

Jubilee Academies
District Improvement Plan
2020-2021



Mission Statement

Provide a nurturing community focused on leadership & educational excellence.

Vision

The Premier Choice in Education

Core Beliefs

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

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

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

Jubilee's Cultural Values

JUBILEE
JOY * UNDERSTANDING * BALANCE * INTEGRITY * LEADERSHIP * EMPOWERMENT * EXCELLENCE

Table of Contents

The Jubilee Way is used to describe the how and why of what we do.	2
Comprehensive Needs Assessment	4
Demographics	4
Student Learning	8
District Processes & Programs	14
Perceptions	19
Priority Problem Statements	20
Goals	23
Goal 1: Jubilee Academies will recruit, provide support, and retain effective teachers and leaders to support the diversity of enrollment growth among all stakeholders.	23
Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.	31
Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.	53
Goal 4: Jubilee Academies will build a positive school culture that provides a safe, drug-free learning environment to promote individualized learning opportunities, build leadership skills and cultivate rich family engagement through active and meaningful collaboration.	65
Title I Schoolwide Elements	76
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	76
1.1: Comprehensive Needs Assessment	76
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	76
2.1: Campus Improvement Plan developed with appropriate stakeholders	76
2.2: Regular monitoring and revision	76
2.3: Available to parents and community in an understandable format and language	76
2.4: Opportunities for all children to meet State standards	76
2.5: Increased learning time and well-rounded education	76
2.6: Address needs of all students, particularly at-risk	76
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	77
3.1: Develop and distribute Parent and Family Engagement Policy	77
3.2: Offer flexible number of parent involvement meetings	77
Demographics Committee	78
Perceptions Committee	79
District PIEMS Department	80
District Improvement & Planning Committee	81
Parent Engagement Committee	82
Migrant SSA Review Committee	83

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 and Brownsville(2). The district enrollment is a over 5,650 students serving students from 87 different school district in South Central Region, Central Texas, Rio Grande Valley, and Coastal Bend.

Of these students, 82% are economically disadvantaged, 64% are at-risk, 2% are homeless, 23% are Bilingual or English Language Learners, and 8% are in Special Education and 7% Gifted & Talented. 81% of our student population is Hispanic, 7.12% is African American, 1.65% is other nationalities.

Jubilee Academies provides a rigorous curriculum, in a loving and nuturing culture to help every student, staff member, parent and community member be successful. We currently have retained 66.6% of our staff from the previous school year. 87.8% of our teachers have 1 -5 years of experience and 47.11% are beginning teachers and 12.2% of our teacher have 5 - 10 years experience.

- Jubilee Academies 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, ESL, Special Education, CTE, etc
- JA has expanded the CTE and dual credit opportunities for high school students
- JA teacher turnover has fluctuated in the last 3 years
- JA students has had a decrease in dropout rates in the last 3 year
- According to the TAPR report Identified Special Education students is lower at JA in comparison to State
- JA ADA has been slightly higher in comparison to the state average
- JA does not implement a unified social emotional curriculum

Our enrollment numbers increased every year for the past 5 years. The trend seen in our reports from first semester vs second semester is enrollment increase after the second semester for the past 3 years.

Most of the student groups this year have increased due to staff closely taking responsibility to ensure all students are being identified correctly for SNAPSHOT. There has been more awareness throughout the district.

Other than students graduating, student withdrawing for other reasons than homeschool, public/charter/private schools percentage is low. See charter below

The student attendance rate for the 2018 year was 95.5%

CHARTS:

Enrollment

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

Ethnicity Groups	2019-2020		2018-2019		2017-2018	
	Count	% Enroll	Count	% Enroll	Count	% Enroll
Amer. Indiana/Alaskan	24	0.37%	9	0.15%	7	0.12%
Asian	49	0.75%	57	0.96%	57	1.01%
black/African American	451	6.89%	426	7.15%	402	7.12%
Hispanic/Latina	5450	83.31%	4904	83.22%	4599	81.4%
White	484	07.4%	475	7.97%	491	8.69%
Hawaiian/Pac Islander	0	0%	1	0.02%	1	0.02%
Two or More	84	1.28%	85	1.43%	93	1.65%
Enrollment	6542		5957		5650	

Economically Disadvantaged	Other Econ Disadvantaged 1,619 / 24.75% Free/Reduced 3,743 / 57.21%	Increase - due to more campuses being identified as CEP- Community Eligibility Provision and adding the CEP form as part of the enrollment process.
English Learner	1,492 / 22.88%	Increase from Previous Years / Increase aware regarding Identifying EL throughout the district.
Migrant	9 / 0.14%	Increase from Previous Years
Special Education	501 / 7.66%	Increase from Previous Years due to enrollment increase. Jubilee Highland Hills SPED percentage was especially high.
At-Risk	4,103 / 63.72%	Increase from Previous Years / Increase awareness identifying at-risk students
Homeless	111 / 1.70%	Increase from Previous Years

	01 Graduates	16 Returned Home Country	60 Home Schooling	66 Removed by CPS	78 Expelled	81 Enroll Tx Private	82 Enroll non- Tx Public School	87 Univ Diploma	98 Other
2019-20	109 75.7%	7 4.9%	10 6.9%	0	0	7 4.9%	10 6.9%	1 0.7%	19 11.7%
2018-19	122 79.7%	4 2.6%	10 6.5%	1 0.7%	4 2.0%	6 3.9%	6 3.9	0	28 15.5%
2017-18	50 64.9%	4 5.2%	5 6.5%	0	7 9.1%	3 3.9%	8 10.4%	0	21 21.4%

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 and English Learners. 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 decision. Strong support systems/committees are in place to

allow teacher input. Data drives instruction and curriculum. Curriculum is developed to determine what is needed to increase student achievement. Technology is used effectively to increase student achievement and student technological literacy. Distance Learning opportunities and processes are in place to support student learning during school closures.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a continued decline of enrollment at all levels **Root Cause:** Parent satisfaction with campus and district services

Problem Statement 2: Low teacher retention **Root Cause:** Lack of teacher support systems in place

Problem Statement 3: Lack of guidance curriculum lessons to provide preventive measures to help students make rational decisions. **Root Cause:** Little to no structured guidance lessons or a district curriculum provided for Social Emotional Counselors to provide lessons to all grade levels

Problem Statement 4: Attendance rates have decreased from 2015-2018 to 95.5% which is below the district and state average **Root Cause:** Lack of consistent and effective sanitization, disinfection and flu awareness and interventions to prevent outbreaks

Problem Statement 5 (Prioritized): Collaboration between special ed teachers and general ed teachers is minimal **Root Cause:** PLC times & master schedules do not align at campuses.

Problem Statement 6 (Prioritized): Professional learning opportunities for special education teachers were not provided. **Root Cause:** Due to the lack of accountability and implementation from Jubilee Academies, the professional development for special education employees has caused a lack of improvement in student and teacher performance.

Problem Statement 7 (Prioritized): Teacher turn-over rate this year is % **Root Cause:** Leadership did not build a cohesive and collaborative campus culture.

Student Learning

Student Learning Summary

2019 District Accountability Rating:

For the 2018-2019 school year, the 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.

Jubilee Academies performance in the Domains are below:

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	17 District	17 Region	17 State	18 District	18 Region	18 State	19 District	19 Region	19 State

	65%	73%	75%	66%	75%	77%	64%	76%	78%
	17	17	17	18	18	18	19	19	19
Meets or above	30%	43%	45%	32%	46%	48%	31%	47%	50%
	17	17	17	18	18	18	19	19	19
Masters	13%	18%	20%	12%	20%	22%	12%	22%	24%

ELA/Reading

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

Mathematics

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

Writing

	All Students								
	17 District	17 Region	17 State	18 District	18 Region	18 State	19 District	19 Region	19 State
Approaches or above	59%	64%	67%	55%	63%	66%	56%	65%	68%

Writing

	17	17	17	18	18	18	19	19	19
Meets or above	26%	33%	36%	28%	39%	41%	24%	35%	38%
	17	17	17	18	18	18	19	19	19
Masters	6%	10%	11%	7%	11%	13%	6%	12%	14%

Science

All Students

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

Social Studies

All Students

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

Domain 2

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

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

Academic Growth: ELA/Reading and Mathematics

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

Academic Growth: ELA/Reading Only

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

Academic Growth: Mathematics Only

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

Domain 3

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

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

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

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.

Need To wordsmith:

2019 had only reading and math, 2020 had all contents (did we over test?)

BOY, MOY and EOY - accross the district for all students

Istation data: usage has gone done - correlation to the results

middle school istation 2018-2019 vs 2019-2020- consistant gain

work on spelling

benchmark of running records for lexile levels - are students on target? - holistic data

Language Arts:

Student Learning Strengths

CCMR:

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

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

Domain 2- Relative Performance score increased.

Problem Statements Identifying Student Learning Needs

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

Root

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

Problem Statement 2 (Prioritized): Collaboration between special ed teachers and general ed teachers is minimal **Root Cause:** PLC times & master schedules do not align at campuses.

Problem Statement 3 (Prioritized): Student performance in the English Language Arts state assessment has decreased in last three years to 34% (at meets level) and continues to be below the state average (48%). **Root Cause:** Lack of accountability and implementation of professional development in adopted material.

Problem Statement 4 (Prioritized): Student performance in the Writing state assessment has decreased from the previous years at meets level (26%, 28%, 24%) and continues to be below the state average (38%). **Root Cause:** Lack of accountability and implementation of professional development in adopted material.

Problem Statement 5 (Prioritized): Student performance in the Mathematics state assessment remained stagnant within the past three years at meets level (30%, 31%,30%) and continues to be below the state average (52%). **Root Cause:** Yearly changes in curriculum and implementation within the last three years.

Problem Statement 6 (Prioritized): Domain 2 results show that 1,788 tests showed no growth (no points) **Root Cause:** We have not built capacity within our teachers on how to increase student growth.

Problem Statement 7 (Prioritized): Professional learning opportunities for special education teachers were not provided. **Root Cause:** Due to the lack of accountability and implementation from Jubilee Academies, the professional development for special education employees has caused a lack of improvement in student and teacher performance.

Problem Statement 8 (Prioritized): Special ed students are not receiving the support they need to make growth. **Root Cause:** SPED teachers have no support and are pulled to organize, prepare and conduct ARDs.

Problem Statement 9 (Prioritized): 1st grade reading screeners indicate a lack of foundational reading skills **Root Cause:** Poor tier 1 instruction and lack of understanding of alphabet recognition & foundational reading skills knowledge.

Problem Statement 10 (Prioritized): Student Achievement in Social Studies has been declining **Root Cause:** Lack of Training Resources for Teachers in the area of Social Studies.

District Processes & Programs

District Processes & Programs Summary

Personnel:

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

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

Programs:

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

- Tutoring – Before school, after school, and during the day
- RTI – Response to Intervention. Tier 2 and Tier 3 students. Tier 2 teacher led and Tier 3 interventionist, tutors, etc.
- CTE – At risk students getting real 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 courses – Rigorous curriculum. Data shows these courses better prepare students for academic challenges.
- ESL program – K-12. Strong Jubilee Program. Focuses on individual student needs.
- ASVAB – Career Inventory Assessment
- TSI – College Readiness

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

- This is the first year that dyslexia have received funds from the state. District goal for the 2020-2021 school year is that all dyslexia teachers will be trained in Reading by design (curriculum) and certified to test dyslexia students. Numbers in dyslexia are increasing throughout the district due to screeners and teachers certified to test for dyslexia.
- This is the first year for implementation for CTE. 9 campuses offer CTE courses 1100 students serviced through CTE courses.
- Bilingual/ESL –
- Gifted/Talented – In progress
- Special Education – 30 certified teachers within the district. Jubilee offers life skills courses, self-contained classrooms, Social-Emotional-Learning support, Content Mastery support.

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
- Robotics
- Pre-K for SA
- 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

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, Facebook Live
- 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.

District Processes & Programs Strengths

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

Jubilee has a strong partnership with PK4SA. CTE is growing- we offer CTE courses to more than 1,100 students in 9 campuses! All Departments are developing & improving a monthly timeline.

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

SPED: Reduced the demands of our sped leader by adding a 504/RTI coordinator

Self-audits of programs started

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

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

Problem Statements Identifying District Processes & Programs Needs

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

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

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

Problem Statement 4 (Prioritized): Teacher turn-over rate this year is % **Root Cause:** Leadership did not build a cohesive and collaborative campus culture.

Problem Statement 5 (Prioritized): CTE offerings are limited for our secondary students. **Root Cause:** Jubilee is in the beginning phases of offering CTE programs to our students.

Problem Statement 6 (Prioritized): Professional learning opportunities for special education teachers were not provided. **Root Cause:** Due to the lack of accountability and implementation from Jubilee Academies, the professional development for special education employees has caused a lack of improvement in student and teacher performance.

Problem Statement 7 (Prioritized): Jubilee students in SPED/504/Bi-ESL/GT/are performing below the state standards **Root Cause:** Lack of effective targeted, research-based tier 1 & intervention practices

Problem Statement 8 (Prioritized): Jubilee does not have a structured plan for campuses to follow to help with student grade level transitions. **Root Cause:** There is little focus in this area.

Problem Statement 9 (Prioritized): Instructional Technology is not being utilized effectively. **Root Cause:** Staffing and infrastructure limitations

Problem Statement 10 (Prioritized): Proper processes & procedures are not being followed **Root Cause:** District departments lack standard operating procedures

Problem Statement 11 (Prioritized): Special ed students are not receiving the support they need to make growth. **Root Cause:** SPED teachers have no support and are pulled to organize, prepare and conduct ARDs.

Problem Statement 12 (Prioritized): Student enrollment has not reached 7,000. **Root Cause:** Inconsistent recruitment practices & retention efforts.

Problem Statement 13 (Prioritized): 1st grade reading screeners indicate a lack of foundational reading skills **Root Cause:** Poor tier 1 instruction and lack of understanding of alphabet recognition & foundational reading skills knowledge.

Perceptions

Perceptions Summary

Jubilee Academies fosters a character development process to strengthen the building of meaningful productive relationships with every students and every colleague.

Perceptions Strengths

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders **Root Cause:** Parent frustrations are often the result of misinformation or lack of communication

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

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

Priority Problem Statements

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

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

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

Problem Statement 2: Collaboration between special ed teachers and general ed teachers is minimal

Root Cause 2: PLC times & master schedules do not align at campuses.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Student performance in the English Language Arts state assessment has decreased in last three years to 34% (at meets level) and continues to be below the state average (48%).

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

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

Problem Statement 4: Student performance in the Writing state assessment has decreased from the previous years at meets level (26%, 28%, 24%) and continues to be below the state average (38%).

Root Cause 4: Lack of accountability and implementation of professional development in adopted material.

Problem Statement 4 Areas: Student Learning - District Processes & Programs

Problem Statement 5: Student performance in the Mathematics state assessment remained stagnant within the past three years at meets level (30%, 31%,30%) and continues to be below the state average (52%).

Root Cause 5: Yearly changes in curriculum and implementation within the last three years.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Professional learning opportunities for special education teachers were not provided.

Root Cause 6: Due to the lack of accountability and implementation from Jubilee Academies, the professional development for special education employees has caused a lack of improvement in student and teacher performance.

Problem Statement 6 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 7: Domain 2 results show that 1,788 tests showed no growth (no points)

Root Cause 7: We have not built capacity within our teachers on how to increase student growth.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Student growth is being staggered by a lack of new teacher mentoring.

Root Cause 8: Minimal oversight and a lack of mentorship guidance.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: Teacher turn-over rate this year is %

Root Cause 9: Leadership did not build a cohesive and collaborative campus culture.

Problem Statement 9 Areas: Demographics - District Processes & Programs

Problem Statement 10: CTE offerings are limited for our secondary students.

Root Cause 10: Jubilee is in the beginning phases of offering CTE programs to our students.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: Student enrollment has not reached 7,000.

Root Cause 11: Inconsistent recruitment practices & retention efforts.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: 1st grade reading screeners indicate a lack of foundational reading skills

Root Cause 12: Poor tier 1 instruction and lack of understanding of alphabet recognition & foundational reading skills knowledge.

Problem Statement 12 Areas: Student Learning - District Processes & Programs

Problem Statement 13: Special ed students are not receiving the support they need to make growth.

Root Cause 13: SPED teachers have no support and are pulled to organize, prepare and conduct ARDs.

Problem Statement 13 Areas: Student Learning - District Processes & Programs

Problem Statement 15: Jubilee does not have a structured plan for campuses to follow to help with student grade level transitions.

Root Cause 15: There is little focus in this area.

Problem Statement 15 Areas: District Processes & Programs

Problem Statement 16: Instructional Technology is not being utilized effectively.

Root Cause 16: Staffing and infrastructure limitations

Problem Statement 16 Areas: District Processes & Programs

Problem Statement 17: Proper processes & procedures are not being followed

Root Cause 17: District departments lack standard operating procedures

Problem Statement 17 Areas: District Processes & Programs

Problem Statement 18: Student Achievement in Social Studies has been declining

Root Cause 18: Lack of Training Resources for Teachers in the area of Social Studies.

Problem Statement 18 Areas: Student Learning

Problem Statement 19: There is a need to actively support the emotional well-being of students.

Root Cause 19: Changing demographics bring students who do not have strong conflict management or social behavioral skill

Problem Statement 19 Areas: Perceptions

Problem Statement 20: Low parental involvement participation

Root Cause 20: Lack of relevant parental involvement sessions accessible to parents

Problem Statement 20 Areas: Perceptions

Problem Statement 21: Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders

Root Cause 21: Parent frustrations are often the result of misinformation or lack of communication

Problem Statement 21 Areas: Perceptions

Goals





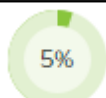

Revised/Approved: July 31, 2020

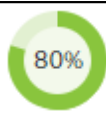
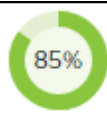




Goal 1: Jubilee Academies will recruit, provide support, and retain effective teachers and leaders to support the diversity of enrollment growth among all stakeholders.

Performance Objective 1: Jubilee will reduce teacher turn over rate from 33 % to 20%.

Targeted or ESF High Priority

Evaluation Data Sources: Human Resource Reports

<p>Strategy 1: Provide teachers and staff with professional development in how to serve economically disadvantaged, trauma induced & at-risk students in order to provide equity to all students.</p> <p>Strategy's Expected Result/Impact: Increased knowledge in effective strategies to use in the classroom to help teachers in the education of our economically disadvantaged students</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Problem Statements: Demographics 6 - Student Learning 1, 7 - District Processes & Programs 6, 7</p> <p>Funding Sources: Professional Development - 289-ST STOP Grant - 289-13-6291-00-999-1-11-0-ST - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Implement a mentorship program to support new teachers.</p> <p>Strategy's Expected Result/Impact: Provide support and guidance to our newest teachers to promote a culture of leadership and learning.</p> <p>Staff Responsible for Monitoring: Assistant Director of State/Programs</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Demographics 6, 7 - Student Learning 7 - District Processes & Programs 4, 6</p> <p>Funding Sources: New Teacher/Mentor Training Program - 211 - Title I, Part A 2019-20 left over - 211-13-6239-00-999-0-30-0-00 - \$5,850</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Reduce salary gaps across all Regions.</p> <p>Strategy's Expected Result/Impact: Increased number of experienced applicants and retention of current staff</p> <p>Staff Responsible for Monitoring: Superintendent Leadship Cabinet</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4: Hire Instructional Coaches to support all Title I campuses in developing effective teachers and strengthening Tier I instruction. Strategy's Expected Result/Impact: Decrease teacher turn-over rate, increase student performance on academic assessments, and create a supportive environment to promote collegiality. Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Salaries - 211 - Title I, Part A - \$922,080.31	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





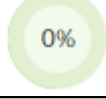
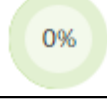




Performance Objective 1 Problem Statements:

Demographics	
Problem Statement 6: Professional learning opportunities for special education teachers were not provided. Root Cause: Due to the lack of accountability and implementation from Jubilee Academies, the professional development for special education employees has caused a lack of improvement in student and teacher performance.	
Problem Statement 7: Teacher turn-over rate this year is % Root Cause: Leadership did not build a cohesive and collaborative campus culture.	
Student Learning	
Problem Statement 1: Jubilee students in SPED/504/Bi-ESL/GT/are performing below the state standards of effective targeted, research-based tier 1 & intervention practices	Root Cause: Lack
Problem Statement 7: Professional learning opportunities for special education teachers were not provided. Root Cause: Due to the lack of accountability and implementation from Jubilee Academies, the professional development for special education employees has caused a lack of improvement in student and teacher performance.	
District Processes & Programs	
Problem Statement 4: Teacher turn-over rate this year is % Root Cause: Leadership did not build a cohesive and collaborative campus culture.	
Problem Statement 6: Professional learning opportunities for special education teachers were not provided. Root Cause: Due to the lack of accountability and implementation from Jubilee Academies, the professional development for special education employees has caused a lack of improvement in student and teacher performance.	
Problem Statement 7: Jubilee students in SPED/504/Bi-ESL/GT/are performing below the state standards of effective targeted, research-based tier 1 & intervention practices	Root Cause: Lack

Goal 1: Jubilee Academies will recruit, provide support, and retain effective teachers and leaders to support the diversity of enrollment growth among all stakeholders.

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

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












Strategy 1: Recruitment teams, consisting of campus administrators and HR staff will, will attend a variety of job fairs. Strategy's Expected Result/Impact: High needs area jobs are filled by 1st day of school. Staff Responsible for Monitoring: HR Executive Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Coordinate a Jubilee Job Fair to include all areas of human resources. Strategy's Expected Result/Impact: Increased selection of effective teachers. Staff Responsible for Monitoring: HR Executive Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Establish quarterly district meetings to address campus and district hiring needs with Human Resources (September, March) Strategy's Expected Result/Impact: Reduction of vacancies Staff Responsible for Monitoring: HR Executive Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Jubilee Academies will recruit, provide support, and retain effective teachers and leaders to support the diversity of enrollment growth among all stakeholders.

Performance Objective 3: Provide professional development opportunities to teachers and campus administrators to ensure State compliance, understanding of district initiatives, fidelity of implementation, alignment, and support.

Targeted or ESF High Priority

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

<p>Strategy 1: Provide district and campus administrators with needed training and development, as required by TEA & Jubilee, through a Leadership Synergy Summit in July.</p> <p>Strategy's Expected Result/Impact: All administration staff will be compliant with TEA requirements for required training hours and will be able to provide effective support to all stakeholders</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Problem Statements: Perceptions 1, 2, 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Provide teachers and campus administrators with needed training and development to ensure comprehension and fidelity of implementation of district curriculum and initiatives.</p> <p>Strategy's Expected Result/Impact: Teachers and campus administrators will make a positive impact on student achievement by gaining a thorough understanding of curriculum, and implementing district initiatives with fidelity.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - Equity Plan</p> <p>Funding Sources: Math Professional Development - 211 - Title I, Part A 2019-20 left over - \$30,000, Federal Programs PD - 420-PIC 11 FSP - \$500, Micro-credtional Stipends - 255 - Title II, Part A, TPTR 2019-20 left over - \$25,081.41</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Provide administrators with early education observation training focused on Pre-kindergarten learning environments.</p> <p>Strategy's Expected Result/Impact: Improve student-teacher interaction in early childhood education.</p> <p>Staff Responsible for Monitoring: Director of Fiscal Compliance</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Training for PK observation - 191 - PK4SA - 191-13 - \$2,175</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 1: Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders **Root Cause:** Parent frustrations are often the result of misinformation or lack of communication

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













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

Goal 1: Jubilee Academies will recruit, provide support, and retain effective teachers and leaders to support the diversity of enrollment growth among all stakeholders.

Performance Objective 4: Increase educator proficiency and access to premier and appropriate tools (technology) and resources for the integration and implementation of technology in the classroom for all staff including district level staff.

Targeted or ESF High Priority

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

<p>Strategy 1: Create and maintain a resource to inform all Jubilee Academies educators about district-funded instructional tools.</p> <p>Strategy's Expected Result/Impact: All Jubilee staff will have a basic understanding of the technology being used in the classroom.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Create and maintain a resource to inform Jubilee Academies educators about free tools available to them that have been district vetted.</p> <p>Strategy's Expected Result/Impact: Provide a supportive environment for educators to promote a positive culture</p> <p>Staff Responsible for Monitoring: HR Executive Director</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Provide and maintain access and professional development to district curriculum and online resources (learning management systems, data management system, content management system, etc.).</p> <p>Strategy's Expected Result/Impact: Professional development and equity of access to curriculum and resources will significantly impact teachers' ability to provide quality instruction.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Jubilee Academies will recruit, provide support, and retain effective teachers and leaders to support the diversity of enrollment growth among all stakeholders.

Performance Objective 5: Provide teachers and other high need staff within 10% of the regional competitive salaries across each of our regions.

Targeted or ESF High Priority

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

Strategy 1: Meet with Superintendent's Leadership Cabinet to discuss current salary gaps within our regions. Strategy's Expected Result/Impact: Increased teacher pool and lower turn over rate. Staff Responsible for Monitoring: Superintendent of Schools	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide retention stipends for Math and Science Teachers and Assistant Principals and Principals Strategy's Expected Result/Impact: Retain highly effective teachers in the area of Math and Science. Retain administration. Staff Responsible for Monitoring: District Federal Programs Assistant Director Funding Sources: Retention Stipends - 255 - Title II, Part A, TPTR - \$297,482.78	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide stipends to Pre-K teachers in the South Central Region to increase teacher retention. Strategy's Expected Result/Impact: Reduce PK teacher turnover in the South Central Region Staff Responsible for Monitoring: Director of Fiscal Compliance Title I Schoolwide Elements: 2.5 Problem Statements: Demographics 7 - Student Learning 9 - District Processes & Programs 4, 13 Funding Sources: Teacher Stipends - 191 - PK4SA - \$8,250	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 7: Teacher turn-over rate this year is % Root Cause: Leadership did not build a cohesive and collaborative campus culture.
Student Learning
Problem Statement 9: 1st grade reading screeners indicate a lack of foundational reading skills Root Cause: Poor tier 1 instruction and lack of understanding of alphabet recognition & foundational reading skills knowledge.

District Processes & Programs

Problem Statement 4: Teacher turn-over rate this year is % **Root Cause:** Leadership did not build a cohesive and collaborative campus culture.

Problem Statement 13: 1st grade reading screeners indicate a lack of foundational reading skills **Root Cause:** Poor tier 1 instruction and lack of understanding of alphabet recognition & foundational reading skills knowledge.

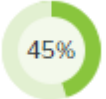


Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.

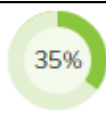




Performance Objective 1: Increase High School Students' Dual Enrollment participation and completion rate by 15% before the end of 2021.

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

Targeted or ESF High Priority

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

<p>Strategy 1: Increase test preparation on TSI assessment with the support of curriculum (3rd party) (ie. Sure Score) and professional development opportunities for staff. While focusing on Math and ELAR passing scores.</p> <p>Strategy's Expected Result/Impact: Increase dual enrollment participants, increase TSI passing scores, increase CCMR accountability scores, and improve students' postsecondary goals.</p> <p>Staff Responsible for Monitoring: CCMR Coordinator</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: TSI unit purchase-8th grade - 420-PIC 30 SCE Title IA, Schoolwide Activity - 420-11-6399-00-006-0-11-M-00 - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Increase university visits for high school students while focusing on campuses located in Texas.</p> <p>Strategy's Expected Result/Impact: Increase exposure to both public and private universities located in Texas.</p> <p>Staff Responsible for Monitoring: CCMR Coordinator</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Travel CCMR - 420-PIC 99 FSP - 986 - \$28,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Increase SchoolLinks participation for students in grades 6th-12th to assist with college and career readiness outcomes.</p> <p>Strategy's Expected Result/Impact: Increase dual enrollment participation, increase CTE certifications, and exposure to CCMR opportunities.</p> <p>Staff Responsible for Monitoring: CCMR Coordinator</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Software - 289 - Title IV Part A - Org 001, 004, 010, 009 - \$30,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				








<p>Strategy 4: Provide students opportunities for college readiness, including entrance college assessments (PSAT and SAT), college placement exams (TSI) financial aid nights, higher education admissions assistance, grant opportunities (Texas Grant, Teach for Texas, etc.) and curriculum choices to help increase student's post secondary goals.</p> <p>Strategy's Expected Result/Impact: Increase TSI, PSAT, SAT scores, increase college acceptance rates, increase financial aid awards and improve CCMR accountability scores.</p> <p>Staff Responsible for Monitoring: CCMR Coordinator</p> <p>Title I Schoolwide Elements: 2.6, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 35%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Increase CCMR Outcomes Bonuses by 10% before the end of 2021.

Targeted or ESF High Priority

Evaluation Data Sources: TARP CCMR Reports, PEIMS Reports, National Student Clearing House Reports, Department of Defense Reports and District Attorney and Tom




<p>Strategy 1: Increase TSI passing scores in Math and ELAR, ensure seniors register at universities in Fall 2021, increase CTE certification completion, passing ASVAB scores and military enrollment. Strategy's Expected Result/Impact: Increased CCMR Outcome Bonuses. Staff Responsible for Monitoring: CCMR Coordinator Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Integrate a database to assist with monitoring of students' process toward CCMR Outcome Bonuses. Strategy's Expected Result/Impact: Assist with TEA compliance, progress monitoring, while increasing CCMR accountability and bonuses. Staff Responsible for Monitoring: CCMR Coordinator Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Integrate blended learning platform to assist secondary students with credit recovery, credit attainment and test preparation for ACT, PSAT, and SAT. Strategy's Expected Result/Impact: Assist with graduation requirements, progress monitoring and increase CCMR accountability. Staff Responsible for Monitoring: CCMR Coordinator Funding Sources: - 289 - Title IV 2019-20 left over - 289-11-6399-TE-999-0-30-0-00 - \$15,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				




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





Performance Objective 3: Improve student achievement by 12% through district-wide initiatives in ELAR, Math, Science & Social Studies combined Domain 1 score of a 80% overall. We will improve reading & math from 64% to 78%; Meets: 31% to 36%; Masters: 12% to 15%
Writing will improve approaches from 50% to 65%

Targeted or ESF High Priority

Evaluation Data Sources: 6 Weeks Usage Administrative Reports, 6 Weeks Assessments, Observations, state testing

<p>Strategy 1: Provide professional development for the new 9th - 12th ELAR textbook adoption. Strategy's Expected Result/Impact: 100% of 9th - 12th ELAR teachers will be trained in the new ELAR adoption to maintain TEKS alignment of instruction and increase student achievement Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction Title I Schoolwide Elements: 2.4, 2.5 - Results Driven Accountability - Equity Plan</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Provide ELAR teachers with professional development and on-going support to strengthen understanding of TEKS curriculum and fidelity of implementation of the district's reading and writing plan. Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Provide Math teachers with professional development and on-going support to strengthen understanding of TEKS curriculum and fidelity of implementation of the district's math plan. Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 4: Provide K-12th Grades with core curriculum instructional resources and professional development for tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Improvement of scores in STAAR & PBMAS</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Funding Sources: TEKS Resource System Online Resource - 420-PIC 11 FSP - 004 - \$3,396, TEKS Resource System Online Resource - 420-PIC 11 FSP - 002 - \$5,910, TEKS Resource System Online Resource - 420-PIC 11 FSP - 005 - \$1,950, TEKS Resource System Online Resource - 420-PIC 11 FSP - 001 - \$6,504, TEKS Resource System Online Resource - 420-PIC 11 FSP - 012 - \$705, TEKS Resource System Online Resource - 420-PIC 11 FSP - 013 - \$705, TEKS Resource System Online Resource - 420-PIC 11 FSP - 014 - \$396, TEKS Resource System Online Resource - 420-PIC 11 FSP - 009 - \$4,428, TEKS Resource System Online Resource - 420-PIC 11 FSP - 007 - \$2,157, TEKS Resource System Online Resource - 420-PIC 11 FSP - 008 - \$1,842, TEKS Resource System Online Resource - 420-PIC 11 FSP - 010 - \$5,717, TEKS Resource System Online Resource - 420-PIC 11 FSP - 011 - \$1,517, TEKS Resource System Online Resource - 420-PIC 11 FSP - 006 - \$1,742</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 5: Provide science teachers with professional development and on-going support to strengthen understanding of TEKS curriculum and fidelity of implementation of the district's science plan.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Funding Sources: Stemscope - 410-PIC 11 Textbooks - 410-11-6399-00-999-0-11-0-00 - \$36,659.75</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 6: Purchase an Instructional Math Software that will be used as a supplemental resource, and as an intervention tool for students who need additional support and advancement. Provide professional development in its use to insure fidelity of implementation.</p> <p>Strategy's Expected Result/Impact: All students show increase performance in state and local mathematics assessments or show progress in mathematics.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Funding Sources: Imagine Math Jubilee Lake View UP - 410-PIC 11 Textbooks - 410-11-6399-TE-004-0-11-0-00 - \$6,000, Imagine Math Jubilee Highland Hills - 410-PIC 11 Textbooks - 410-11-6399-TE-002-0-11-0-00 - \$6,000, Imagine Math Highland Park - 410-PIC 11 Textbooks - 410-11-6399-TE-005-0-11-0-00 - \$6,000, Imagine San Antonio - 410-PIC 11 Textbooks - 410-11-6399-TE-001-0-11-0-00 - \$6,000, Imagine Math Primary Westwood - 410-PIC 11 Textbooks - 410-11-6399-TE-012-0-11-0-00 - \$3,000, Imagine Math Secondary Westwood - 410-PIC 11 Textbooks - 410-11-6399-TE-013-0-11-0-00 - \$3,000, Imagine Math Jubilee Wells Branch - 410-PIC 11 Textbooks - 410-11-6399-TE-009-0-11-0-00 - \$6,000, Imagine Math Jubilee Livingway Leadership - 410-PIC 11 Textbooks - 410-11-6399-TE-007-0-11-0-00 - \$6,000, Imagine Math Jubilee Harlingen - 410-PIC 11 Textbooks - 410-11-6399-TE-008-0-11-0-00 - \$6,000, Imagine Math Jubilee Brownsville - 410-PIC 11 Textbooks - 410-11-6399-TE-010-0-11-0-00 - \$6,000, Imagine Math Jubilee Kingsville - 410-PIC 11 Textbooks - 410-11-6399-TE-006-0-11-0-00 - \$6,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 7: Continue professional development opportunities for teachers using a phonemic awareness program for grades Prekindergarten through Second.</p> <p>Strategy's Expected Result/Impact: Students will show progress in phonemic awareness in formative and summative assessments, and an overall increase in reading skills.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 8: Professional development will be provided to teachers on the instructional reading software purchased to ensure teachers provide Tier I instruction, be able to read reports, and use data to create small groups.</p> <p>Strategy's Expected Result/Impact: Students will show progress in overall reading in tier I.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 9: Teachers will be provided with a reading instructional software to be used for Tiered interventions. Professional development will also be provided to teachers and campus administrators to ensure understanding of the monitoring tool.





Strategy's Expected Result/Impact: The number of students in Tiers II, and III will decrease. Students will also show progress in the ELAR 6 weeks assessments and state accountability tests











Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction

Title I Schoolwide Elements: 2.4, 2.5, 2.6

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

Reviews			
Formative			Summative
Nov	Jan	Mar	June
 60%			

<p>Strategy 10: Professional Development on the TEKS using and 6 Weeks Planning Guides created for the core subject areas and planning guides purchased of grade levels that have not been created as of yet. In addition to the existing guides for ELAR (K-12th Grade) Math (K-5th Grade) Science (3rd-12th) Social Studies (3rd-12th)</p> <p>Strategy's Expected Result/Impact: Students will show progress on the 6 weeks assessments for math and reading. Staff Responsible for Monitoring: Director of Elementary Schools, Director of Secondary Schools, Content Specialists Title I Schoolwide Elements: 2.4 Funding Sources: TEKS Resource System PD - 420-PIC 11 FSP - 006 - \$1,200, TEKS Resource System PD - 420-PIC 11 FSP - 009 - \$1,200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 11: Provide K-12th Grades with math and reading curriculum instructional resources for differentiated instruction, RTI intervention, and tutorials.</p> <p>Strategy's Expected Result/Impact: Students will show progress in 6 weeks assessments, benchmark, and STAAR Scores. Staff Responsible for Monitoring: Director of Elementary Schools, Director of Secondary Schools, Content Specialist Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 004 - \$19,634.27 , Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 002 - \$36,145.46, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 005 - \$10,613.45, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 001 - \$32,250.96, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 012 - \$6,974.02, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 013 - \$6,974.02, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 014 - \$1,916.15, Mentoring Minds Think UP! - 420-PIC 24 State Com Ed (SCE), Accelerated Ed - 009 - \$24,063.80, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 007 - \$10,314.83, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 008 - \$16,585.85, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 010 - \$28,356.46, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 011 - \$8,236.94, Mentoring Minds Think UP! - 420-PIC 30 SCE Title IA, Schoolwide Activity - 006 - \$11,745.72</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 12: Provide supplemental curriculum for Special education students in all subjects.</p> <p>Strategy's Expected Result/Impact: Improved academic performance Staff Responsible for Monitoring: Director of Special Programs Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: alternative curriculum for STAAR Alt 2 - 420-PIC 23 SPED - 002 - \$675, alternative curriculum for STAAR Alt 2 - 420-PIC 23 SPED - 004 - \$75, alternative curriculum for STAAR Alt 2 - 420-PIC 23 SPED - 006 - \$75, alternative curriculum for STAAR Alt 2 - 420-PIC 23 SPED - 009 - \$300</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 13: Provide social studies teachers with professional development and on-going support to strengthen understanding of TEKS curriculum and fidelity of implementation of the district's social studies plan.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in the area of Social Studies.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 6, 9, 10 - District Processes & Programs 13</p> <p>Funding Sources: Supplement Social Studies Instructional Software and training - 211 - Title I, Part A - 211-11-6399-TE-999-1-30-0-00 - \$34,950</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 14: Curate/ modify/ create exemplar instructional lessons to begin developing the district curriculum library of instructional lessons for teachers.</p> <p>Strategy's Expected Result/Impact: Increased access to exemplar lessons, an improvement in teachers' lesson planning abilities, and improved quality of instruction</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 15: Provide and implement a curriculum for our prekindergarten program to ensure we are meeting high-quality prekindergarten components reference in HB 3.</p> <p>Strategy's Expected Result/Impact: Increase academic performance for all our prekindergarten students.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Professional Development - 191 - PK4SA - \$16,000, Classroom Materials & Furniture - 191 - PK4SA - \$6,299</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 16: Due to HB3, all Kindergarten through third grade teachers and principals must attend a teacher literacy achievement academy.</p> <p>Strategy's Expected Result/Impact: Increase academic performance in Phonemic Awareness and Phonics through formative (performance assessments), summative assessments, and through TPRI Early Reading Assessment, and Istation.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 6: Domain 2 results show that 1,788 tests showed no growth (no points) Root Cause: We have not built capacity within our teachers on how to increase student growth.</p> <p>Problem Statement 9: 1st grade reading screeners indicate a lack of foundational reading skills Root Cause: Poor tier 1 instruction and lack of understanding of alphabet recognition & foundational reading skills knowledge.</p>

Student Learning

Problem Statement 10: Student Achievement in Social Studies has been declining **Root Cause:** Lack of Training Resources for Teachers in the area of Social Studies.

District Processes & Programs











Problem Statement 13: 1st grade reading screeners indicate a lack of foundational reading skills **Root Cause:** Poor tier 1 instruction and lack of understanding of alphabet recognition & foundational reading skills knowledge.

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

Performance Objective 4: Monitor multi-tiered systems of support through the implementation of Response to Intervention across Jubilee Academies.

Targeted or ESF High Priority

Evaluation Data Sources: Usage reports, surveys, Documentation logs

<p>Strategy 1: Jubilee Academies will implement a program to increase Critical Thinking across all campuses. Strategy's Expected Result/Impact: Overall critical thinking will improve students scores on all assessments. Staff Responsible for Monitoring: Director of Elementary Schools Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Student Learning 3, 5 - District Processes & Programs 1 Funding Sources: Software - curriculum - 420-PIC 30 SCE Title IA, Schoolwide Activity - \$202,436.48</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Tutoring Services for all at-risk students in every campus. Strategy's Expected Result/Impact: Improved STAAR results and no schools will be IR Staff Responsible for Monitoring: Director of Student Services Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Address the need for a special programs coordinator or director to oversee RTI/MTSS. Strategy's Expected Result/Impact: Improved assessment data because interventions are research-based and closely monitored. Staff Responsible for Monitoring: Superintendent's Leadership Cabinet Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Jubilee Academies will provide an opportunity for accelerated instruction, Student Success Initiative (SSI) and credit recovery through summer school. Strategy's Expected Result/Impact: 100% student promotion. Staff Responsible for Monitoring: Associate Superintendent Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3, 4, 5, 6, 9, 10 - District Processes & Programs 1, 2, 13 Funding Sources: Summer School Material and supplies - 211 - Title I, Part A - \$20,000, Summer School Salary - 420-PIC 30 SCE Title IA, Schoolwide Activity - \$25,000, Summer School Salary - 211 - Title I, Part A - \$25,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 3: Student performance in the English Language Arts state assessment has decreased in last three years to 34% (at meets level) and continues to be below the state average (48%). **Root Cause:** Lack of accountability and implementation of professional development in adopted material.

Problem Statement 4: Student performance in the Writing state assessment has decreased from the previous years at meets level (26%, 28%, 24%) and continues to be below the state average (38%). **Root Cause:** Lack of accountability and implementation of professional development in adopted material.

Problem Statement 5: Student performance in the Mathematics state assessment remained stagnant within the past three years at meets level (30%, 31%,30%) and continues to be below the state average (52%). **Root Cause:** Yearly changes in curriculum and implementation within the last three years.

Problem Statement 6: Domain 2 results show that 1,788 tests showed no growth (no points) **Root Cause:** We have not built capacity within our teachers on how to increase student growth.

Problem Statement 9: 1st grade reading screeners indicate a lack of foundational reading skills **Root Cause:** Poor tier 1 instruction and lack of understanding of alphabet recognition & foundational reading skills knowledge.

Problem Statement 10: Student Achievement in Social Studies has been declining **Root Cause:** Lack of Training Resources for Teachers in the area of Social Studies.

District Processes & Programs

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

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





Problem Statement 13: 1st grade reading screeners indicate a lack of foundational reading skills **Root Cause:** Poor tier 1 instruction and lack of understanding of alphabet recognition & foundational reading skills knowledge.

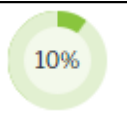
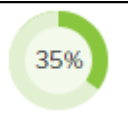

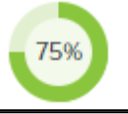





Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.

Performance Objective 5: Improve student achievement in Special Education, Identified At-Risk, & Economically disadvantaged.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR, PBMAS, District-Wide Assessments

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

<p>Strategy 3: District will develop a systematic approach to develop IPI plans, including training on district developed IPI process which is reviewed within a students IEP annually.</p> <p>Strategy's Expected Result/Impact: The percentage of Special Education students achieving at least Approaches in STAAR and EOC assessments will increase. (Math 3-8 from 32.3% passing to 40% passing, 3-8 Reading 35.7% passing to 44% passing, English I& II EOC 17.7% passing to 25% passing, 3-8 Science 34.1% passing to 40 % passing, EOC Biology 61.8% passing to 70% passing, EOC Math 27.7% passing to 35% passing, US History EOC 34.7 % passing to 44% passing, 3-8 Social Studies 29.4 % passing to 40% passing, 3-8 Writing 18.6 percent passing to 26% passing.)</p> <p>Staff Responsible for Monitoring: Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.4, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: District will develop a transition system for students exiting special education and train teachers on implementation.</p> <p>Strategy's Expected Result/Impact: The percentage of YAE students achieving approaches in reading will increase from 57.1% to 70%.</p> <p>Staff Responsible for Monitoring: Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 5: District will participate and comply with all Migrant program requirements utilizing a Share Service Agreement with the Education Service Center, Region 20. Updated Action Plans for the priority focus students and identification/recruitment are included as an addendum.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and parent engagement for Migrant students and families.</p> <p>Staff Responsible for Monitoring: District Title I Liaison</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3, 4, 5, 6, 10 - District Processes & Programs 1, 2 - Perceptions 1, 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 3: Student performance in the English Language Arts state assessment has decreased in last three years to 34% (at meets level) and continues to be below the state average (48%). Root Cause: Lack of accountability and implementation of professional development in adopted material.</p>
<p>Problem Statement 4: Student performance in the Writing state assessment has decreased from the previous years at meets level (26%, 28%, 24%) and continues to be below the state average (38%). Root Cause: Lack of accountability and implementation of professional development in adopted material.</p>
<p>Problem Statement 5: Student performance in the Mathematics state assessment remained stagnant within the past three years at meets level (30%, 31%,30%) and continues to be below the state average (52%). Root Cause: Yearly changes in curriculum and implementation within the last three years.</p>
<p>Problem Statement 6: Domain 2 results show that 1,788 tests showed no growth (no points) Root Cause: We have not built capacity within our teachers on how to increase student growth.</p>

Student Learning

Problem Statement 10: Student Achievement in Social Studies has been declining **Root Cause:** Lack of Training Resources for Teachers in the area of Social Studies.

District Processes & Programs

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

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

Perceptions

Problem Statement 1: Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders **Root Cause:** Parent frustrations are often the result of misinformation or lack of communication

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

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

Performance Objective 6: Jubilee Academies will provide all students with curricula that will improve students' STAAR scores in Mathematics:

- 3rd Grade 61% to 73%
- 4th Grade 56% to 68%
- 5th Grade 67% to 79%
- 6th Grade 62% to 74%
- 7th Grade 59% to 69%
- 8th 48% to 70%
- Algebra I 76% to 88%

Targeted or ESF High Priority





Evaluation Data Sources: Imagine Math Reports
 6 Weeks Math Assessments
 Spring Benchmark
 STAAR Results




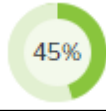

<p>Strategy 1: Attend Accountability trainings through Service Centers and present to Jubilee Leadership Cabinet and all Stakeholders</p> <p>Strategy's Expected Result/Impact: Raise student achievement for all students and support overall improvement where necessary to all campuses.</p> <p>Staff Responsible for Monitoring: C&I and Assessment Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: DTC - Accountability/Testing - 420-PIC 11 FSP - 420-13-6239-03-982-011000 - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Order textbooks using IMA funds and other fund sources</p> <p>Assure all campuses receive state-adopted textbooks</p> <p>Provide other curriculum resources</p> <p>Strategy's Expected Result/Impact: Raise Student Achievement for all students.</p> <p>Staff Responsible for Monitoring: C&I Team District Textbook Coordinator District Testing Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				








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

Performance Objective 7: Improve Bilingual/ESL student progress in RDA (PBMAS), TELPAS, and STAAR (36% under Domain III).

Evaluation Data Sources: RDA (PBMAS), TELPAS, STAAR, etc.

<p>Strategy 1: Provide Bilingual/ESL students with supplies/materials/resources/SOFTWARE that targets second language acquisition to newcomers or beginners proficiency level students. in the program.</p> <p>Strategy's Expected Result/Impact: Increase growth in our bilingual students' second language acquisition, Backpack summer initiative to continue learning during the summer.</p> <p>Staff Responsible for Monitoring: Bilingual Department Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Bilingual Softwares - 420-PIC 25 State Bilingual/ESL - District - \$7,236, Supplies/Materials/Resources - 420-PIC 25 State Bilingual/ESL - District - \$16,723</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Provide Bilingual /ESL Stipends to certified teachers who provide the second language acquisition support to our English learners.</p> <p>Strategy's Expected Result/Impact: Improve the support , reinforcement and guidance provided by the teacher for our English Language Learners.</p> <p>Staff Responsible for Monitoring: Bilingual Department Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Bilingual State Funds - 420-PIC 25 State Bilingual/ESL - District - \$254,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Provide support to teachers with the Sheltered Instructional Strategies Program on how to support English Learners.</p> <p>Strategy's Expected Result/Impact: Increase growth in our bilingual students' second language acquisition</p> <p>Staff Responsible for Monitoring: Bilingual Department Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Funding Sources: JLW-Sheltered Instructional Strategies Program - 263 - Title III, ELA - 999 - \$35,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Content Area Academies for student review/teacher professional development</p> <p>Strategy's Expected Result/Impact: Increase student achievement in attaining the second language acquisition.</p> <p>Staff Responsible for Monitoring: Bilingual Department Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: JLW-Content Area Academies - 263 - Title III, ELA - District - \$27,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 5: Bilingual/ESL meetings with Principals' for updates, deadlines, and upcoming Program requirements. Strategy's Expected Result/Impact: Increase student achievement in attaining the second language acquisition. Staff Responsible for Monitoring: Bilingual Department Director Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 6: Bilingual/ESL monthly meetings with EL Coordinators, program staff and LPAC Admins for updates, deadlines, and upcoming program requirements. Strategy's Expected Result/Impact: Increase student achievement in attaining the second language acquisition and meeting state and federal requirements. Staff Responsible for Monitoring: Bilingual Department Director Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 7: Attend conferences that target Bilingual/ESL guidance, updates, and support. Strategy's Expected Result/Impact: Increase student achievement and meet state and/or federal requirements Staff Responsible for Monitoring: Bilingual Department Director Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 420-PIC 25 State Bilingual/ESL, - 263 - Title III, ELA</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 8: Provide content area teachers support with professional development opportunities, instructional strategies, materials, and/or resources to support ELs. Strategy's Expected Result/Impact: Increase our English Learners' acquisition of second language. Staff Responsible for Monitoring: Bilingual Department Director Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: PD Software - 263 - Title III, ELA - funding of 2019-2020 carry over - \$18,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 9: Provide Tutorial program for English Learners that are struggling in our campuses. Strategy's Expected Result/Impact: Increase our English Learners' acquisition of second language. Staff Responsible for Monitoring: Bilingual Department Director Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: JLA-EL Tutorials - 263 - Title III, ELA - 011 - \$2,360, JB-SA-EL Tutorials - 263 - Title III, ELA - 001 - \$2,928, JB-Highland Hills-EL Tutorials - 263 - Title III, ELA - 002 - \$2,650, JB-Lake View-EL Tutorials - 263 - Title III, ELA - 004 - \$3,520, JB-EL Tutorials - 263 - Title III, ELA - 010 - \$4,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 10: Provide Professional Development support for teachers identified under the Bilingual Exception/ESL Waiver to support students and support training for their state exam.</p> <p>Strategy's Expected Result/Impact: Train teacher to support Bilingual/ESL students and support the teachers to pass their state exam</p> <p>Staff Responsible for Monitoring: Bilingual Department Director</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Bilingual State Funds--Waiver - 420-PIC 25 State Bilingual/ESL - 420 - \$60,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 11: EL Coaches would be there to provide mentoring, coaching, training, and guidance for our Bilingual/ESL teachers to better support our English Learners in the content areas.</p> <p>Strategy's Expected Result/Impact: Increase second language acquisition</p> <p>Staff Responsible for Monitoring: Bilingual Department Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 3, 4, 5, 10 - District Processes & Programs 1, 2, 7</p> <p>Funding Sources: Title III ELA -- EL Coaches - 263 - Title III, ELA - 6119 - \$80,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 12: Software to store LPAC documentation such as annual reviews, identification/placement, accommodations, and etc.</p> <p>Strategy's Expected Result/Impact: Proper documentation of student portfolio while in the program and meeting required compliance.</p> <p>Staff Responsible for Monitoring: Executive Director, Bilingual Director, Assistant Director, Campus Principal, EL Coordinators, and Bilingual/ESL staff.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: LPAC Software - 420-PIC 25 State Bilingual/ESL - \$13,100</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 1: Jubilee students in SPED/504/Bi-ESL/GT/are performing below the state standards Root Cause: Lack of effective targeted, research-based tier 1 & intervention practices</p>
<p>Problem Statement 3: Student performance in the English Language Arts state assessment has decreased in last three years to 34% (at meets level) and continues to be below the state average (48%). Root Cause: Lack of accountability and implementation of professional development in adopted material.</p>
<p>Problem Statement 4: Student performance in the Writing state assessment has decreased from the previous years at meets level (26%, 28%, 24%) and continues to be below the state average (38%). Root Cause: Lack of accountability and implementation of professional development in adopted material.</p>
<p>Problem Statement 5: Student performance in the Mathematics state assessment remained stagnant within the past three years at meets level (30%, 31%,30%) and continues to be below the state average (52%). Root Cause: Yearly changes in curriculum and implementation within the last three years.</p>
<p>Problem Statement 10: Student Achievement in Social Studies has been declining Root Cause: Lack of Training Resources for Teachers in the area of Social Studies.</p>

District Processes & Programs

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

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








Problem Statement 7: Jubilee students in SPED/504/Bi-ESL/GT/are performing below the state standards **Root Cause:** Lack of effective targeted, research-based tier 1 & intervention practices

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

Performance Objective 8: Monitor classroom instruction for quality, TEKS alignment and effectiveness in increasing student achievement.

Targeted or ESF High Priority










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

<p>Strategy 1: Provide travel for curriculum department staff for campus walk-throughs, support and training. Strategy's Expected Result/Impact: Teacher and student improvement Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: DTC - Travel to include hotel, transportation, fuel, per diem - 420-PIC 11 FSP - org 982 - \$18,095, CTE travel to include hotel, trans, fuel and per diem - 420-PIC 11 FSP - org 982 - \$9,850, DSS - Travel to include hotel, trans, fuel and per diem - 420-PIC 11 FSP - org 982 - \$15,050, SPED/504 DC - Travel to include hotel, trans., fuel and per diem - 420-PIC 11 FSP - org 984 - \$10,950, SPED AC - Travel to include hotel, trans. , fuel and per diem - 420-PIC 11 FSP - org 984 - \$7,075, CCMR- Travel to include hotel, trans., fuel and per diem - 420-PIC 11 FSP - 986 - \$13,905</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Classroom walkthroughs will be performed weekly by district instructional coaches, and curriculum directors for the purpose of monitoring quality instruction, providing on-going support to increase student achievement. Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Instructional Walks will be performed weekly by the campus team, and every six weeks by upper leadership for the purpose of monitoring quality instruction, providing on-going support to increase student achievement. Staff Responsible for Monitoring: Superintendent of Schools Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 9: Provide a GT Program to meet the needs of our gifted and talented population.

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

<p>Strategy 1: Provide Professional Development to all our GT staff and administration which enables them to meet the unique and individual education needs of our GT population and meet the requirements prior to assignment.</p> <p>Strategy's Expected Result/Impact: Increase satisfaction in parental surveys.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Provide Professional Development to the GT teachers on the Texas Performance Standard Project and differentiated instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increase in meets and masters STAAR results.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Provide a general intellectual ability test and assessment materials to help identify students for the Gifted and Talented Program.</p> <p>Strategy's Expected Result/Impact: Increase in meets and masters STAAR results.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







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





Performance Objective 1: Jubilee Academies will implement and sustain high quality Career & Technical Education Programs of Study, in which 6 out of the 16 career clusters are available for all students focusing on high-wage, high-skill, and in-demand occupations.











CTE Comprehensive Needs Assessment:

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

Evaluation Data Sources: RDA, CCMR Accountability, Enrollment, Attendance, Student Interest Inventory, Industry-Based Certifications.

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Hiring of highly qualified Career and Technical Education Teachers, and offering competitive salaries.</p> <p>Strategy's Expected Result/Impact: Recruiting and retaining teachers to ensure implementation of sustainable CTE programs of study with fidelity.</p> <p>Staff Responsible for Monitoring: CTE Coordinator</p> <p>Funding Sources: JSA Full Time CTE Teacher Salaries and Benefits - 420-PIC 22 State Career & Technical Ed (CTE) - 001 - \$137,500, JLUP Full Time CTE Teacher Salaries and Benefits - 420-PIC 22 State Career & Technical Ed (CTE) - 004 - \$220,000, JWB Full Time CTE Teacher Salaries and Benefits - 420-PIC 22 State Career & Technical Ed (CTE) - 009 - \$137,500, JHAR Full Time CTE Teacher Salaries and Benefits - 420-PIC 22 State Career & Technical Ed (CTE) - 008 - \$55,000, JBV Full Time CTE Teacher Salaries and Benefits - 420-PIC 22 State Career & Technical Ed (CTE) - 010 - \$192,500, JHP Full Time CTE Teacher Salaries and Benefits - 420-PIC 22 State Career & Technical Ed (CTE) - 005 - \$55,000, JHH Full Time CTE Teacher Salaries and Benefits - 420-PIC 22 State Career & Technical Ed (CTE) - 002 - \$55,000, JWW Full Time CTE Teacher Salaries and Benefits - 420-PIC 22 State Career & Technical Ed (CTE) - 013 - \$55,000, JKING Full Time CTE Teacher Salaries and Benefits - 420-PIC 22 State Career & Technical Ed (CTE) - 006 - \$55,000</p>				
<p>Strategy 2: Recruitment and retention of highly qualified teachers through competitive stipends.</p> <p>Strategy's Expected Result/Impact: Recruiting and retaining teachers to ensure implementation of sustainable CTE programs of study with fidelity.</p> <p>Staff Responsible for Monitoring: CTE Coordinator</p> <p>Funding Sources: JSA CTE Stipends (Up to \$5,500 DOQ) - 420-PIC 22 State Career & Technical Ed (CTE) - 001 - \$16,500, JLUP CTE Stipends (Up to \$5,500 DOQ) - 420-PIC 22 State Career & Technical Ed (CTE) - 004 - \$22,000, JWB CTE Stipends (Up to \$5,500 DOQ) - 420-PIC 22 State Career & Technical Ed (CTE) - 009 - \$16,500, JHAR CTE Stipends (Up to \$5,500 DOQ) - 420-PIC 22 State Career & Technical Ed (CTE) - 008 - \$5,500, JBV CTE Stipends (Up to \$5,500 DOQ) - 420-PIC 22 State Career & Technical Ed (CTE) - 010 - \$22,000, JHP CTE Stipends (Up to \$5,500 DOQ) - 420-PIC 22 State Career & Technical Ed (CTE) - 005 - \$5,500, JWW CTE Stipends (Up to \$5,500 DOQ) - 420-PIC 22 State Career & Technical Ed (CTE) - 013 - \$5,500, JHH CTE Stipends (Up to \$5,500 DOQ) - 420-PIC 22 State Career & Technical Ed (CTE) - 002 - \$5,500, JKING CTE Stipends (Up to \$5,500 DOQ) - 420-PIC 22 State Career & Technical Ed (CTE) - 006 - \$5,500</p>				







<p>Strategy 3: Provide the CTE Staff with the necessary Professional Development needed in order to provide students with CTE experiences that focus on preparation for high-skill, high-wage, and in-demand occupations.</p> <p>CTE Approved Conferences:</p> <p>https://docs.google.com/document/d/1V07XRUp9zV4-GasBkJNsTs5zGcYQ7PY0zpi72nJDUs/edit?usp=sharing</p> <p>Strategy's Expected Result/Impact: Enhance the development and growth of CTE teachers in order to contribute to the development of high quality CTE programs of study.</p> <p>Staff Responsible for Monitoring: CTE Coordinator</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: JSA CTE Professional Development (ESC & Recommended List) - 420-PIC 22 State Career & Technical Ed (CTE) - 001 - \$6,000, JLUP CTE Professional Development (ESC & Recommended List) - 420-PIC 22 State Career & Technical Ed (CTE) - 004 - \$8,000, JWB CTE Professional Development (ESC & Recommended List) - 420-PIC 22 State Career & Technical Ed (CTE) - 009 - \$4,000, JBV CTE Professional Development (ESC & Recommended List) - 420-PIC 22 State Career & Technical Ed (CTE) - 010 - \$7,000, JWW CTE Professional Development (ESC & Recommended List) - 420-PIC 22 State Career & Technical Ed (CTE) - 013 - \$2,000, JHP CTE Professional Development (ESC & Recommended List) - 420-PIC 22 State Career & Technical Ed (CTE) - 05 - \$2,000, JHH CTE Professional Development (ESC & Recommended List) - 420-PIC 22 State Career & Technical Ed (CTE) - 02 - \$2,000, JHAR CTE Professional Development (ESC & Recommended List) - 420-PIC 22 State Career & Technical Ed (CTE) - 08 - \$2,000, JKING CTE Professional Development (ESC & Recommended List) - 420-PIC 22 State Career & Technical Ed (CTE) - 006 - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Provide the necessary supplies, materials, curriculum & technology needed for each career cluster in order to meet the needs of a competitive workforce, and stay current with industry standards and cross curricular content integration.</p> <p>Strategy's Expected Result/Impact: Provide students with supplies and materials to ensure implementation of CTE programs of study within 6 career clusters.</p> <p>Staff Responsible for Monitoring: CTE Coordinator</p> <p>Results Driven Accountability</p> <p>Funding Sources: JSA Supplies, Materials, Curriculum, Technology - 420-PIC 22 State Career & Technical Ed (CTE) - 001 - \$4,000, JLUP Supplies, Materials, Curriculum, Technology - 420-PIC 22 State Career & Technical Ed (CTE) - 004 - \$12,500, JWB Supplies, Materials, Curriculum, Technology - 420-PIC 22 State Career & Technical Ed (CTE) - 009 - \$4,000, JBV Supplies, Materials, Curriculum, Technology - 420-PIC 22 State Career & Technical Ed (CTE) - 010 - \$9,500, District CTE Tech and Site Licenses - 420-PIC 22 State Career & Technical Ed (CTE) - 999 - \$62,000, JHAR Supplies, Materials, Curriculum, Technology - 420-PIC 22 State Career & Technical Ed (CTE) - 008 - \$2,000, JWW Supplies, Materials, Curriculum, Technology - 420-PIC 22 State Career & Technical Ed (CTE) - 013 - \$2,000, JHP Supplies, Materials, Curriculum, Technology - 420-PIC 22 State Career & Technical Ed (CTE) - 05 - \$2,000, CTE Program Materials/Equipment - 244-Perkins Competitive Grant - \$97,840, JKING Supplies, Materials, Curriculum, Technology - 420-PIC 22 State Career & Technical Ed (CTE) - 006 - \$2,000, JHH Supplies, Materials, Curriculum, Technology - 420-PIC 22 State Career & Technical Ed (CTE) - 002 - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 5: Provide students with opportunities to engage in Career and Technical Student Organizations, to showcase workforce readiness and higher order thinking skills.</p> <p>Strategy's Expected Result/Impact: Connecting high school students to career and college through Career and Technical Student Organizations to showcase higher order thinking in career clusters.</p> <p>Staff Responsible for Monitoring: CTE Coordinator</p> <p>Funding Sources: CTSO Student and Teacher Travel & Fees - 420-PIC 22 State Career & Technical Ed (CTE) - 999 - \$50,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 6: Provide students with dual credit opportunities with local college partnerships which lead to level 1 industry certifications.</p> <p>Strategy's Expected Result/Impact: Connect high school students to career and college, bridging with postsecondary education and industry partners</p> <p>Staff Responsible for Monitoring: CTE Coordinator</p> <p>Funding Sources: Dual Credit College Fees Districtwide - 420-PIC 22 State Career & Technical Ed (CTE) - 999 - \$30,000, Dual Credit Books Districtwide - 420-PIC 22 State Career & Technical Ed (CTE) - 999 - \$20,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 7: Career and Technical Education Cooperative through ESC 20.</p> <p>Strategy's Expected Result/Impact: Support for CTE compliance, program development, and implementation with rigor and relevancy in an effort to connect high school to career and college.</p> <p>Staff Responsible for Monitoring: CTE Coordinator</p> <p>Funding Sources: ESC 20 Career and Technical Education Co-op - 420-PIC 22 State Career & Technical Ed (CTE) - 999 - \$5,644</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Strategy 1: District Federal Programs Procedures Manual Strategy's Expected Result/Impact: Will reduce errors made in federal financing. Staff Responsible for Monitoring: Director of Fiscal Compliance Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Results Driven Accountability - Equity Plan	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Create and support a Federal Programs department to manage the State and Federal funded programs Strategy's Expected Result/Impact: increase program fidelity and compliance with state and federal programs Staff Responsible for Monitoring: Director of Fiscal Compliance Title I Schoolwide Elements: 2.4 Problem Statements: District Processes & Programs 10 - Perceptions 1, 3 Funding Sources: FPD Office Supplies - 211 - Title I, Part A 2019-20 left over - \$2,000, FPD Salary - 211 - Title I, Part A - 211-41-6119-00-727-1-99-0-00 - \$170,883.81, FPD Software to support Improvement Plans - 211 - Title I, Part A - 211-13-6399-TE-999-1-30-0-00 - \$6,500, FPD Professional Development - 211 - Title I, Part A - \$500	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 10: Proper processes & procedures are not being followed Root Cause: District departments lack standard operating procedures
Perceptions
Problem Statement 1: Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders Root Cause: Parent frustrations are often the result of misinformation or lack of communication
Problem Statement 3: Low parental involvement participation Root Cause: Lack of relevant parental involvement sessions accessible to parents

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

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

Evaluation Data Sources: TxEis, Audit reviews, vendors statements











<p>Strategy 1: Develop Accounts Payable processes and procedures to disseminate to all campuses and departments. (DO you have an SOP Manual for this department?)</p> <p>Strategy's Expected Result/Impact: Streamline services and become more efficient over the existing process and create compliant procedures with state and federal regulations</p> <p>Staff Responsible for Monitoring: CFO</p> <p>Funding Sources: Accounts Payable Salaries and Benefits - 420-ORG 731 Account Payable - 420-41-61XX-00-731-099000 - \$201,871.48, Accounts Payable Supplies and Materials - 420-ORG 731 Account Payable - 420-41-6399-00-731-099000 - \$8,305.68, Accounts Payable Supplies and Mat. TE - 420-ORG 731 Account Payable - 420-41-6399-TE-731-099000 - \$1,000, Accounts Payable- Misc. Expense - 420-ORG 731 Account Payable - 420-41-6499-00-731-099000 - \$2,450, Accounts Payable- Travel - 420-ORG 731 Account Payable - 420-41-6411-00-731-099000 - \$2,590</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 35%				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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

Performance Objective 4: In order to provide effective and efficient system for tracking students., the PEIMS dept will attend(4) and provide(Bi-monthly) training to district and campus staff.

Continue to update PEIMS policies and procedures as necessary.

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






<p>Strategy 1: District PEIMS Staff will attend at least 4 training workshops</p> <p>Strategy's Expected Result/Impact: To support district and campus staff with TEA updates for PEIMS</p> <p>Staff Responsible for Monitoring: HR Executive Director</p> <p>Funding Sources: PEIMS ESC20 Training - 420-PIC 11 FSP - 750 - \$300</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: District PEIMS will train PEIMS Clerks within each region</p> <p>Strategy's Expected Result/Impact: To support campus staff with TEA updates and district process and procedures for PEIMS</p> <p>Staff Responsible for Monitoring: HR Executive Director</p> <p>Funding Sources: PEIMS Employee Travel - 420-PIC 11 FSP - 750 - \$2,120</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: To create an effective and efficient work environment to support district improvement</p> <p>Strategy's Expected Result/Impact: Assist district PEIMS work more efficiently</p> <p>Staff Responsible for Monitoring: HR Executive Director</p> <p>Funding Sources: PEIMS Supplies and Materials - 420-PIC 11 FSP - 750 - \$1,200, Technology Supplies - 420-PIC 11 FSP - 750 - \$4,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Develop a PEIMS Standard Operating Procedures Manual</p> <p>Strategy's Expected Result/Impact: Reduce misconceptions and coding errors</p> <p>Staff Responsible for Monitoring: HR Executive Director</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: In order to provide academic support for all campuses by providing safe and effective transportation in a timely manner, the district will have a fully functioning fleet of buses.

Targeted or ESF High Priority






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

Strategy 1: Purchase Buses Strategy's Expected Result/Impact: Support families and students in providing the necessary transportation to and from school and provide transportation for academic field trips Staff Responsible for Monitoring: Executive Director of Operations Transportation Coordinator	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: Reduce testing irregularities to zero.




Evaluation Data Sources: TestHound data
Irregularity reports







<p>Strategy 1: The Assessment Department will implement the use of a web-based system to increase the efficiency and accuracy of standardized tests. This will allow the management and oversight of all test coordination process and procedures, including inventory management, student tracking, test scheduling, accommodation assignment, and reporting.</p> <p>Strategy's Expected Result/Impact: Irregularities will be reduced by 60%. Campus coordinator time will reduce by 50% to allow for more time with students.</p> <p>Staff Responsible for Monitoring: District Testing Coordinator</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: TestHound System - 420-PIC 11 FSP - 420-13-6399-TE-982-0-11-0-00 - \$9,302.70</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 7: The district will recruit, retain and provide support to campuses to increase the student population to 7000 by the 2020 Snapshot date and will have less than 10% of the student population not return the following year.

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

<p>Strategy 1: Assist in scheduling/attending recruiting events that include block walks, business events, school festivals, flyer distribution, parent meetings and advertisement with vendors used in the marketing department.</p> <p>Strategy's Expected Result/Impact: Enrollment will increase at Jubilee Academies</p> <p>Staff Responsible for Monitoring: Director of Recruitment and Retention, School Administration, School Personnel and District staff</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: District Processes & Programs 12</p> <p>Funding Sources: - 420-PIC 11 FSP - \$15,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Provide recruitment items, technology, tents, tables, table covers, power sources and other miscellaneous items to support recruitment events</p> <p>Strategy's Expected Result/Impact: There will be an increase in the enrollment at Jubilee Academies</p> <p>Staff Responsible for Monitoring: Director of Recruitment and Retention, School Administration, School Personnel and District staff</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: District Processes & Programs 12</p> <p>Funding Sources: - 420-PIC 99 FSP - \$15,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Provide the district with emperical data as to the level of enrollment and the retention/lack of retention of students by using surveys and exit interview data.</p> <p>Strategy's Expected Result/Impact: There will be an increase in the enrollment at Jubilee Academies</p> <p>Staff Responsible for Monitoring: Director of Recruitment and Retention, School Administration, School Personnel and District staff</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: District Processes & Programs 12</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4: Use the Continuous Improvement Model to replicate the most effective recruitment and retention strategies at all campuses. Strategy's Expected Result/Impact: There will be an increase in the enrollment at Jubilee Academies Staff Responsible for Monitoring: Director of Recruitment and Retention, School Administration, School Personnel and District staff Title I Schoolwide Elements: 3.2 Problem Statements: District Processes & Programs 12 Funding Sources: None - 420-PIC 99 FSP - \$0	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5: Attend staff developments, conferences, recruiting events and train staff to optimize recruitment time and effort. Strategy's Expected Result/Impact: There will be an increase in the enrollment at Jubilee Academies and a decrease in the percentage of students that leave to other districts. Staff Responsible for Monitoring: Director of Recruitment and Retention, School Administration, School Personnel and District staff Title I Schoolwide Elements: 3.2 Funding Sources: - 420-PIC 99 FSP - \$15,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:




District Processes & Programs
Problem Statement 12: Student enrollment has not reached 7,000. Root Cause: Inconsistent recruitment practices & retention efforts.


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


Performance Objective 8: Dyslexia teachers across the district will be certified in both curriculum and dyslexia testing.


Targeted or ESF High Priority


Evaluation Data Sources: completed certifications for all dyslexia teachers.

<p>Strategy 1: All dyslexia teachers will attend summer training through Region 20 and complete both curriculum and testing certifications. All new dyslexia teachers to the district will complete certifications in the fall.</p> <p>Strategy's Expected Result/Impact: Through certifications, all dyslexia teachers will be better qualified to identify dyslexia students and better qualified to teach reading instruction for all dyslexia students.</p> <p>Staff Responsible for Monitoring: Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Problem Statements: Student Learning 1 - District Processes & Programs 7</p> <p>Funding Sources: PD - 420-PIC 11 FSP - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 95%	 100%	 100%	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue






Performance Objective 8 Problem Statements:

Student Learning	
<p>Problem Statement 1: Jubilee students in SPED/504/Bi-ESL/GT/are performing below the state standards of effective targeted, research-based tier 1 & intervention practices</p>	<p>Root Cause: Lack</p>
District Processes & Programs	
<p>Problem Statement 7: Jubilee students in SPED/504/Bi-ESL/GT/are performing below the state standards of effective targeted, research-based tier 1 & intervention practices</p>	<p>Root Cause: Lack</p>

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

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

Evaluation Data Sources: SOP Handbooks

Strategy 1: Develop Handbooks Strategy's Expected Result/Impact: Improved processes Staff Responsible for Monitoring: Superintendent of Schools Problem Statements: District Processes & Programs 10	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 15%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 9 Problem Statements:




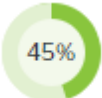

District Processes & Programs
Problem Statement 10: Proper processes & procedures are not being followed Root Cause: District departments lack standard operating procedures

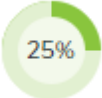




Goal 4: Jubilee Academies will build a positive school culture that provides a safe, drug-free learning environment to promote individualized learning opportunities, build leadership skills and cultivate rich family engagement through active and meaningful collaboration.

Performance Objective 1: Jubilee will provide all students with safe and secure schools by decreasing discipline referrals by 20%.

Targeted or ESF High Priority

Evaluation Data Sources: TxEis, manual referral system

<p>Strategy 1: Jubilee Academies will create an Emergency Operations Committee to update and monitor the District Emergency Plan annually Staff Responsible for Monitoring: Risk Manager</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Provide basic services to include utilities, maintenance, and other district-wide services requiring long-term commitments Strategy's Expected Result/Impact: Efficient and successful operation of facilities Staff Responsible for Monitoring: Executive Director of Operations</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Implementation of Anonymous Messenger program for students who need to report inappropriate behaviors/activities. This program will be use in conjunction with campus based programs to implement required suicide prevention protocol, conflict resolution, violence prevention, sexual abuse prevention, sex trafficking, maltreatment of children, dating violence and any other threatening behaviours. Strategy's Expected Result/Impact: Reduction of suspensions, improve the learning environment Staff Responsible for Monitoring: Risk Manager</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Provide social and emotional skills educational support for students. Strategy's Expected Result/Impact: students will have an increased amount of learning time and a decrease in behavior issues. Staff Responsible for Monitoring: Director of Student Services Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: social and emotional skills - 420-PIC 23 SPED - \$9,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 5: Provide social and emotional skill training for staff. Strategy's Expected Result/Impact: Staff to recognize trauma and behavior on the pathway to violence and develop intervention skills to meet student's mental health needs. Staff Responsible for Monitoring: Director of Student Services Funding Sources: - 289-ST STOP Grant - \$1,044	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Sign in sheets

<p>Strategy 1: Offer partnerships with engagement programs at campus and district offices at a VARIETY of days and times. Staff Responsible for Monitoring: Superintendent of Schools Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Title I Liaison Service Center - JLW - 211 - Title I, Part A 2019-20 left over - 007 - \$150, Parent Travel - JLUP - 211 - Title I, Part A 2019-20 left over - 004 - \$332.31, Parent Travel - JLW - 211 - Title I, Part A 2019-20 left over - 007 - \$65.01, Title I Liaison Travel - JB - 211 - Title I, Part A 2019-20 left over - 010 - \$87, Parent Travel - JB - 211 - Title I, Part A 2019-20 left over - 010 - \$350</p>	Reviews			
<p>Strategy 2: Title I Liaisons will be hired at Title I campuses to provide support for Title I initiatives to include parent engagement Strategy's Expected Result/Impact: Increased communication and engagement with staff and parents (guardians) and compliance with Federal Title I requirements. Staff Responsible for Monitoring: Director of Fiscal Compliance Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 1, 2, 3 Funding Sources: Title I Liaison Salaries - JSA - 211 - Title I, Part A 2019-20 left over - 001 - \$7,299.30, Title I Liaison Benefits - JSA - 211 - Title I, Part A 2019-20 left over - 001 - \$2,774.90, Title I Liaison Salaries - JLUP - 211 - Title I, Part A 2019-20 left over - 004 - \$528.43, Title I Liaison Benefits - JLUP - 211 - Title I, Part A 2019-20 left over - 004 - \$507.32, Title I Liaison Benefits - JHP - 211 - Title I, Part A 2019-20 left over - 005 - \$3,163.93, Title I Liaison Salaries - JK - 211 - Title I, Part A 2019-20 left over - 006 - \$313.92, Title I Liaison Benefits - JK - 211 - Title I, Part A 2019-20 left over - 006 - \$4,354.33, Title I Liaison Salaries - JLW - 211 - Title I, Part A 2019-20 left over - 007 - \$1,313.95, Title I Liaisons Benefits - JLW - 211 - Title I, Part A 2019-20 left over - 007 - \$4,436.53, Title I Liaisons Salaries - JH - 211 - Title I, Part A 2019-20 left over - 008 - \$1,320.32, Title I Liaisons Benefits - JH - 211 - Title I, Part A 2019-20 left over - 008 - \$84.10, Title I Liaisons Salaries - JB - 211 - Title I, Part A 2019-20 left over - 010 - \$439.87, Parent Engagement General Supplies - 211 - Title I, Part A - 211-61-6399-00-999-1-30-0-00 - \$6,500, Parent Engagement Misc - 211 - Title I, Part A - 211-61-6499-00-999-1-30-0-00 - \$5,254</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	Nov	Jan	Mar	June

<p>Strategy 3: Campuses will provide supplies for parent engagement events and take-home activities to increase parent involvement and provide enrichment activities for students in the area of Excellence, Leadership and Character.</p> <p>Strategy's Expected Result/Impact: Increased communication and engagement with staff and parents (guardians)</p> <p>Staff Responsible for Monitoring: Director of Fiscal Compliance</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: District Processes & Programs 8 - Perceptions 1, 2, 3</p> <p>Funding Sources: Parent Supplies - JSA - 211 - Title I, Part A 2019-20 left over - 001 - \$959.63, Parent Supplies - JHH - 211 - Title I, Part A 2019-20 left over - 002 - \$4,736.90, Parent Supplies - JLUP - 211 - Title I, Part A 2019-20 left over - 004 - \$253.42, Parent Supplies - JK - 211 - Title I, Part A 2019-20 left over - 006 - \$1,317.80, Parent Supplies - JLW - 211 - Title I, Part A 2019-20 left over - 007 - \$1,142.41, Parent Supplies - JH - 211 - Title I, Part A 2019-20 left over - 008 - \$84.10, Parent Supplies - JB - 211 - Title I, Part A 2019-20 left over - 010 - \$202.25, Parent Supplies - JLA - 211 - Title I, Part A 2019-20 left over - 011 - \$694.74, Determined Destiny Values Supplies - 289 - Title IV Part A - 289-11-6399-00-999-1-30-0-00 - \$9,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Bilingual/ESL Quarterly meetings with Principals' in each Region for updates, deadlines, and upcoming Program requirements.</p> <p>Strategy's Expected Result/Impact: Increased Bilingual/ESL communication and engagement with staff and parents (guardians)</p> <p>Staff Responsible for Monitoring: Bilingual Department Director</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 8: Jubilee does not have a structured plan for campuses to follow to help with student grade level transitions. Root Cause: There is little focus in this area.
Perceptions
Problem Statement 1: Processes within the organization need to continue to be refined to ensure that effective and two-way communication exists with all stakeholders Root Cause: Parent frustrations are often the result of misinformation or lack of communication
Problem Statement 2: There is a need to actively support the emotional well-being of students. Root Cause: Changing demographics bring students who do not have strong conflict management or social behavioral skill
Problem Statement 3: Low parental involvement participation Root Cause: Lack of relevant parental involvement sessions accessible to parents

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

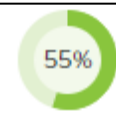
Performance Objective 3: Jubilee Academies will increase average daily participation in the Lunch and Breakfast program by 10%.








Targeted or ESF High Priority

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

<p>Strategy 1: Provide fully staffed Child Nutrition department with highly effective workers by the first day of school. Strategy's Expected Result/Impact: Effectively produce, serve and track meals Staff Responsible for Monitoring: Child Nutrition Director Funding Sources: Staff & Managers - 240 - Food & Nutrition - \$1,711,000, Misc. Supplies - 240 - Food & Nutrition - \$8,000, Travel - 240 - Food & Nutrition - \$10,000, Temp Agency Staffing - 240 - Food & Nutrition - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide free healthy meals using the Texas Department of Agriculture's National School Lunch Program, School Breakfast Program, After-school Snack Program and Commodity Food Programs by using the CEP program when applicable. Strategy's Expected Result/Impact: Increased participation in the program and productivity and effectiveness among all campus cafeterias will lead to more productive and successful students and greater participation Staff Responsible for Monitoring: Child Nutrition Director Funding Sources: Food - JSA Breakfast - 240 - Food & Nutrition - Budgeted \$48,604.44 - \$50,000, Food - JSA Lunch - 240 - Food & Nutrition - \$200,000, Non-Food - JSA Breakfast - 240 - Food & Nutrition - \$10,000, Non-Food - JSA Lunch - 240 - Food & Nutrition - \$24,861.60, Food - JHH Breakfast - 240 - Food & Nutrition - \$60,000, Food - JHH Lunch - 240 - Food & Nutrition - \$170,000, Non-Food - JHH Breakfast - 240 - Food & Nutrition - \$12,593.60, Non-Food - JHH Lunch - 240 - Food & Nutrition - \$20,124.80, Food - JLUP Breakfast - 240 - Food & Nutrition - \$25,000, Food - JLUP Lunch - 240 - Food & Nutrition - Budgeted \$110,572.10 - \$100,000, Non-Food - JLUP Breakfast - 240 - Food & Nutrition - \$14,104.80, Non-Food - JLUP Lunch - 240 - Food & Nutrition - \$18,806.40, Food - JHP Breakfast - 240 - Food & Nutrition - \$25,000, Food - JHP Lunch - 240 - Food & Nutrition - \$60,000, Non-Food JHP Breakfast - 240 - Food & Nutrition - \$7,084.80, Non-Food - JHP Lunch - 240 - Food & Nutrition - \$9,446.40, Food - JLW Breakfast - 240 - Food & Nutrition - \$25,000, Food - JLW Lunch - 240 - Food & Nutrition - Budgeted \$62,031.27 - \$70,000, Non-Food - JLW Breakfast - 240 - Food & Nutrition - \$8,100, Non-Food - JLW Lunch - 240 - Food & Nutrition - \$10,800, Food - JH Breakfast - 240 - Food & Nutrition - \$45,000, Food - JH Lunch - 240 - Food & Nutrition - \$100,000, Non-Food - JH Breakfast - 240 - Food & Nutrition - \$10,778.40, Non-Food - JH Lunch - 240 - Food & Nutrition - \$14,371.20, Food - JWB Breakfast - 240 - Food & Nutrition - Budgeted \$32,246.52 - \$40,000, Food - JWB Lunch - 240 - Food & Nutrition - \$120,000, Non-Food - JWB Breakfast - 240 - Food & Nutrition - \$16,078.80, Non-Food - JWB Lunch - 240 - Food & Nutrition - Budgeted \$121,417.41 - \$21,420, Food - JB Breakfast - 240 - Food & Nutrition - \$65,000, Food - JB Lunch - 240 - Food & Nutrition - \$165,000, Non-Food - JB Breakfast - 240 - Food & Nutrition - \$23,760, Non-Food - JB Lunch - 240 - Food & Nutrition - \$33,156, Food - JWW Breakfast - 240 - Food & Nutrition - \$35,000, Food - JWW Lunch - 240 - Food & Nutrition - \$50,000, Non-Food - JWW Breakfast - 240 - Food & Nutrition - \$5,393.20, Non-Food - JWW Lunch - 240 - Food & Nutrition - \$7,272, Contract Services - Preferred Meals - JLA - Breakfast - 240 - Food & Nutrition - \$35,000,</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

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












Strategy 3: Improve process for food safety and management to ensure the safety of all foods served. Strategy's Expected Result/Impact: Promoting food safety in the kitchen and ensuring HACCP compliance. Staff Responsible for Monitoring: Child Nutrition Director Funding Sources: Software for temperature monitoring system - 240 - Food & Nutrition - Misc-te - \$20,450.57	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Targeted or ESF High Priority









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

Strategy 1: Training for all staff as required by McKinney Vento Strategy's Expected Result/Impact: Increase awareness of the program and process for identification. Staff Responsible for Monitoring: District Title I Liaison Title I Schoolwide Elements: 2.4, 2.6, 3.1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Provided basic essentials for homeless students. (ie. bus pass, clothes,school supplies) Strategy's Expected Result/Impact: Student to succeed in school and not stand out. Staff Responsible for Monitoring: District Title I Liaison Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 Funding Sources: Homeless Student supplies - 206 - TECHY GRANT - 6300 - \$4,525, Supplies & Materials for Homeless, Foster - 211 - Title I, Part A - 6400-HM - \$3,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: McKinney Vento staff will attend mandated training Strategy's Expected Result/Impact: To increase awareness and build strategies Staff Responsible for Monitoring: District Title I Liaison Funding Sources: Travel and registration expense - 206 - TECHY GRANT - 6400 - \$1,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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


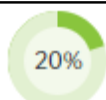




Evaluation Data Sources: Sign-in Sheets, agendas, and Emergency Operations Plan, discipline records

<p>Strategy 1: Create an Emergency Operations committee including administrators, staff, parents and community members tasked with creating a District Emergency operations plan.</p> <p>Strategy's Expected Result/Impact: Create a more safe and secure environment</p> <p>Staff Responsible for Monitoring: Risk Manager</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Jubilee Academies will have functioning PTO as a means to communicate with parents and community - campus safety initiative.</p> <p>Jubilee Academies will have active Watchdogs as a means to communicate with parents and community - campus safety initiative.</p> <p>Strategy's Expected Result/Impact: Improved communication and awareness of Jubilee Academies family on the safety and security initiative.</p> <p>Staff Responsible for Monitoring: Superintendent of Schools</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Jubilee Academies will provide threat assessment team training, teacher and staff member PD in the area of safety and suicide prevention.</p> <p>Strategy's Expected Result/Impact: Increased knowledge in the area of safety and threat assessment and suicide prevention (as dictated by house bill 11)</p> <p>Staff Responsible for Monitoring: Superintendent of Schools</p> <p>Funding Sources: Threat Assessment Staff Training - 289-ST STOP Grant - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Jubilee Academies will provide an anonymous alert system to allow for all stakeholders to report and prevent suicide, bullying and any other areas of threat in real time.</p> <p>Strategy's Expected Result/Impact: Open and free communication between all stakeholders to prevent threats and unsafe behavior</p> <p>Staff Responsible for Monitoring: Risk Manager</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: Jubilee Academies will create and implement a plan to include all necessary responses and activities to effectively implement hybrid (in-class and remote) learning to include both students and staff.

Evaluation Data Sources: Meeting agendas, planning documents

<p>Strategy 1: 100% of students and staff will have access to remote learning, professional development and staff team building modules.</p> <p>Strategy's Expected Result/Impact: Provide equal access to all modes of education in a hybrid learning environment</p> <p>Staff Responsible for Monitoring: Superintendent of Schools</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 6 - Student Learning 3, 4, 5, 7, 8, 9 - District Processes & Programs 1, 2, 6, 11, 13</p> <p>Funding Sources: Laptops - 420-PIC 30 SCE Title IA, Schoolwide Activity, Internet access - 420-PIC 11 FSP</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: 100% of staff and students will be expected to comply with district implemented safety and security measures as defined by Local, State and Federal guidelines</p> <p>Strategy's Expected Result/Impact: Provide a safe and secure learning environment</p> <p>Staff Responsible for Monitoring: District Nurse</p> <p>Problem Statements: District Processes & Programs 10</p> <p>Funding Sources: Personal Protection Equipment - 420-PIC 30 SCE Title IA, Schoolwide Activity, Equipment and furniture - 420-PIC 30 SCE Title IA, Schoolwide Activity</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 6: Professional learning opportunities for special education teachers were not provided. Root Cause: Due to the lack of accountability and implementation from Jubilee Academies, the professional development for special education employees has caused a lack of improvement in student and teacher performance.</p>
Student Learning
<p>Problem Statement 3: Student performance in the English Language Arts state assessment has decreased in last three years to 34% (at meets level) and continues to be below the state average (48%). Root Cause: Lack of accountability and implementation of professional development in adopted material.</p> <p>Problem Statement 4: Student performance in the Writing state assessment has decreased from the previous years at meets level (26%, 28%, 24%) and continues to be below the state average (38%). Root Cause: Lack of accountability and implementation of professional development in adopted material.</p>

Student Learning

Problem Statement 5: Student performance in the Mathematics state assessment remained stagnant within the past three years at meets level (30%, 31%,30%) and continues to be below the state average (52%). **Root Cause:** Yearly changes in curriculum and implementation within the last three years.

Problem Statement 7: Professional learning opportunities for special education teachers were not provided. **Root Cause:** Due to the lack of accountability and implementation from Jubilee Academies, the professional development for special education employees has caused a lack of improvement in student and teacher performance.

Problem Statement 8: Special ed students are not receiving the support they need to make growth. **Root Cause:** SPED teachers have no support and are pulled to organize, prepare and conduct ARDs.

Problem Statement 9: 1st grade reading screeners indicate a lack of foundational reading skills **Root Cause:** Poor tier 1 instruction and lack of understanding of alphabet recognition & foundational reading skills knowledge.

District Processes & Programs

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

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

Problem Statement 6: Professional learning opportunities for special education teachers were not provided. **Root Cause:** Due to the lack of accountability and implementation from Jubilee Academies, the professional development for special education employees has caused a lack of improvement in student and teacher performance.

Problem Statement 10: Proper processes & procedures are not being followed **Root Cause:** District departments lack standard operating procedures

Problem Statement 11: Special ed students are not receiving the support they need to make growth. **Root Cause:** SPED teachers have no support and are pulled to organize, prepare and conduct ARDs.

Problem Statement 13: 1st grade reading screeners indicate a lack of foundational reading skills **Root Cause:** Poor tier 1 instruction and lack of understanding of alphabet recognition & foundational reading skills knowledge.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The district leadership team with assistance from the Federal Grant Department developed teams for each of the 4 multiple measure areas including employees, parents, and community members. Meetings were held in the spring and each team met at least 2 times to develop the Comprehensive Needs Assessment for the district.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The District Improvement Plan was developed with input from administrators, staff, parents and community members.

2.2: Regular monitoring and revision

The District Improvement Plan will be monitored in November, January and March with Formative reviews and a Summative review will be conducted in June.

2.3: Available to parents and community in an understandable format and language

The District Improvement Plan is available on the district website.

2.4: Opportunities for all children to meet State standards

Jubilee Academies has provided opportunities for all children to meet State standards.

2.5: Increased learning time and well-rounded education

Jubilee Academies has continued to focus curriculum on increasing opportunities for all students to receive a well-rounded education and increased learning time district-wide.

2.6: Address needs of all students, particularly at-risk

Jubilee Academies has identified supplemental programs to be used district-wide to address the needs of all students, particularly those classified as at-risk.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Jubilee Academies develops the Parent and Family Engagement policy annually with input from administration, teachers, parents and community members.

3.2: Offer flexible number of parent involvement meetings

Jubilee Academies has developed a district Parent Engagement Committee to develop effective strategies to increase opportunities for parent engagement and involvement.

Demographics Committee

Committee Role	Name	Position
District-level Professional	Leticia Gutierrez	Coordinator- PEIMS
District-level Professional	Jessica Gonzales	Director-Assistant
District-level Professional	Marissa Jones	Manager- Human Resources
Administrator	Christine Sanchez	Director
Administrator	Angela Rodriguez	Director-Assistant
District-level Professional	Jerry Hoadley	Manager-Risk
District-level Professional	Yanet Lebron	Manager Payroll
Administrator	Oletha Johnson	Counselor-SS Lead
District-level Professional	Gianna Recio	Coordinator- District Health Services
Administrator	Flor Robinson	Associate Superintendent
Administrator	Alicia Olvera	Associate Superintendent
Parent	Melissa De	Jubilee Brownsville Parent
Parent	Jessica Clark	Jubilee Livingway Parent
Community Representative	Sergio Gonzalez	Community Representative
Community Representative	Hector Hernandez	Community Representative
Parent	Priscilla Andrade	Jubilee Harlingen Parent
Parent	Mary De La Cruz	Jubilee Brownsville Parent
Non-classroom Professional	Beatriz Rodriguez	RGV Truancy Officer

Perceptions Committee

Committee Role	Name	Position
District-level Professional	Oletha Johnson	Counselor-SS Lead
Non-classroom Professional	Yanet Lebron	Manager-Payroll
District-level Professional	Angela Rodriguez	Director-Assistant
Administrator	Christine Sanchez	Director
District-level Professional	Jerry Hoadley	Manager-Risk
District-level Professional	Gianna Recio	Coordinator-District Health Services
District-level Professional	Jessica Gonzales	Director-Assistant
Non-classroom Professional	Marissa Jones	Manager-HR
District-level Professional	Leticia Gutierrez	Coordinator- PEIMS
Administrator	Alicia Olvera	Assistant Superintendent
Administrator	Flor Robinson	Associate Superintendent

District PIEMS Department

Committee Role	Name	Position
Administrator	Leticia Gutierrez	PEIMS Coordinator
District-level Professional	Kimberly Rodriguez	PEIMS Assistant
District-level Professional	Vanessa Padron	PEIMS Clerk
District-level Professional	Rachel Eaton	PEIMS Clerk

District Improvement & Planning Committee

Committee Role	Name	Position
District-level Professional	alicia bolt	Associate Superintendent

Parent Engagement Committee

Committee Role	Name	Position
Administrator	Jessica Gonzales	Committee Leader
District-level Professional	Jessica Ariza	Committee Member
District-level Professional	Julieta Rodriguez	Committee Member
Administrator	Kevin Phillips	Committee Member
District-level Professional	Martin Medina	Committee Member
District-level Professional	michael wagner	Committee Member
District-level Professional	Michelle Apodaca	Committee Member
District-level Professional	Brittany Brooks	Committee Member
Campus Professional	Andrea Barron	Committee Member
District-level Professional	Javier Gonzalez	Committee Member
District-level Professional	Jose Martinez	Committee Member
District-level Professional	Kalista Balagia	Committee Member
District-level Professional	Lizandra Zuniga	Committee Member
Campus Professional	Martha Davila	Committee Member
Campus Professional	Sonia Elizondo	Committee Member
Campus Professional	Xavier Garcia	Committee Member

Migrant SSA Review Committee

Committee Role	Name	Position
District-level Professional	Leticia Gutierrez	Member
District-level Professional	Christine Sanchez	Member
District-level Professional	Michelle Apodaca	Member
District-level Professional	Claudia Garcia	Member