

Jubilee Academies
District Improvement Plan
2022-2023

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Provide a nurturing community focused on leadership & educational excellence.

Vision

The Premier Choice in Education

Value Statement



Table of Contents

..... 2

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 6
 - District Processes & Programs 14
 - Perceptions 18
- Priority Problem Statements 19
- Comprehensive Needs Assessment Data Documentation 21
- Goals 23
 - Goal 1: Jubilee Academies will continue to recruit, retain, and support the most qualified and effective educators 24
 - Goal 2: Jubilee Academies will build a strong foundation of academic skills in reading, math, science and social studies. 29
 - Goal 3: Jubilee Academies will connect all students to career and college pathways. 37
 - Goal 4: Jubilee Academies will create high performing schools. 42
 - Goal 5: Jubilee Academies will provide a safe and secure environment focused on the physical and mental well being of both students and staff. 48
- Title I Personnel 51
 - Goal 1 52
- CNA- Processess 53
- 2022-2023 Goal 3: DIP Committee 54
- District Improvement & Planning Committee 55

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

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

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

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

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

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

Problem Statement 3 (Prioritized): Staff turnover is high. **Root Cause:** The campus and district culture needs improvement.

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

Problem Statement 5: Jubilee

Student Learning

Student Learning Summary

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

As we reviewed the 2018-2019 school year STAAR/EOC results and school overview accountability rating for Jubilee Academies was a 79, which resulted in the district being rated a

“C”. This was an increase from the 2017-2018 school year, where Jubilee Academies was rated a “D” with a score of 65.

According to the latest data from STAAR/EOC, Jubilee Academies performance in the Domains are as follows:

Domain 1

The Domain 1’s overall scale score was an 80 (up from a 63 in 2017-2018). The Domain 1 STAAR Performance score was a 62 (down from a 65 in 2017-2018). The Domain 1 College, Career and Military Readiness scale score was an 89 (up from a 45 in 2017-2018). The Domain 1 Graduation Rate scale score was a 100 (up from 95 in 2017-2018).

The following tables contain comparisons of the 2017-2018 and 2018-2019 percentage passing by All Students, Race/Ethnicity, and Student Groups for Domain 1 STAAR Performance.

2016-17 school year the state used a different accountability system. 2016-2017 the state looked at indexes and not domains. Jubilee Academies Met Standard for the 2016-2017 school year but did not meet the standards in Index one (Student Achievement). The score that the district received was a 59 and needed a score of a 60.

In all subject areas throughout the district we scored about 10% lower than the state average at the approaches level during the 2016-2017 & 2017-2018 school years. In the 2018-2019 school year Jubilee Academies was about 14% lower than the state average at the approaches level.

During the 2016-2017

2017-2018 school years Jubilee academies scored about 15% lower than the state average at the meets level and in the 2018-2019 school year Jubilee was 19% lower than the state average for the meets level.

At the master’s level Jubilee academies during the 2017-2018 school year were about 7% lower, 2017-2018 10% lower, and in 2018-2019 12% lower than the state average at the master’s level.

Jubilee scores stayed the same throughout the three-year period while that state averages increased each year depicting a larger gap between district and state averages for a three-year period.

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

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

	All Subjects								
	All Students			19 District			21 District		
	18 District	18 Region	18 State	19 District	19 Region	19 State	21 District	21 Region	21 State
Approaches or above	66%	75%	77%	64%	76%	78%	44%	64%	67%
Meets or above	18	18	18	19	19	19	21	21	21
	32%	46%	48%	31%	47%	50%	18%	38%	41%

All Subjects

Masters	18	18	18	19	19	19	21	21	21
	12%	20%	22%	12%	22%	24%	6%	16%	18%

ELA/Reading

All Students

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

Mathematics

All Students

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

Writing

All Students

Approaches or above	18 District 55%	18 Region 63%	18 State 66%	19 District 56%	19 Region 65%	19 State 68%	21 District 37%	21 Region 53%	21 State 58%
Meets or above	18 28%	18 39%	18 41%	19 24%	19 35%	19 38%	21 13%	21 26%	21 30%
Masters	18 7%	18 11%	18 13%	19 6%	19 12%	19 14%	21 2%	21 7%	21 9%

Science

All Students

	18 District	18 Region	18 State	19 District	19 Region	19 State	21 District	21 Region	21 State
Approaches or above	69%	79%	80%	66%	80%	81%	43%	68%	71%
Meets or above	18	18	18	19	19	19	21	21	21
	34%	49%	51%	33%	53%	54%	14%	40%	44%
Masters	18	18	18	19	19	19	21	21	21
	11%	22%	23%	11%	23%	25%	5%	17%	20%

Social Studies

All Students

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

Domain 2

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

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

Academic Growth: ELA/Reading and Mathematics

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

Academic Growth: ELA/Reading Only

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

Academic Growth: Mathematics Only

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

Domain 3

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

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

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

Bilingual Data:

CCMR: Data

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

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

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

Elementary District Assessment

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

ELAR

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

Third grade students showed a decrease from the 1st-2nd Six Weeks assessment to the third six weeks assessment from. They decreased from a 29.3% to 21.7%. Third grade students taking it in Spanish showed an increase from 29.3% to 66.7%.

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

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

Math

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

Third grade students showed a decrease from the 1st-2nd Six Weeks assessment to the third six weeks assessment in math. They decreased from 37.2% to 31.5%. For our students that took it in Spanish, it decreased from a 57.2% to 28.6%.

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

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

Science

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

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

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

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

Social Studies

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

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

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

Secondary District Assessment

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

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

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

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

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

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

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

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

Problem Statements Identifying Student Learning Needs

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

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

Problem Statement 3: Student performance is below the state average in science by 30 percentage points (State 44%/Jubilee 14% Meets). **Root Cause:** There is a need to increase

teacher capacity in science process skills to include observing qualities, measuring quantities, sorting/classifying, inferring, predicting, experimenting, and writing.

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

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

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

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

District Processes & Programs

District Processes & Programs Summary

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

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

- Tutoring – Before school, after school, and during the day
- RTI (Response to Intervention) - Tier 2 and Tier 3 students. Tier 2 teacher led and Tier 3 interventionist, tutors, etc.
- CTE (Career and Technology Education) – At risk students getting real world, hands on experiences that will better prepare them for life after high school. Project based learning that carries over into their core classes.
- Dual credit courses - On line and on junior college campus classes for Jubilee 9th grade through 12th grade. Higher level learning for these students.
- AP (Advanced Placement) courses offers a rigorous curriculum. Data shows these courses better prepare students for academic challenges.
- ESL (English Second Language) program for K-12 grades is a strong Jubilee program that focuses on individual student needs.
- ASVAB – Career Inventory Assessment
- TSI – College Readiness

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

- This is the first year that dyslexia have received funds from the state. District goal for the 2022-2023 school year is all dyslexia teachers will be trained in a district wide reading curriculum and certified to test dyslexia students. Numbers in dyslexia are increasing throughout the district due to screeners and teachers certified to test for dyslexia.
- This is the second year for implementation for CTE. 9 campuses offer CTE courses 1100 students serviced through CTE courses.
- Bilingual/ESL –
- Gifted/Talented – In progress

Special Education: A majority of our special education teachers provide a quality and consistent program for their students at all levels. They teach to the standards to the individual students with IEP's with fidelity. We will focus on improvement by supporting teachers and support staff who are not consistent with their instructional focus on IEP goals and standards-based instruction through professional development and mentoring. The administration will consistently monitor classroom instruction and compliance through classroom and school observations. We will review and monitor

assessment and IEP goal data to support our feedback and mentoring cycles. Jubilee offers many services including; inclusion support for students, Content Mastery Classes, life skills courses, and self-contained classrooms. We provide behavior intervention support along with social-emotional learning support for all children.

- Jubilee has upper level science courses, technology, art and mathematics. The only area that needs to be developed in the Jubilee district would be in engineering.
- Post-secondary opportunities
- STEAM dual credit opportunities
- Advanced Placement courses
- College Algebra
- Pre-Cal
- Math Olympics
- Anatomy and Physiology
- Vase (UIL Competition)
- Athletic Conditioning
- Career & Technical Student Organizations (competition)

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

Personnel:

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

we notify the campus hr liaison with on-boarding paperwork and hr liaison checklist. The first day of employment is when employee the employee has accepted the position, completes the following trainings: Child Abuse, Civil Rights training, Suicide Prevention Training, and Sexual Harassment Training. All is then submitted back to HR.

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

Professional Practices:

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

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

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

Plan B- Distance Learning

- Online Platforms: Google Classroom, Class Dojo, Remind
- Work Packets
- Conference Breakout Sessions (twice a week)

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

- Curriculum Committees meet to collaborate and submit proposals.
- The Executive Curriculum Director makes decisions.
- Executive Curriculum Director presents to SLC for questions.

TECHNOLOGY:

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

District Processes & Programs Strengths

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

Problem Statements Identifying District Processes & Programs Needs

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

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

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

Problem Statement 4 (Prioritized): Staff turnover is high. **Root Cause:** The campus and district culture needs improvement.

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

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

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

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2 (Prioritized): There is a need to actively support the emotional well-being of students.

Problem Statement 3 (Prioritized): Low parental involvement participation

Problem Statement 4 (Prioritized): Student attendance rate is below the state average

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

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics - District Processes & Programs

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

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

Problem Statement 5 Areas: Perceptions

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

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

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

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

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

Problem Statement 2 Areas: District Processes & Programs

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

Root Cause 6:

Problem Statement 6 Areas: Perceptions

Problem Statement 4: Staff turnover is high.

Root Cause 4: The campus and district culture needs improvement.

Problem Statement 4 Areas: Demographics - District Processes & Programs

Problem Statement 7: Low parental involvement participation

Root Cause 7:

Problem Statement 7 Areas: Perceptions

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

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

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

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

Root Cause 8:

Problem Statement 8 Areas: Perceptions

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

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

Problem Statement 10 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Goals





Revised/Approved: June 30, 2022

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

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

Evaluation Data Sources: Human Resources applicant software

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

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

Performance Objective 1 Problem Statements:

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

District Processes & Programs

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

Perceptions

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





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

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

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

Evaluation Data Sources: Employee Census Report

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

Strategy 3 Details	Reviews			
<p>Strategy 3: Continuously teach and mentor our district leaders on the art of effective leadership, using our weekly SLC, Leader's meetings, quarterly meetings, and any other opportunity that presents itself. Also use surveys to track the effectiveness of this strategy on the perceptions of all district employees on their level of confidence in their leaders ability to lead effectively.</p> <p>Strategy's Expected Result/Impact: Significant increase in employee retention which should also contribute to a higher level of student retention.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p> <p>Problem Statements: Demographics 1, 3 - District Processes & Programs 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Offer a district mentor program that supports novice teachers by matching them with experienced colleagues, and also by offering professional development through a set of series via virtual learning.</p> <p>Strategy's Expected Result/Impact: New to the field teachers will be able to function and become effective with teaching practices by identifying and correcting gaps in pedagogical skills and knowledge.</p> <p>Staff Responsible for Monitoring: Associate Superintendent - RGV Region</p> <p>Problem Statements: Demographics 3 - District Processes & Programs 4</p> <p>Funding Sources: Stipends for mentors - 211 - Title I, Part A, Mentor/Mentee Training - 211 - Title I, Part A - \$80,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide teachers and staff opportunities for fostering their own physical and mental health to help to support students' health and academic success. School staff can give their best when they feel their best.</p> <p>Strategy's Expected Result/Impact: Increase staff morale and have a positive impact on culture and student achievement.</p> <p>Staff Responsible for Monitoring: Associate Superintendent</p> <p>Problem Statements: Demographics 2, 3, 4 - District Processes & Programs 3, 4, 5 - Perceptions 2, 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Jubilee Academies lacks strong processes and procedures that are clearly written and well communicated. Root Cause: Leadership has not enforced the need for processes and a lck of internal controls..</p>
<p>Problem Statement 2: District Attendance rates have dropped from 96% to 92%. Root Cause: On-line learning and Covid-19</p>

Demographics

Problem Statement 3: Staff turnover is high. **Root Cause:** The campus and district culture needs improvement.

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

District Processes & Programs

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

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

Problem Statement 4: Staff turnover is high. **Root Cause:** The campus and district culture needs improvement.

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

Perceptions

Problem Statement 2: There is a need to actively support the emotional well-being of students.

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

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

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





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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional learning opportunities to support reading and writing instruction of all students including special education and emerging bilingual learners.</p> <p>Strategy's Expected Result/Impact: Increase student outcomes and improve teacher capacity.</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum & Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Effective reading and writing strategies PD - TCLAS 3B - 279 - \$20,000, TEKS based instruction PD - FSP 420-PIC 99 Undistributed - \$10,000, STAAR Redesign PD - 274-GEAR UP - 274-13-6239 - \$35,000, Core Reading Program/Curriculum resources software PD - 211 - Title I, Part A - 211-11-6395 - \$20,000, Supplemental Pay - 211 - Title I, Part A, Light snacks - 211 - Title I, Part A - \$1,500, Travel - 211 - Title I, Part A, Supplies and resources - 211 - Title I, Part A - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide high quality core curriculum and supplemental reading and writing resources to all student populations.</p> <p>Strategy's Expected Result/Impact: Increase student outcomes</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum & Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Reading core resources/ Interventions (digital/print) - TCLAS 3B - 279 - \$200,000, STAAR Prep (digital/print) - FSP 420-PIC 99 Undistributed - \$200,000, Level readers/novels - FSP 420-PIC 99 Undistributed - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Curriculum & assessment writing in reading and project based-learning development.</p> <p>Strategy's Expected Result/Impact: Increase student outcomes in reading</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum & Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Supplemental Pay - FSP 420-PIC 99 Undistributed - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide instructional coaches to build teacher capacity in effective reading practices.</p> <p>Strategy's Expected Result/Impact: Increase student outcomes in reading and build teacher capacity</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum & Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Instructional Coach Salaries - TCLAS 3B - 279 - \$500,000, Professional learning - TCLAS 3B - 279 - \$100,000, Supplies - FSP 420-PIC 99 Undistributed - \$40,000, Instructional Coaches Salary - 211 - Title I, Part A - \$40,172, Instructional Coach Travel - 211 - Title I, Part A - \$1,150</p>	Formative			Summative
	Nov	Jan	Mar	June
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



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

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

HB3 Goal

Evaluation Data Sources: STAAR Data, formative assessments

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

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

Performance Objective 2 Problem Statements:

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





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

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

HB3 Goal

Evaluation Data Sources: STAAR Data, Benchmarks/assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional learning opportunities to support science instruction Strategy's Expected Result/Impact: Increased student outcomes and build teacher capacity Staff Responsible for Monitoring: Associate Superintendent of Curriculum & Instruction</p> <p>Problem Statements: District Processes & Programs 2 Funding Sources: Effective science strategies PD - 274-GEAR UP - \$10,000, TEKS based instruction/ Project based -learning PD - 274-GEAR UP - \$10,000, STAAR Redesign - FSP 420-PIC 99 Undistributed - \$10,000, Core science program/science resources software PD - FSP 420-PIC 99 Undistributed - \$5,000, Supplemental Pay - 274-GEAR UP - \$5,000, Light snacks - FSP 420-PIC 99 Undistributed - \$1,500, Supplies and materials - 211 - Title I, Part A - \$1,000, Travel - FSP 420-PIC 99 Undistributed - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide high quality science core curriculum and supplemental resources Strategy's Expected Result/Impact: Increased student outcomes Staff Responsible for Monitoring: Associate Superintendent of Curriculum & Instructions</p> <p>Problem Statements: District Processes & Programs 2 Funding Sources: science core resources/ interventions (digital/print) - FSP 420-PIC 99 Undistributed - \$200,000, lab materials/manipulatives - FSP 420-PIC 99 Undistributed - \$30,000, STAAR Prep (digital/print) - FSP 420-PIC 99 Undistributed - \$50,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Curriculum writing & assessment writing in science and project based-learning development. Strategy's Expected Result/Impact: Increase student outcomes in science Staff Responsible for Monitoring: Associate Superintendent of Curriculum & Instruction</p> <p>- Results Driven Accountability Funding Sources: Supplemental Pay - FSP 420-PIC 99 Undistributed - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June

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

Performance Objective 3 Problem Statements:

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





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

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

HB3 Goal

Evaluation Data Sources: STAAR Data, Benchmarks/assessments

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

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

Performance Objective 4 Problem Statements:

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





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

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

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ample opportunities for students to test. Strategy's Expected Result/Impact: College acceptance, reduced drop-out rates Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 6 - District Processes & Programs 1, 2 Funding Sources: Testing Resources (Software) - FSP 420-PIC 99 Undistributed - \$5,000, BootCamps (5th, 6th, 7th, & 8th grades) - 274-GEAR UP - \$60,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Jubilee Academies will connect all students to career and college pathways. Strategy's Expected Result/Impact: Students will graduate high school with college credits and obtain industry-based certifications Staff Responsible for Monitoring: Associate Superintendent</p> <p>Problem Statements: Demographics 4 - District Processes & Programs 2, 5 - Perceptions 6 Funding Sources: CTE Industry Based Certifications - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6499-00-001-2-22-0-0 - \$3,500, CTE Industry Based Certifications - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6499-00-004-2-22-0-0 - \$3,000, CTE Industry Based Certifications - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6499-00-009-2-22-0-0 - \$2,000, CTE Industry Based Certifications - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6499-00-010-2-22-0-0 - \$5,000, CTE Dual Credit Enrollment Fees - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6223-00-999-2-22-0-00 - \$70,000, CTE Dual Credit Textbooks - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6399-00-999-2-22-0-00 - \$20,000, TSC Nursing program - FSP 420-PIC 22 State Career & Technical Ed (CTE) - \$13,440</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide students opportunities to participate in career and technology education courses and programs of study.</p> <p>Strategy's Expected Result/Impact: Increase student enrollment in CTE courses and completion rate.</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum & Instruction</p> <p>Problem Statements: Demographics 1, 4 - District Processes & Programs 1, 2, 5 - Perceptions 6</p> <p>Funding Sources: CTE Teacher Supplies - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6399-00-001-2-22-0-00 - \$4,000, CTE Software/ICEV/Licenses - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6395-00-001-2-22-0-00 - \$4,500, PLTW Durables and Comsumables - FSP 420-PIC 22 State Career & Technical Ed (CTE) - \$100,000, CTE Teacher Supplies - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6399-00-004-2-22-0-00 - \$17,500, CTE Software/ICEV/Licenses - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6395-00-004-2-22-0-00 - \$3,000, CTE Computer Lab - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6395-00-004-2-22-0-00 - \$40,000, CTE Teacher Supplies - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6399-00-009-2-22-0-00 - \$2,000, CTE Software/ICEV/Licenses - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6395-00-009-2-22-0-00 - \$3,000, CTE Teacher Supplies - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6399-00-010-2-22-0-00 - \$21,000, CTE Software/ICEV/Licenses - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6395-00-010-2-22-0-00 - \$11,000, PLTW Durables and Consumables - FSP 420-PIC 22 State Career & Technical Ed (CTE) - JLA - \$25,000, CTE Teacher Supplies - FSP 420-PIC 22 State Career & Technical Ed (CTE) - JLA - \$2,000, PLTW Durables and Consumables - FSP 420-PIC 22 State Career & Technical Ed (CTE) - JH - \$16,000, CTE Supplies - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6399-00-006-2-22-0-00 - \$4,000, CTE Software/ICEV/Licenses - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6395-00-006-2-22-0-00 - \$2,000, CTE Supplies - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6399-00-013-2-22-0-00 - \$4,000, CTE Software/ICEV/Licenses - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6395-00-013-2-22-0-00 - \$2,000, CTE Supplies - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6399-00-005-2-22-0-00 - \$4,000, CTE Software/ICEV/Licenses - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6395-00-005-2-22-0-00 - \$2,000, PLTW Durables and Consumables - FSP 420-PIC 22 State Career & Technical Ed (CTE) - JHH - \$49,616, CTE Supplies - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6399-00-002-2-22-0-00 - \$4,000, CTE Software/ICEV/Licenses - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6395-00-002-2-22-0-00 - \$2,000, CTE Student Travel - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6412-00-XXX-2-22-0-00 - \$30,000, CTE CTSO Dues and Fees - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6495-00-999-2-22-0-DI - \$20,000, CTE District Adobe Licenses - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-11-6395-00-XXX-2-22-0-00 - \$15,000, PLTW Durables and Consumables - FSP 420-PIC 22 State Career & Technical Ed (CTE) - \$97,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

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

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

Student Learning

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

District Processes & Programs

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

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

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

Perceptions





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

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

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

Evaluation Data Sources: Student portfolio

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

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

Performance Objective 2 Problem Statements:

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

Goal 4: Jubilee Academies will create high performing schools.



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

High Priority

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

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

Problem Statements: Demographics 1, 3 - District Processes & Programs 1, 4				
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 1 Problem Statements:

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

Goal 4: Jubilee Academies will create high performing schools.

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

Evaluation Data Sources: Data reports, assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the district data fellow to assist with the development of a data management system.</p> <p>Strategy's Expected Result/Impact: Improved data turn-around time. Improved student achievement,</p> <p>Staff Responsible for Monitoring: Associate Superintendent</p> <p>Problem Statements: Demographics 1, 2, 4 - District Processes & Programs 1, 2, 3, 5 - Perceptions 5, 6</p> <p>Funding Sources: Data Fellow - 282 - ESSER III, Travel for Data Fellow - 282 - ESSER III, supplies/materials/software - 282 - ESSER III, Training Series Support - 211 - Title I, Part A - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of our Jubilee Campus leaders and teachers will maintain a campus Scoreboard and data walls focusing on Meets and Masters scores.</p> <p>Strategy's Expected Result/Impact: Improve student achievement</p> <p>Staff Responsible for Monitoring: Associate Superintendent</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 2 - District Processes & Programs 1, 3 - Perceptions 5</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

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

District Processes & Programs

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

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

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

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

Perceptions

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

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





Goal 4: Jubilee Academies will create high performing schools.

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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and other campus staff will be trained in lesson alignment, formative assessments, data driven instruction, PLCs, curriculum, etc.</p> <p>Strategy's Expected Result/Impact: Increase campus overall performance</p> <p>Staff Responsible for Monitoring: Associate Superintendent</p> <p>Problem Statements: Demographics 1, 3, 4 - District Processes & Programs 1, 2, 4, 5 - Perceptions 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize a platform that will allow Jubilee to utilize multiple walk-through forms/observations in order to determine patterns and trends across campuses and district.</p> <p>Strategy's Expected Result/Impact: In depth teacher learning that results in increased student achievement for at-risk students.</p> <p>Staff Responsible for Monitoring: Associates and Principals</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: Platform for Observations - 211 - Title I, Part A - \$36,900</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Train and coach 100% of campus and district leaders in improving campus and district culture practices.</p> <p>Strategy's Expected Result/Impact: Improved campus culture and reduced referrals</p> <p>Staff Responsible for Monitoring: Associates, Pillar Leaders,</p> <p>Problem Statements: Demographics 1, 3, 4 - District Processes & Programs 1, 4, 5 - Perceptions 6</p> <p>Funding Sources: Supplies & Materials - 211 - Title I, Part A - \$1,000, Jubilee Strong Start - 289 - Title IV Part A - \$1,000, Culture Cards for Training in DDC - 211 - Title I, Part A - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics

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

Problem Statement 3: Staff turnover is high. **Root Cause:** The campus and district culture needs improvement.

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

District Processes & Programs

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

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

Problem Statement 4: Staff turnover is high. **Root Cause:** The campus and district culture needs improvement.

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

Perceptions





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

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

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

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

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

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide student incentives and or rewards for perfect attendance to Increase the overall district attendance rate. Strategy's Expected Result/Impact: Financial Impact for the positive. Staff Responsible for Monitoring: Truancy Officers and Student Support Services Director</p> <p>Problem Statements: Demographics 2 - District Processes & Programs 3 - Perceptions 5 Funding Sources: Truancy Officers - 211 - Title I, Part A, Student Incentives/Rewards - 274-GEAR UP, Staff Incentives/Rewards - FSP 420-PIC 99 Undistributed</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Offer a variety of engagement opportunities for parents, students and family. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Associate Superintendent for C&I</p> <p>Problem Statements: Perceptions 3 Funding Sources: Parent Univ. Supplies and Materials - 274-GEAR UP - \$5,000, Travel for staff to Parent Univ. - 274-GEAR UP - \$10,000, Title I Liaison - 211 - Title I, Part A - \$30,000, GearUp Support - 274-GEAR UP - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Operate and maintain a Federal and State grant programs department. This department will provide support and opportunities for all students including McKinney Vento, Military Connected and Foster students (other student populations OSP). Strategy's Expected Result/Impact: Increase Jubilee OSP student achievement Staff Responsible for Monitoring: Associate Superintendent</p> <p>- Results Driven Accountability Problem Statements: Demographics 2, 4 - District Processes & Programs 3, 5 - Perceptions 2, 3, 4, 5, 6 Funding Sources: McKinney Vento - Title I liaison Salary - 211 - Title I, Part A - \$36,195, Foster Student Transportation - 211 - Title I, Part A - \$200, Direct Administrative Salaries - 211 - Title I, Part A - \$233,479, Compliance Document and Improvement Plan Management System - 211 - Title I, Part A - \$16,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics

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

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

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

District Processes & Programs

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

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

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

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

Perceptions

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

Problem Statement 2: There is a need to actively support the emotional well-being of students.

Problem Statement 3: Low parental involvement participation

Problem Statement 4: Student attendance rate is below the state average

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

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

Title I Personnel

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

Goal 1

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

CNA- Processess

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

2022-2023 Goal 3: DIP Committee

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

District Improvement & Planning Committee

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