labeled "Improvement Required" by TEA standards and two (2) schools designated as a "D" rating. **Root Cause:** A lack of lesson alignment, rigor, and other best practices were not developed and implemented with fidelity.

**Problem Statement 3 (Prioritized):** District Attendance rates have dropped from 96% to 92%. **Root Cause:** On-line learning and Covid-19

**Problem Statement 4 (Prioritized):** Campus staff/teacher turnover is high. **Root Cause:** The campus culture does not offer growth support to teachers consistently.

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

**Problem Statement 6 (Prioritized):** Jubilee lacks appropriately certified Bilingual/ESL teachers at our schools. **Root Cause:** There is a Bil/ESL certified teacher shortage and high district turn-over.

# Perceptions

## Perceptions Summary

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

## Perceptions Strengths

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

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

## Problem Statements Identifying Perceptions Needs

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

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

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

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

**Problem Statement 5 (Prioritized):** District Attendance rates have dropped from 96% to 92%. **Root Cause:** On-line learning and Covid-19

**Problem Statement 6 (Prioritized):** Discipline issues are rising and children's mental health issues are at an all time high. **Root Cause:** We do not have the supports in place to help our students through emotions.

# Priority Problem Statements

**Problem Statement 1:** Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated.

**Root Cause 1:** Leadership has not enforced the need for processes and a lack of internal controls..

**Problem Statement 1 Areas:** Demographics - District Processes & Programs

**Problem Statement 2:** Three (3) out of 14 schools are labeled "Improvement Required" by TEA standards and two (2) schools designated as a "D" rating.

**Root Cause 2:** A lack of lesson alignment, rigor, and other best practices were not developed and implemented with fidelity.

**Problem Statement 2 Areas:** District Processes & Programs

**Problem Statement 3:** District Attendance rates have dropped from 96% to 92%.

**Root Cause 3:** On-line learning and Covid-19

**Problem Statement 3 Areas:** Demographics - District Processes & Programs - Perceptions

**Problem Statement 4:** Campus staff/teacher turnover is high.

**Root Cause 4:** The campus culture does not offer growth support to teachers consistently.

**Problem Statement 4 Areas:** Demographics - District Processes & Programs

**Problem Statement 5:** Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders

**Root Cause 5:** The district continues to grow and internal controls need to be updated

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** There is a need to actively support the emotional well-being of students.

**Root Cause 6:** Students are still dealing with the after effect of COVID -19 and the learning loss associated with that. There is a regression of social development associated with COVID-19.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** Low parental involvement participation

**Root Cause 7:** There is a lack of communication between campuses and home.

**Problem Statement 7 Areas:** Perceptions

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

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

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Discipline issues are rising and children's mental health issues are at an all time high.

**Root Cause 9:** We do not have the supports in place to help our students through emotions.

**Problem Statement 9 Areas:** Demographics - District Processes & Programs - Perceptions

**Problem Statement 10:** Secondary students are not prepared to meet proficiency standards on the reading/writing and math portions of the TSI test by the ninth grade.

**Root Cause 10:** The students who were on the precipice of passing don't get their needs met with specific targeted instruction.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 15:** Jubilee lacks appropriately certified Bilingual/ESL teachers at our schools.

**Root Cause 15:** There is a Bil/ESL certified teacher shortage and high district turn-over.

**Problem Statement 15 Areas:** District Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- RDA data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data






# Goals

Revised/Approved: June 30, 2022

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

**Performance Objective 1:** Increase the number of qualified applicants by 10% by leveraging all recruiting tools and resources at our disposal to cast a wide net with the purpose of attracting a diverse group of qualified applicants.

**Evaluation Data Sources:** Human Resources applicant software

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HR department will coordinate efforts with the Communications department to develop targeted, yet cost-effective social media campaigns that attract qualified applicants.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% increase in number of qualified applicants</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p> <p><b>Problem Statements:</b> Demographics 3 - District Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Technology - FSP 420-PIC 99 Undistributed - \$100</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			N/A	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Recruitment teams, consisting of campus administrators and HR staff will attend a variety of job fairs per region, either virtual or face to face with the intent to recruit Highly Effective Teachers and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of qualified applicants, High need area jobs filled by the 1st day of school</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3, 4 - Student Learning 6 - District Processes &amp; Programs 1, 2, 3, 4, 5 - Perceptions 5, 6</p> <p><b>Funding Sources:</b> Sign-on Stipends for High Priority Campuses for High Need Positions - 211 - Title I, Part A - \$52,800</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Connect with at least one college/university and one alternative certification program per region with the intent of attracting qualified applicants to Jubilee Academies. <b>Strategy's Expected Result/Impact:</b> 10% increase in qualified applicants <b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources  <b>Problem Statements:</b> Demographics 3 - District Processes & Programs 2, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Referral incentive program for current employees <b>Strategy's Expected Result/Impact:</b> 10% increase in qualified applicants being hired <b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources  <b>Problem Statements:</b> Demographics 3 - District Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
No Progress                 Accomplished                 Continue/Modify                 Discontinue				

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. <b>Root Cause:</b> Leadership has not enforced the need for processes and a lack of internal controls..
<b>Problem Statement 2:</b> District Attendance rates have dropped from 96% to 92%. <b>Root Cause:</b> On-line learning and Covid-19
<b>Problem Statement 3:</b> Campus staff/teacher turnover is high. <b>Root Cause:</b> The campus culture does not offer growth support to teachers consistently.
<b>Problem Statement 4:</b> Discipline issues are rising and children's mental health issues are at an all time high. <b>Root Cause:</b> We do not have the supports in place to help our students through emotions.
Student Learning
<b>Problem Statement 6:</b> Secondary students are not prepared to meet proficiency standards on the reading/writing and math portions of the TSI test by the ninth grade. <b>Root Cause:</b> The students who were on the precipice of passing don't get their needs met with specific targeted instruction.
District Processes & Programs
<b>Problem Statement 1:</b> Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. <b>Root Cause:</b> Leadership has not enforced the need for processes and a lack of internal controls..
<b>Problem Statement 2:</b> Three (3) out of 14 schools are labeled "Improvement Required" by TEA standards and two (2) schools designated as a "D" rating. <b>Root Cause:</b> A lack of lesson alignment, rigor, and other best practices were not developed and implemented with fidelity.
<b>Problem Statement 3:</b> District Attendance rates have dropped from 96% to 92%. <b>Root Cause:</b> On-line learning and Covid-19
<b>Problem Statement 4:</b> Campus staff/teacher turnover is high. <b>Root Cause:</b> The campus culture does not offer growth support to teachers consistently.

**District Processes & Programs**

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

**Perceptions**







**Problem Statement 5:** District Attendance rates have dropped from 96% to 92%. **Root Cause:** On-line learning and Covid-19

**Problem Statement 6:** Discipline issues are rising and children's mental health issues are at an all time high. **Root Cause:** We do not have the supports in place to help our students through emotions.

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

**Performance Objective 2:** Increase faculty and staff retention to 80% in the 2023 school year.

**Evaluation Data Sources:** Employee Census Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain awareness of our competitors salary offerings in each of our regions and then adjusting our salaries to be within 10-15% of those competitors salaries</p> <p><b>Strategy's Expected Result/Impact:</b> Expected result is a 10% increase in the number of qualified applicants who wish to join our district. Another expected impact is that this strategy will contribute to an increase in our staff retention rates by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p> <p><b>Problem Statements:</b> Demographics 1, 3 - District Processes &amp; Programs 1, 4</p> <p><b>Funding Sources:</b> CTE Salary/Stipend/Salaries - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - \$1,620,360, Tiered Stipends for Teaching Staff based on performance - 211 - Title I, Part A - \$2,200,000, Special Program Stipends - Bilingual - FSP 420-PIC 25 State Bilingual/ESL - \$1, CTE Program Stipends - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - \$1, Retention Stipends - 211 - Title I, Part A, Retention Stipends - Leadership - 255 - Title II, Part A, TPTR, Data Collection System to assist in Tiered Stipends - 211 - Title I, Part A - \$37,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continuously evaluate our offerings of medical, dental, vision, and other employee benefits to ensure they are competitive with the surrounding school districts in all of our regions. Focus will be on premiums, coverage, and out-of-pocket expenses. Adjust employer contributions as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected result is a 10% increase in the number of qualified applicants who wish to join our district. Another expected impact is that this strategy will contribute to an increase in our staff retention rates by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p> <p><b>Problem Statements:</b> Demographics 1, 3 - District Processes &amp; Programs 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continuously teach and mentor our district leaders on the art of effective leadership, using our weekly SLC, Leader's meetings, quarterly meetings, and any other opportunity that presents itself. Also use surveys to track the effectiveness of this strategy on the perceptions of all district employees on their level of confidence in their leaders ability to lead effectively.</p> <p><b>Strategy's Expected Result/Impact:</b> Significant increase in employee retention which should also contribute to a higher level of student retention.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p> <p><b>Problem Statements:</b> Demographics 1, 3 - District Processes &amp; Programs 1, 4</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I, Part A - 211-41-6291-00-701-3-99-0-00 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Offer a district mentor program that supports novice teachers by matching them with experienced colleagues, and also by offering professional development through a set of series via virtual learning.</p> <p><b>Strategy's Expected Result/Impact:</b> New to the field teachers will be able to function and become effective with teaching practices by identifying and correcting gaps in pedagogical skills and knowledge.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent - RGV Region</p> <p><b>Problem Statements:</b> Demographics 3 - District Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Stipends for mentors - 211 - Title I, Part A, Mentor/Mentee Training - 211 - Title I, Part A - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide teachers and staff opportunities for fostering their own physical and mental health to help to support students' health and academic success. School staff can give their best when they feel their best.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase staff morale and have a positive impact on culture and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent</p> <p><b>Problem Statements:</b> Demographics 2, 3, 4 - District Processes &amp; Programs 3, 4, 5 - Perceptions 2, 5, 6</p> <p><b>Funding Sources:</b> Hope 4 the Wounded - 274-GEAR UP - 6291 - \$14,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 1:** Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. **Root Cause:** Leadership has not enforced the need for processes and a lack of internal controls..

**Problem Statement 2:** District Attendance rates have dropped from 96% to 92%. **Root Cause:** On-line learning and Covid-19

**Problem Statement 3:** Campus staff/teacher turnover is high. **Root Cause:** The campus culture does not offer growth support to teachers consistently.

**Problem Statement 4:** Discipline issues are rising and children's mental health issues are at an all time high. **Root Cause:** We do not have the supports in place to help our students through emotions.

### District Processes & Programs

**Problem Statement 1:** Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. **Root Cause:** Leadership has not enforced the need for processes and a lack of internal controls..

**Problem Statement 3:** District Attendance rates have dropped from 96% to 92%. **Root Cause:** On-line learning and Covid-19

**Problem Statement 4:** Campus staff/teacher turnover is high. **Root Cause:** The campus culture does not offer growth support to teachers consistently.

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

### Perceptions

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

**Problem Statement 5:** District Attendance rates have dropped from 96% to 92%. **Root Cause:** On-line learning and Covid-19





**Problem Statement 6:** Discipline issues are rising and children's mental health issues are at an all time high. **Root Cause:** We do not have the supports in place to help our students through emotions.

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

**Performance Objective 3:** Increase the number of qualified applicants by 10% by leveraging all recruiting tools and resources at our disposal to cast a wide net with the purpose of attracting a diverse group of qualified applicants.

**Evaluation Data Sources:** Human Resources applicant software

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HR department will coordinate efforts with the Communications department to develop targeted, yet cost-effective social media campaigns that attract qualified applicants.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% increase in number of qualified applicants</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p> <p><b>Problem Statements:</b> Demographics 3 - District Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Technology - FSP 420-PIC 99 Undistributed - \$100</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Recruitment teams, consisting of campus administrators and HR staff will attend a variety of job fairs per region, either virtual or face to face with the intent to recruit Highly Effective Teachers and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of qualified applicants, High need area jobs filled by the 1st day of school</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3, 4 - Student Learning 6 - District Processes &amp; Programs 1, 2, 3, 4, 5 - Perceptions 5, 6</p> <p><b>Funding Sources:</b> Sign-on Stipends for High Priority Campuses for High Need Positions - 211 - Title I, Part A - \$52,800</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Connect with at least one college/university and one alternative certification program per region with the intent of attracting qualified applicants to Jubilee Academies.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% increase in qualified applicants</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p> <p><b>Problem Statements:</b> Demographics 3 - District Processes &amp; Programs 2, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Referral incentive program for current employees <b>Strategy's Expected Result/Impact:</b> 10% increase in qualified applicants being hired <b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources  <b>Problem Statements:</b> Demographics 3 - District Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. <b>Root Cause:</b> Leadership has not enforced the need for processes and a lack of internal controls..
<b>Problem Statement 2:</b> District Attendance rates have dropped from 96% to 92%. <b>Root Cause:</b> On-line learning and Covid-19
<b>Problem Statement 3:</b> Campus staff/teacher turnover is high. <b>Root Cause:</b> The campus culture does not offer growth support to teachers consistently.
<b>Problem Statement 4:</b> Discipline issues are rising and children's mental health issues are at an all time high. <b>Root Cause:</b> We do not have the supports in place to help our students through emotions.
<b>Student Learning</b>
<b>Problem Statement 6:</b> Secondary students are not prepared to meet proficiency standards on the reading/writing and math portions of the TSI test by the ninth grade. <b>Root Cause:</b> The students who were on the precipice of passing don't get their needs met with specific targeted instruction.
<b>District Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. <b>Root Cause:</b> Leadership has not enforced the need for processes and a lack of internal controls..
<b>Problem Statement 2:</b> Three (3) out of 14 schools are labeled "Improvement Required" by TEA standards and two (2) schools designated as a "D" rating. <b>Root Cause:</b> A lack of lesson alignment, rigor, and other best practices were not developed and implemented with fidelity.
<b>Problem Statement 3:</b> District Attendance rates have dropped from 96% to 92%. <b>Root Cause:</b> On-line learning and Covid-19
<b>Problem Statement 4:</b> Campus staff/teacher turnover is high. <b>Root Cause:</b> The campus culture does not offer growth support to teachers consistently.
<b>Problem Statement 5:</b> Discipline issues are rising and children's mental health issues are at an all time high. <b>Root Cause:</b> We do not have the supports in place to help our students through emotions.
<b>Perceptions</b>
<b>Problem Statement 5:</b> District Attendance rates have dropped from 96% to 92%. <b>Root Cause:</b> On-line learning and Covid-19
<b>Problem Statement 6:</b> Discipline issues are rising and children's mental health issues are at an all time high. <b>Root Cause:</b> We do not have the supports in place to help our students through emotions.





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

**Performance Objective 4:** Increase faculty and staff retention to 80% in the 2023 school year.

**Evaluation Data Sources:** Employee Census Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain awareness of our competitors salary offerings in each of our regions and then adjusting our salaries to be within 10-15% of those competitors salaries</p> <p><b>Strategy's Expected Result/Impact:</b> Expected result is a 10% increase in the number of qualified applicants who wish to join our district. Another expected impact is that this strategy will contribute to an increase in our staff retention rates by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p> <p><b>Problem Statements:</b> Demographics 1, 3 - District Processes &amp; Programs 1, 4</p> <p><b>Funding Sources:</b> CTE Salary/Stipend/Salaries - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - \$1,620,360, CTE Program Stipends - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - \$1, Special Program Stipends - Bilingual - FSP 420-PIC 25 State Bilingual/ESL - \$1, Retention Stipends - 211 - Title I, Part A, Retention Stipends - Leadership - 255 - Title II, Part A, TPTR, Data Collection System to assist in Tiered Stipends - 211 - Title I, Part A - \$37,500, Tiered Stipends for Teaching Staff based on performance - 211 - Title I, Part A - \$2,200,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continuously evaluate our offerings of medical, dental, vision, and other employee benefits to ensure they are competitive with the surrounding school districts in all of our regions. Focus will be on premiums, coverage, and out-of-pocket expenses. Adjust employer contributions as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected result is a 10% increase in the number of qualified applicants who wish to join our district. Another expected impact is that this strategy will contribute to an increase in our staff retention rates by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p> <p><b>Problem Statements:</b> Demographics 1, 3 - District Processes &amp; Programs 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continuously teach and mentor our district leaders on the art of effective leadership, using our weekly SLC, Leader's meetings, quarterly meetings, and any other opportunity that presents itself. Also use surveys to track the effectiveness of this strategy on the perceptions of all district employees on their level of confidence in their leaders ability to lead effectively.</p> <p><b>Strategy's Expected Result/Impact:</b> Significant increase in employee retention which should also contribute to a higher level of student retention.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p> <p><b>Problem Statements:</b> Demographics 1, 3 - District Processes &amp; Programs 1, 4</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I, Part A - 211-41-6291-00-701-3-99-0-00 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Offer a district mentor program that supports novice teachers by matching them with experienced colleagues, and also by offering professional development through a set of series via virtual learning.</p> <p><b>Strategy's Expected Result/Impact:</b> New to the field teachers will be able to function and become effective with teaching practices by identifying and correcting gaps in pedagogical skills and knowledge.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent - RGV Region</p> <p><b>Problem Statements:</b> Demographics 3 - District Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Stipends for mentors - 211 - Title I, Part A, Mentor/Mentee Training - 211 - Title I, Part A - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide teachers and staff opportunities for fostering their own physical and mental health to help to support students' health and academic success. School staff can give their best when they feel their best.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase staff morale and have a positive impact on culture and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent</p> <p><b>Problem Statements:</b> Demographics 2, 3, 4 - District Processes &amp; Programs 3, 4, 5 - Perceptions 2, 5, 6</p> <p><b>Funding Sources:</b> Hope 4 the Wounded - 274-GEAR UP - 6291 - \$14,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 4 Problem Statements:**

### Demographics

**Problem Statement 1:** Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. **Root Cause:** Leadership has not enforced the need for processes and a lack of internal controls..

**Problem Statement 2:** District Attendance rates have dropped from 96% to 92%. **Root Cause:** On-line learning and Covid-19

**Problem Statement 3:** Campus staff/teacher turnover is high. **Root Cause:** The campus culture does not offer growth support to teachers consistently.

**Problem Statement 4:** Discipline issues are rising and children's mental health issues are at an all time high. **Root Cause:** We do not have the supports in place to help our students through emotions.

### District Processes & Programs

**Problem Statement 1:** Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. **Root Cause:** Leadership has not enforced the need for processes and a lack of internal controls..

**Problem Statement 3:** District Attendance rates have dropped from 96% to 92%. **Root Cause:** On-line learning and Covid-19

**Problem Statement 4:** Campus staff/teacher turnover is high. **Root Cause:** The campus culture does not offer growth support to teachers consistently.

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

### Perceptions

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

**Problem Statement 5:** District Attendance rates have dropped from 96% to 92%. **Root Cause:** On-line learning and Covid-19

**Problem Statement 6:** Discipline issues are rising and children's mental health issues are at an all time high. **Root Cause:** We do not have the supports in place to help our students through emotions.







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

**Performance Objective 1:** All grade levels will perform on STAAR reading at or above the state level by May 2023.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2023 STAAR Data, formative assessments/benchmarks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional learning opportunities to support reading and writing instruction of all students including special education and emerging bilingual learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student outcomes and improve teacher capacity.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum &amp; Instruction</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 3 - District Processes &amp; Programs 2, 4</p> <p><b>Funding Sources:</b> Effective reading and writing strategies PD - TCLAS 3B - 279 Prog Mon. &amp; Inter. - \$20,000, TEKS based instruction PD - FSP 420-PIC 99 Undistributed - \$10,000, STAAR Redesign PD - 274-GEAR UP - 274-13-6239 - \$18,100, Core Reading Program/Curriculum resources software PD - FSP 420-PIC 99 Undistributed - \$20,000, Supplemental Pay - 211 - Title I, Part A, Light snacks - 274-GEAR UP - \$1,500, Travel - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide high quality core curriculum and supplemental reading and writing resources to all student populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum &amp; Instruction</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Reading core resources/ Interventions (digital/print) - TCLAS 3B - 279 Prog Mon. &amp; Inter. - \$200,000, STAAR Prep (digital/print) - FSP 420-PIC 99 Undistributed - \$200,000, Level readers/novels - FSP 420-PIC 99 Undistributed - \$20,000, Campus Adventure Tutors - 274-GEAR UP - 6299 - \$75,000, MakerSpaces - 274-GEAR UP - \$137,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Curriculum & assessment writing in reading and project based-learning development. <b>Strategy's Expected Result/Impact:</b> Increase student outcomes in reading <b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum & Instruction  <b>Results Driven Accountability</b> <b>Funding Sources:</b> Supplemental Pay - FSP 420-PIC 99 Undistributed - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide instructional coaches to build teacher capacity in effective reading practices. <b>Strategy's Expected Result/Impact:</b> Increase student outcomes in reading and build teacher capacity <b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum & Instruction  <b>Results Driven Accountability</b> <b>Funding Sources:</b> Instructional Coach Salaries - TCLAS 3B - 279 Prog Mon. & Inter. - \$500,000, Professional learning - TCLAS 3B - 279 Prog Mon. & Inter. - \$100,000, Supplies - FSP 420-PIC 99 Undistributed - \$40,000, Instructional Coaches Salary - 211 - Title I, Part A - \$40,172, Instructional Coach Travel - 211 - Title I, Part A - \$1,150	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Dream Day: State of the Division (Data Meeting & Action Plans)22-23 and Strategic Planning 23-24 <b>Strategy's Expected Result/Impact:</b> Increase student outcomes in reading, math, science and social studies. <b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum & Instruction  <b>Results Driven Accountability</b> <b>Problem Statements:</b> District Processes & Programs 2 <b>Funding Sources:</b> venue - 429 - 2C TCLAS Instructional Coaches - \$250	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
No Progress                 Accomplished                 Continue/Modify                 Discontinue				

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 3:</b> Campus staff/teacher turnover is high. <b>Root Cause:</b> The campus culture does not offer growth support to teachers consistently.
District Processes & Programs
<b>Problem Statement 2:</b> Three (3) out of 14 schools are labeled "Improvement Required" by TEA standards and two (2) schools designated as a "D" rating. <b>Root Cause:</b> A lack of lesson alignment, rigor, and other best practices were not developed and implemented with fidelity.

**District Processes & Programs**










**Problem Statement 4:** Campus staff/teacher turnover is high. **Root Cause:** The campus culture does not offer growth support to teachers consistently.








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

**Performance Objective 2:** All grade levels will perform on STAAR math at or above the state level by May 2023.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Data, formative assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional learning opportunities to support math instruction  <b>Strategy's Expected Result/Impact:</b> Increase student outcomes and build teacher capacity  <b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum &amp; Instruction</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2  <b>Funding Sources:</b> Effective math strategies PD - 274-GEAR UP - \$20,000, TEKS based instruction PD - 274-GEAR UP - \$10,000, STAAR Redesign - 274-GEAR UP - \$35,000, Core Math Program/ Curriculum Resources Software - TCLAS 3B - 279 Prog Mon. &amp; Inter. - \$20,000, Supplemental Pay - TCLAS 3B - 279 Prog Mon. &amp; Inter. - \$10,000, Light snacks - 274-GEAR UP - \$1,500, Supplies and resources - TCLAS 3B - 279 Prog Mon. &amp; Inter. - \$1,000, Travel - TCLAS 3B - 279 Prog Mon. &amp; Inter. - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide high quality math core curriculum and supplemental resources  <b>Strategy's Expected Result/Impact:</b> Increase student outcomes  <b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum &amp; Instruction</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2  <b>Funding Sources:</b> math core resources/interventions (digital/print) - TCLAS 3B - 279 Prog Mon. &amp; Inter. - \$200,000, Manipulatives - TCLAS 3B - 279 Prog Mon. &amp; Inter. - \$50,000, STAAR Prep (digital/print) - FSP 420-PIC 99 Undistributed - \$200,000, TI Calculators - 274-GEAR UP - 6399 - \$175,000, The Princeton Review, tutor.com - 274-GEAR UP - 6299 - \$21,105, MakerSpaces - 274-GEAR UP - \$137,500, Curriculum Software - 211 - Title I, Part A - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Curriculum writing &amp; assessment writing in math and project based-learning development  <b>Strategy's Expected Result/Impact:</b> Increase student outcomes  <b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum &amp; Instruction</p> <p><b>Results Driven Accountability</b>  <b>Funding Sources:</b> Supplemental Pay - FSP 420-PIC 99 Undistributed - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide instructional coaches to build capacity in effective math practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student outcomes in math and build teacher capacity</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum &amp; Instruction</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Travel - TCLAS 3B - 279 Prog Mon. &amp; Inter. - \$100,000, Professional Learning - TCLAS 3B - 279 Prog Mon. &amp; Inter. - \$100,000, Supplies - TCLAS 3B - 279 Prog Mon. &amp; Inter. - \$40,000, Instructional Coach Salary - 211 - Title I, Part A - \$40,172, Instructional Coach Travel - 211 - Title I, Part A - \$1,150</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**










<b>District Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Three (3) out of 14 schools are labeled "Improvement Required" by TEA standards and two (2) schools designated as a "D" rating. <b>Root Cause:</b> A lack of lesson alignment, rigor, and other best practices were not developed and implemented with fidelity.</p>

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








**Performance Objective 3:** All grade levels will perform on STAAR science at or above the state level by May 2023.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Data, Benchmarks/assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional learning opportunities to support science instruction  <b>Strategy's Expected Result/Impact:</b> Increased student outcomes and build teacher capacity  <b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum &amp; Instruction</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2  <b>Funding Sources:</b> Effective science strategies PD - 274-GEAR UP - \$10,000, TEKS based instruction/ Project based -learning PD - 274-GEAR UP - \$10,000, STAAR Redesign - FSP 420-PIC 99 Undistributed - \$10,000, Core science program/science resources software PD - FSP 420-PIC 99 Undistributed - \$5,000, Supplemental Pay - 274-GEAR UP - \$5,000, Light snacks - FSP 420-PIC 99 Undistributed - \$1,500, Supplies and materials - TCLAS 3B - 279 Prog Mon. &amp; Inter. - \$1,000, Travel - FSP 420-PIC 99 Undistributed - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide high quality science core curriculum and supplemental resources  <b>Strategy's Expected Result/Impact:</b> Increased student outcomes  <b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum &amp; Instructions</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2  <b>Funding Sources:</b> science core resources/ interventions (digital/print) - FSP 420-PIC 99 Undistributed - \$200,000, lab materials/manipulatives - FSP 420-PIC 99 Undistributed - \$30,000, STAAR Prep (digital/print) - FSP 420-PIC 99 Undistributed - \$50,000, TI Calculators and Probes - 274-GEAR UP - 6399 - \$175,000, MakerSpaces - 274-GEAR UP - \$137,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Curriculum writing &amp; assessment writing in science and project based-learning development.  <b>Strategy's Expected Result/Impact:</b> Increase student outcomes in science  <b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum &amp; Instruction</p> <p><b>Results Driven Accountability</b>  <b>Funding Sources:</b> Supplemental Pay - FSP 420-PIC 99 Undistributed - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide instructional coaches to build teacher capacity in effective science practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student outcomes in science and build teacher capacity</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum &amp; Instruction</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Travel - 211 - Title I, Part A - \$40,000, Professional Learning - 211 - Title I, Part A - \$15,000, Supplies - FSP 420-PIC 99 Undistributed - \$10,000, Instructional Coach Salary - 211 - Title I, Part A - \$40,172, Instructional Coach Travel - 211 - Title I, Part A - \$1,150</p>	Formative			Summative
	Nov	Jan	Mar	June
	 60%	 70%	 90%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**










District Processes & Programs
<p><b>Problem Statement 2:</b> Three (3) out of 14 schools are labeled "Improvement Required" by TEA standards and two (2) schools designated as a "D" rating. <b>Root Cause:</b> A lack of lesson alignment, rigor, and other best practices were not developed and implemented with fidelity.</p>








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

**Performance Objective 4:** All grade levels will perform on STAAR social studies at or above the state level by May 2023.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Data, Benchmarks/assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional learning opportunities to support social studies instruction.  <b>Strategy's Expected Result/Impact:</b> Increased Student outcomes and build teacher capacity  <b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum &amp; Instruction</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2  <b>Funding Sources:</b> Effective social studies strategies PD - FSP 420-PIC 99 Undistributed - \$10,000, TEKS based instruction/ project based learning PD - 274-GEAR UP - \$10,000, STAAR Redesign - FSP 420-PIC 99 Undistributed - \$10,000, Core social studies/ supplemental software PD - FSP 420-PIC 99 Undistributed - \$10,000, Supplemental pay - FSP 420-PIC 99 Undistributed - \$10,000, Supplies and materials - FSP 420-PIC 99 Undistributed - \$3,000, Travel - FSP 420-PIC 99 Undistributed - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide high quality social studies core curriculum and supplemental resources  <b>Strategy's Expected Result/Impact:</b> Increased student outcomes  <b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum &amp; Instruction</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2  <b>Funding Sources:</b> social studies core resources/interventions (digital/print) - FSP 420-PIC 99 Undistributed - \$20,000 , supplies/materials - FSP 420-PIC 99 Undistributed - \$2,000, STAAR Prep (digital/print) - FSP 420-PIC 99 Undistributed - \$50,000, MakerSpaces - 274-GEAR UP - \$137,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Curriculum writing &amp; assessment writing in social studies and project based learning development  <b>Strategy's Expected Result/Impact:</b> Increase student outcomes in social studies  <b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum &amp; Instruction</p> <p><b>Funding Sources:</b> Supplemental Pay - FSP 420-PIC 99 Undistributed - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide instructional coaches to build teacher capacity in effective social studies practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student outcomes in social studies and build teacher capacity</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum &amp; Instruction</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Travel - FSP 420-PIC 99 Undistributed - \$15,000, Professional Learning - 211 - Title I, Part A - \$10,000, Supplies - FSP 420-PIC 99 Undistributed - \$5,000, District Instructional Coach Salary - 211 - Title I, Part A - \$40,172, Instructional Coach Travel - 211 - Title I, Part A - \$1,150</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**

<b>District Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Three (3) out of 14 schools are labeled "Improvement Required" by TEA standards and two (2) schools designated as a "D" rating. <b>Root Cause:</b> A lack of lesson alignment, rigor, and other best practices were not developed and implemented with fidelity.</p>

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

**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%

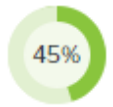

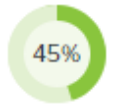





**Goal 2:** Jubilee Academies will build a strong foundation of academic skills in reading, math, science and social studies.

**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			
<p><b>Strategy 1:</b> Provide Bilingual/ESL students with supplies/materials/resources/technology that targets second language acquisition to newcomers or beginners proficiency level students. in the program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase growth in our bilingual students' second language acquisition, Backpack summer initiative to continue learning during the summer, year-round software, and supplies.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Department Directors, Campus Principals, Deans, EL Instructional Coaches, and EL Interventionists</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide Bilingual /ESL Stipends to certified teachers who provide the second language acquisition support to our English learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve the support , reinforcement and guidance provided by the teacher for our English Language Learners.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Department Directors, Campus Principals, Deans, EL Instructional Coaches, and EL Interventionists</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Bilingual/ESL meetings with Principals' for updates, deadlines, and upcoming Program requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in attaining the second language acquisition</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Department Directors and Assistant Superintendents</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Bilingual/ESL monthly meetings with EL Coordinators, program staff and LPAC Admins for updates, deadlines, and upcoming program requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in attaining the second language acquisition and meeting state and federal requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Department Directors and Administrative Assistant</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Attend conferences that target Bilingual/ESL guidance, updates, and support</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and meet state and/or federal requirements</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Department Directors and Administrative Assistant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide Tutorial program for English Learners that are struggling in our campuses</p> <p><b>Strategy's Expected Result/Impact:</b> Increase our English Learners' acquisition of second language</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Department Directors, Campus Principals, Deans, EL Instructional Coaches, and EL Interventionists.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide professional development for teachers to enhance their ability to increase the support given to our Emergent Bilingual students in the classroom. Exception/Waiver teachers included and support for state exam trainings and fees.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase second language acquisition of our English Learners and our teachers are better equipped to serve our students.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Department Directors, Campus Principals, Deans, EL Instructional Coaches, and EL Interventionists.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> EL Coaches to provide mentoring, coaching, training, and guidance for our Bilingual/ESL teachers to better support our English Learners in the content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase second language acquisition</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Department Directors, Campus Principals, Deans, and EL Instructional Coaches.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Software to store LPAC documentation such as annual reviews, identification/placement, accommodations, and etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Proper documentation of student portfolio while in the program and meeting required compliance.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Directors, LPAC Admin, Campus Principal, and EL Coordinators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Provide enrichment Summer School support for our Pre Kinder and Kindergarten .</p> <p><b>Strategy's Expected Result/Impact:</b> Bridge the gap of summer holidays and enhance our English Learners' performance</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Department Directors, Campus Principals, Deans, EL Instructional Coaches, and EL Interventionists.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Backpack Initiative for newcomer and beginner Emergent Bilingual students to support during the summer months. Include parent involvement guide and content area supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Bridge the gap of summer months and enhancing the Emergent Bilingual learnings during this time.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Department Directors, Campus Principals, EL Instructional Coaches and EL Coordinators.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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







**Performance Objective 1:** Jubilee Academies will provide curricular and co-curricular activities and opportunities that support college and career readiness for all students in the 2022-2023 school year.

**HB3 Goal**




**Evaluation Data Sources:** Use of master schedule, SAT scores, TSI

**Summative Evaluation:** Significant progress made toward meeting Objective


**Next Year's Recommendation:** Include on RAMPS classes for dual credit through UT Austin


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide ample opportunities for students to test.</p> <p><b>Strategy's Expected Result/Impact:</b> College acceptance, reduced drop-out rates</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum and Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 6 - District Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Testing Resources (Software) - FSP 420-PIC 99 Undistributed - \$5,000, Boot Camps (5th, 6th, 7th, &amp; 8th grades) - 274-GEAR UP - \$60,000, GT Testing Material - FSP 420-PIC 21 Gifted and Talented (G/T) - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Jubilee Academies will connect all students to career and college pathways.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will graduate high school with college credits and obtain industry-based certifications</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent</p> <p><b>Problem Statements:</b> Demographics 4 - District Processes &amp; Programs 2, 5 - Perceptions 6</p> <p><b>Funding Sources:</b> CTE Industry Based Certifications - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6499-00-001-2-22-0-0 - \$3,500, CTE Industry Based Certifications - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6499-00-004-2-22-0-0 - \$3,000, CTE Industry Based Certifications - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6499-00-009-2-22-0-0 - \$2,000, CTE Industry Based Certifications - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6499-00-010-2-22-0-0 - \$5,000, CTE Dual Credit Enrollment Fees - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6223-00-999-2-22-0-00 - \$70,000, CTE Dual Credit Textbooks - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6399-00-999-2-22-0-00 - \$20,000, TSC Nursing program - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - \$13,440, College and Career Enrichment Activities - 274-GEAR UP - \$114,779</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide students opportunities to participate in career and technology education courses and programs of study.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student enrollment in CTE courses and completion rate.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum &amp; Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 4 - District Processes &amp; Programs 1, 2, 5 - Perceptions 6</p> <p><b>Funding Sources:</b> CTE Teacher Supplies - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6399-00-001-2-22-0-00 - \$4,000, CTE Software/ICEV/Licenses - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6395-00-001-2-22-0-00 - \$4,500, PLTW Durables and Consumables - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - \$100,000, CTE Teacher Supplies - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6399-00-004-2-22-0-00 - \$17,500, CTE Software/ICEV/Licenses - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6395-00-004-2-22-0-00 - \$3,000, CTE Computer Lab - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6395-00-004-2-22-0-00 - \$40,000, CTE Teacher Supplies - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6399-00-009-2-22-0-00 - \$2,000, CTE Software/ICEV/Licenses - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6395-00-009-2-22-0-00 - \$3,000, CTE Teacher Supplies - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6399-00-010-2-22-0-00 - \$21,000, CTE Software/ICEV/Licenses - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6395-00-010-2-22-0-00 - \$11,000, PLTW Durables and Consumables - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - JLA - \$25,000, CTE Teacher Supplies - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - JLA - \$2,000, PLTW Durables and Consumables - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - JH - \$16,000, CTE Supplies - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6399-00-006-2-22-0-00 - \$4,000, CTE Software/ICEV/Licenses - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6395-00-006-2-22-0-00 - \$2,000, CTE Supplies - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6399-00-013-2-22-0-00 - \$4,000, CTE Software/ICEV/Licenses - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6395-00-013-2-22-0-00 - \$2,000, CTE Supplies - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6399-00-005-2-22-0-00 - \$4,000, CTE Software/ICEV/Licenses - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6395-00-005-2-22-0-00 - \$2,000, PLTW Durables and Consumables - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - JHH - \$49,616, CTE Supplies - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6399-00-002-2-22-0-00 - \$4,000, CTE Software/ICEV/Licenses - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6395-00-002-2-22-0-00 - \$2,000, CTE Student Travel - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6412-00-XXX-2-22-0-00 - \$30,000, CTE CTSO Dues and Fees - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6495-00-999-2-22-0-DI - \$20,000, CTE District Adobe Licenses - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-11-6395-00-XXX-2-22-0-00 - \$15,000, PLTW Durables and Consumables - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - \$97,000, PLTW Robots - JSA - 274-GEAR UP - 6399 - \$67,116, CTE Supplies and Instructional Materials - 244-Perkins Competitive Grant - \$74,378, CTE Equipment - 244-Perkins Competitive Grant - \$46,028, CTE Contract Services through ESC 20 - 244-Perkins Competitive Grant - \$1,500, Nursing Equipment - 429- JET Grant - 429-11-6395-00-010-3-11-0-JE - \$721,372</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. **Root Cause:** Leadership has not enforced the need for processes and a lack of internal controls..

**Problem Statement 4:** Discipline issues are rising and children's mental health issues are at an all time high. **Root Cause:** We do not have the supports in place to help our students through emotions.

### Student Learning

**Problem Statement 6:** Secondary students are not prepared to meet proficiency standards on the reading/writing and math portions of the TSI test by the ninth grade. **Root Cause:** The students who were on the precipice of passing don't get their needs met with specific targeted instruction.

### District Processes & Programs

**Problem Statement 1:** Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. **Root Cause:** Leadership has not enforced the need for processes and a lack of internal controls..

**Problem Statement 2:** Three (3) out of 14 schools are labeled "Improvement Required" by TEA standards and two (2) schools designated as a "D" rating. **Root Cause:** A lack of lesson alignment, rigor, and other best practices were not developed and implemented with fidelity.

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










### Perceptions








**Problem Statement 6:** Discipline issues are rising and children's mental health issues are at an all time high. **Root Cause:** We do not have the supports in place to help our students through emotions.

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

**Performance Objective 2:** Increase the percentage of students graduating college and career ready to 90% or better by June of 2023

**Evaluation Data Sources:** Student portfolio

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use of an online platform to create a personalized graduation plan for students to track courses, credits, and CCMR status and introduce elementary students to college and career opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will have a clear path for their own educational goals</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Accountability</p> <p><b>Problem Statements:</b> Demographics 2 - District Processes &amp; Programs 3 - Perceptions 1, 2, 3, 5</p> <p><b>Funding Sources:</b> Software license - FSP 420-PIC 99 Undistributed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide supplemental and co-curricular activities to expose students to post-secondary opportunities.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop a comprehensive plan for an Early College Academy</p> <p><b>Strategy's Expected Result/Impact:</b> Attainment of an associates degree</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum &amp; Instruction</p> <p><b>Funding Sources:</b> Consultation/ contracted Services - FSP 420-PIC 99 Undistributed - \$52,307, Supplemental Pay - FSP 420-PIC 99 Undistributed - \$56,000, Supplies and materials - FSP 420-PIC 99 Undistributed - \$45,507, Travel - FSP 420-PIC 99 Undistributed - \$6,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop a comprehensive plan for a T-STEM Academy</p> <p><b>Strategy's Expected Result/Impact:</b> Attainment of an associates degree</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Curriculum &amp; Instruction</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Contracted Services - FSP 420-PIC 99 Undistributed - \$50,000, Payroll - FSP 420-PIC 99 Undistributed - \$50,000, Supplies and materials - FSP 420-PIC 99 Undistributed - \$50,500, Travel - FSP 420-PIC 99 Undistributed - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**








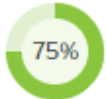

Demographics
<p><b>Problem Statement 2:</b> District Attendance rates have dropped from 96% to 92%. <b>Root Cause:</b> On-line learning and Covid-19</p>
District Processes & Programs
<p><b>Problem Statement 3:</b> District Attendance rates have dropped from 96% to 92%. <b>Root Cause:</b> On-line learning and Covid-19</p>
Perceptions
<p><b>Problem Statement 1:</b> Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders <b>Root Cause:</b> The district continues to grow and internal controls need to be updated</p>
<p><b>Problem Statement 2:</b> There is a need to actively support the emotional well-being of students. <b>Root Cause:</b> Students are still dealing with the after effect of COVID -19 and the learning loss associated with that. There is a regression of social development associated with COVID-19.</p>
<p><b>Problem Statement 3:</b> Low parental involvement participation <b>Root Cause:</b> There is a lack of communication between campuses and home.</p>
<p><b>Problem Statement 5:</b> District Attendance rates have dropped from 96% to 92%. <b>Root Cause:</b> On-line learning and Covid-19</p>

**Goal 4:** Jubilee Academies will create high performing schools.

**Performance Objective 1:** In an effort to build leadership capacity, 100% of Jubilee Campus Leaders will receive extensive leadership development in school improvement strategies by December 2022.

**High Priority**

**Evaluation Data Sources:** PD sign in sheets, professional development agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development for campus leaders in processes that establish "The Jubilee Way" in areas of PLCs, lesson alignment, formative assessments and data driven instructional practices, coaching and feedback. Principals will roll-out the training to their teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve the rigor and alignment of assessments &amp; lessons which will lead to higher assessment results</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 3 - District Processes &amp; Programs 1, 4 - Perceptions 1</p> <p><b>Funding Sources:</b> Leadership Summit &amp; TIL Travel - 211 - Title I, Part A - 211-41-6411-00XXXX - \$4,000, ESC 20 - 282 - ESSER III, Posters, training supplies and materials - FSP 420-PIC 99 Undistributed - \$3,622, CTE Staff PD - FSP 420-PIC 22 State Career &amp; Technical Ed (CTE) - 420-13-6XXX-00-XXX-2-22-0-00 - \$31,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of our Jubilee Campus leaders and teachers will analyze all sets of data and will maintain a campus Scoreboard and Data Walls in campus PLC rooms and classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leaders and Associate Sups.</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide new district leaders with operational and instructional on-boarding.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased retention</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent</p> <p><b>Problem Statements:</b> Demographics 1, 3 - District Processes &amp; Programs 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Hire a Director to oversee all School Improvement efforts, especially campuses who have become "Improvement Required" <b>Strategy's Expected Result/Impact:</b> Reduced number of campuses going IR <b>Staff Responsible for Monitoring:</b> Associate Superintendent  <b>Results Driven Accountability</b> <b>Problem Statements:</b> District Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Associates and DCSI will train campus leaders on how to use whisper devices for coaching in real-time. <b>Strategy's Expected Result/Impact:</b> Improved teacher practices and higher student achievement. <b>Staff Responsible for Monitoring:</b> DCSI & Associate Superintendents  <b>Problem Statements:</b> Demographics 3 - District Processes & Programs 4 <b>Funding Sources:</b> Training Materials - 211 - Title I, Part A - \$200	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
No Progress                 Accomplished                 Continue/Modify                 Discontinue				

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. <b>Root Cause:</b> Leadership has not enforced the need for processes and a lack of internal controls..
<b>Problem Statement 3:</b> Campus staff/teacher turnover is high. <b>Root Cause:</b> The campus culture does not offer growth support to teachers consistently.
District Processes & Programs
<b>Problem Statement 1:</b> Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. <b>Root Cause:</b> Leadership has not enforced the need for processes and a lack of internal controls..
<b>Problem Statement 2:</b> Three (3) out of 14 schools are labeled "Improvement Required" by TEA standards and two (2) schools designated as a "D" rating. <b>Root Cause:</b> A lack of lesson alignment, rigor, and other best practices were not developed and implemented with fidelity.
<b>Problem Statement 4:</b> Campus staff/teacher turnover is high. <b>Root Cause:</b> The campus culture does not offer growth support to teachers consistently.
Perceptions
<b>Problem Statement 1:</b> Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders <b>Root Cause:</b> The district continues to grow and internal controls need to be updated

**Goal 4:** Jubilee Academies will create high performing schools.

**Performance Objective 2:** Jubilee Academies will provide all campus leaders with access to rigorous, aligned assessments and data reports within 24 hours of testing so gaps can be closed faster.

**Evaluation Data Sources:** Data reports, assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the district data fellow to assist with the development of a data management system.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved data turn-around time. Improved student achievement,</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent</p> <p><b>Problem Statements:</b> Demographics 1, 2, 4 - District Processes &amp; Programs 1, 2, 3, 5 - Perceptions 5, 6</p> <p><b>Funding Sources:</b> Data Fellow - TCLAS 01 - 279 Data Fellow - \$44,000, Travel for Data Fellow - TCLAS 01 - 279 Data Fellow - \$38,256, Training Series Support - 211 - Title I, Part A - \$4,000, supplies/ materials/software - TCLAS 01 - 279 Data Fellow - \$43,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of our Jubilee Campus leaders and teachers will maintain a campus Scoreboard and data walls focusing on Meets and Masters scores.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - District Processes &amp; Programs 1, 3 - Perceptions 5</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. <b>Root Cause:</b> Leadership has not enforced the need for processes and a lack of internal controls.</p> <p><b>Problem Statement 2:</b> District Attendance rates have dropped from 96% to 92%. <b>Root Cause:</b> On-line learning and Covid-19</p> <p><b>Problem Statement 4:</b> Discipline issues are rising and children's mental health issues are at an all time high. <b>Root Cause:</b> We do not have the supports in place to help our students through emotions.</p>

### District Processes & Programs

**Problem Statement 1:** Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. **Root Cause:** Leadership has not enforced the need for processes and a lack of internal controls.

**Problem Statement 2:** Three (3) out of 14 schools are labeled "Improvement Required" by TEA standards and two (2) schools designated as a "D" rating. **Root Cause:** A lack of lesson alignment, rigor, and other best practices were not developed and implemented with fidelity.

**Problem Statement 3:** District Attendance rates have dropped from 96% to 92%. **Root Cause:** On-line learning and Covid-19

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

### Perceptions

**Problem Statement 5:** District Attendance rates have dropped from 96% to 92%. **Root Cause:** On-line learning and Covid-19

**Problem Statement 6:** Discipline issues are rising and children's mental health issues are at an all time high. **Root Cause:** We do not have the supports in place to help our students through emotions.









**Goal 4:** Jubilee Academies will create high performing schools.

**Performance Objective 3:** By March 2023, 100% of all Jubilee Teachers & support staff will receive a variety of growth opportunities, like professional mentoring, observations with feedback, & coaching support.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Sign in sheets, agendas, training certificates, coaching logs, walk-through platform.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and other campus staff will be trained in lesson internalization, formative assessments, data driven instruction, PLCs, curriculum, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase campus overall performance</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent</p> <p><b>Problem Statements:</b> Demographics 1, 3, 4 - District Processes &amp; Programs 1, 2, 4, 5 - Perceptions 6</p> <p><b>Funding Sources:</b> ESC 20 - 274-GEAR UP - 6234 - \$75,000, Texas Instruments - 274-GEAR UP - 6291 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize a platform that will allow Jubilee to utilize multiple walk-through forms/observations in order to determine patterns and trends across campuses and district.</p> <p><b>Strategy's Expected Result/Impact:</b> In depth teacher learning that results in increased student achievement for at-risk students.</p> <p><b>Staff Responsible for Monitoring:</b> Associates and Principals</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Platform for Observations - 211 - Title I, Part A - \$36,900</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Train and coach 100% of campus and district leaders in improving campus and district culture practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved campus culture and reduced referrals</p> <p><b>Staff Responsible for Monitoring:</b> Associates, Pillar Leaders,</p>	Formative			Summative
	Nov	Jan	Mar	June

**Problem Statements:** Demographics 1, 3, 4 - District Processes & Programs 1, 4, 5 - Perceptions 6  
**Funding Sources:** Supplies & Materials - 211 - Title I, Part A - \$1,000, Jubilee Strong Start - 289 - Title IV Part A - \$1,000, Culture Cards for Training in DDC - 211 - Title I, Part A - \$5,000



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**

**Demographics**

**Problem Statement 1:** Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. **Root Cause:** Leadership has not enforced the need for processes and a lack of internal controls..

**Problem Statement 3:** Campus staff/teacher turnover is high. **Root Cause:** The campus culture does not offer growth support to teachers consistently.

**Problem Statement 4:** Discipline issues are rising and children's mental health issues are at an all time high. **Root Cause:** We do not have the supports in place to help our students through emotions.

**District Processes & Programs**

**Problem Statement 1:** Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. **Root Cause:** Leadership has not enforced the need for processes and a lack of internal controls..

**Problem Statement 2:** Three (3) out of 14 schools are labeled "Improvement Required" by TEA standards and two (2) schools designated as a "D" rating. **Root Cause:** A lack of lesson alignment, rigor, and other best practices were not developed and implemented with fidelity.

**Problem Statement 4:** Campus staff/teacher turnover is high. **Root Cause:** The campus culture does not offer growth support to teachers consistently.

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

**Perceptions**







**Problem Statement 6:** Discipline issues are rising and children's mental health issues are at an all time high. **Root Cause:** We do not have the supports in place to help our students through emotions.

**Goal 4:** Jubilee Academies will create high performing schools.

**Performance Objective 4:** Identify and support 100% of all students who are classified at-risk.

**High Priority**

**Evaluation Data Sources:** PEIMS data, at-risk identification forms, SCE expenditures

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide staff to support at-risk populations  <b>Strategy's Expected Result/Impact:</b> Support is so rich, students are exited out of being identified as At-Risk.  <b>Staff Responsible for Monitoring:</b> SCE Coordinator, Grants</p> <p><b>Funding Sources:</b> 5 Campus Coordinators - FSP 420-PIC 30 State Comp Ed (SCE), Reading &amp; Math Interventionists - FSP 420-PIC 30 State Comp Ed (SCE), PK Teachers and Paras - FSP 420-PIC 30 State Comp Ed (SCE), AT-Risk PT Tutors (retired Teachers) - FSP 420-PIC 30 State Comp Ed (SCE), Extra Duty Pay - FSP 420-PIC 30 State Comp Ed (SCE), Supplies/Materials: Books, consumables - FSP 420-PIC 30 State Comp Ed (SCE), Contract Services - FSP 420-PIC 30 State Comp Ed (SCE) - \$58,365</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide an extended learning day program to our children who are struggling academically and those who could benefit from acceleration the option to participate in an after school program such as A.C.C.E.S.S. (Academic Clubs, Choices &amp; Enrichment for Student Success)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased exposure to curriculum/content and reduced failure rates.  <b>Staff Responsible for Monitoring:</b> ACCESS/ELD Director and Campus Coordinators</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2  <b>Funding Sources:</b> Staff and materials - TCLAS 3B - 279 Prog Mon. &amp; Inter., Staff and materials - 282 - ESSER III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide 25 days of Summer School Programming for our students in PK-12 for remediation, HB4545 support, Enrichment and acceleration opportunities  <b>Strategy's Expected Result/Impact:</b> Reduced failure rates</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Staff Responsible for Monitoring:** ELD Director

**Problem Statements:** District Processes & Programs 2

**Funding Sources:** Staff and materials - TCLAS 3B - 279 Prog Mon. & Inter., Staff and Materials - FSP 420-PIC 30 State Comp Ed (SCE)



No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 4 Problem Statements:**

**District Processes & Programs**










**Problem Statement 2:** Three (3) out of 14 schools are labeled "Improvement Required" by TEA standards and two (2) schools designated as a "D" rating. **Root Cause:** A lack of lesson alignment, rigor, and other best practices were not developed and implemented with fidelity.

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

**Performance Objective 1:** Jubilee Academies will provide a variety student supports and services to accommodate student needs in an effort to improve student attendance by 4% and reduce student discipline referrals by 10% in the 2022-23 school year.

**Evaluation Data Sources:** PEIMS reports, counselor's records, data boards

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Transportation Department will purchase 16 additional buses and hire 4 new drivers to allow us to transport students on field trips, to dual credit courses, and to and from school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ADA</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Operations</p> <p><b>Problem Statements:</b> Demographics 2 - District Processes &amp; Programs 3 - Perceptions 5</p> <p><b>Funding Sources:</b> Drivers - FSP 420-PIC 99 Undistributed, Buses - FSP 420-PIC 99 Undistributed</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Jubilee Academies will provide Health Services to students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ADA</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Operations</p> <p><b>Problem Statements:</b> Demographics 2 - District Processes &amp; Programs 3 - Perceptions 5</p> <p><b>Funding Sources:</b> Health Assistants - 282 - ESSER III, Health supplies and materials - 282 - ESSER III</p>	Formative			Summative
	Nov	Jan	Mar	June
	80%	80%	90%	
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Jubilee will maintain a Student Support Services Department that consists of a Director, Counseling dept., Truancy Officers, Discipline Hearings, &amp; Social Emotional Learning Supports, threat assessment teams in the area of safety and suicide prevention for all students including other special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student referrals, suspensions and increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent</p> <p><b>Problem Statements:</b> Demographics 1, 2, 4 - District Processes &amp; Programs 1, 2, 3, 5 - Perceptions 1, 3, 5, 6</p> <p><b>Funding Sources:</b> Director of Student Support Services - 211 - Title I, Part A, 2 Truancy Officers - 211 - Title I, Part A, SEL services - 211 - Title I, Part A, Supplies and materials - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
	75%	80%	95%	

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide student incentives and or rewards for perfect attendance to Increase the overall district attendance rate.</p> <p><b>Strategy's Expected Result/Impact:</b> Financial Impact for the positive.</p> <p><b>Staff Responsible for Monitoring:</b> Truancy Officers and Student Support Services Director</p> <p><b>Problem Statements:</b> Demographics 2 - District Processes &amp; Programs 3 - Perceptions 5</p> <p><b>Funding Sources:</b> Truancy Officers - 211 - Title I, Part A, Student Incentives/Rewards - 274-GEAR UP, Staff Incentives/Rewards - FSP 420-PIC 99 Undistributed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Offer a variety of engagement opportunities for parents, students and family.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent for C&amp;I</p> <p><b>Problem Statements:</b> Perceptions 3</p> <p><b>Funding Sources:</b> Parent Univ. Supplies and Materials - 274-GEAR UP - \$5,000, Travel for staff to Parent Univ. - 274-GEAR UP - \$10,000, Title I Liaison - 211 - Title I, Part A - \$30,000, GearUp Support - 274-GEAR UP - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Operate and maintain a Federal and State grant programs department. This department will provide support and opportunities for all students including McKinney Vento, Military Connected and Foster students (other student populations OSP).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Jubilee OSP student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 2, 4 - District Processes &amp; Programs 3, 5 - Perceptions 2, 3, 4, 5, 6</p> <p><b>Funding Sources:</b> McKinney Vento - Title I liaison Salary - 211 - Title I, Part A - \$36,195, Foster Student Transportation - 211 - Title I, Part A - \$200, Direct Administrative Salaries - 211 - Title I, Part A - \$233,479, Compliance Document and Improvement Plan Management System - 211 - Title I, Part A - \$16,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide extended day learning opportunities and additional days of instruction to close the achievement gaps. <b>Strategy's Expected Result/Impact:</b> Increased student outcomes. <b>Staff Responsible for Monitoring:</b> Leadership Development Director, Extended Learning Director  <b>Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
No Progress       Accomplished       Continue/Modify       Discontinue				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. <b>Root Cause:</b> Leadership has not enforced the need for processes and a lack of internal controls.</p> <p><b>Problem Statement 2:</b> District Attendance rates have dropped from 96% to 92%. <b>Root Cause:</b> On-line learning and Covid-19</p> <p><b>Problem Statement 4:</b> Discipline issues are rising and children's mental health issues are at an all time high. <b>Root Cause:</b> We do not have the supports in place to help our students through emotions.</p>
District Processes & Programs
<p><b>Problem Statement 1:</b> Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. <b>Root Cause:</b> Leadership has not enforced the need for processes and a lack of internal controls.</p> <p><b>Problem Statement 2:</b> Three (3) out of 14 schools are labeled "Improvement Required" by TEA standards and two (2) schools designated as a "D" rating. <b>Root Cause:</b> A lack of lesson alignment, rigor, and other best practices were not developed and implemented with fidelity.</p> <p><b>Problem Statement 3:</b> District Attendance rates have dropped from 96% to 92%. <b>Root Cause:</b> On-line learning and Covid-19</p> <p><b>Problem Statement 5:</b> Discipline issues are rising and children's mental health issues are at an all time high. <b>Root Cause:</b> We do not have the supports in place to help our students through emotions.</p>
Perceptions
<p><b>Problem Statement 1:</b> Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders <b>Root Cause:</b> The district continues to grow and internal controls need to be updated</p> <p><b>Problem Statement 2:</b> There is a need to actively support the emotional well-being of students. <b>Root Cause:</b> Students are still dealing with the after effect of COVID -19 and the learning loss associated with that. There is a regression of social development associated with COVID-19.</p> <p><b>Problem Statement 3:</b> Low parental involvement participation <b>Root Cause:</b> There is a lack of communication between campuses and home.</p> <p><b>Problem Statement 4:</b> Student attendance rate is below the state average <b>Root Cause:</b> We lack systems in place to deal with truancy. We are spread across four regions with only two truancy officers. There are two extremes with parents as a result of COVID-19. Students are coming to school with illnesses or overly cautious parents.</p> <p><b>Problem Statement 5:</b> District Attendance rates have dropped from 96% to 92%. <b>Root Cause:</b> On-line learning and Covid-19</p> <p><b>Problem Statement 6:</b> Discipline issues are rising and children's mental health issues are at an all time high. <b>Root Cause:</b> We do not have the supports in place to help our students through emotions.</p>

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christine Sanchez	Senior Director of Fiscal Compliance	Grants Department	.6
Claudia Garcia	Title I Liaison	Other Special Programs - MV, Military, F	1
Lisa Gonzales	Coordinator for State & Federal Programs	Grants Department	.6
Michelle Apodaca	Director of Federal Programs	District Title I	.6
Michelle Key	Title I Clerk	District Title 1	1



# Student Learning Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Lorraine De Leon	ASSOCIATE SUPERINTENDENT
District-level Professional	Vanessa Norton	C&I

# Demographic Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Sam Cofer	HR Exec.
District-level Professional	Alicia Bolt	ASSOCIATE SUPERINTENDENT
District-level Professional	Sandra Gonzales	ASSOCIATE SUPERINTENDENT

# District CNA Perceptions Committee

Committee Role	Name	Position
District-level Professional	Michelle Hickman	ASSOCIATE SUPERINTENDENT

# Goal 1

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Sam Cofer	Executive Director of HR and Support
Administrator	Raul Hinojosa	Principal
District-level Professional	Carlos Moreno	Director
Administrator	Alicia Bolt	Associate Superintendent
District-level Professional	Matt Gonzalez	Budget Manager

# Goal 4: School Improvement Committee

Committee Role	Name	Position
District-level Professional	Michelle Hickman	ASSOCIATE SUPERINTENDENT
Executive Director	Khalid Sosse	Operations
District-level Professional	Jennifer Moreno	DCSI
Director	Monica Saldana	DTC
Campus Professional	Joseph Acevedo	Principal
Director	Gabby Mena	Accounts Payable
Administrator	Eva Reyna	Principal
District-level Professional	Bernice Castillo	Data Fellow
Parent	Deserae Davis	PARENT
Parent	Allie Cee	PARENT
Parent	Priscilla Andrade	PARENT
Non-classroom Professional	Aramari Galloway	transportation
District-level Professional	Michelle Apodaca	Director

# CNA- Processes

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Executive Director	Michelle Hickman	ASSOCIATE SUPERINTENDENT
District-level Professional	Aramari Galloway	Transportation
Executive Director	Khalid Sosse	Exec. Director
District-level Professional	Jennifer Moreno	DCSI
Business Representative	Gabby Mena	BUSINESS OFFICE
Director	Jennifer Miller	SPED DIRECTOR
Director	Michelle Gonzalez	504
Director	Diana Centeno	Student Support Services
Paraprofessional	Gen Guerra	para

## 2022-2023 Goal 3: DIP Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Leslie Sparacello	Committee Chair
District-level Professional	Sandra Gonzales	Committee Co-Chair
Administrator	Sara Passement	Resource Member
Director	Heidi Williams	Resource Member
Director	Christine Sanchez	Resource Member
Parent	Alondra Machado	Committee Member - Parent
Parent	M Alejos	Committee Member - Parent

# District Improvement & Planning Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	alicia bolt	Committee Member
Administrator	Christine Sanchez	Committee Chair
Administrator	Kevin Phillips	Committee Member
Administrator	Leslie Sparacello	Committee Member
Director	Michelle Apodaca	Resource Member
Administrator	Lorraine De Leon	Committee Member
Administrator	Michelle Hickman	Committee Co-Chair
CFO	Rene Gallegos	Resource Member
Executive Director	Sam Cofer	Committee Member
Administrator	Sandra Gonzales	Committee Member



# District Funding Summary

FSP 420-PIC 21 Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	GT Testing Material		\$4,000.00
<b>Sub-Total</b>					\$4,000.00
<b>Budgeted Fund Source Amount</b>					\$39,025.00
<b>+/- Difference</b>					<b>\$35,025.00</b>

FSP 420-PIC 22 State Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	CTE Salary/Stipend/Salaries		\$1,620,360.00
1	2	1	CTE Program Stipends		\$1.00
1	4	1	CTE Salary/Stipend/Salaries		\$1,620,360.00
1	4	1	CTE Program Stipends		\$1.00
3	1	2	CTE Industry Based Certifications	420-11-6499-00-010-2-22-0-0	\$5,000.00
3	1	2	CTE Dual Credit Textbooks	420-11-6399-00-999-2-22-0-00	\$20,000.00
3	1	2	CTE Industry Based Certifications	420-11-6499-00-001-2-22-0-0	\$3,500.00
3	1	2	CTE Industry Based Certifications	420-11-6499-00-009-2-22-0-0	\$2,000.00
3	1	2	CTE Industry Based Certifications	420-11-6499-00-004-2-22-0-0	\$3,000.00
3	1	2	CTE Dual Credit Enrollment Fees	420-11-6223-00-999-2-22-0-00	\$70,000.00
3	1	2	TSC Nursing program		\$13,440.00
3	1	3	PLTW Durables and Consumables		\$100,000.00
3	1	3	CTE Teacher Supplies	420-11-6399-00-009-2-22-0-00	\$2,000.00
3	1	3	CTE Supplies	420-11-6399-00-005-2-22-0-00	\$4,000.00
3	1	3	CTE Software/ICEV/Licenses	420-11-6395-00-001-2-22-0-00	\$4,500.00
3	1	3	CTE Software/ICEV/Licenses	420-11-6395-00-013-2-22-0-00	\$2,000.00
3	1	3	CTE Software/ICEV/Licenses	420-11-6395-00-010-2-22-0-00	\$11,000.00
3	1	3	CTE Software/ICEV/Licenses	420-11-6395-00-002-2-22-0-00	\$2,000.00
3	1	3	CTE Software/ICEV/Licenses	420-11-6395-00-005-2-22-0-00	\$2,000.00
3	1	3	CTE Supplies	420-11-6399-00-002-2-22-0-00	\$4,000.00
3	1	3	CTE Teacher Supplies	JLA	\$2,000.00

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

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	CTE Teacher Supplies	420-11-6399-00-004-2-22-0-00	\$17,500.00
3	1	3	PLTW Durables and Consumables		\$97,000.00
3	1	3	CTE CTSO Dues and Fees	420-11-6495-00-999-2-22-0-DI	\$20,000.00
3	1	3	PLTW Durables and Consumables	JHH	\$49,616.00
3	1	3	CTE Teacher Supplies	420-11-6399-00-010-2-22-0-00	\$21,000.00
3	1	3	CTE District Adobe Licenses	420-11-6395-00-XXX-2-22-0-00	\$15,000.00
3	1	3	CTE Computer Lab	420-11-6395-00-004-2-22-0-00	\$40,000.00
3	1	3	CTE Supplies	420-11-6399-00-006-2-22-0-00	\$4,000.00
3	1	3	CTE Supplies	420-11-6399-00-013-2-22-0-00	\$4,000.00
3	1	3	PLTW Durables and Consumables	JH	\$16,000.00
3	1	3	CTE Software/ICEV/Licenses	420-11-6395-00-004-2-22-0-00	\$3,000.00
3	1	3	PLTW Durables and Consumables	JLA	\$25,000.00
3	1	3	CTE Student Travel	420-11-6412-00-XXX-2-22-0-00	\$30,000.00
3	1	3	CTE Teacher Supplies	420-11-6399-00-001-2-22-0-00	\$4,000.00
3	1	3	CTE Software/ICEV/Licenses	420-11-6395-00-006-2-22-0-00	\$2,000.00
3	1	3	CTE Software/ICEV/Licenses	420-11-6395-00-009-2-22-0-00	\$3,000.00
4	1	1	CTE Staff PD	420-13-6XXX-00-XXX-2-22-0-00	\$31,000.00
<b>Sub-Total</b>					\$3,873,278.00
<b>Budgeted Fund Source Amount</b>					\$2,210,000.00
<b>+/- Difference</b>					<b>-\$1,663,278.00</b>

**FSP 420-PIC 25 State Bilingual/ESL**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Special Program Stipends - Bilingual		\$1.00
1	4	1	Special Program Stipends - Bilingual		\$1.00
<b>Sub-Total</b>					\$2.00
<b>Budgeted Fund Source Amount</b>					\$53,831.18
<b>+/- Difference</b>					<b>\$53,829.18</b>

**FSP 420-PIC 30 State Comp Ed (SCE)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1	AT-Risk PT Tutors (retired Teachers)		\$0.00

**FSP 420-PIC 30 State Comp Ed (SCE)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1	5 Campus Coordinators		\$0.00
4	4	1	Contract Services		\$58,365.00
4	4	1	Extra Duty Pay		\$0.00
4	4	1	Reading & Math Interventionists		\$0.00
4	4	1	PK Teachers and Paras		\$0.00
4	4	1	Supplies/Materials: Books, consumables		\$0.00
4	4	3	Staff and Materials		\$0.00
<b>Sub-Total</b>					\$58,365.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					<b>-\$58,365.00</b>

**FSP 420-PIC 99 Undistributed**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Technology		\$100.00
1	3	1	Technology		\$100.00
2	1	1	Core Reading Program/Curriculum resources software PD		\$20,000.00
2	1	1	TEKS based instruction PD		\$10,000.00
2	1	2	Level readers/novels		\$20,000.00
2	1	2	STAAR Prep (digital/print)		\$200,000.00
2	1	3	Supplemental Pay		\$10,000.00
2	1	4	Supplies		\$40,000.00
2	2	2	STAAR Prep (digital/print)		\$200,000.00
2	2	3	Supplemental Pay		\$10,000.00
2	3	1	Core science program/science resources software PD		\$5,000.00
2	3	1	STAAR Redesign		\$10,000.00
2	3	1	Travel		\$10,000.00
2	3	1	Light snacks		\$1,500.00
2	3	2	science core resources/ interventions (digital/print)		\$200,000.00
2	3	2	STAAR Prep (digital/print)		\$50,000.00
2	3	2	lab materials/manipulatives		\$30,000.00
2	3	3	Supplemental Pay		\$15,000.00

**FSP 420-PIC 99 Undistributed**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	3	4	Supplies		\$10,000.00
2	4	1	Core social studies/ supplemental software PD		\$10,000.00
2	4	1	Supplemental pay		\$10,000.00
2	4	1	Effective social studies strategies PD		\$10,000.00
2	4	1	Supplies and materials		\$3,000.00
2	4	1	Travel		\$5,000.00
2	4	1	STAAR Redesign		\$10,000.00
2	4	2	STAAR Prep (digital/print)		\$50,000.00
2	4	2	supplies/materials		\$2,000.00
2	4	2	social studies core resources/interventions (digital/print)		\$20,000.00
2	4	3	Supplemental Pay		\$15,000.00
2	4	4	Supplies		\$5,000.00
2	4	4	Travel		\$15,000.00
3	1	1	Testing Resources (Software)		\$5,000.00
3	2	1	Software license		\$0.00
3	2	3	Travel		\$6,000.00
3	2	3	Consultation/ contracted Services		\$52,307.00
3	2	3	Supplies and materials		\$45,507.00
3	2	3	Supplemental Pay		\$56,000.00
3	2	4	Payroll		\$50,000.00
3	2	4	Travel		\$2,000.00
3	2	4	Supplies and materials		\$50,500.00
3	2	4	Contracted Services		\$50,000.00
4	1	1	Posters, training supplies and materials		\$3,622.00
5	1	1	Drivers		\$0.00
5	1	1	Buses		\$0.00
5	1	4	Staff Incentives/Rewards		\$0.00
<b>Sub-Total</b>					\$1,317,636.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					<b>-\$1,307,636.00</b>

**211 - Title I, Part A**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Sign-on Stipends for High Priority Campuses for High Need Positions		\$52,800.00
1	2	1	Retention Stipends		\$0.00
1	2	1	Data Collection System to assist in Tiered Stipends		\$37,500.00
1	2	1	Tiered Stipends for Teaching Staff based on performance		\$2,200,000.00
1	2	3	Professional Development	211-41-6291-00-701-3-99-0-00	\$5,000.00
1	2	4	Stipends for mentors		\$0.00
1	2	4	Mentor/Mentee Training		\$15,000.00
1	3	2	Sign-on Stipends for High Priority Campuses for High Need Positions		\$52,800.00
1	4	1	Retention Stipends		\$0.00
1	4	1	Data Collection System to assist in Tiered Stipends		\$37,500.00
1	4	1	Tiered Stipends for Teaching Staff based on performance		\$2,200,000.00
1	4	3	Professional Development	211-41-6291-00-701-3-99-0-00	\$5,000.00
1	4	4	Stipends for mentors		\$0.00
1	4	4	Mentor/Mentee Training		\$15,000.00
2	1	1	Travel		\$0.00
2	1	1	Supplemental Pay		\$0.00
2	1	4	Instructional Coach Travel		\$1,150.00
2	1	4	Instructional Coaches Salary		\$40,172.00
2	2	2	Curriculum Software		\$5,000.00
2	2	4	Instructional Coach Salary		\$40,172.00
2	2	4	Instructional Coach Travel		\$1,150.00
2	3	4	Instructional Coach Salary		\$40,172.00
2	3	4	Travel		\$40,000.00
2	3	4	Instructional Coach Travel		\$1,150.00
2	3	4	Professional Learning		\$15,000.00
2	4	4	Professional Learning		\$10,000.00
2	4	4	District Instructional Coach Salary		\$40,172.00
2	4	4	Instructional Coach Travel		\$1,150.00
4	1	1	Leadership Summit & TIL Travel	211-41-6411-00XXXX	\$4,000.00
4	1	5	Training Materials		\$200.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Training Series Support		\$4,000.00
4	3	2	Platform for Observations		\$36,900.00
4	3	3	Supplies & Materials		\$1,000.00
4	3	3	Culture Cards for Training in DDC		\$5,000.00
5	1	3	2 Truancy Officers		\$0.00
5	1	3	SEL services		\$0.00
5	1	3	Supplies and materials		\$0.00
5	1	3	Director of Student Support Services		\$0.00
5	1	4	Truancy Officers		\$0.00
5	1	5	Title I Liaison		\$30,000.00
5	1	6	Foster Student Transportation		\$200.00
5	1	6	McKinney Vento - Title I liaison Salary		\$36,195.00
5	1	6	Direct Administrative Salaries		\$233,479.00
5	1	6	Compliance Document and Improvement Plan Management System		\$16,500.00
<b>Sub-Total</b>					\$5,223,362.00
<b>Budgeted Fund Source Amount</b>					\$1,866,008.00
<b>+/- Difference</b>					<b>-\$3,357,354.00</b>
244-Perkins Competitive Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	CTE Supplies and Instructional Materials		\$74,378.00
3	1	3	CTE Equipment		\$46,028.00
3	1	3	CTE Contract Services through ESC 20		\$1,500.00
<b>Sub-Total</b>					\$121,906.00
<b>Budgeted Fund Source Amount</b>					\$121,906.00
<b>+/- Difference</b>					\$0.00
255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Retention Stipends - Leadership		\$0.00
1	4	1	Retention Stipends - Leadership		\$0.00
<b>Sub-Total</b>					\$0.00

255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Budgeted Fund Source Amount</b>					\$354,334.00
<b>+/- Difference</b>					\$354,334.00
289 - Title IV Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	3	Jubilee Strong Start		\$1,000.00
<b>Sub-Total</b>					\$1,000.00
<b>Budgeted Fund Source Amount</b>					\$20,000.00
<b>+/- Difference</b>					\$19,000.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	ESC 20		\$0.00
4	4	2	Staff and materials		\$0.00
5	1	2	Health supplies and materials		\$0.00
5	1	2	Health Assistants		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$900,000.00
<b>+/- Difference</b>					\$900,000.00
274-GEAR UP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Hope 4 the Wounded	6291	\$14,000.00
1	4	5	Hope 4 the Wounded	6291	\$14,000.00
2	1	1	Light snacks		\$1,500.00
2	1	1	STAAR Redesign PD	274-13-6239	\$18,100.00
2	1	2	Campus Adventure Tutors	6299	\$75,000.00
2	1	2	MakerSpaces		\$137,500.00
2	2	1	Effective math strategies PD		\$20,000.00
2	2	1	TEKS based instruction PD		\$10,000.00
2	2	1	Light snacks		\$1,500.00
2	2	1	STAAR Redesign		\$35,000.00
2	2	2	The Princeton Review, tutor.com	6299	\$21,105.00

274-GEAR UP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	TI Calculators	6399	\$175,000.00
2	2	2	MakerSpaces		\$137,500.00
2	3	1	Effective science strategies PD		\$10,000.00
2	3	1	Supplemental Pay		\$5,000.00
2	3	1	TEKS based instruction/ Project based -learning PD		\$10,000.00
2	3	2	TI Calculators and Probes	6399	\$175,000.00
2	3	2	MakerSpaces		\$137,500.00
2	4	1	TEKS based instruction/ project based learning PD		\$10,000.00
2	4	2	MakerSpaces		\$137,500.00
3	1	1	Boot Camps (5th, 6th, 7th, & 8th grades)		\$60,000.00
3	1	2	College and Career Enrichment Activities		\$114,779.00
3	1	3	PLTW Robots - JSA	6399	\$67,116.00
4	3	1	Texas Instruments	6291	\$10,000.00
4	3	1	ESC 20	6234	\$75,000.00
5	1	4	Student Incentives/Rewards		\$0.00
5	1	5	Travel for staff to Parent Univ.		\$10,000.00
5	1	5	GearUp Support		\$10,000.00
5	1	5	Parent Univ. Supplies and Materials		\$5,000.00
<b>Sub-Total</b>					\$1,497,100.00
<b>Budgeted Fund Source Amount</b>					\$1,500,000.00
<b>+/- Difference</b>					<b>\$2,900.00</b>
429 - 2C TCLAS Instructional Coaches					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	venue		\$250.00
<b>Sub-Total</b>					\$250.00
<b>Budgeted Fund Source Amount</b>					\$3,198,939.00
<b>+/- Difference</b>					<b>\$3,198,689.00</b>
TCLAS 3B - 279 Prog Mon. & Inter.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Effective reading and writing strategies PD		\$20,000.00



**TCLAS 3B - 279 Prog Mon. & Inter.**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Reading core resources/ Interventions (digital/print)		\$200,000.00
2	1	4	Instructional Coach Salaries		\$500,000.00
2	1	4	Professional learning		\$100,000.00
2	2	1	Core Math Program/ Curriculum Resources Software		\$20,000.00
2	2	1	Supplemental Pay		\$10,000.00
2	2	1	Supplies and resources		\$1,000.00
2	2	1	Travel		\$10,000.00
2	2	2	math core resources/interventions (digital/print)		\$200,000.00
2	2	2	Manipulatives		\$50,000.00
2	2	4	Professional Learning		\$100,000.00
2	2	4	Travel		\$100,000.00
2	2	4	Supplies		\$40,000.00
2	3	1	Supplies and materials		\$1,000.00
4	4	2	Staff and materials		\$0.00
4	4	3	Staff and materials		\$0.00

**Sub-Total** \$1,352,000.00

**Budgeted Fund Source Amount** \$977,960.00

**+/- Difference** **-\$374,040.00**

**T-STEM**

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

**ECHS**

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

TCLAS 01 - 279 Data Fellow					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Data Fellow		\$44,000.00
4	2	1	supplies/ materials/software		\$43,000.00
4	2	1	Travel for Data Fellow		\$38,256.00
<b>Sub-Total</b>					\$125,256.00
<b>Budgeted Fund Source Amount</b>					\$272,658.87
<b>+/- Difference</b>					\$147,402.87
TCLAS 3E - 429 College Bridge					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$32,960.00
<b>+/- Difference</b>					\$32,960.00
TCLAS 4A - 279 GYO Para					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$99,680.00
<b>+/- Difference</b>					\$99,680.00
TCLAS 4B - 279 GYO Dual Credit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$37,845.02
<b>+/- Difference</b>					\$37,845.02
TCLAS 4C - 279 GYO other					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$36,000.00
<b>+/- Difference</b>					\$36,000.00

TCLAS 06 - 279 Vetted Tutors					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$400,000.00
<b>+/- Difference</b>					\$400,000.00
429- JET Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Nursing Equipment	429-11-6395-00-010-3-11-0-JE	\$721,372.00
<b>Sub-Total</b>					\$721,372.00
<b>Budgeted Fund Source Amount</b>					\$721,372.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$12,852,519.07
<b>Grand Total Spent</b>					\$14,295,527.00
<b>+/- Difference</b>					-\$1,443,007.93

# Addendums

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

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

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

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

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

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

School District: ESC Region 20
Region: 20

## Priority for Service (PFS) Action Plan

**School Year: 2022-2023**

Filled Out By: ESC-20 MEP Team
Date: 07/20/2022

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

<b>Goal(s):</b>  Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	<b>Objective(s):</b>  100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor</b> the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> <li>▪ Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.</li> </ul>	Monthly by end of month	-Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> <li>▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	Annually by September 30	-Migrant Coordinator -Educational Specialists	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> <li>▪ Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).</li> </ul>	Annually by September 30	-Educational Specialists -District Designee	-Copy of District Improvement Plan

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

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



**2022-2023 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan  
Education Service Center, Region 20**

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

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<b>H. Other</b>		
<b>III. MAPS AND INTRAREGIONAL NETWORKING</b>		
<b>A. Make contact with potential growers.</b> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
<b>B. Develop calendar and maps.</b> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	<b>Staff:</b> MEP administrators and recruiters	Update on ongoing basis throughout the year
<b>C. Other</b>		
<b>IV. INTERAGENCY COORDINATION</b>		
<b>A. Network with agencies that serve migrant families.</b> Coordinate/network with local/regional organizations that provide services to migratory workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	<b>Staff:</b> MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (Ongoing)
<b>B. Other</b>		
<b>V. QUALITY CONTROL</b>		
<b>A. Written quality control procedures.</b>  Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	<b>Staff:</b> MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
<b>B. Eligibility review.</b> Forward COEs/ECOEes with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEes that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	<b>Staff:</b> Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
<b>C. Monitor and address ongoing training needs for ID&amp;R.</b> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	<b>Staff:</b> All MEP staff	As needed throughout the year
<b>D. Maintain up-to-date records on file.</b> Maintain updated active and inactive records. File COEs/ECOEes in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	<b>Staff:</b> All MEP staff	Ongoing throughout the year
<b>E. Annual eligibility validation.</b> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	<b>Staff:</b> ESC, MEP staff	January – June
<b>F. Monitor</b> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	<b>Staff:</b> ESC, District Designee	December
<b>VI. EVALUATION</b>		
<b>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</b>		
<b>A. Evaluate ID&amp;R efforts for subsequent planning.</b> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	<b>Staff:</b> All MEP staff <b>Others:</b> Local Migrant Parent Advisory Council (PAC), LEA designee, etc.	By July 30

**B. Other -- MEP Family Surveys**

LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20  
MEP administrative assistant  
Recruiters follow up on "yes" responses and note whether family qualifies for the MEP or not  
MEP Family Surveys are retained for the current year and previous year per state documentation purposes

Staff: MEP Coordinator  
LEA designee  
ESC-20 Administrative Assistant  
Recruiters

September 1 -- 1st deadline, then ongoing