

Jubilee Academies
District Improvement Plan
2019-2020



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

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Comprehensive Needs Assessment

Revised/Approved: February 11, 2019

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. The district enrollment is 5650. Of these students, 62.5% are economically disadvantaged, 56% are at-risk, % are homeless, 17% are Bilingual or English Language Learners, and 7 % are in Special Education and 8% Gifted & Talented. 82% of our student population is Hispanic, 12 % is African American, 6% is other nationalities.

Jubilee Academies provides a rigorous curriculum, in a loving and nurturing culture to help every student, staff member, parent and community member be successful. We currently have retained 67% of our staff from the previous school year. 51% of our teachers have 1 -5 years of experience and 43% are beginning teachers and 5% of our teacher have 5 - 10 years experience.

Demographics Strengths

We provide a strong educational choice for economically disadvantaged students.

We have a successful teacher mentoring program that promotes teacher success and learning on the job

Jubilee Academies has a culture of using the "7 Habits" to encourage and promote inclusion and non-discrimination by working together and focusing on creating synergy.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Too many of our high poverty students are being taught by teachers with only 1-2 yrs of experience **Root Cause:** Inability to retain teachers after 2 years of service

Problem Statement 2: The turnover rate among our teachers is 33% **Root Cause:** Low campus culture and climate.

Problem Statement 3: Lack of stakeholders, parent & community involvement **Root Cause:** Lack of understanding of the district request and process of decision making committees

Problem Statement 4: Our homeless population is underserved **Root Cause:** Increased homeless population has lead to an increase in services and monitoring needs

Problem Statement 5: We do not have enough Parent engagement opportunities offered at the times parents can attend **Root Cause:** Parents work during the day and evening sessions are not being held.

Problem Statement 6: Jubilee is unable to increase teacher pay. **Root Cause:** Campuses are not at maximum enrollment.

Student Academic Achievement

Student Academic Achievement Summary

Jubilee Academies is a public school charter who is making progress in the meets and masters with our 1st administration of 5th and 8th STAAR. This data will be updated once results are in and have been reviewed.

Jubilee Academies **2018 STAAR/EOC** accountability reports the following:

- Domain 1- Student Achievement: 63 (scale score) Performance: 65 CCMR: 45 Graduation Rate: 95
- Domain 2- School Progress: 65 Academic Growth: 65 Relative Performance (Eco. Dis= 62.5%) 54
- Domain 3- Closing the Gap: 66

Jubilee Academies Met Standard with a "D" rating.

Performance results of other assessment sources:

SCORECARD DATA:

P1 GOAL 1.1: 44% (Scaled Score 75) of all student's level of performance at Approaches Grade Level (GL) or above, Meets GL and Masters GL standards combined over all tested subject areas. Goals: 2017-2018: 35% (Scaled Score 60) 2018-2019: 38% (Scaled Score 67) 2019-2020: 41% (Scaled Score 71) 2020-2021: 44% (Scaled Score 75) **MET GOAL 2018**

P2 GOAL 1.2: 50% of students will achieve College Career Military Readiness. Goals: 2017-2018: 20% 2018-2019: 30% **MET GOAL 2018**

P3 GOAL 1.3: 90% of students reading on Grade Level by the End of 2nd Grade. Goals: 2017-2018: 81% 2018-2019: 84% 2019-2020: 87% 2020-2021: 90% **MET GOAL 2018**

P4 GOAL 1.4: 90% of campuses will earn one or more Academic Achievement Distinctions. Goals: 2017-2018: 60% 2018-2019: 70% 2019-20 **Did NOT Meet GOAL 2018**

P5 GOAL 1.5: 90% of Performance-Based Monitoring Analysis System (PBMAS) Indicators in Bilingual Education/English as a Second Language, Career & Technology, Every Student Succeeds Act and Special Education will be a performance level of "0" with no indicators scoring at a "3" or "4". (0 is best, 4 is worst) Goals: 2017-2018: 60% 2018-2019: 70% **MET GOAL 2018**

In BIL/ESL PBMAS Indicators: Performance levels are at a 1 or 0; PBMAS ESL STAAR 3-8 passing rate in Math reading and science decrease by 1 performance level between 2017-2018.

Every Student Succeeds Act AT-Risk Indicators: PBMAS Performance levels in Writing at a 2; ELA at a 1.

Title 1, Part A: STAAR 3-8 passing rate: Writing showed no growth. EOC passing rate: 2017 was a 0; 2018 was a 0- except for ELAR went to a 1. Drop out rates in grades 7-12 have improved in Indicators 3 & 4 remained at a 0.

Special Education STAAR 3-8 passing rates: No improvements have been made from 2017-18. TIP has been implemented.

Interventions: Students Needs are identified through Beginning, Middle, and End of Year assessments, speech monitoring and behavioral concerns. The use of I-station & Imagine Math will allow students to build on foundations that provides interventions through individualized pathways to allow student growth. The RTI process is in DMAC and student progress is monitored every 3 weeks and reported into RTI. Students and Teachers monitor the students and what "tier" they are in. Small groups are formed based on data provided by these programs. DMAC is also utilized to monitor & analyze assessment data in Jubilee Academies. District spot-checking is taking place to ensure proper completion of RTI process for students. The RTI process and the identified interventions are improved yearly. Campus-based usage reports were developed for the school year and **we are** seeing a correlation between high performing campuses and the usage of intervention programs (80%+ approaching).

Currently, Campus Teachers are responsible for ensuring students who are absent are receiving re-teach opportunities. There is no district-wide policy

Student Academic Achievement Strengths

Jubilee Academies has met 4 out of the 5 Goals that were developed in our District Scorecard

In BIL/ESL PBMAS Indicators: Performance levels are at a 1 or 0 Level 3 to a 2 in math/science; One year after exiting the Bil/ESL program, monitored students are maintaining success, remaining at a 0. LEP Graduation rates are at a 0.

Special Education Targeted Improvement Plan has been created and is being implemented.

Campus-based usage reports were developed & monitored for the school year and **we are** seeing a correlation between high performing campuses and the usage of intervention programs (80%+ approaching). 5th grade vocabulary is showing huge gains. Students will be able to continue usage of these intervention programs through out the summer to reduce the reading regression slide.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: ESL STAAR data (grades 3-8) indicates students are not meeting minimum standards in Reading /Writing and Social Studies. **Root Cause:** Low Tier I instruction and low accountability in the usage of strategies for second language acquisition support.

Problem Statement 2: PBMAS data in SPED is regressing in all Subjects areas (P 3 & 4) **Root Cause:** Ineffective professional development and

accountability in the use of accommodations.

Problem Statement 3: Special Education students are not showing growth in all academic areas. **Root Cause:** Students are not receiving proper accommodations and interventions.

Problem Statement 4: Jubilee Academies has a "D" rating for 2018. **Root Cause:** Lack of accountability and high expectations from leadership

Problem Statement 5: Students are not reading on grade-level. **Root Cause:** Small group instruction is not evident due to a lack of on-going support.

Problem Statement 6: Little to no re-teach of students who are absent & at-risk of failing **Root Cause:** Staff is not being held accountable by campus instructional leaders.

Problem Statement 7: Science scores in STAAR are low in all campuses. **Root Cause:** Science is not being taught with fidelity in grades PK-4th grades.

Problem Statement 8: PBMAS indicates ESL students are not meeting minimum state standards in Social Studies and Writing. **Root Cause:** Teachers are not utilizing second language acquisition strategies with fidelity.

District Processes & Programs

District Processes & Programs Summary

Instructional

Jubilee Academies is in its 2nd year of implementing the instructional Workshop Model. Teachers are trained and provided with support throughout the year by our district content specialists in Math, ELA, Science and Social Studies. We provide our students the opportunity to take higher level classes such as Dual Enrollment with our local Universities, as well as Advanced Placement (AP) Classes in High School, and Pre-AP classes in Middle school. Our AP and Pre-AP teachers are trained and certified during the summer in order for them to be able to provides the advanced courses.

Technology provide by the district is mostly cloud-based and provides opportunities for staff and students to collaborate and grow.

Personnel (Recruit/Support/retain)

Our teachers and paraprofessionals meet state standards as defined by the Texas Education Agency. In order to recruit highly effective personnel we attend Job Fairs that are organized by the local universities and colleges, we advertise postings on social media and on our school/district website. In order to support and retain our teachers, we provide a mentorship program for 1st - 2nd year teachers. Regular professional development is provided to teachers.

Our district retention rate for teachers and paraprofessionals as of March 2019 is 67%.

Organizational

Jubilee Academies is a PK - 12th grade District with 11 campuses.

Administrative

Jubilee Academies has an Executive Board and 4 Regional School Boards (1 South Central School Board, 1 Central School Board, 1 Rio Grande Valley School Board and 1 Coastal Bend School Board).

District Processes & Programs Strengths

Jubilee Academies has a strong Fine Arts Program that includes Music and Art. We also offer a mentoring program for new teachers. The High School and Pre-K programs offer robotics to students as part of regular instruction.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Jubilee does not have a structured plan for campuses to follow to help with student grade level transitions **Root Cause:** There has been little focus in this area.

Problem Statement 2: We do not use technology effectively in the area of curriculum **Root Cause:** There is little to no training in instructional technology.

Problem Statement 3: Communication with Parents and Family is weak across the district. **Root Cause:** Lack of accountability.

Problem Statement 4: We have limited Career and Technology Education opportunities for students **Root Cause:** Lack of funding and knowledge of Programs.

Problem Statement 5: Attendance has dropped, leading to lower ADA. **Root Cause:** Staff is not following the procedures put in place due to a lack of accountability.

Perceptions

Perceptions Summary

Jubilee Academies provides a safe, drug-free environment to promote individualized learning opportunities in a family oriented format for our students. By developing leadership skills and strong academic expectations, the district is constantly seeking opportunities for improvement and growth.

Perceptions Strengths

At the elementary level, our class sizes are small. We have implemented a parent liaison program and have parent liaisons at the majority of our campuses. We have a 100% graduation rate. We have developed good working relationships with local first responders, colleges and after-school program providers. We provide a mentor program for teachers. Stipends are issued to teachers in Math, Science, Mentoring and Administration.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: School access for community and parents/guardians is not open and encouraged **Root Cause:** Lack of welcoming culture due to leadership.

Problem Statement 2: Bullying awareness and prevention is not offered on a regular basis **Root Cause:** Lack of accountability and awareness.

Problem Statement 3: The teacher turnover rate in high poverty areas is above the state average **Root Cause:** Little to low understanding of poverty and trauma in the home.

Problem Statement 4: Parent nights are not engaging them into our initiatives and on-line tools. **Root Cause:** Lack of district guidance on development of parent engagement activities.

Priority Problem Statements

Problem Statement 1: Jubilee is unable to increase teacher pay.

Root Cause 1: Campuses are not at maximum enrollment.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our homeless population is underserved

Root Cause 2: Increased homeless population has lead to an increase in services and monitoring needs

Problem Statement 2 Areas: Demographics

Problem Statement 3: We do not have enough Parent engagement opportunities offered at the times parents can attend

Root Cause 3: Parents work during the day and evening sessions are not being held.

Problem Statement 3 Areas: Demographics

Problem Statement 4: ESL STAAR data (grades 3-8) indicates students are not meeting minimum standards in Reading /Writing and Social Studies.

Root Cause 4: Low Tier I instruction and low accountability in the usage of strategies for second language acquisition support.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: PBMAS data in SPED is regressing in all Subjects areas (P 3 & 4)

Root Cause 5: Ineffective professional development and accountability in the use of accommodations.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: Special Education students are not showing growth in all academic areas.

Root Cause 6: Students are not receiving proper accommodations and interventions.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: The turnover rate among our teachers is 33%

Root Cause 7: Low campus culture and climate.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Lack of stakeholders, parent & community involvement

Root Cause 8: Lack of understanding of the district request and process of decision making committees

Problem Statement 8 Areas: Demographics

Problem Statement 9: Too many of our high poverty students are being taught by teachers with only 1-2 yrs of experience

Root Cause 9: Inability to retain teachers after 2 years of service

Problem Statement 9 Areas: Demographics

Problem Statement 10: Jubilee Academies has a "D" rating for 2018.

Root Cause 10: Lack of accountability and high expectations from leadership

Problem Statement 10 Areas: Student Academic Achievement

Problem Statement 11: Students are not reading on grade-level.

Root Cause 11: Small group instruction is not evident due to a lack of on-gong support.

Problem Statement 11 Areas: Student Academic Achievement

Problem Statement 12: Little to no re-teach of students who are absent & at-risk of failing

Root Cause 12: Staff is not being held accountable by campus instructional leaders.

Problem Statement 12 Areas: Student Academic Achievement

Problem Statement 13: Science scores in STAAR are low in all campuses.

Root Cause 13: Science is not being taught with fidelity in grades PK-4th grades.

Problem Statement 13 Areas: Student Academic Achievement

Problem Statement 14: Jubilee does not have a structured plan for campuses to follow to help with student grade level transitions

Root Cause 14: There has been little focus in this area.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: We do not use technology effectively in the area of curriculum

Root Cause 15: There is little to no training in instructional technology.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: Communication with Parents and Family is weak across the district.

Root Cause 16: Lack of accountability.

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: We have limited Career and Technology Education opportunities for students

Root Cause 17: Lack of funding and knowledge of Programs.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: Attendance has dropped, leading to lower ADA.

Root Cause 18: Staff is not following the procedures put in place due to a lack of accountability.

Problem Statement 18 Areas: School Processes & Programs

Problem Statement 19: School access for community and parents/guardians is not open and encouraged

Root Cause 19: Lack of welcoming culture due to leadership.

Problem Statement 19 Areas: Perceptions

Problem Statement 20: Bullying awareness and prevention is not offered on a regular basis

Root Cause 20: Lack of accountability and awareness.

Problem Statement 20 Areas: Perceptions

Problem Statement 21: The teacher turnover rate in high poverty areas is above the state average

Root Cause 21: Little to low understanding of poverty and trauma in the home.

Problem Statement 21 Areas: Perceptions

Problem Statement 22: Parent nights are not engaging them into our initiatives and on-line tools.

Root Cause 22: Lack of district guidance on development of parent engagement activities.

Problem Statement 22 Areas: Perceptions

Problem Statement 23: PBMAS indicates ESL students are not meeting minimum state standards in Social Studies and Writing.

Root Cause 23: Teachers are not utilizing second language acquisition strategies with fidelity.

Problem Statement 23 Areas: Student Academic Achievement

Problem Statement 24: Jubilee Academies implementation of safety/operations plan is on-going and needs improvement to meet SB 11 standards.

Root Cause 24: State guidelines have changed. The district did not require campuses to have formal plans.

Problem Statement 24 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Homeless data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: February 13, 2019

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%.

Evaluation Data Source(s) 1: Human Resource Reports

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Teacher Professional Development in how teachers can serve economically disadvantaged, trauma induced & at-risk students in order to reduce teacher frustration.	2.4, 2.5, 2.6	Associate Superintendent, Superintendent, Program Directors, principals	Increased knowledge in effective strategies to use in the classroom to help teachers in the education of our economically disadvantaged students				
	Problem Statements: Demographics 1, 6 Funding Sources: 211 - Title I, Part A - 2000.00						
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Mentorship Program to be implemented at all campuses to support new teachers.	2.6	Federal Grants Director, Campus Principals	Provide support and guidance to our newest teachers to promote a culture of leadership and learning.				
	Problem Statements: Demographics 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 3) Reduce salary gaps across all Regions.		Superintendent Leadship Cabinet	Increased number of experienced applicants and retention of current staff				
Problem Statements: Demographics 2, 6							
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) Hire Instructional Coaches to support all Title I campuses in developing effective teachers and strengthening Tier I instruction.	2.5	Executive Director of Curriculum	Decrease teacher turn-over rate, increase student performance on academic assessments, and create a supportive environment to promote collegiality.				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 4, 5, 6, 7 - School Processes & Programs 2 - Perceptions 3 Funding Sources: 211 - Title I, Part A - 941900.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Too many of our high poverty students are being taught by teachers with only 1-2 yrs of experience Root Cause 1: Inability to retain teachers after 2 years of service
Problem Statement 2: The turnover rate among our teachers is 33% Root Cause 2: Low campus culture and climate.
Problem Statement 6: Jubilee is unable to increase teacher pay. Root Cause 6: Campuses are not at maximum enrollment.
Student Academic Achievement
Problem Statement 4: Jubilee Academies has a "D" rating for 2018. Root Cause 4: Lack of accountability and high expectations from leadership
Problem Statement 5: Students are not reading on grade-level. Root Cause 5: Small group instruction is not evident due to a lack of on-going support.
Problem Statement 6: Little to no re-teach of students who are absent & at-risk of failing Root Cause 6: Staff is not being held accountable by campus instructional leaders.
Problem Statement 7: Science scores in STAAR are low in all campuses. Root Cause 7: Science is not being taught with fidelity in grades PK-4th grades.
School Processes & Programs
Problem Statement 2: We do not use technology effectively in the area of curriculum Root Cause 2: There is little to no training in instructional technology.

Perceptions

Problem Statement 3: The teacher turnover rate in high poverty areas is above the state average **Root Cause 3:** Little to low understanding of poverty and trauma in the home.

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 Source(s) 2: Sign in Sheets, agendas, event flyers, HR reports, event invitations

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Recruitment teams, consisting of campus administrators and HR staff will, will attend a variety of job fairs.		HR Executive Director HR Recruiter HR Manager Hiring Official	High needs area jobs are filled by 1st day of school.				
	Problem Statements: Demographics 2						
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals 2) Coordinate a Jubilee Job Fair to include all areas of human resources.		HR Exec. Director, All Department Directors Principals	Increased selection of effective teachers.				
	Problem Statements: Demographics 2						
TEA Priorities Recruit, support, retain teachers and principals 3) Establish quarterly district meetings to address campus and district hiring needs with Human Resources (September, March)		Human Resources Director, Associate Superintendents, Department Directors	Reduction of vacancies				
	Problem Statements: Demographics 2						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: The turnover rate among our teachers is 33% **Root Cause 2:** Low campus culture and climate.





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 address differentiated instruction to meet the instructional needs of the district leaders.

Evaluation Data Source(s) 3: Sign-in Sheets, Agendas, Certificates

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Provide district and campus administrators with needed training and development, as required by TEA & Jubilee, through a Leadership Synergy Summit in July.</p>	2.4, 2.5, 2.6	Leadership Development Director, Executive Director, Human Resources Director, Executive Director of Curriculum	All administration staff will be compliant with TEA requirements for required training hours and will be able to provide effective support to all stakeholders				
Problem Statements: Demographics 3 - Student Academic Achievement 4							
<p>TEA Priorities Recruit, support, retain teachers and principals 2) Provide district and campus administrators with needed training and development, as required by TEA and Jubilee Academies</p>		Leadership Development Director, Executive Director, Human Resources Director, Executive Director of Curriculum and Department Directors	All administration staff will be compliant with TEA requirements for required training hours and will be able to provide effective support to all stakeholders				
Problem Statements: Student Academic Achievement 4							
Funding Sources: 211 - Title I, Part A 18-19 left over - 30000.00, 420-PIC 11 FSP - 500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Lack of stakeholders, parent & community involvement Root Cause 3: Lack of understanding of the district request and process of decision making committees
Student Academic Achievement
Problem Statement 4: Jubilee Academies has a "D" rating for 2018. Root Cause 4: Lack of accountability and high expectations from leadership

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.

Evaluation Data Source(s) 4: sign in sheets, agendas, certificates, minutes, application usage reports, campus technology needs assessments, surveys

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Create and maintain a resource to inform all Jubilee Academies educators about district-funded instructional tools.	2.4	Technology Director, Executive Director of Curriculum, Associate Superintendents	All Jubilee staff will have a basic understanding of the technology being used in the classroom.				
TEA Priorities Recruit, support, retain teachers and principals 2) Create and maintain a resource to inform Jubilee Academies educators about free tools available to them that have been district vetted.		Human Resources Director	Provide a supportive environment for educators to promote a positive culture				
Problem Statements: Demographics 1, 2							
3) Provide and maintain access to district and curriculum purchased and online resources (learning management systems, data management system, content management system, etc.).							
4) Provide products that enable mobile management of multiple classroom tasks (taking roll, showing work, annotating on screen, promoting student interaction, etc.) as needed by different age groups and disciplines.							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Provide products that enable virtual collaboration and meetings and that provide the best experience aligned with district goals.							
6) Provide teachers with various diagnostic tools for formative evaluation to monitor student progress toward the mastery of instructional objectives							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Too many of our high poverty students are being taught by teachers with only 1-2 yrs of experience Root Cause 1: Inability to retain teachers after 2 years of service
Problem Statement 2: The turnover rate among our teachers is 33% Root Cause 2: Low campus culture and climate.

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.

Evaluation Data Source(s) 5: Salary studies, increase of salaries, Salary scale

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Meet with Superintendent's Leadership Cabinet to discuss current salary gaps within our regions.		Superintendent of Schools and SLC	Increased teacher pool and lower turn over rate.				
	Problem Statements: Demographics 2						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Provide retention stipends for Math and Science Teachers and Assistant Principals and Principals		District Federal Programs Assistant Director	Retain highly effective teachers in the area of Math and Science. Retain administration.				
	Problem Statements: Perceptions 3 Funding Sources: 289 - Title IV - 0.00, Title II - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: The turnover rate among our teachers is 33% Root Cause 2: Low campus culture and climate.
Perceptions
Problem Statement 3: The teacher turnover rate in high poverty areas is above the state average Root Cause 3: Little to low understanding of poverty and trauma in the home.







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: Improve student achievement by 10% through district-wide initiatives in ELAR, Math, Science & Social Studies combined Domain 1 score of a 78% overall. We will improve reading & math from 64% to 78%; Meets: 31% to 34%; Masters: 12% to 13%
Writing will improve approaches from 50% to 65%




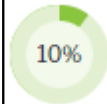
Evaluation Data Source(s) 1: 6 Weeks Usage Administrative Reports, 6 Weeks Assessments, Observations

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Provide Professional Development for the new ELAR adoption.	2.4	Executive Curriculum Director, Primary Curriculum Director, Secondary Curriculum Director, Textbook Coordinator, Campus Administration	100% of teachers will be trained in the new ELAR adoption.				
Problem Statements: Student Academic Achievement 1, 5, 6							
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Add Writing supplemental support/curriculum here.	2.4	Exec. Director	Goal on Scorecard goes here.				
Problem Statements: Student Academic Achievement 3, 4, 6							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Math- In order to increase the conceptual understanding of mathematics, and increase performance as per state accountability, Jubilee Academies in it's third year of implementing Carnegie Mathematics for grades 6-12.	2.4, 2.5, 2.6	Director of Secondary Schools, Executive Director of Curriculum, Superintendent	All students show increase performance in state and local mathematics assessments.				
				Problem Statements: Student Academic Achievement 3, 4			
TEA Priorities Build a foundation of reading and math 4) Provide K-12th Grades with core curriculum instructional resources for tier 1 instruction.	2.4, 2.5	Executive Curriculum Director, Primary Director, Secondary Director, Instructional District Coaches	Improvement of scores in STAAR & PBMAS				
				Problem Statements: Student Academic Achievement 1, 2, 3, 5, 7, 8 Funding Sources: 420-PIC 11 FSP - 36969.00			
TEA Priorities Improve low-performing schools 5) Science -Jubilee Academies will incorporate digital curriculum, Accelerated Learning, and supplemental science resources like STEMScopes, to improve student performance in Science.	2.4	ED of C & I District Instructional Coaches	Improved 5th grade science scores in STAAR				
				Problem Statements: Student Academic Achievement 7 Funding Sources: 410-PIC 11 Textbooks - 36659.75			
TEA Priorities Build a foundation of reading and math 6) Purchase an Instructional Math Software that will be used as a supplemental resources, an intervention tool for students who need additional support, and for students who need advancement.	2.4, 2.5, 2.6	Director of Secondary Schools, Executive Director of Curriculum, Primary Director of Curriculum, and Superintendent	All students show increase performance in state and local mathematics assessments or show progress in mathematics.				
				Problem Statements: Student Academic Achievement 3 Funding Sources: 410-PIC 11 Textbooks - 60000.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>7) Continue Professional Development opportunities for teachers using a Phonemic Awareness program for grades Prekindergarten through Second.</p>	2.4	Primary Director of Curriculum	Students will show progress in phonemic awareness subtests in Istation for grades Prekindergarten through 2nd.				
Problem Statements: Student Academic Achievement 5							
<p>TEA Priorities Build a foundation of reading and math</p> <p>8) Professional Development will be given to teachers on the instructional reading software purchased to ensure teachers may be able to read reports, and use data to create small groups.</p>	2.4	Director of Elementary Schools, Istation Campus Contacts, ELAR District Instructional Coaches	Students will show progress in Istation overall reading in tier I.				
Problem Statements: Student Academic Achievement 5							
<p>TEA Priorities Build a foundation of reading and math</p> <p>9) A reading instructional software will be used for intervention as well as a monitor tool. We will choose one of the reading instruments in the commissioners' list that we may use to collect ECDS data.</p>	2.4	Director of Elementary Schools, Istation Campus Contacts, ELAR District Content Coaches /Interventionists	The number of students in tier I will increase. Students will also show progress in the ELAR 6 weeks assessments.				
Problem Statements: Student Academic Achievement 5							
Funding Sources: 410-PIC 11 Textbooks - 98021.00							
<p>TEA Priorities Build a foundation of reading and math</p> <p>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>	2.4	Director of Elementary Schools, Director of Secondary Schools, Content Specialists	Students will show progress on the 6 weeks assessments for math and reading.				
Problem Statements: Student Academic Achievement 1, 4, 5							
Funding Sources: 420-PIC 11 FSP - 2400.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 11) Provide K-12th Grades with math and reading curriculum instructional resources for differentiated instruction, RTI intervention, and tutorials.	2.4, 2.5	Director of Elementary School and Secondary Director	Students will show progress in 6 weeks assessments, benchmark, and STAAR Scores.				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 420-PIC 30 SCE Title IA, Schoolwide Activity - 189748.13, 420-PIC 24 State Com Ed (SCE), Accelerated Ed - 24063.80						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 12) Provide supplemental curriculum for Special education students in all subjects.	2.4, 2.5, 2.6	Reading Interventionist, Special Education teachers, Assistant Principals, Principals, Academic Deans, District SPED Coordinator	Improved academic performance				
	Problem Statements: Student Academic Achievement 2, 3, 4, 5 - School Processes & Programs 2 Funding Sources: 420-PIC 23 SPED - 1125.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: ESL STAAR data (grades 3-8) indicates students are not meeting minimum standards in Reading /Writing and Social Studies. Root Cause 1: Low Tier I instruction and low accountability in the usage of strategies for second language acquisition support.
Problem Statement 2: PBMAS data in SPED is regressing in all Subjects areas (P 3 & 4) Root Cause 2: Ineffective professional development and accountability in the use of accommodations.
Problem Statement 3: Special Education students are not showing growth in all academic areas. Root Cause 3: Students are not receiving proper accommodations and interventions.
Problem Statement 4: Jubilee Academies has a "D" rating for 2018. Root Cause 4: Lack of accountability and high expectations from leadership
Problem Statement 5: Students are not reading on grade-level. Root Cause 5: Small group instruction is not evident due to a lack of on-gong support.
Problem Statement 6: Little to no re-teach of students who are absent & at-risk of failing Root Cause 6: Staff is not being held accountable by campus instructional leaders.

Student Academic Achievement

Problem Statement 7: Science scores in STAAR are low in all campuses. **Root Cause 7:** Science is not being taught with fidelity in grades PK-4th grades.

Problem Statement 8: PBMAS indicates ESL students are not meeting minimum state standards in Social Studies and Writing. **Root Cause 8:** Teachers are not utilizing second language acquisition strategies with fidelity.

School Processes & Programs

Problem Statement 2: We do not use technology effectively in the area of curriculum **Root Cause 2:** There is little to no training in instructional technology.


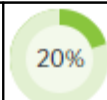
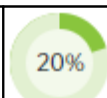
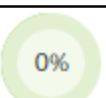
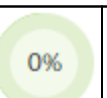
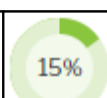
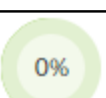
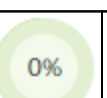
Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.




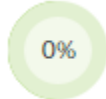

Performance Objective 2: Monitor multi-tiered systems of support through the implementation of Response to Intervention across Jubilee Academies.

Evaluation Data Source(s) 2: Usage reports, surveys

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Jubilee Academies will implement Mentoring Minds"Think up" to increase Critical Thinking across all campuses.	2.4, 2.5	Grace Lieman and campus administration	Overall critical thinking will improve students scores on all assessments.				
	Problem Statements: Student Academic Achievement 5, 6						
TEA Priorities Improve low-performing schools 2) Jubilee Academies will support low-performing campuses who utilize Fountas & Pinnell as an intervention tool.	2.4, 2.5, 2.6						
	Problem Statements: Student Academic Achievement 1, 5						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Tutoring Services for all at-risk students in every campus.	2.4, 2.5	Campus Principals	Improved STAAR results and no schools will be IR				
	Problem Statements: Student Academic Achievement 5						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) Address the need for a special programs coordinator or director to oversee RTI/MTSS.	2.4, 2.5, 2.6	Superintendent's Leadership Cabinet & C&I Executive Director	Improved assessment data because interventions are research-based and closely monitored.				
	Problem Statements: Student Academic Achievement 4						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Jubilee Academies will provide an opportunity for accelerated instruction, Student Success Initiative (SSI) and credit recovery through summer school.	2.4, 2.5, 2.6	Associate Superintendent, Director of Fiscal Compliance, Assistant Director of Federal Programs	100% student promotion.				
Problem Statements: Student Academic Achievement 1, 5, 6 Funding Sources: 211 - Title I, Part A - 250000.00, 420-PIC 30 SCE Title IA, Schoolwide Activity - 25000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: ESL STAAR data (grades 3-8) indicates students are not meeting minimum standards in Reading /Writing and Social Studies. Root Cause 1: Low Tier I instruction and low accountability in the usage of strategies for second language acquisition support.
Problem Statement 4: Jubilee Academies has a "D" rating for 2018. Root Cause 4: Lack of accountability and high expectations from leadership
Problem Statement 5: Students are not reading on grade-level. Root Cause 5: Small group instruction is not evident due to a lack of on-gong support.
Problem Statement 6: Little to no re-teach of students who are absent & at-risk of failing Root Cause 6: Staff is not being held accountable by campus instructional leaders.

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 in Special Education, Identified At-Risk, & Economically disadvantaged.

Evaluation Data Source(s) 3: STAAR, PBMAS, District-Wide Assessments

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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>	2.4	DLT, (Campus Admin)	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>Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 420-PIC 11 FSP - 0.00</p>			
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Distict will develop a process to ensure accomodations tools are implemented (to include dyslexia services).</p>	2.4	DLT	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>Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 420-PIC 11 FSP - 20600.04</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>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>	2.4, 3.2	DLT, (Campus Admins)	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.)				
Problem Statements: Student Academic Achievement 2, 3							
<p>Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college</p> <p>4) District will develop a transition system for students exiting special education and train teachers on implementation.</p>	2.4, 2.5, 2.6, 3.2	DLT, (Campus Admin)	The percentage of YAE students achieving approaches in reading will increase from 57.1% to 70%.				
Problem Statements: Student Academic Achievement 3							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 2: PBMAS data in SPED is regressing in all Subjects areas (P 3 & 4) Root Cause 2: Ineffective professional development and accountability in the use of accommodations.
Problem Statement 3: Special Education students are not showing growth in all academic areas. Root Cause 3: Students are not receiving proper accommodations and interventions.

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: Increase dual enrollment participation district wide by 15%. Additionally, increase high school senior participation to 25% district wide before the end of school year 2020.

Evaluation Data Source(s) 4: PEIMS reports, TSI scores, Enrollment report from high education partners

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Increase efforts on TSI passing rates with the support of curriculum (3rd party) (ie. Sure Score) and professional development	2.5	CCMR Coordinator, Campus Counselors, Campus Principals, Academic Deans	Increase dual enrollment participants, passing rates to increase, accountability to increase, improve student's postsecondary goals				
				Problem Statements: Demographics 6 - Student Academic Achievement 4 Funding Sources: Do not use 420-PIC 31 HS allot - 120600.00, 420-PIC 30 SCE Title IA, Schoolwide Activity - 1500.00			
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 2) Attend and Present at the Leaders Annual Summit at District office		Leadership Development Director	To inform and include all administration development at District level.				
	Problem Statements: Student Academic Achievement 4 - School Processes & Programs 1, 4 Funding Sources: 420-PIC 99 FSP - 1136.65						
TEA Priorities Connect high school to career and college 3) Implement a program to track and promote student career and college readiness	2.5	CCMR	Increase college acceptance rates, increase college completion rates.				
				Problem Statements: School Processes & Programs 1, 2, 3, 4 Funding Sources: 289 - Title IV - 30000.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 4) Provide students opportunities for college readiness including entrance college assessments (PSAT and SAT), 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.	2.6, 3.2	CCMR Coordinator, Counselors, Campus administrators, High school Math and ELA teachers and Deans	Increase PSAT, SAT, scores, increase college acceptance rates, increase scholarship awards and improve CCMR accountability scores.				
Problem Statements: Demographics 1 - Student Academic Achievement 4 Funding Sources: Do not use 420-PIC 31 HS allot - 29300.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Too many of our high poverty students are being taught by teachers with only 1-2 yrs of experience Root Cause 1: Inability to retain teachers after 2 years of service
Problem Statement 6: Jubilee is unable to increase teacher pay. Root Cause 6: Campuses are not at maximum enrollment.
Student Academic Achievement
Problem Statement 4: Jubilee Academies has a "D" rating for 2018. Root Cause 4: Lack of accountability and high expectations from leadership
School Processes & Programs
Problem Statement 1: Jubilee does not have a structured plan for campuses to follow to help with student grade level transitions Root Cause 1: There has been little focus in this area.
Problem Statement 2: We do not use technology effectively in the area of curriculum Root Cause 2: There is little to no training in instructional technology.
Problem Statement 3: Communication with Parents and Family is weak across the district. Root Cause 3: Lack of accountability.
Problem Statement 4: We have limited Career and Technology Education opportunities for students Root Cause 4: Lack of funding and knowledge of Programs.

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

Performance Objective 5: Jubilee Academies will provide all students with curricula that will improve students' STAAR scores in Mathematics:

- 3rd Grade 61% to 71%
- 4th Grade 56% to 66%
- 5th Grade 67% to 77%
- 6th Grade 62% to 72%
- 7th Grade 59% to 69%
- 8th 48% to 70%
- Algebra I 76% to 86%



Evaluation Data Source(s) 5: Imagine Math Reports

6 Weeks Math Assessments

Spring Benchmark

STAAR Results

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Improve low-performing schools</p> <p>1) Attend Accountability trainings through Service Centers and present to Jubilee Leadership Cabinet and all Stakeholders</p>	2.4, 2.5, 2.6	C&I and Assessment Campus Administration	Raise student achievement for all students and support overall improvement where necessary to all campuses.				
				<p>Problem Statements: Student Academic Achievement 4</p> <p>Funding Sources: 420-PIC 11 FSP - 1000.00</p>			
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>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>	2.4, 2.5, 2.6	C&I Team District Textbook Coordinator District Testing Coordinator	Raise Student Achievement for all students.				
				<p>Problem Statements: Student Academic Achievement 1, 4, 5</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 1: ESL STAAR data (grades 3-8) indicates students are not meeting minimum standards in Reading /Writing and Social Studies. Root Cause 1: Low Tier I instruction and low accountability in the usage of strategies for second language acquisition support.
Problem Statement 4: Jubilee Academies has a "D" rating for 2018. Root Cause 4: Lack of accountability and high expectations from leadership
Problem Statement 5: Students are not reading on grade-level. Root Cause 5: Small group instruction is not evident due to a lack of on-gong support.

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

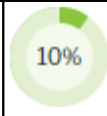




Performance Objective 6: Improve Bilingual/ESL student progress in PBMAS, TELPAS, and STAAR

Evaluation Data Source(s) 6: PBMAS, TELPAS, STAAR, etc.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Provide Bilingual/ESL students with supplies/materials/SOFTWARE that targets second language acquisition to newcomers or beginners proficiency level students. in the program. --Imagine Learning Language & Literacy (Elementary) --ESL Reading Smart (6th-12th)</p>	2.4, 2.5, 2.6	Director Principal LPAC Administrator EL Coordinator EL Interventionist EL ParaProfessional	Increase growth in our bilingual students' second language acquisition				
				<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 263 - Title III, LEP - 29500.00, 420-PIC 25 State Bilingual/ESL - 25000.00</p>			
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Provide Bilingual /ESL Stipends to certified teachers who provide the second language acquisition support to our English learners.</p>		Fall and Spring Verification process and submittal to payroll.	Improve the support , reinforcement and guidance provided by the teacher for our English Language Learners.				
	<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 420-PIC 25 State Bilingual/ESL - 35700.00</p>						
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Provide support to teachers with the Sheltered Instructional Strategies Program on how to support English Learners.</p>	2.4, 2.5	Director Principal LPAC Administrator EL Coordinator EL Interventionist EL ParaProfessional	Increase growth in our bilingual students' second language acquisition				
				<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 263 - Title III, LEP - 38200.00</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Content Area Academies for student review/teacher professional development	2.4, 2.5, 2.6	Campus Admins and EL Specialists	Increase student achievement in attaining the second language acquisition.				
	Problem Statements: Student Academic Achievement 1, 8 Funding Sources: 263 - Title III, LEP - 12350.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Bilingual/ESL Quarterly meetings with Principals' in each Region for updates, deadlines, and upcoming Program requirements.	2.4, 2.5, 2.6	Campus Principals and Associate Superintendents per Region	Increase student achievement in attaining the second language acquisition.				
	Problem Statements: Student Academic Achievement 1, 2, 8						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Bilingual/ESL monthly meetings with EL Coordinators, program staff and LPAC Admins for updates, deadlines, and upcoming program requirements.	2.4, 2.5, 2.6	Director Principal LPAC Administrator EL Coordinator EL Interventionist EL ParaProfessional	Increase student achievement in attaining the second language acquisition and meeting state and federal requirements.				
	Problem Statements: Student Academic Achievement 1, 5, 8						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 7) Attend conferences that target Bilingual/ESL guidance, updates, and support.	2.4, 2.5, 2.6	Director Principal LPAC Administrator EL Coordinator EL Interventionist EL ParaProfessional	Increase student achievement and meet state and/or federal requirements				
	Funding Sources: 420-PIC 25 State Bilingual/ESL - 0.00, 263 - Title III, LEP - 0.00						
Equity Plan Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 8) Provide content area teachers support with professional developments opportunities, instructional strategies, materials and/or resources to support ELs.		Director Principal LPAC Administrator EL Coordinator EL Interventionist EL ParaProfessional	Increase our English Learners' acquisition of second language.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 9) Provide Tutorial program for English Learners that are struggling in our campuses.	2.4, 2.5	Campus Principals, EL Coordinators, and teachers	Increase our English Learners' acquisition of second language.				
	Problem Statements: Student Academic Achievement 1, 8 Funding Sources: 263 - Title III, LEP - 15958.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 6 Problem Statements:

Student Academic Achievement
Problem Statement 1: ESL STAAR data (grades 3-8) indicates students are not meeting minimum standards in Reading /Writing and Social Studies. Root Cause 1: Low Tier I instruction and low accountability in the usage of strategies for second language acquisition support.
Problem Statement 2: PBMAS data in SPED is regressing in all Subjects areas (P 3 & 4) Root Cause 2: Ineffective professional development and accountability in the use of accommodations.
Problem Statement 5: Students are not reading on grade-level. Root Cause 5: Small group instruction is not evident due to a lack of on-gong support.
Problem Statement 8: PBMAS indicates ESL students are not meeting minimum state standards in Social Studies and Writing. Root Cause 8: Teachers are not utilizing second language acquisition strategies with fidelity.

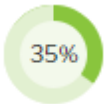




Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.

Performance Objective 7: Curriculum staff will perform campus walk-through and support at least 2 times a year for each campus to evaluate program outcomes, teacher support and student progress.

Evaluation Data Source(s) 7: Evaluation forms

Summative Evaluation 7:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Provide travel for curriculum department staff for campus walk-throughs, support and training.	2.4, 2.5, 2.6	Executive Director of Curriculum, Associate Superintendents, Principals	Teacher and student improvement				
Problem Statements: Student Academic Achievement 2, 3, 4, 7, 8 Funding Sources: 420-PIC 11 FSP - 74925.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 7 Problem Statements:

Student Academic Achievement
Problem Statement 2: PBMAS data in SPED is regressing in all Subjects areas (P 3 & 4) Root Cause 2: Ineffective professional development and accountability in the use of accommodations.
Problem Statement 3: Special Education students are not showing growth in all academic areas. Root Cause 3: Students are not receiving proper accommodations and interventions.
Problem Statement 4: Jubilee Academies has a "D" rating for 2018. Root Cause 4: Lack of accountability and high expectations from leadership
Problem Statement 7: Science scores in STAAR are low in all campuses. Root Cause 7: Science is not being taught with fidelity in grades PK-4th grades.
Problem Statement 8: PBMAS indicates ESL students are not meeting minimum state standards in Social Studies and Writing. Root Cause 8: Teachers are not utilizing second language acquisition strategies with fidelity.

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 Career & Technical Education programs of study, in which 4 out of the 16 career clusters are available for all students by the first day of school.

Evaluation Data Source(s) 1: PBMAS, Enrollment, Attendance, Student Interest Inventory

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Hiring of Career and Technical Education Teachers and Salaries		Campus Administration CTE Coordinator, HR Manager	Recruiting and retaining teachers to ensure implementation of CTE programs of study with fidelity.				
	Problem Statements: School Processes & Programs 4 Funding Sources: 420-PIC 22 State Career & Technical Ed (CTE) - 565000.00						
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals 2) Recruitment and Retention of Teachers with Stipends.		Campus Administration, CTE Coordinator, HR Manager	Recruiting and retaining teachers to ensure implementation of CTE programs of study with fidelity.				
	Problem Statements: School Processes & Programs 4 Funding Sources: 420-PIC 22 State Career & Technical Ed (CTE) - 55000.00						
Equity Plan Strategy TEA Priorities Connect high school to career and college 3) Provide the CTE Staff with the necessary Professional Development needed to provide students w/ CTE experience.	2.5	CTE Coordinator, Campus Administration	To enhance the ability of CTE teachers in order to contribute to CTE programs of study, while providing support for teacher professional development.				
	Problem Statements: School Processes & Programs 4 Funding Sources: 420-PIC 22 State Career & Technical Ed (CTE) - 12500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 4) Provide the necessary supplies, materials, curriculum & technology needed for each career cluster		CTE Coordinator, Technology Department, Campus Administration	Provide students with supplies and materials to ensure implementation of CTE programs of study within 4 career clusters.				
Problem Statements: School Processes & Programs 2, 4 Funding Sources: 420-PIC 22 State Career & Technical Ed (CTE) - 113140.00							
TEA Priorities Connect high school to career and college 5) Provide students with opportunities to engage in Career and Technical Student Organizations, to showcase higher order thinking skills.		CTE Coordinator, Campus Administration, CTE Teachers	Connecting high school students to career and college through Career and Technical Student Organizations to showcase higher order thinking in career clusters.				
Problem Statements: School Processes & Programs 4 Funding Sources: 420-PIC 22 State Career & Technical Ed (CTE) - 23000.00							
TEA Priorities Connect high school to career and college 6) Provide students with dual credit opportunities with local college partnerships.		CTE Coordinator, Counselors, Campus Administration.	Connect high school students to career and college, bridging with postsecondary education and industry partners				
Problem Statements: School Processes & Programs 4 Funding Sources: 420-PIC 22 State Career & Technical Ed (CTE) - 40000.00							
TEA Priorities Connect high school to career and college 7) Career and Technical Education Cooperative Through Esc 20.		CTE Coordinator	Support for CTE compliance, program development, and implementation with rigor and relevancy in an effort to connect high school to career and college.				
Funding Sources: 420-PIC 22 State Career & Technical Ed (CTE) - 4000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: We do not use technology effectively in the area of curriculum Root Cause 2: There is little to no training in instructional technology.
Problem Statement 4: We have limited Career and Technology Education opportunities for students Root Cause 4: Lack of funding and knowledge of Programs.

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 Source(s) 2: CNA, CIP, Processes and Procedure Manuals from District level.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) District Procedures Manual							
2) Create and support a Federal Programs department to manage the State and Federal funded programs		District Superintendent, CFO, Director of Federal Programs, Director of Fiscal Compliance	increase program fidelity and compliance with state and federal programs				
Problem Statements: Demographics 3, 4, 5 - Student Academic Achievement 4 - School Processes & Programs 3 - Perceptions 4 Funding Sources: 211 - Title I, Part A 18-19 left over - 2000.00, 211 - Title I, Part A - 26026.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Lack of stakeholders, parent & community involvement Root Cause 3: Lack of understanding of the district request and process of decision making committees
Problem Statement 4: Our homeless population is underserved Root Cause 4: Increased homeless population has lead to an increase in services and monitoring needs
Problem Statement 5: We do not have enough Parent engagement opportunities offered at the times parents can attend Root Cause 5: Parents work during the day and evening sessions are not being held.

Student Academic Achievement

Problem Statement 4: Jubilee Academies has a "D" rating for 2018. Root Cause 4: Lack of accountability and high expectations from leadership
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School Processes & Programs
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Problem Statement 3: Communication with Parents and Family is weak across the district. Root Cause 3: Lack of accountability.

Perceptions

Problem Statement 4: Parent nights are not engaging them into our initiatives and on-line tools. Root Cause 4: Lack of district guidance on development of parent engagement activities.
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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: Campus Handbooks will be developed by 100% of Jubilee campuses by August 1, 2019

Evaluation Data Source(s) 3: Handbook approvals by Board

Summative Evaluation 3:

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: Jubilee Academies will pay and process all transactions accurately and timely

Evaluation Data Source(s) 4: TxEis, Audit reviews, vendors statements

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop Accounts Payable processes and procedures to disseminate to all campuses and departments.		Accounts Payable Manager Process Improvement Coordinator Purchasing Manager Accounting Manager CFO	Streamline services and become more efficient over the existing process and create compliant procedures with state and federal regulations				
Problem Statements: Student Academic Achievement 4 Funding Sources: 420-ORG 731 Account Payable - 216217.16							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Student Academic Achievement

Problem Statement 4: Jubilee Academies has a "D" rating for 2018. **Root Cause 4:** Lack of accountability and high expectations from leadership

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 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 Source(s) 5: Certificates, Agenda, Sign-in Sheet, and Evaluation Surveys

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) District PEIMS Staff will attend at least 4 training workshops		Human Resource Director and PEIMS Supervisor	To support district and campus staff with TEA updates for PEIMS				
				Problem Statements: Student Academic Achievement 4, 8 - School Processes & Programs 2, 5 Funding Sources: 420-PIC 11 FSP - 300.00			
2) District PEIMS will train PEIMS Clerks within each region		Human Resource Director, PEIMS Supervisor and Principal	To support campus staff with TEA updates and district process and procedures for PEIMS				
				Problem Statements: Student Academic Achievement 2, 4, 8 - School Processes & Programs 5 Funding Sources: 420-PIC 11 FSP - 2120.00			
3) To create an effective and efficient work environment to support district improvement		Human Resource Director and PEIMS Supervisor	Assist district PEIMS work more efficiently				
				Problem Statements: Student Academic Achievement 2, 4, 8 - School Processes & Programs 5 Funding Sources: 420-PIC 11 FSP - 9281.23			
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

Student Academic Achievement

Problem Statement 2: PBMAS data in SPED is regressing in all Subjects areas (P 3 & 4) **Root Cause 2:** Ineffective professional development and accountability in the use of accommodations.

Problem Statement 4: Jubilee Academies has a "D" rating for 2018. **Root Cause 4:** Lack of accountability and high expectations from leadership

Problem Statement 8: PBMAS indicates ESL students are not meeting minimum state standards in Social Studies and Writing. **Root Cause 8:** Teachers are not utilizing second language acquisition strategies with fidelity.

School Processes & Programs

Problem Statement 2: We do not use technology effectively in the area of curriculum **Root Cause 2:** There is little to no training in instructional technology.

Problem Statement 5: Attendance has dropped, leading to lower ADA. **Root Cause 5:** Staff is not following the procedures put in place due to a lack of accountability.

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: 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.

Evaluation Data Source(s) 6: PEIMS data to include enrollment

Bus Requests

Work Orders

Preventive Maintenance reports

Summative Evaluation 6:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Purchase Buses		Executive Director of Operations Transportation Coordinator	Support families and students in providing the necessary transportation to and from school and provide transportation for academic field trips				
Problem Statements: School Processes & Programs 5							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 5: Attendance has dropped, leading to lower ADA. Root Cause 5: Staff is not following the procedures put in place due to a lack of accountability.






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: To reduce testing irregularities, reduce test coordinator time, and reduce paperwork. Irregularities will be reduced by 60%. Campus coordinator time will reduce by 50% to allow for more time with students.

Evaluation Data Source(s) 7: TestHound data
Irregularity reports

Summative Evaluation 7:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Improve low-performing schools</p> <p>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>	2.6	District Testing Coordinator	Irregularities will be reduced by 60%. Campus coordinator time will reduce by 50% to allow for more time with students.				
<p>Problem Statements: Student Academic Achievement 4 Funding Sources: 420-PIC 11 FSP - 9302.70</p>							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 7 Problem Statements:

Student Academic Achievement
Problem Statement 4: Jubilee Academies has a "D" rating for 2018. Root Cause 4: Lack of accountability and high expectations from leadership

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.

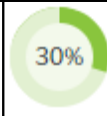




Performance Objective 1: Jubilee will provide all students with safe and secure schools by decreasing discipline referrals by 20%.

Evaluation Data Source(s) 1: TxEis, manual referral system

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Improve low-performing schools</p> <p>1) Jubilee Academies will create an Emergency Operations Committee to update and monitor the District Emergency Plan annually</p>							
<p>2) Provide basic services to include utilities, maintenance, and other district-wide services requiring long-term commitments</p>		Executive Directors , CFO and Account Payable	Efficient and successful operation of facilities				
<p>TEA Priorities Improve low-performing schools</p> <p>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.</p>		At-Risk Management Coordinator & Director of Operations.	Reduction of suspensions, improve the learning environment				
<p>Problem Statements: Demographics 1 - School Processes & Programs 3 - Perceptions 1, 2</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 4) Provide social and emotional skills educational support for students.	2.5, 2.6	special education teachers, assistant principals, principals, district coordinator.	students will have an increased amount of learning time and a decrease in behavior issues.				
Problem Statements: Student Academic Achievement 2, 3, 4, 5, 6, 7 Funding Sources: 420-PIC 23 SPED - 9000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Jubilee Academies implementation of safety/operations plan is on-going and needs improvement to meet SB 11 standards. Root Cause 1: State guidelines have changed. The district did not require campuses to have formal plans.
Student Academic Achievement
Problem Statement 2: PBMAS data in SPED is regressing in all Subjects areas (P 3 & 4) Root Cause 2: Ineffective professional development and accountability in the use of accommodations.
Problem Statement 3: Special Education students are not showing growth in all academic areas. Root Cause 3: Students are not receiving proper accommodations and interventions.
Problem Statement 4: Jubilee Academies has a "D" rating for 2018. Root Cause 4: Lack of accountability and high expectations from leadership
Problem Statement 5: Students are not reading on grade-level. Root Cause 5: Small group instruction is not evident due to a lack of on-gong support.
Problem Statement 6: Little to no re-teach of students who are absent & at-risk of failing Root Cause 6: Staff is not being held accountable by campus instructional leaders.
Problem Statement 7: Science scores in STAAR are low in all campuses. Root Cause 7: Science is not being taught with fidelity in grades PK-4th grades.
School Processes & Programs
Problem Statement 3: Communication with Parents and Family is weak across the district. Root Cause 3: Lack of accountability.
Perceptions
Problem Statement 1: School access for community and parents/guardians is not open and encouraged Root Cause 1: Lack of welcoming culture due to leadership.
Problem Statement 2: Bullying awareness and prevention is not offered on a regular basis Root Cause 2: Lack of accountability and awareness.

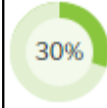




Goal 4: Jubilee Academies will build a positive school culture that provides a safe, drug-free learning environment to promote individualized learning opportunities, build leadership skills and cultivate rich family engagement through active and meaningful collaboration.

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

Evaluation Data Source(s) 2: Sign in sheets

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Offer partnerships with engagement programs at campus and district offices at a VARIETY of days and times.	3.1, 3.2						
				Problem Statements: Perceptions 1, 4 Funding Sources: 211 - Title I, Part A 18-19 left over - 984.32, 211 - Title I, Part A - 7400.00			
2) Title I Liaisons will be hired at Title I campuses to provide support for Title I initiatives to include parent engagement	3.1, 3.2	Federal Programs Director, District Accounting Manager, Human Resources Manager, District Payroll Coordinator	Increased communication and engagement with staff and parents (guardians) and compliance with Federal Title I requirements.				
				Problem Statements: Demographics 3, 4, 5 - Student Academic Achievement 6 - School Processes & Programs 1, 3, 5 - Perceptions 1, 2, 4 Funding Sources: 211 - Title I, Part A 18-19 left over - 26536.90			
3) Campuses will provide supplies for parent engagement events and take-home activities to increase parent involvement.	3.2	Federal Programs Director, Campus Principals	Increased communication and engagement with staff and parents (guardians)				
				Problem Statements: Demographics 5 - School Processes & Programs 3 - Perceptions 1, 4 Funding Sources: 211 - Title I, Part A 18-19 left over - 9391.25			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Bilingual/ESL Quarterly meetings with Principals' in each Region for updates, deadlines, and upcoming Program requirements.	3.1, 3.2	Principals, LPAC Admins, EL Coordinators and program staff	Increased Bilingual/ESL communication and engagement with staff and parents (guardians)				
Problem Statements: Demographics 5 - School Processes & Programs 3 - Perceptions 4							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Lack of stakeholders, parent & community involvement Root Cause 3: Lack of understanding of the district request and process of decision making committees
Problem Statement 4: Our homeless population is underserved Root Cause 4: Increased homeless population has lead to an increase in services and monitoring needs
Problem Statement 5: We do not have enough Parent engagement opportunities offered at the times parents can attend Root Cause 5: Parents work during the day and evening sessions are not being held.
Student Academic Achievement
Problem Statement 6: Little to no re-teach of students who are absent & at-risk of failing Root Cause 6: Staff is not being held accountable by campus instructional leaders.
School Processes & Programs
Problem Statement 1: Jubilee does not have a structured plan for campuses to follow to help with student grade level transitions Root Cause 1: There has been little focus in this area.
Problem Statement 3: Communication with Parents and Family is weak across the district. Root Cause 3: Lack of accountability.
Problem Statement 5: Attendance has dropped, leading to lower ADA. Root Cause 5: Staff is not following the procedures put in place due to a lack of accountability.
Perceptions
Problem Statement 1: School access for community and parents/guardians is not open and encouraged Root Cause 1: Lack of welcoming culture due to leadership.
Problem Statement 2: Bullying awareness and prevention is not offered on a regular basis Root Cause 2: Lack of accountability and awareness.
Problem Statement 4: Parent nights are not engaging them into our initiatives and on-line tools. Root Cause 4: Lack of district guidance on development of parent engagement activities.

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%.

Evaluation Data Source(s) 3: Monthly Claims, POS reports, PEIMS data,

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Provide fully staffed department with highly effective workers by the first day of school.		HR, CN Assistant Director, CN Supervisor, CN Manager	Effectively produce, serve and track meals				
	Problem Statements: Demographics 4 Funding Sources: 240 - Food & Nutrition - 1297250.57						
TEA Priorities Improve low-performing schools 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.		Chief Academic Officer, Chief Financial Officer, Executive Director of Operations, CN Administration, CN Campus Managers	Increased participation in the program and productivity and effectiveness among all campus cafeterias will lead to more productive and successful students and greater participation				
	Problem Statements: Demographics 4 - School Processes & Programs 5 - Perceptions 1 Funding Sources: 240 - Food & Nutrition - 3626065.35						
3) Improve process for food safety and management to ensure the safety of all foods served.		Cafeteria Managers, Supervisors, Assistant Director	Promoting food safety in the kitchen and ensuring HACCP compliance.				
	Funding Sources: 240 - Food & Nutrition - 20450.57						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 4: Our homeless population is underserved Root Cause 4: Increased homeless population has lead to an increase in services and monitoring needs
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School Processes & Programs
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Problem Statement 5: Attendance has dropped, leading to lower ADA. Root Cause 5: Staff is not following the procedures put in place due to a lack of accountability.
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Perceptions

Problem Statement 1: School access for community and parents/guardians is not open and encouraged Root Cause 1: Lack of welcoming culture due to leadership.
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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.

Evaluation Data Source(s) 4: SRQ , PO, RECEIPTS, TRAINING AND CERTIFICATIONS

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Training for all staff as required by McKinney Vento	2.4, 2.6, 3.1	Campus Principals Federal program director	Increase awareness of the program and process for identification.				
	Problem Statements: Demographics 4 - School Processes & Programs 5						
TEA Priorities Improve low-performing schools 2) Provided basic essentials for homeless students. (ie. bus pass, clothes,school supplies)	2.4, 2.6, 3.1, 3.2	McKinney Vento Liaison,PEIMS Clerk, Parent Liaison	Student to succeed in school and not stand out.				
	Problem Statements: Demographics 4 - School Processes & Programs 5 - Perceptions 1 Funding Sources: 206 - TECHY GRANT - 4525.00, 211 - Title I, Part A 18-19 left over - 3000.00						
TEA Priorities Recruit, support, retain teachers and principals 3) McKinney Vento staff will attend mandated training		TECHY Grant Administration. PEIMS COORDINATOR	To increase awareness and build strategies				
	Problem Statements: Demographics 4 - School Processes & Programs 5 Funding Sources: 206 - TECHY GRANT - 1000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 4: Our homeless population is underserved Root Cause 4: Increased homeless population has lead to an increase in services and monitoring needs
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School Processes & Programs
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Problem Statement 5: Attendance has dropped, leading to lower ADA. Root Cause 5: Staff is not following the procedures put in place due to a lack of accountability.
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Perceptions


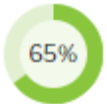

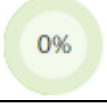
Problem Statement 1: School access for community and parents/guardians is not open and encouraged Root Cause 1: Lack of welcoming culture due to leadership.
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Goal 4: Jubilee Academies will build a positive school culture that provides a safe, drug-free 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 Source(s) 5: Sign-in Sheets, agendas, and Emergency Operations Plan, discipline records

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create an Emergency Operations committee including administrators, staff, parents and community members tasked with creating a District Emergency operations plan.		District Safety Coordinator, District Superintendent, Executive Director of Operations	Create a more safe and secure environment				
Problem Statements: Demographics 1							
2) Jubilee Academies will have functioning PTO as a means to communicate with parents and community - campus safety initiative. Jubilee Academies will have active Watchdogs as a means to communicate with parents and community - campus safety initiative.		District Superintendent, District Safety Coordinator, Executive Director of Operations	Improved communication and awareness of Jubilee Academies family on the safety and security initiative.				
Problem Statements: Demographics 5 - School Processes & Programs 3							
3) Jubilee Academies will provide threat assessment team training, teacher and staff member PD in the area of safety and suicide prevention.		District Superintendent, District Safety Coordinator, Executive Director of Operations	Increased knowledge in the area of safety and threat assessment and suicide prevention (as dictated by house bill 11)				
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.	2.6	Risk Manager, Executive Director of Operations	Open and free communication between all stakeholders to prevent threats and unsafe behavior				
Problem Statements: Demographics 1 - School Processes & Programs 3 - Perceptions 1, 2, 4							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Jubilee Academies implementation of safety/operations plan is on-going and needs improvement to meet SB 11 standards. Root Cause 1: State guidelines have changed. The district did not require campuses to have formal plans.
Demographics
Problem Statement 5: We do not have enough Parent engagement opportunities offered at the times parents can attend Root Cause 5: Parents work during the day and evening sessions are not being held.
School Processes & Programs
Problem Statement 3: Communication with Parents and Family is weak across the district. Root Cause 3: Lack of accountability.
Perceptions
Problem Statement 1: School access for community and parents/guardians is not open and encouraged Root Cause 1: Lack of welcoming culture due to leadership.
Problem Statement 2: Bullying awareness and prevention is not offered on a regular basis Root Cause 2: Lack of accountability and awareness.
Problem Statement 4: Parent nights are not engaging them into our initiatives and on-line tools. Root Cause 4: Lack of district guidance on development of parent engagement activities.

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.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Antonio Portilla	Instructional Coach	Title I	1
Bertha Trevino	Instructional Coach	Title I	1
Christine Sanchez	Director of Fiscal Compliance	Title I	.4
Julieta Rodriguez	Coordinator	Title I	.25
Lama Shamieh-Karkar	Instructional Coach	Title I	1
Lisa Gonzales	Instructional Coach	Title I	1
Marco Sierra	Instructional Coach	Title I	1
Maribel Polk	Instructional Coach	Title I	1
Michelle Apodaca	Assistant Director	Title I	.6
Monica Chacon	Instructional Coach	Title I	1
Monica Garcia	Instructional Coach	Title I	1
Nicole Herrera	Instruction Coach	Title I	1
Rudy Rodriguez	Instructional Coach	Title I	1
Sandra Acosta	Instructional Coach	Title I	1

District CNA Demographic Committee

Committee Role	Name	Position
Administrator	Christine Sanchez	Co-Chair
Administrator	Ana Lira	Co-Chair
Administrator	Angie Morales	Project Lead
Administrator	Leticia Gutierrez	Committee Member
Administrator	Debbie Williams-Gillford	Committee Member
District-level Professional	Marissa Jones	Project Lead
Administrator	Tanya Perez	Committee Member
Administrator	Michael Wagner	Committee Member

District CNA Student Achievement

Committee Role	Name	Position
Administrator	Ana Lira	Co-Chair
Administrator	Christine Sanchez	Co-Chair
Administrator	Monica Saldana	Project Lead
Administrator	Beulah Landeros	Committee Member
Administrator	Jamie Molina	Committee Member

District CNA Perceptions Committee

Committee Role	Name	Position
Administrator	Ana Lira	Co-Chair
Administrator	Christine Sanchez	Co-Chair
Administrator	Trina Cardenas	Project Lead
Administrator	Gabriela Rodriguez	Committee Member
Administrator	Joseph Acevedo	Committee Member
Administrator	Jessica Gonzales	Project Lead
Administrator	Jerry Hoadley	Committee Member
Administrator	James Montano	Committee Member
Administrator	Yolanda Cantu	Committee Member

District CNA Processes & Programs

Committee Role	Name	Position
Administrator	Ana Lira	Co-Chair
Administrator	Christine Sanchez	Co-Chair
Administrator	Grace Leimann	Project Lead - Elem.
Administrator	Israel Rios	Project Lead - Secondary
Administrator	Cindy Sadler	Committee Member
District-level Professional	Louis Sanchez	Committee Member
Administrator	Carlos Muniz	Project Lead
District-level Professional	Raphael Fernandez	Committee Member
District-level Professional	Martin Medina	Committee Member

District Advisory Team

Committee Role	Name	Position
District-level Professional	Christine Sanchez	
District-level Professional	Michelle Hickman	
Administrator	Angie Morales	
Administrator	Michelle Apodaca	
District-level Professional	Julieta Rodriguez	
Administrator	alicia bolt	
Administrator	Flor Robinson	
Administrator	Kevin Phillips	
Administrator	Rene Gallegos	