

Jubilee Academies
Jubilee Brownsville
2023-2024 Campus Improvement Plan



Mission Statement

To provide a nurturing community focused on leadership and educational excellence.

Vision

The premier choice in education.

Core Beliefs

The Jubilee Way

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

How we conduct business; interact with our board members, each other, parents and students; and why we do it that way is extremely important to our culture.

In order to sustain the Jubilee culture and pass **The Jubilee Way** on to the next generation of leaders, we have compiled the following axioms as a guide for all.

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

Jubilee's Cultural Values

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Comprehensive Needs Assessment

Revised/Approved: December 1, 2022

Demographics

Demographics Summary

<p>PARENTS/GUARDIANS and COMMUNITY</p> <p style="text-align: center;">APs</p>	<p>What does community crime data reveal? Is the community viewed as a safe place to live and raise children?</p> <p>Data reveals Brownsville is considered one of the safest cities in Texas to live in. The number of crimes are not as high as other cities in the state and in the country. Out of 5,620 reported crimes 846 of them were classified as violent. Meaning the crime rate in 2019 had a 30.75 percent of total crimes of which 4.63 were classified as Violent.</p> <p>Is there a prison or juvenile detention center nearby? Does this create needs for our students?</p> <p>The detention center closest to us is the Cameron County Detention Center in Olmito, TX.(Carrizales-Rucker.)</p> <p>While there was not online information on the specific adult services for Carrizales-Rucker Detention Center, bop.gov (Federal Bureau of Prisons) did mention that all institutions offer literacy classes, GED certificates for a minimum of 240 hrs, general labor classes, parenting classes, wellness education classes and library services.</p> <p>Are there universities and/or community colleges in our community? How do we interact with them?</p> <p>There are three main colleges in Brownsville Texas. The University of Texas Rio Grande Valley, Regional campus The University of Texas Health Science and TSC. We partner with these institutions in high school (Dual Enrollment); as well, they offer scholarships and grants that give students the opportunity to begin their career.</p>
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Demographics Strengths

Jubilee Brownsville provides a rigorous curriculum, in a loving and nurturing culture to help every student, staff member, parent and community member be successful. We have strong partnerships and engage with higher education agencies such as the University of Texas Rio Grande Valley, Texas Southmost College, Texas State Technical college, and Cameron County Education Initiative in order to provide her education opportunities for our students. These partnerships allow us to provide dual enrollment courses and certifications for our students.

Professional development is offered to all teachers' veteran/new constantly throughout the year whether it be a refresher on procedures, introduction to subjects, or training on new platforms; the administration and instructional coaches look to see areas of improvement and offer training in all areas.

Teachers and staff attend weekly PD, and receive advice and feedback from experienced teachers and administrators. Teachers implement MTSS to help struggling students to succeed and reach their goals.

Effective teachers work in collaboration with other teachers and share ideas and information. Shows respect by keeping an open mind and accepting the different teaching styles. The effective teacher leads by example, observes other teachers and is observed.

For 2023-24, JB will continue to provide Spanish and ART courses for 7th and 8th graders to gain high school credit. Additionally, a music course will be added for middle school students. Campus efforts to improve instruction and academic performance have facilitated continued increase and enrollment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Jubilee Brownsville students need additional academic support. **Root Cause:** 71.2% of Jubilee students are at Risk.

Problem Statement 2 (Prioritized): All Jubilee Brownsville students have a high demand for instructional resources. **Root Cause:** Jubilee has a high percentage rate of 71.2 at Risk, 5.4 % Special Education and 49% Bilingual students.

Problem Statement 3 (Prioritized): Jubilee Brownsville teachers and students must improve the state standardized test scores. **Root Cause:** Jubilee Brownsville teachers and students need support regarding STAAR 2.0.

Student Learning

Student Learning Summary

(Must update after August 2023)

Course Subject	Did Not Meet	Approaches	Meets	Masters
3 rd Grade English Reading	21/44= 47.7%	23/44= 52.2%	7/44=15%	2/44=.04%
3 rd Grade Spanish Reading	2/5 = 40%	3/5= 60%	1/5 = 20%	0%
3 rd Grade English Math	34/44=77.2	10/44= 22.7%	1/44=.02%	1/44=.02%
3 rd Grade Spanish Math	5/5=100%	0%	0%	0%
4 th Grade English Reading	17/39=43.5%	22/39= 56.4%	5/39=12.8%	0%
4 th Grade Spanish Reading	5/5=100%	1/1= 20%	1/1=20%	0%
4 th Grade English Math	31/40=77.5%	9/40= 22.5%	2/40=.05%	1/40=.02%
4 th Grade Spanish Math	4/5=80%	1/5= 20%	0%	0%
4 th Grade English Writing	18/43=41.8%	25/43= 58.1%	8/43=18.6	0%
4 th Grade Spanish Writing	5/6=83.3%	1/6= 16%	1/6= 16%	0%
5 th Grade English Reading	26/65=40%	39/65= 60%	20/65=30.7%	8/65=12%
5 th Grade Spanish Reading	NA	NA	NA	NA
5 th Grade English Math	46/68=67.6%	22/68= 32.3%	8/68=11.7%	4/68=.05%
5 th Grade Spanish Math	NA	NA	NA	NA

Course Subject	Did Not Meet	Approaches	Meets	Masters
5 th Grade English Science	44/63=69.8%	19/63= 30.1%	4/63=.06%	1/63=.01%
5 th Grade Spanish Science	NA	NA	NA	NA

Course Subject	Did Not Meet	Approaches	Meets	Masters
6 th Grade English Reading	52/106=49%	54/106= 50.9%	19/106=17.9%	10/106=.09%
6 th Grade English Math	56/105=53.3%	49/105= 46.6%	15/105=14.2%	3/105=.02%
7 th Grade English Reading	42/94=44.6%	52/94= 57.4%	32/94=34%	20/94=21.2%
7 th Grade English Math	54/85=63.5%	31/85= 36.4%	13/85=15.2%	4/85=.04%
7 th Grade English Writing	62/99=62.6%	37/99= 37.3%	16/99=16.1%	2/99=.02%
8 th Grade Social Studies	87/127=68.5%	40/127= 31.4%	11/127=.08%	5/127=.03%
8 th Grade Science	75/123=60.9%	48/123= 39%	16/123=13%	5/123=.04%
8 th Grade EOC Algebra I	22/38=57.8%	16/38= 42.1%	5/38=13%	2/38=.05%
9 th Grade EOC Algebra I	55/65=84.6%	10/65= 15.3%	0%	0%
9 th Grade EOC Biology	39/110=35.4%	71/110= 64.5%	17/110=15.4%	0%
9 th Grade EOC English I	53/115=46%	57/110= 51.8%	44/110=4%	2/110=.01%

Course Subject	Did Not Meet	Approaches	Meets	Masters
10 th Grade EOC Algebra I	5/6=83.3%	1/6= 16%	0	0
10 th Grade EOC Biology	0/1=0%	1/1= 100%	0	0
10 th Grade EOC English I	1/1=100%	0/1= 0%	0	0
10 th Grade EOC English II	36/75=48%	39/75= 52%	30/75=40%	6/75=.08%
10 th Grade EOC US History	0/16=0%	16/16= 100%	14/16=87.5%	7/16=43.7%
11 th Grade EOC Algebra	1/1=100%	0/1= 0%	0	0
11 th Grade EOC English I	4/5=80%	1/5= 20%	0	0
11 th Grade EOC English II	3/4=75%	1/4= 25%	1/4=25%	0
11 th Grade EOC US History	14/65=	51/65= 78.4%	36/65=55.3%	17/65=26.1%
12 th Grade EOC Algebra I	0/1=0%	1/1= 100%	1/1=100%	1/1=100%
12 th Grade EOC English I	2/2=100%	0/2= 0%	0	0
12 th Grade EOC English II	9/11=81.8%	2/11= 18.1%	1/11=.09%	0
12 th Grade EOC US History	1/2=50%	1/2= 50%	1/2=50%	0

At least 60% of Jubilee Brownsville students are below grade level in Reading/ELAR in grades 6th - 12th.

At least 85% of Jubilee Brownsville students are below grade level in Math in grades 6th- 12th.

At least 85% of Jubilee Brownsville students are below grade level in Science in grades 8th- 12th.

At least 45% of Jubilee Brownsville students are below grade level in Social Studies in grades 8th, 10th - 12th.

Student Learning Strengths

The Jubilee Brownsville Students have the resources needed and effective teachers to increase academic achievement.

The Jubilee Brownsville students that took the Dual Enrollment US History class with a TSC professor scored 88% Meets on the STAAR/EOC during the 2021-22 school year.

Jubilee Brownsville is now a P-TECH campus, which amplifies student opportunities.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Jubilee Brownsville teachers need require further training and campus PD regarding data analysis and action planning. **Root Cause:** Jubilee Brownsville data shows that more students need to be in the approaches, meets and masters.

Problem Statement 2 (Prioritized): Jubilee Brownsville students must begin tutorials early in the school year. **Root Cause:** Jubilee Brownsville students need the extra support to meet the state standardized assessments requirements.

Problem Statement 3 (Prioritized): Jubilee Brownsville must offer more Honors and AP Courses, which requires teachers to obtain the College Board AP certificate. **Root Cause:** Instructional rigor must improve, therefore facilitating alignment between course grades and state /national assessments .

School Processes & Programs

School Processes & Programs Summary

<p>PERSONNEL – POLICY AND PROCEDURES</p>	<p>What is the process for recruiting and retaining high quality staff? Explain the recruitment, hiring, placement, development, evaluation, and advancement of high-quality staff, including highly qualified paraprofessionals. (Note: Some districts or charters might consider this to be a district-level or charter-level responsibility and not a campus responsibility.)</p> <p>New teachers have a mentor and they participate in professional development. Veteran teachers have professional development as well. All the teachers are provided with instructional resources, planning periods, training via consultants and specifically for their content area.</p>
<p>PROFESSIONAL PRACTICES</p>	<p>What is planned for professional development? Describe how professional development is planned and the current impact it provides.</p> <p>Professional development is created by the curriculum and instruction department of the district. Before the school year begins, teachers have one week of professional development which provides the teachers important information they need before the school year starts. Teachers obtain expectations and clear instructions on new updated information that must be completed throughout the year. Teachers have ongoing professional development throughout the school year, rotate in between district and campus schedules. Professional development also assists teachers with the creation of their lesson plans by reviewing the TEKS and implementation guides. Teachers and instructional coaches collaborate with one another to ensure they are presenting the required material to their classrooms. Professional development has been impacting the education system as a whole in a positive manner. New teachers have been able to learn the expectations and necessary tools that are needed in their classrooms; whereas the experienced teachers are able to assist others and keep updated with the changes within the school year.</p> <p>How are decisions made in our district/Jubilee Brownsville? Describe how PLCs or other leadership groups participate in decision making.</p> <p>Decision making is facilitated by the Leadership Team (campus admin) and they collaborate with assistant principals, campus pillars, staff via faculty meetings, and PTO meetings. In regard to curriculum decisions, we have the Instruction Leadership Team (I.L.T), to review and analyze data which translates to the delivery and support of instruction in the classroom. In addition, the district instructional coaches are the connection to the teachers.</p>

They gather teacher's feedback about initiatives being implemented, resources needed, or basic needs and they share this with the campus administration and curriculum directors to determine the best course of action. Additionally, surveys are also used to make decisions at the district level.

Do we include teachers and other staff in decision making? Discuss methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement. As far as student achievement, we have monthly faculty meetings to discuss the progress of the school in general and then we have weekly grade-level meetings and weekly data meetings for all students. We discuss what progress has occurred in the classroom. We are given opportunities to change or add instructional strategies, we are given the choice to choose the platforms and resources needed to deliver the proper instruction. We also include the special population team in order to have consistency in what we need to do for student success. Furthermore, the Campus Planning Team meets bi-monthly to plan and address campus-wide needs.

What are the goals for the campus and the district? What are the target areas and how will they be stated as measurable performance objectives? What data sources will be used throughout the year to monitor progress? How often?

Jubilee is committed to the goal of excellence in education for all students. Our campuses provide a safe and structured community focused on leadership, academics and a balance of mind and body for lifetime success. Based on our data, the areas of need of improvement are Math and Reading. The data sources that we will use include; CRIMSI, NWEA MAP, STAAR, SIRIUS, TEA Interim Assessments.

"How are the goals, performance objectives and strategies communicated? What expectations exist for formative and summative reviews?"

Goals, performance objectives, and strategies are effectively communicated at Jubilee Brownsville in several ways. In the classrooms, teachers explain to students the lesson's objectives and class expectations at the beginning of class. Teachers also communicate effectively with special population groups by having meetings where students' needs are addressed so no student is falling behind. As a whole, Jubilee Brownsville is able to communicate performance goals and strategies effectively through weekly data and group-level meetings; administrators add to this via Leadership Team meetings and I.L.T meetings weekly. Additionally, Weekly Data Meetings (WDMs) provide collaboration between teachers and administration regarding instruction and data specifically to identify student gaps for reteaching, in order to improve student performance in-sync with the TIL framework.

How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized?

The campus will ensure that the needs of all students are being met by analyzing data from CRIMSI, NWEA MAP, STAAR, SIRIUS, TEA Interim Assessments. Analyzing the data will allow us to understand where the learning gaps are and give us the opportunity to address each student with individualized instruction. Furthermore, this will allow us to properly plan for small group interventions, HB4545, MTSS, and after school tutorials.

Is the campus focused on improving student academic achievement? Is there a sense of urgency and strong commitment? What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on improvement?

Jubilee Brownsville is focused on improving student's academic achievement by closing the gaps and meeting all student's needs. All faculty and staff at Jubilee Brownsville are 100% committed to help each student and preparing them for success via academic growth. Current systems at Jubilee Brownsville focus on data analysis, WDMs, qualitative and quantitative feedback, teacher collaboration within a PLC framework to ensure students get the accommodations and assistance they require. Student progress paired with effective ongoing communication with parents reinforce our commitment to student achievement. All tasks and procedures ensure the campus is focused on continuous improvement and planning to ensure each student's academic success.

Is a school improvement monitoring calendar in place allowing the campus or district to revisit its strategies through a formative assessment process and make mid-course adjustments?

The 2023-2024 school calendar is in place and continuously updated to reflect instructional and social efforts/events/programs that align with campus and district goals. Scoreboards are also in place which allow teachers to track student progress and plan instruction accordingly. Additionally, DMAC is a key tool for teachers and the API to monitor student progress.

<p>PERSONNEL – POLICY AND PROCEDURES</p>	<p>What is the process for recruiting and retaining high quality staff? Explain the recruitment, hiring, placement, development, evaluation, and advancement of high-quality staff, including highly qualified paraprofessionals. (Note: Some districts or charters might consider this to be a district-level or charter-level responsibility and not a campus responsibility.)</p> <p>New teachers have a mentor and they participate in professional development. Veteran teachers have professional development as well. All the teachers are provided with instructional resources, planning periods, training via consultants and specifically for their content area.</p>
<p>PROGRAMS AND OPPORTUNITIES FOR STUDENTS</p>	<p>How do our special programs meet the needs of students? Explain anything significant with enrollment and participation in special education, bilingual/ESL, gifted/talented (include AP/IB and advanced graduation plans), career and technical education (CTE) and dyslexia treatment.</p> <p>Special Programs meet the needs of students with the help of individualized and group designed instruction, support and accommodations when identified as a necessity. This is done through numerous departments, faculty and staff working together. With local, state and federal policies considered, cohorts work through debriefs and professional developments to create common goals and expectations for all students and departments involved.</p> <p>Do we have a plan to implement and improve instruction in STEAM? Include a statement on the status of programming in science, technology, engineering, art and mathematics (STEAM), as appropriate.</p> <p>The 2023-24 school year will be the initial year for JB as a P-TECH campus. Implementation, continued research, district collaboration, and expanding student opportunities for certification and associate degrees continue.</p> <p>How do we provide guidance for students to plan postsecondary education or determine a career path? Describe data findings for how the school is meeting TEA’s priority for college, career and military guidance and counseling. Include any postsecondary education, military and career awareness and exploration activities. (TEA Priority)</p> <p>Our students and their parents are invited to attend presentations by college and military recruiters. They have access to CTE courses, TSI testing, AP courses and dual enrollment classes starting at 8th grade. Students are assigned an academic counselor who guides them through college, financial aid applications, scholarships, and links them to AP/Dual enrollment courses, if they qualify.</p> <p>Counselors also invite recruiters and people from different professions and</p>

military backgrounds to speak with our students, plan university campus visits, and have them take the ASVAB with the assistance of military personnel.

Counselors also plan senior parent nights and they invite local college admissions professionals, financial aid representatives, and provide laptops to complete forms. Parents and students still attend these very informative meetings.

What is the success rate of the integration of academic and CTE content? Discuss the success for any programs that coordinate and integrate academic and career and technical education content, curriculum-based entrepreneurship education.

The total population of students who are enrolled in CTE content include --- out of 594 students from grades 7-12th which is a population of --%. Jubilee Brownsville has the following CTE programs: PLTW, CNA, Law Enforcement, Graphic Design, and Engineering.

<p>PERSONNEL – POLICY AND PROCEDURES</p>	<p>What is the process for recruiting and retaining high quality staff? Explain the recruitment, hiring, placement, development, evaluation, and advancement of high-quality staff, including highly qualified paraprofessionals. (Note: Some districts or charters might consider this to be a district-level or charter-level responsibility and not a campus responsibility.)</p> <p>New teachers have a mentor and they participate in professional development. Veteran teachers have professional development as well. All the teachers are provided with instructional resources, planning periods, training via consultants and specifically for their content area.</p>
<p>PROCEDURES</p>	<p>How do we maximize instructional time? Review data on school conditions for learning, including protecting instructional time. Discuss anything significant. Example details might include master schedules, planning periods, PLCs, tutorials, beginning/ending times, extended day enrichment, summer school, etc.</p> <p>Our campus master schedule meets state requirements, and our students receive adequate instructional time through our schedule. All teachers have a planning period. During this time teachers focus on planning ahead of time and focus on skills which require more support and spiral curriculum to maximize instructional time. Campus level PLCs allow teachers to plan based on data and collaborate with peers within the the PLC setting. This is a time where teachers share ideas, discuss specific needs among the grade level and improve their teaching. It allows them the opportunity to align. PLC’s also allow teachers to build better relationships and align better to work towards a common goal. Additionally, Weekly Data Meetings (WDMs) provide collaboration between teachers and administration regarding instruction and data specifically to identify student gaps for reteaching, in order to improve student performance in-sync with the TIL framework.</p> <p>Campus data demonstrates that students need improvement in the areas of math and reading. We provide customized instruction via CRIMSI, data analysis from data sets such as, NWEA MAP, STAAR, TEA Interims, and ongoing instructional delivery focused on areas of need. Students benefit from tutorials therefore, they should be scheduled earlier in the year. In addition, we will continue to offer summer school for our students.</p> <p>How do we provide equitable services to all students? Discuss the status of equity of services for all students.</p> <p>Jubilee Brownsville provides the highest equitable services by integrating and understanding the commitments and requirements of the educational needs for all students receiving individualized services. Jubilee Brownsville provides special programs such as: special education, Section 504 services, and Dyslexia programs/support. As a Title I facility, we accommodate all students</p>

equitably. Furthermore, Jubilee Brownsville enhances and promotes a collaboration system that helps support the process of consultation and provision of services to all students, faculty and staff as we work together as partners to ensure fair and equitable opportunities for students.

What effective transition activities do we provide at various grade transitions? Explain data findings on procedures to support students during all transitions: early childhood into elementary, elementary into middle/junior high or junior high into high school, high school to postsecondary.

Jubilee Brownsville integrates the highest level of commitment to our students, faculty and staff. It is essential to maintain teacher-parent collaboration in order to ensure the best possible service to our students. Moreover, Jubilee Brownsville maintains a strong family-oriented system that supports the needs of our students. For example, Jubilee counselors initially meet with 5th graders transitioning to 6th grade, and 8th graders transitioning to high school for information and course work selection. Accordingly, Jubilee Brownsville administration conducts family meetings to inform parents and students of next level transitions. Some of the information covered by school counselors include TSI testing to ensure advanced placements, high school coursework, and possible college coursework. Jubilee Brownsville also hosts "Meet the Teacher" night to help students and parents familiarize themselves with the teacher as they transition into their new classroom environments. Transitioning from one grade level to another can sometimes be difficult for students, however, Jubilee is a Pre-K - 12th campus giving students an advantage, as they have gained familiarity with campus faculty and staff which allows a smooth grade level transition.

What is our classroom management plan? Discuss significant findings in classroom management and explain procedures used to reduce overuse of discipline practices that remove students from the classroom.

Jubilee's classroom management includes: Meet the Teacher night, the student handbook, the parent-student compact, ongoing Titan News communication, ClassDojo for elementary/REMIND App for secondary, and small group counseling to motivate students regarding their behavior in class. All students are to adhere to the student code of conduct found in the Student Handbook. For students that do not follow campus expectations, they may be asked to sign a contract that holds them accountable for their actions. This document outlines possible infractions. Violations of the infractions can incur further consequences, which are outlined in the document. Procedures for managing this behavior includes: student conferences, parent conferences and meetings with administration. Some strategies used to avoid discipline behaviors include the investment and initiative of the Jubilee Determined Destiny Values which embraces a campus wide Determined Destiny Culture. Students learn to build leadership skills surrounding these values: Joy, Understanding,

Balance, Integrity, Leadership, Empowerment and Excellence.

What is our plan for school safety? Discuss data for bullying, drug, violence and suicide prevention, as appropriate.

Jubilee Brownsville takes a proactive approach by educating the entire student body on the dangers and possible outcomes of bullying, drug use and violence. Jubilee Brownsville creates a positive culture by incorporating Determined Destiny Values in everyday lessons which leads to an established Determined Destiny Culture. Jubilee Brownsville adheres to state regulations regarding student safety which require on fire drill per month; two lockdowns per year; one lockout per year; one evacuation drill per year; one shelter-in-place per year (for HAZMAT); and one shelter-in-place for severe weather to prepare for emergency situations. If a student displays signs of drug use, violence or suicidal tendencies, they are evaluated by campus counselors initially then they determine referral to Tropical Texas Behavioral Health, for professional evaluation and help.

What is our plan for school safety drills? How do we know that students and staff are well-trained? (Note: Be careful about not revealing too many details about safety plans since the CIP/DIP is a public document.)

Jubilee Brownsville adheres to state regulations regarding student safety which require on fire drill per month; two lockdowns per year; one lockout per year; one evacuation drill per year; one shelter-in-place per year (for HAZMAT); and one shelter-in-place for severe weather to prepare for emergency situations. Regarding fire drills teachers are to carry their color-coded paper representing that they have in fact taken proper headcount assuring that all students are accounted for that particular teacher. Teachers and staff have been informed about procedures during drills. Teachers and staff participate in training such as: CRASE, district mandated online training modules, SRP, Drug Awareness, etc. Additionally, Jubilee Brownsville will have a mock active shooter event practice drill in August 2023, in collaboration with Brownsvill PD.

How do we address safety issues to reduce the number of incidents that occur? Discuss data on unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate.

High school counselors meet with students regularly to discuss these issues and how to identify signs and seek help for self and peers. During these meetings, boys and girls are separated to discuss the dangers of teen dating violence. The goal of these meetings is to reduce incidents on campus. Teachers can also be involved in these meetings and can assist by identifying and reporting such signs in our youth. Teachers have been a great help when it comes to helping our youth. Date violence and depression are

struggles that youth are experiencing. Jubilee Brownsville has seen an increase in involvement with parents and teachers, which helps to end date violence and assist those who struggle with mental health issues.

School Processes & Programs Strengths

Jubilee Brownsville commits to excellence in all facets of campus culture. Strong communication, rigorous curriculum, data-driven instruction, and high expectations for all stakeholders are Jubilee Brownsville's pillars of success. The Instructional Leadership Team models servant leadership by providing teachers with ongoing support to develop their capacity. Teachers are able to build their professional skills and competencies. In addition, the campus has a program for assisting at-risk students in the areas of need through the Title I Program with an at-risk coordinator and interventionists.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Jubilee Brownsville must retain teachers to provide the students with more rich learning experiences via rigorous curriculum. **Root Cause:** Salaries need to be competitive with other districts.

Problem Statement 2 (Prioritized): Teachers new to Jubilee Brownsville, require content specific support. **Root Cause:** The standardized Math, Writing and Reading scores must improve.

Problem Statement 3 (Prioritized): Jubilee Brownsville must strengthen existing PLCs such as: grade-level meetings, WDMs, and mentoring. **Root Cause:** The district/campus must provide opportunities to maximize teacher collaboration time.

<p>Staff Engagement</p> <p>Montano</p> <p>Admin</p>	<p>What is the staff turnover rate and how does it compare with previous years?</p> <p>86% of last year's teachers returned the 2019-2020 school year 14% seems high in any organization.</p> <p>15% of our teachers have been employed with Jubilee for 1 to 2 years.</p> <p>53% of our teachers have been employed with Jubilee for 3 to 5 years. 32% of our teachers have been employed with Jubilee for 6 to 9 years. Being a small school, the workload is increased and may cause employees to go elsewhere with the same pay but the workload is shared.</p> <p>Discuss staff mentoring results, staff perceptions of academic expectations.</p> <p>First-year teachers are invited to a new teacher inservice provided by the Curriculum and Instruction Department, to ensure that training and access to all district programs, resources and initiatives are given to them. A mentoring program has been established to ensure that first-year teachers have a mentor on staff who they can turn to when questions or problems arise and to better understand the mentees' needs. District coaches and campus administration collaborate and have a shared responsibility to ensure teachers are aware of curriculum timelines, academic expectations, and student success. Additionally, the middle school AP, has begun a support group for new teachers, "New Teacher Academy" addressing the everyday needs for this group.</p>

n/a

**Parent/Guardian/
Community Engagement**

How are parent/guardian/community participation rates measured?

Parents and guardians are highly encouraged to join meetings, assemblies, and sporting events. Participants are asked to sign attendance sheets or fill out forms when they attend various functions, academic to athletic, in order to gauge attendance and receive feedback on events. As well, the PTO and Athletic Booster Club both promote high parental participation. Admin will also review any data collected via parent surveys during the 2022-23 school year.

What is the level of support from our community? Describe public support ratings for school.

You can measure the level of support from our community by their response to our events and initiatives. This is reflected by the incredible participation, both virtual and in person, at many of our school-led events such as parents who engage in PTO meetings and events, Coffee with the Superintendent Saturday events, Campus Fun Runs, and attend sporting events to share shout-outs of support and enthusiasm, making sure our students know they are there to cheer them to victory! Additionally, Meet the Teacher night, Open House, Parent Night, mental health awareness conversations for parents, Family Art Night, Winterfest, Charro Days, Christmas Parade, and college signing events for sports to name a few.

Other community supports for Jubilee-Brownsville are local non-profit agencies such as Tip of Texas Family Outreach, YouthBuild, Diocese of Brownsville and United Way of Southern Cameron County. We support and participate in their initiatives either through our school's ambassador program or via our marketing team as well as the staff and the campus leadership who truly set the bar high in terms of our commitment to the community as demonstrated by their volunteerism so we support each other.

[PTO - Sandra](#)

How do parents and the community view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.

School climate is the heart and soul of our campus. This is what keeps parents and students engaged and wanting to re-enroll each year. It is the outcome of our mission and vision, inclusion, and the way students and parents interact with our staff. Overall, the parents have adapted well to the environment of our campus. We have a small campus compared to other districts in our community and this allows us to have more one on one communication with our parents as well as without students. This year, COVID has played a huge role in instruction. Students had to adapt to virtual learning and parents had to learn different means of

PTO - Sandra

communicating. This created stress within a lot of students. However, a lot of time and effort has been spent by the administration to ensure that the students are in a positive learning environment and that their academic success is priority. Positive and healthy school cultures and school climates are the grounds of high-quality education environments and create the settings for effective teaching and learning to occur.

As a parent myself I am truly grateful with the effort that the staff and administration have provided for my child. They have provided a great learning climate and environment where student learning is being engaged. The climate and culture is accepted in all aspects of our community.

Are there any barriers that prevent participation by parents/guardians/community?

There are no barriers that prevent participation from parents/guardians/community. They have the option to directly meet with the teacher and administrators to voice any concerns, suggestions, or recommendations. Parents are able to volunteer and participate in the PTO committee. This provides parents the opportunity to be involved with school activities.

<p>Students</p> <p><u>StuCo</u></p>	<p>How do students describe their school and learning environment? Are the processes and programs in place helping them find success from one grade level to the next? Do they feel safe and have a sense of belonging? Is school challenging for them, worth their time and providing a well-rounded education?</p> <p>Jubilee Brownsville students have a passion for their school and their learning environment. The Jubilee culture can be seen implemented among all students as they respect, care, and have a sense of unity with one another when they are face to face. They are always willing to help one another especially those in need. As from what I have seen, there is a sense of security among the school with an abundance of personnel that are constantly monitoring for school safety and organization. New students that come to the Jubilee school district feel uneasy at first as any new student would feel. But once they interact with their peers, they are able to adjust quickly when students are eagerly reaching out to interact with them.</p> <p>School can be challenging for many students, especially when introduced to a new grade level or when there are learning gaps due to personal situations or unexpected things in life such as the pandemic. It can be difficult for students to adjust to their surroundings, new classmates or teachers, or simply the advancement of a new grade level. There are programs that Jubilee has implemented to care for the health of the Jubilee family such as TCHATT that hold sessions for the community. Teachers are also using a variety of different learning platforms with their daily lessons to keep student interaction as well as making learning rigorous. It is difficult, though, when the students are virtual and teachers have no way to ensure validity, attentiveness, and effort in student work. Teachers are doing what they can with what they have virtually.</p>
<p>Parents and Guardians</p> <p><u>PTO - Sandra</u></p>	<p>How do parents and guardians describe their child's school? Do they feel welcome at school? Do they believe their children are safe at school and going to and from school?</p> <p>Jubilee Brownsville is home to caring teachers and administrators. A place where communication for the well-being of all students is always at its finest. Safety is implemented in all areas of the school. Front office staff are very careful with whom to release students to, teachers in the classroom are as vigilant as possible to avoid unnecessary situations that can physically or emotionally harm a student's solidity. Driveline procedures reflect a cautious plan of execution as well as Covid-19 protocols being implemented since day one. Jubilee Brownsville is excellent at catering parents and students with customer service.</p>

How do parents and guardians learn and understand about their child's learning standards, learning expectations and progress?

Teachers in grades K-8 provide weekly newsletters to parents that provide detailed information about what students will be learning each week. The newsletters provide parents across grade levels with the learning standards that will be covered, along with any additional important information related to the campus. Jubilee also provides parents with student progress reports and report cards every 3 weeks so parents can track their child's academic progress. Parents also have access to the parent portal where they can view their child's current posted grades. In the elementary grades teachers use Class Dojo as a way to keep in contact with parents about their child's progress. Before the pandemic, Jubilee had begun having Open House once every 6 weeks. This was another way to keep parents in the loop in regard to their child's learning expectations and progress.

How are parents and guardians involved in activities to improve student achievement and school performance?

Parents and guardians at Jubilee Brownsville are involved in child's achievement by assisting their child with their school/ homework. Parents are taking the time out of their day to review important content with their child. You can truly see the difference when our students' parents are involved with their child's education. Parental involvement in sports and extra-curricular activities is very obvious in the events that occur and by sports. Usually parents will volunteer to help with booster clubs, fundraising events, and campus events such as book fairs.

<p>Students</p> <p><u>StuCo</u></p>	<p>How do students describe their school and learning environment? Are the processes and programs in place helping them find success from one grade level to the next? Do they feel safe and have a sense of belonging? Is school challenging for them, worth their time and providing a well-rounded education?</p> <p>Jubilee Brownsville students have a passion for their school and their learning environment. The Jubilee culture can be seen implemented among all students as they respect, care, and have a sense of unity with one another when they are face to face. They are always willing to help one another especially those in need. As from what I have seen, there is a sense of security among the school with an abundance of personnel that are constantly monitoring for school safety and organization. New students that come to the Jubilee school district feel uneasy at first as any new student would feel. But once they interact with their peers, they are able to adjust quickly when students are eagerly reaching out to interact with them.</p> <p>School can be challenging for many students, especially when introduced to a new grade level or when there are learning gaps due to personal situations or unexpected things in life such as the pandemic. It can be difficult for students to adjust to their surroundings, new classmates or teachers, or simply the advancement of a new grade level. There are programs that Jubilee has implemented to care for the health of the Jubilee family such as TCHAT that hold sessions for the community. Teachers are also using a variety of different learning platforms with their daily lessons to keep student interaction as well as making learning rigorous. It is difficult, though, when the students are virtual and teachers have no way to ensure validity, attentiveness, and effort in student work. Teachers are doing what they can with what they have virtually.</p>
<p>Community</p> <p><u>Sal</u></p>	<p>How does the community describe its school(s)?</p> <p>The community describes Jubilee Brownsville as a growing family. They describe the school administration and staff as very professional and always going above and beyond to helping parents and students. The parents play an important role in the school and they always say that the school makes them all feel as part of a big family.</p> <p>Do the schools create pathways to engage and support the community?</p> <p>The school does create pathways to engage and support the community. Some examples that the school has provided to the community are that</p>

they have blood drives, they also have games where the community is invited to come and support the Jubilee team. In prior years, the school has festivals that are open to the community in the Fall and Spring.

<p>Students</p> <p><u>StuCo</u></p>	<p>How do students describe their school and learning environment? Are the processes and programs in place helping them find success from one grade level to the next? Do they feel safe and have a sense of belonging? Is school challenging for them, worth their time and providing a well-rounded education?</p> <p>Jubilee Brownsville students have a passion for their school and their learning environment. The Jubilee culture can be seen implemented among all students as they respect, care, and have a sense of unity with one another when they are face to face. They are always willing to help one another especially those in need. As from what I have seen, there is a sense of security among the school with an abundance of personnel that are constantly monitoring for school safety and organization. New students that come to the Jubilee school district feel uneasy at first as any new student would feel. But once they interact with their peers, they are able to adjust quickly when students are eagerly reaching out to interact with them.</p> <p>School can be challenging for many students, especially when introduced to a new grade level or when there are learning gaps due to personal situations or unexpected things in life such as the pandemic. It can be difficult for students to adjust to their surroundings, new classmates or teachers, or simply the advancement of a new grade level. There are programs that Jubilee has implemented to care for the health of the Jubilee family such as TCHAT that hold sessions for the community. Teachers are also using a variety of different learning platforms with their daily lessons to keep student interaction as well as making learning rigorous. It is difficult, though, when the students are virtual and teachers have no way to ensure validity, attentiveness, and effort in student work. Teachers are doing what they can with what they have virtually.</p>
<p>Teachers</p> <p><u>Stephanie Estrada</u></p> <p><u>Brenda Lopez</u></p> <p><u>Kris Gutierrez</u></p>	<p>How do teachers describe their school?</p> <p>Teachers who have worked in bigger districts have said that they much prefer our school due to the number of kids. Some teachers are overwhelmed with all that is expected from them during this virtual teaching (but this is happening all over the nation).</p> <p>Are the processes and programs in place helping them find success with their students?</p> <p>Some platforms that have been offered during COVID have helped some teachers but not others. Teachers have felt overwhelmed with the amount of time that they need to spend on attendance. Do they feel safe and have</p>

a sense of belongingness? Yes. Do they love to teach and see the results of their work with students? Yes, every teacher enjoys their profession, and their greatest reward is watching their students grow.

How are they supported by strong administration? Do they receive powerful professional development to develop their skills? Do teachers work together to support each other?

In order for people to work effectively, teachers must feel autonomous, competent, and related to the people around them. The administrators at our campus make it clear that they are available to provide our teachers the support they need. One way that they do so is by having an open-door policy. Teachers know that the administration at our campus is an email or a knock on the door away. In addition, our teachers are provided with an autonomous environment, where they have some degree of say in their day-to-day activities. This makes them feel competent in what they are doing as instructors and it makes them feel respected. In terms of professional development, Jubilee Brownsville holds a conference every year where teachers can attend different sessions that target the diverse individual needs of the campus, learn about our district initiatives, and learn about our different platforms and sharpen their skills to further ensure professional growth. In addition, first-year teachers are invited to a new teacher in service provided by the Curriculum and Instruction Department, to ensure that training and access to all district programs, resources, and initiatives are given to them. Additionally, teachers have professional development at least once every 6 weeks that they use to plan for their classes efficiently in efforts to better their instruction. Peer collaboration between teachers is extremely encouraged at Jubilee Brownsville because it improves teacher relationships, allows teachers to share best practices, and gives new teachers the opportunity to learn from the more experienced teachers. First-year teachers go through peer mentoring where they are assigned a coach who they can turn to when questions or problems arise. This is a great way for teachers to work together and support each other.

<p>Students</p> <p><u>StuCo</u></p>	<p>How do students describe their school and learning environment? Are the processes and programs in place helping them find success from one grade level to the next? Do they feel safe and have a sense of belonging? Is school challenging for them, worth their time and providing a well-rounded education?</p> <p>Jubilee Brownsville students have a passion for their school and their learning environment. The Jubilee culture can be seen implemented among all students as they respect, care, and have a sense of unity with one another when they are face to face. They are always willing to help one another especially those in need. As from what I have seen, there is a sense of security among the school with an abundance of personnel that are constantly monitoring for school safety and organization. New students that come to the Jubilee school district feel uneasy at first as any new student would feel. But once they interact with their peers, they are able to adjust quickly when students are eagerly reaching out to interact with them.</p> <p>School can be challenging for many students, especially when introduced to a new grade level or when there are learning gaps due to personal situations or unexpected things in life such as the pandemic. It can be difficult for students to adjust to their surroundings, new classmates or teachers, or simply the advancement of a new grade level. There are programs that Jubilee has implemented to care for the health of the Jubilee family such as TCHAT that hold sessions for the community. Teachers are also using a variety of different learning platforms with their daily lessons to keep student interaction as well as making learning rigorous. It is difficult, though, when the students are virtual and teachers have no way to ensure validity, attentiveness, and effort in student work. Teachers are doing what they can with what they have virtually.</p>
<p>All Stakeholders</p>	<p>ESF 3.1* How do we engage all stakeholders in vision, mission, goals, strategies and values that focus on a safe environment and high expectations?</p> <p>One way Jubilee Brownsville engages all stakeholders in vision, mission, goals, strategies and values that focus on a safe environment and high expectations is by implementing DDC (Determined Destiny and Culture) and teaching DDV (Determined Destiny Values). The ongoing integration of DDV in Jubilee Brownsville's culture engages all stakeholders in our campus goals. By continuing to invest and build on our DDV traits, Jubilee Brownsville cultivates a safe learning environment that is centered around our schools vision, mission, goals, strategies and values. Collaborative campus efforts and committees continuously unite to</p>

	contribute and strengthen the CIP.
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Perceptions Strengths

Jubilee Brownsville's strengths include: rich learning experiences, a familial environment, safety-first mentality, continuous growth mindset, an active PTO that empowers parents and community, and evergrowing athletic program.

Our school is involved in an array of community events throughout the school year. We are able to communicate to parents and the community that Jubilee Brownsville is their Premier Choice for Education. We offer a well rounded education which includes partnerships with universities (dual enrollment and certification programs), Advanced Placement Classes (High School), Honors Courses (secondary), gifted and talented program, various extra-curricular activities, and sports that students can join.

Jubilee Brownsville engages all stakeholders in vision, mission, goals, strategies and values that focus on a safe environment and high expectations by implementing and teaching DDV (Determined Destiny Values). The district schedules DDV presentations for faculty members and provides learning opportunities for the community. By continuing to invest and build on our DDV traits, Jubilee Brownsville cultivates a safe learning environment that is centered around our schools vision, mission, goals, strategies and values.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Jubilee Brownsville students need more support in academics. **Root Cause:** The SEL gap due to COVID continues to impact student learning.

Problem Statement 2 (Prioritized): Jubilee Brownsville teachers must strengthen their knowledge and proficiency regarding various curricula. **Root Cause:** Jubilee Brownsville has introduced CRIMSI products and new teachers must be trained.

Problem Statement 3 (Prioritized): Jubilee Brownsville wants to increase the parental involvement presence and engagement. **Root Cause:** Lack of parent priority regarding education (vs. dress code, lunch meals, attendance).

Priority Problem Statements

Problem Statement 1: Jubilee Brownsville teachers need require further training and campus PD regarding data analysis and action planning.

Root Cause 1: Jubilee Brownsville data shows that more students need to be in the approaches, meets and masters.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Jubilee Brownsville students must begin tutorials early in the school year.

Root Cause 2: Jubilee Brownsville students need the extra support to meet the state standardized assessments requirements.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Jubilee Brownsville must offer more Honors and AP Courses, which requires teachers to obtain the College Board AP certificate.

Root Cause 3: Instructional rigor must improve, therefore facilitating alignment between course grades and state /national assessments .

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Jubilee Brownsville must retain teachers to provide the students with more rich learning experiences via rigorous curriculum.

Root Cause 4: Salaries need to be competitive with other districts.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Teachers new to Jubilee Brownsville, require content specific support.

Root Cause 5: The standardized Math, Writing and Reading scores must improve.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Jubilee Brownsville must strengthen existing PLCs such as: grade-level meetings, WDMs, and mentoring.

Root Cause 6: The district/campus must provide opportunities to maximize teacher collaboration time.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Jubilee Brownsville students need more support in academics.

Root Cause 7: The SEL gap due to COVID continues to impact student learning.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Jubilee Brownsville teachers must strengthen their knowledge and proficiency regarding various curricula.

Root Cause 8: Jubilee Brownsville has introduced CRIMSI products and new teachers must be trained.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Jubilee Brownsville wants to increase the parental involvement presence and engagement.

Root Cause 9: Lack of parent priority regarding education (vs. dress code, lunch meals, attendance).

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Jubilee Brownsville students need additional academic support.

Root Cause 10: 71.2% of Jubilee students are at Risk.

Problem Statement 10 Areas: Demographics

Problem Statement 11: All Jubilee Brownsville students have a high demand for instructional resources.

Root Cause 11: Jubilee has a high percentage rate of 71.2 at Risk, 5.4 % Special Education and 49% Bilingual students.

Problem Statement 11 Areas: Demographics

Problem Statement 12: Jubilee Brownsville teachers and students must improve the state standardized test scores.

Root Cause 12: Jubilee Brownsville teachers and students need support regarding STAAR 2.0.

Problem Statement 12 Areas: Demographics

Goals

Revised/Approved: December 1, 2022

Goal 1: Jubilee Brownsville will recruit, provide support, and retain the most qualified and effective educators that will sustain and support student growth.




Performance Objective 1: Jubilee Brownsville will hire and retain 95% of staff by proactively providing professional development and incentives.







High Priority

HB3 Goal

Evaluation Data Sources: Monthly census report
District and campus PD schedules and attendance reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide PD and conference opportunities to address the needs of staff and students, especially super groups.</p> <p>Strategy's Expected Result/Impact: Hire Highly effective Teachers for vacancy and 100% of new effective teachers will stay in JB.</p> <p>Staff Responsible for Monitoring: Administration HR department</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Job Expo/Job Fairs Registration Fees - FSP 420-PIC 11 Regular Allotment - 420-13-6499-00-010-2-11-0-00 - \$500, Admin. Travel - FSP 420-PIC 99 Undistributed - 420-23-6411-00-010-2-99-0-00 - \$500, API Travel - FSP 420-PIC 99 Undistributed - 420-21-6411-00-010-2-99-0-00 - \$500, Materials - FSP 420-PIC 99 Undistributed - 420-23-6399-00-010-2-99-0-00 - \$500, Counselor Travel - FSP 420-PIC 99 Undistributed - 420-31-6399-00-010-2-99-0-00 - \$500, Special Programs/Dyslexia Travel - FSP 420-PIC 37 Dyslexia - 42013623900010337000 - \$800, PD for Admin - FSP 420-PIC 11 Regular Allotment - \$9,000, Substitute Teachers - FSP 420-PIC 11 Regular Allotment - 420-11-62-94-CA-010-4-11-0-00 - \$125,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide and increase compensation and stipends for staff in high need areas, off-contract activities, and extra duties.</p> <p>Strategy's Expected Result/Impact: Staff retention; improve staff satisfaction; improve student achievement; increase applicant pool; sustain and implement special and CTE programs</p> <p>Staff Responsible for Monitoring: Administration Associate Superintendent HR and payroll Director of Special Programs CTE Director</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Mentors Stipend - FSP 420-PIC 11 Regular Allotment - \$25,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide the Jubilee Excellence Incentive (JEI) pay system that allows teachers to earn incentive stipends based on their performance in various areas (based on teaching assignment) to include T-TESS.</p> <p>Strategy's Expected Result/Impact: Staff retention; positive school culture; increase applicant pool; increased staff attendance</p> <p>Staff Responsible for Monitoring: Administration HR</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Funding Sources: Full-Time Classroom Teachers Salaries - FSP 420-PIC 11 Regular Allotment - 420-11-6119-00-010-2-11-0-00 - \$12,000, Full-Time Classroom Teachers Salaries Open Positions - FSP 420-PIC 11 Regular Allotment - 420-11-6119-00-010-2-11-0-00 - \$12,000, Full-Time Classroom Teacher Salaries (G/T) - FSP 420-PIC 21 Gifted and Talented (G/T) - 420-11-6119-00-010-2-21-0-00 - \$12,000, Full-Time Classroom Teacher Salaries (SPED) - FSP 420-PIC 23 State Special Education (SpEd) - 420-11-6119-00-010-2-23-0-00 - \$12,000, Performance Based Incentives - FSP 420-PIC 11 Regular Allotment - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Jubilee Brownsville will recruit, provide support, and retain the most qualified and effective educators that will sustain and support student growth.








Performance Objective 2: Jubilee Brownsville will provide support to 100% of new teachers and second-year teachers through mentorships.

High Priority

HB3 Goal

Evaluation Data Sources: Mentor documentation; mentor observations; agendas; sign-in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Mentors will be provided to novice teachers for support. Mentors will be compensated with a stipend and receive professional development to increase effectiveness.</p> <p>Strategy's Expected Result/Impact: Increase staff retention; improve instructional effectiveness; and increase student achievement</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Books - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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




Performance Objective 1: Jubilee Brownsville will increase state assessment results by 20% at meets level in all subject areas.







High Priority








HB3 Goal

Evaluation Data Sources: Campus and district reports, district benchmark scores and state standardized assessments scores.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional learning opportunities to support reading, writing, math, science, and social studies 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: Administrators Academic Dean Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development for Teachers - FSP 420-PIC 11 Regular Allotment - \$20,350, Instructional Software - FSP 420-PIC 11 Regular Allotment - \$43,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Allocate funds to provide 100% of the teachers and students with instructional resources and supplies.</p> <p>Strategy's Expected Result/Impact: By having all the instructional resources and supplies available, students will be able to improve their state scores by 5%-10%.</p> <p>Staff Responsible for Monitoring: Administrators Academic Dean Testing Coordinator Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: AP Books - FSP 420-PIC 11 Regular Allotment - 420-11-6399-00-010-2-11-0-00 - \$10,000, Instructional Supplies for Teachers - FSP 420-PIC 11 Regular Allotment - \$50,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>70%</p>	 <p>75%</p>	 <p>80%</p>	
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide high-quality instructional technology resources, equipment, and software for staff and students.</p> <p>Strategy's Expected Result/Impact: Improve student achievement, instructional practices and effectiveness</p> <p>Staff Responsible for Monitoring: IT Department, Principal, Assistant Principal, Academic Dean, Associate Superintendent, Curriculum & Instruction Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional Technology Resources - FSP 420-PIC 11 Regular Allotment - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>80%</p>	 <p>85%</p>	 <p>90%</p>	

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide high-quality instructional support for students through content-based camps, tutorials, and field experiences.</p> <p>Strategy's Expected Result/Impact: As a result, our standardized assessments will increase 5%-10%.</p> <p>Staff Responsible for Monitoring: Administrators Dean Bilingual Department Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional Camps for Students - FSP 420-PIC 11 Regular Allotment - \$15,000, Field Trips - FSP 420-PIC 11 Regular Allotment - \$10,000</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>				

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




Performance Objective 2: Jubilee Brownsville will improve bilingual/ESL student progress in Performance Based Monitoring Analysis System (PBMAS), TELPAS, and STAAR to reach 36% under Domain III.







High Priority







HB3 Goal







Evaluation Data Sources: Classrooms observations, classroom assessment, district benchmark, and state standardized assessment and other data provided from the district resources.








Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide EB/ESL students with supplies/materials/resources/technology that targets second language acquisition to newcomers or beginners proficiency level students in the program.</p> <p>Strategy's Expected Result/Impact: Increase growth in our bilingual students' second language acquisition, backpack summer initiative to continue learning during the summer, year-round software, and supplies.</p> <p>Staff Responsible for Monitoring: Bilingual Department Campus Principal Dean EB instructional coaches and interventionists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Bilingual /ESL Stipends to certified teachers who provide second language acquisition support to our bilingual students.</p> <p>Strategy's Expected Result/Impact: Improve teacher support and guidance for our bilingual/ESL students.</p> <p>Staff Responsible for Monitoring: Bilingual Department Campus Principals Deans EL Instructional coaches and interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy 	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide tutorial program for struggling bilingual/ESL students.</p> <p>Strategy's Expected Result/Impact: Increase bilingual/ESL students' acquisition of second language.</p> <p>Staff Responsible for Monitoring: Bilingual Department Campus Principals Deans EL Instructional coaches and interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy 	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide professional development for teachers to increase the support given to our Emergent Bilingual students in the classroom. (Exception/Waiver teachers included and support for state exam trainings and fees.)</p> <p>Strategy's Expected Result/Impact: Teacher capacity and improvement of second language acquisition for our bilingual/ESL students.</p> <p>Staff Responsible for Monitoring: Bilingual Department Campus Principals Deans EL Instructional coaches and interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
	 70%	 75%	 85%	
Strategy 5 Details	Reviews			
<p>Strategy 5: EL Coaches to provide mentoring, coaching, training, and guidance for our Bilingual/ESL teachers to better support our bilingual/ESL students in all content areas.</p> <p>Strategy's Expected Result/Impact: Increase second language acquisition</p> <p>Staff Responsible for Monitoring: Bilingual Department Campus Principals Deans EL Instructional coaches and interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 75%	 80%	 90%	

Strategy 6 Details	Reviews			
<p>Strategy 6: Software to store LPAC documentation such as annual reviews, identification, placement, and accommodations.</p> <p>Strategy's Expected Result/Impact: Proper documentation of student portfolio while in the program and meeting required compliance.</p> <p>Staff Responsible for Monitoring: Bilingual Coordinator LPAC Admin Campus Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide summer school enrichment for our Pre Kinder and Kindergarten.</p> <p>Strategy's Expected Result/Impact: Bridge achievement gap from summer break to improve bilingual student performance.</p> <p>Staff Responsible for Monitoring: Bilingual Department Campus Principals Deans EL Instructional coaches and interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Backpack Initiative for newcomer and beginner Emergent Bilingual students to support during the summer months. Include parent involvement guide and content area supports.</p> <p>Strategy's Expected Result/Impact: Bridge the gap of summer months and improvement of Emergent Bilingual learning.</p> <p>Staff Responsible for Monitoring: Bilingual Department Campus Principals Deans EL Instructional coaches and interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</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>				







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








Performance Objective 3: Jubilee Brownsville will implement a Gifted and Talented program with fidelity to meet the needs of our gifted and talented students to increase results in all tested areas by 8%.

High Priority

HB3 Goal

Evaluation Data Sources: Increase in meets and masters percentages on STAAR results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development to all teachers and administration to meet the unique and individual educational needs of our GT population.</p> <p>Strategy's Expected Result/Impact: Increase satisfaction in parental surveys</p> <p>Staff Responsible for Monitoring: Executive director and Curriculum and instruction.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a general intellectual ability test and assessment materials to help identify students for the Gifted and Talented Program.</p> <p>Strategy's Expected Result/Impact: Increase in Meets and Masters In STAAR</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide resources and materials for projects for our Gifted and Talented students.</p> <p>Strategy's Expected Result/Impact: Increases in Meets and Masters in STAAR</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








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

Performance Objective 1: Jubilee Brownsville will implement and sustain high quality Career and Technical Education Programs of Study where all pathways and career clusters are available for 100% of middle and high school students, focusing on high skill, in-demand, and fulfilling occupations.

High Priority

HB3 Goal

Evaluation Data Sources: Data regarding: RDA, CCMR, IBCs, enrollment, attendance, grades, students surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide the necessary equipment, supplies, curriculum, and technology needed for each career cluster to meet the needs of a modern workforce and stay current with industry standards.</p> <p>Strategy's Expected Result/Impact: Improve student achievement; increase staff and student retention; improved instructional practices; increased quality of CTE programs; increase number of IBCs</p> <p>Staff Responsible for Monitoring: Administration Counselors CTE director/department Teachers Students JB Stakeholders</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Nursing Equipment - \$721,372</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>				








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

Performance Objective 2: Jubilee Brownsville will partner with education and community organizations facilitated through GEAR-UP to increase early college awareness, readiness, and success to 100% of students in 1st through 8th grades.

High Priority

HB3 Goal

Evaluation Data Sources: Events calendars, sign-in sheets, budget reports, surveys, social media evidence



Strategy 1 Details	Reviews			
<p>Strategy 1: Provide work-based learning and educational experiences via CTE programs, STEM coursework, remote learning opportunities, technology access and support, creating a pathway to participation in post-secondary education and increased academic performance.</p> <p>Strategy's Expected Result/Impact: Improve student achievement and retention; increase post-secondary awareness and success; increase number of IBCs; increase participation in CTE and STEM</p> <p>Staff Responsible for Monitoring: Administration Counselors CTE director/department Teachers Students</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Students Incentives</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







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







Performance Objective 3: Jubilee Brownsville will partner with educational, community, and work-force organizations to establish and develop a Pathways in Technology Early College High Schools (P-TECH) campus, which will help students gain work-based learning experiences.

High Priority

Evaluation Data Sources: CTE events calendar and schedules; CTE program participation rates; IBC completion rates; sign-in sheets; CTE Showcase success rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Students may enroll in one of three programs: Engineering, Medical, or Law Enforcement. JB will purchase classroom or student supplies and materials to complete assignments, work-based learning experiences, or college readiness assessments. Provide substitutes and/or contract services for trainers or teachers for college and career readiness.</p> <p>Strategy's Expected Result/Impact: Students will have work-based learning opportunities to become college ready.</p> <p>Staff Responsible for Monitoring: Administration P-TECH Coordinators</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2</p> <p>Funding Sources: Assessment Materials - T-STEM/PTECH - 429-13-6399-00-010-2-11-0-PT - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 2 Details	Reviews			
<p>Strategy 2: JB will provide marketing materials to enhance and grow student participation in the P-TECH program; includes but not limited to brochures, booklets, supplies, shirts, pens, pencils, bags, lanyards etc.</p> <p>Strategy's Expected Result/Impact: With a marketing approach, JB will be able to promote P-TECH programs to retain and potentially increase student enrollment.</p> <p>Staff Responsible for Monitoring: Administration P-TECH Coordinators</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide necessary software or hardware updates, and/or materials and supplies for P-TECH students to complete dual credit and career centered coursework.</p> <p>Strategy's Expected Result/Impact: Students will have work-based learning opportunities to enroll in college courses.</p> <p>Staff Responsible for Monitoring: Administration P-TECH Coordinators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will attend activities that may include but are not limited to field trips, student/parent meetings or gatherings, fairs, university tours, workshops, camps, and work based learning experiences with various partnerships and receive training and internship opportunities. JB will provide possible meals, transportation, contract services, substitutes, and supplies for these events or anything relating to these activities.</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 5 Details	Reviews			
Strategy 5: JB will provide professional development opportunities or provide the means necessary (ie. Travel, hotel, meals, etc.) for teachers, campus leadership, and coordinators to attend. These PD opportunities may include but are not limited to conferences, workshops, convenings, or training.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Jubilee Brownsville students need additional academic support. Root Cause: 71.2% of Jubilee students are at Risk.
Problem Statement 2: All Jubilee Brownsville students have a high demand for instructional resources. Root Cause: Jubilee has a high percentage rate of 71.2 at Risk, 5.4 % Special Education and 49% Bilingual students.
Student Learning
Problem Statement 1: Jubilee Brownsville teachers need require further training and campus PD regarding data analysis and action planning. Root Cause: Jubilee Brownsville data shows that more students need to be in the approaches, meets and masters.
Problem Statement 2: Jubilee Brownsville students must begin tutorials early in the school year. Root Cause: Jubilee Brownsville students need the extra support to meet the state standardized assessments requirements.
Problem Statement 3: Jubilee Brownsville must offer more Honors and AP Courses, which requires teachers to obtain the College Board AP certificate. Root Cause: Instructional rigor must improve, therefore facilitating alignment between course grades and state /national assessments .
Perceptions
Problem Statement 3: Jubilee Brownsville wants to increase the parental involvement presence and engagement. Root Cause: Lack of parent priority regarding education (vs. dress code, lunch meals, attendance).




Goal 4: Jubilee Brownsville will create high performing schools.








Performance Objective 1: JB will provide opportunities that increase instructional effectiveness for 100% of instructional staff.

High Priority

HB3 Goal

Evaluation Data Sources: Agendas, Invitations, sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Maximize the effectiveness of district PD (professional development) Wednesday by providing quality sessions and follow up with instructional coaching and or technical assistance.</p> <p>Strategy's Expected Result/Impact: Improve student achievement; improve instructional practices; leadership development and empowerment</p> <p>Staff Responsible for Monitoring: Administration Associate Superintendent C&I Directors</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources:</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide instructional staff and leadership team with opportunities for purposeful collaboration and planning through PLCs that focus on curriculum and lesson alignment, planning sessions, data meetings, special program meetings, etc.</p> <p>Strategy's Expected Result/Impact: Improve student achievement and instructional practices; leadership development and empowerment</p> <p>Staff Responsible for Monitoring: Administration Associate Superintendent</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources:</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>				







Goal 4: Jubilee Brownsville will create high performing schools.

Performance Objective 2: Jubilee Brownsville will identify the instructional needs of students and provide learning opportunities to increase academic performance.

High Priority

HB3 Goal

Evaluation Data Sources: To include: MAP, STAAR, EOC, TSI, mCLASS, CLI data sets

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide flexible grouping opportunities, such as, but not limited to tutorials, interventions, enrichment, boot camps, Saturday and summer school to address the targeted and differentiated learning needs of super groups.</p> <p>Strategy's Expected Result/Impact: Improve student achievement</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze and evaluate data from various assessment formats to drive instruction in pK-12 grade levels.</p> <p>Strategy's Expected Result/Impact: Improve student achievement and instructional effectiveness</p> <p>Staff Responsible for Monitoring: Administration Campus Testing Coordinator Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify






Discontinue








Goal 4: Jubilee Brownsville will create high performing schools.

Performance Objective 3: Jubilee Brownsville will ensure a culture of academic excellence.

High Priority

Evaluation Data Sources: TEA campus rating; consistency regarding DDV/DDC campus-wide; increased parent engagement; teacher/staff/parents (stakeholders) satisfaction surveys; decrease in discipline referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue with forums such as: faculty meetings, WDMs, weekly grade-level meetings, and teacher mentors to cement a shared vision among all stakeholders. Our mission is to believe, model, and expect peers and students to excel academically and socially.</p> <p>Strategy's Expected Result/Impact: TEA rated A Campus; model and sustain academic excellence; high student morale, self-motivation for all stakeholders</p> <p>Staff Responsible for Monitoring: Administrators JB Teachers & staff</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development for Admin and Teacher Leaders - FSP 420-PIC 11 Regular Allotment - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				




Strategy 2 Details	Reviews			
<p>Strategy 2: Embrace the DDV Culture.</p> <p>Strategy's Expected Result/Impact: Model and sustain academic excellence; high student morale, self-motivation for all stakeholders</p> <p>Staff Responsible for Monitoring: Administrators JB Teachers & staff</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</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>				








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

Performance Objective 1: 100% of Jubilee Brownsville students will be provided with the opportunity to promote a positive school culture and climate.

High Priority

Evaluation Data Sources: Survey data, social media evidence, district and campus calendars and schedules, decrease in discipline referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide student opportunities for student participation in academics, leadership, as well as enrichment opportunities such as DDV and Finance University.</p> <p>Strategy's Expected Result/Impact: The students will have a positive and safe environment that will translate to a rich and positive learning experience; build leadership capacity among staff & students; recruit and retain students</p> <p>Staff Responsible for Monitoring: Administrators Counselors GEAR-UP coordinator Parent Liaison Teachers Students</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				




Strategy 2 Details	Reviews			
<p>Strategy 2: Implement behavior and character development program, to include: counselor's monthly student presentations, implementation of DDC, and community partnerships.</p> <p>Strategy's Expected Result/Impact: Promote positive school culture; increase leadership capacity in all stakeholders; improve student achievement and behavior; maximize instructional time</p> <p>Staff Responsible for Monitoring: Administrators Counselors GEAR-UP coordinator Parent Liaison Teachers Students</p> <p>Title I: 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				








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

Performance Objective 2: 100% of Jubilee Brownsville staff will promote family engagement.

High Priority

Evaluation Data Sources: social media evidence; district and campus calendars & events; sign-in sheets; campus climate

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide family engagement activities and learning opportunities for stakeholders on various topics including, but not limited to: social-emotional learning/issues, school safety, drug/alcohol prevention, bullying prevention, and reporting procedures, with support from school staff, such as school counselors, GEAR UP coordinator, or parent liaison.</p> <p>Strategy's Expected Result/Impact: Promote positive school culture; increased family engagement and student achievement; maximize instructional time; increased leadership capacity in parents/community</p> <p>Staff Responsible for Monitoring: Administrators Counselors GEAR-UP coordinator Parent Liaison Teachers Students</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				


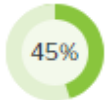
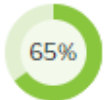
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide information and family engagement opportunities to stakeholders via parent liaison, PTO, district recruitment department, school counselors, and GEAR UP regarding pK-12 and post-secondary educational options, preparation and financing, work-based learning experiences (P-TECH school), STEM coursework, and mental health services.</p> <p>Strategy's Expected Result/Impact: Promote positive school culture; increased family engagement and student engagement</p> <p>Staff Responsible for Monitoring: Administrators Counselors GEAR-UP coordinator Parent Liaison Teachers Students</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</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>				








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

Performance Objective 3: 100% of Jubilee Brownsville staff will participate in campus operational procedures to maintain facilities and campus safety.

High Priority

Evaluation Data Sources: Budget reports; contracts; safety drill documentation; sign-in sheets; staff development, to include safety presentations

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide various facility services, materials, and resources such as, but not limited to security, maintenance, software and devices.</p> <p>Strategy's Expected Result/Impact: Maintain campus safety and increase instructional time</p> <p>Staff Responsible for Monitoring: Administration Teachers & staff Counselors Parents Students</p> <p>Title I: 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide health, physical and emotional, services to students and staff.</p> <p>Strategy's Expected Result/Impact: Maintain campus safety and increase awareness of SEL concerns</p> <p>Staff Responsible for Monitoring: Administration Counselors Teachers Health Assistants Parents Students</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ALBERTO MARIO HERRER	PARAPROFESSIONAL		100%
DANIELA A CARRILLO	PARAPROFESSIONAL		100%
DIANE YUDITH MARTINEZ	PARAPROFESSIONAL		100%
ELIZABETH RUIZ VASQUEZ	PARENT LIAISON		100%
ISABEL MELINDA MALDONADO	PARAPROFESSIONAL		100%
KATELYN LYNETTE AVILA	PARAPROFESSIONAL		100%
LUCIA QUEZADA	INTERVENTIONIST		100%
Lucia Villar	INTERVENIONIST TITLE I - MATH		
MARBEL RODRIGUEZ	PARAPROFESSIONAL		100%
MARIA ANGELICA CARDENAS	PARAPROFESSIONAL		100%
MARIA SALAZAR	PARAPROFESSIONAL		100%
MARIA SALAZAR	PARAPROFESSIONAL		100%
MARY SANCHEZ	INTERVENTIONIST		100%
MICHELLE SANTOS	PARAPROFESSIONAL		100%
PAMELA RIOS DE LEON	PARAPROFESSIONAL		100%
VALERIA BALEON	PARAPROFESSIONAL		100%

Campus Funding Summary

FSP 420-PIC 11 Regular Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Job Expo/Job Fairs Registration Fees	420-13-6499-00-010-2-11-0-00	\$500.00
1	1	1	Substitute Teachers	420-11-62-94-CA-010-4-11-0-00	\$125,000.00
1	1	1	PD for Admin		\$9,000.00
1	1	2	Mentors Stipend		\$25,000.00
1	1	3	Performance Based Incentives		\$12,000.00
1	1	3	Full-Time Classroom Teachers Salaries	420-11-6119-00-010-2-11-0-00	\$12,000.00
1	1	3	Full-Time Classroom Teachers Salaries Open Positions	420-11-6119-00-010-2-11-0-00	\$12,000.00
2	1	1	Professional Development for Teachers		\$20,350.00
2	1	1	Instructional Software		\$43,500.00
2	1	2	AP Books	420-11-6399-00-010-2-11-0-00	\$10,000.00
2	1	2	Instructional Supplies for Teachers		\$50,000.00
2	1	3	Instructional Technology Resources		\$10,000.00
2	1	4	Field Trips		\$10,000.00
2	1	4	Instructional Camps for Students		\$15,000.00
4	3	1	Professional Development for Admin and Teacher Leaders		\$12,000.00
Sub-Total					\$366,350.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$366,350.00
FSP 420-PIC 21 Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Full-Time Classroom Teacher Salaries (G/T)	420-11-6119-00-010-2-21-0-00	\$12,000.00
Sub-Total					\$12,000.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$12,000.00

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

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

FSP 420-PIC 23 State Special Education (SpEd)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Full-Time Classroom Teacher Salaries (SPED)	420-11-6119-00-010-2-23-0-00	\$12,000.00
Sub-Total					\$12,000.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$12,000.00

FSP 420-PIC 25 State Bilingual/ESL

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

FSP 420-PIC 30 State Comp Ed (SCE)

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

FSP 420-PIC 36 Early Education

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

FSP 420-PIC 37 Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Special Programs/Dyslexia Travel	42013623900010337000	\$800.00
Sub-Total					\$800.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$800.00
FSP 420-PIC 38 CCMR Outcomes Bonus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
FSP 420-PIC 91 ATHLETIC					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
FSP 420-PIC 99 Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Admin. Travel	420-23-6411-00-010-2-99-0-00	\$500.00
1	1	1	Materials	420-23-6399-00-010-2-99-0-00	\$500.00
1	1	1	API Travel	420-21-6411-00-010-2-99-0-00	\$500.00
1	1	1	Counselor Travel	420-31-6399-00-010-2-99-0-00	\$500.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$2,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Books		\$1,000.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$0.00

211 - Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	-\$1,000.00
263 - Title III, ELA						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
Sub-Total					\$0.00	
Budgeted Fund Source Amount					\$0.00	
					+/- Difference	\$0.00
240 - Food & Nutrition						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
Sub-Total					\$0.00	
Budgeted Fund Source Amount					\$0.00	
					+/- Difference	\$0.00
T-STEM/PTECH						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
3	3	1	Assessment Materials	429-13-6399-00-010-2-11-0-PT	\$1,000.00	
Sub-Total					\$1,000.00	
Budgeted Fund Source Amount					\$0.00	
					+/- Difference	-\$1,000.00
TCLAS 3E - 429 College Bridge						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
Sub-Total					\$0.00	
Budgeted Fund Source Amount					\$0.00	
					+/- Difference	\$0.00
Grand Total Budgeted					\$0.00	
Grand Total Spent					\$395,150.00	
					+/- Difference	-\$395,150.00