

Jubilee Academies

Jubilee Harlingen

2023-2024 Campus Improvement Plan



Mission Statement

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

Vision

The premier choice in education.

Value Statement

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

Joy

Understanding

Balance

Integrity

Leadership

Empowerment

Excellence

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Comprehensive Needs Assessment

Revised/Approved: February 25, 2022

Demographics

Demographics Summary

Description of School

Jubilee Harlingen, as a part of Jubilee Academies, is a public charter school founded in the year 2000.

Jubilee Harlingen has a vision to be *the premier choice in education*.

The mission is to *provide a nurturing community focused on leadership and educational excellence* and Jubilee's cultural values, known as the Determined Destiny Values include:

Joy

Understanding

Balance

Integrity

Leadership

Empowerment

Excellence

Jubilee Harlingen is engaged with children and families from the community that currently serves approximately 409 students in grades PreKinder through 8th grade. Their success and growth is due to the Determined Destiny Value curriculum, leadership, vision and goals. The campus prioritizes building relationships with stakeholders and therefore has a sense of belongingness, caring and friendliness. The campus team adheres to maintaining a safe and orderly school climate so that all stakeholders feel cared for on campus. Jubilee Harlingen is open to feedback from families, students, staff, and other members of the community. Taking all feedback into consideration is what makes Jubilee Harlingen a success. They love the family friendly atmosphere. Parents are happy with the care, patience and dedication that Jubilee Harlingen provides towards their children's educational journey.

The stakeholders at Jubilee Harlingen include: Students, Parents/Guardians, Teachers, Parent Teacher Organization, and Local agencies/entities (law enforcement, local businesses). They are all involved as contributing partners in the development and implementation of the needs assessment and

improvement plan as much as possible.

The special programs at Jubilee Harlingen, such as Gifted/Talented, CTE, Bilingual/ESL, Special Education, among others, align with the needs and desires of our students, parents, and community. The campus prioritizes putting student needs and desires first. Due to their student population, Jubilee Harlingen provides services needed in order for the student to be successful and meet their educational, social, and emotional needs.

School Environment Data

Currently, Jubilee Harlingen has only had eight discipline referrals with out of school suspension. School disciplinary measures aim to be restorative, however they do follow the board approved code of conduct. The school discipline refers to the rules, the conduct of learning, and the strategies applied in our school are set to manage student behavior and encourage self discipline.

Most of the students come from HCISD or other charter schools such as IDEA or Horizon Montessori. There are a few that come from private school as well as homeschooling. Currently, there are 38 entries and 36 withdrawals.

The average class size is about 21 students in PreKindergarten. Early elementary classes have an average class size of 26 and upper elementary classes have a class size of 22. The average middle school class size is 19.

Student to teacher staff ratio - Special Education: Each support staff (4) services and average of 8 students.

Student to support staff ratio - BIL/ESL: Each support staff (2) services an average of 58 students.

Student to support staff ratio - 504/DYS/RTI: Each support staff (2) services an average of 30 students.

Student to support staff ratio - Gifted/Talented: Each support staff (1) services an average of 53 students.

Jubilee Harlingen's attendance expectation is to have a 97% daily attendance rate. In 2016-2017 the attendance rate was 96.4% and in 2017-2018 it was 96.8%. In 2018-2019 it was 96.5%. In 2020-2021 the attendance average was at 97% and in 2021-2022 the ADA was 93%. The current ADA average between Aug 2022 to March 2023 was at 94%. This shows the campus did meet the goal of 97% and based on the Texas Academic Performance Report for 2019, it has been higher than the district and state percentages, who were both at about 95%. Some attendance trends that have been noticeable in the past two years have been that some students do not attend half days or students will miss the day before they go out on a holiday break. Attendance incentives include popcorn, pizza, and movie incentives for students with perfect attendance and classes that meet the campus attendance goals. With the truancy procedures that have been in place since January of 2021, calls home for the first two unexcused absences is typically effective. A truancy letter will be sent home on the third unexcused absence and Saturday School or mandatory PowerBlock Wednesdays will be assigned for the fourth unexcused absence. The truancy officer communicates and proceeds with further actions and communication with the parents and/or guardians. All truancy steps are online and parents receive emails with updates and absence information.

Jubilee Harlingen currently has five Race/Ethnicity Groups represented on campus.

Students Race/Ethnicity (7 groups)

Race/Ethnicity Group	Students	Percentage
Black/AA	1	0.2%
Hispanic	383	92%
White	28	7%
American Indian	3	0.7%
Asian	3	0.7%
Pacific Islander	0	0%
Two or more	0	0%

The number of males compared to the number of females by grade level overall is about the same, with five grade levels having more females than males and five grade levels having more males than females as seen below in the data. This year differs overall with more females than males when in 2021 and 2020 there have been overall more males than females.

Grade Level (2023)	Females	Males
PK	17	25
K	24	25
1	28	27
2	34	19
3	33	20
4	15	24
5	23	16
6	14	16
7	17	13
8	18	20

Grade Level (2022)	Females	Males
PK	18	19
K	16	25
1	27	20
2	26	24
3	13	27
4	21	17
5	17	25
6	17	16
7	21	21
8	14	9

Grade Level (2021)	Females	Males
Pre- K	18	19
Kinder	16	25
1st	27	20
2nd	26	24
3rd	13	28
4th	21	17
5th	17	25
6th	17	16
7th	21	21
8th	14	9

Grade Level (2020)	Females	Males
Pre- K	24	18
Kinder	27	30
1st	14	27
2nd	27	24
3rd	23	25
4th	33	26
5th	30	29
6th	30	15
7th	15	15
8th	8	11

Grade Level (2019)	Females	Males
Pre- K	6	7
Kinder	9	12
1st	10	9
2nd	7	13
3rd	13	8
4th	9	13
5th	14	7
6th	10	9
7th	6	5
8th	0	0

Student Groups

Student Groups	Students	Percentage
Eco Dis	317	75.12%
EB	112	26.54%
Migrant	0	0%
SPED	27	6.87%
At-Risk	269	63.74%
GT	43	10.19%

There are many factors that play into knowing the specific needs of the students Jubilee Harlingen serves such as: socioeconomic status, ethnicity, community culture, special needs, learning style, ages and interests. Some of these needs include behavior concerns, mental health issues, home background and many others. Restorative classroom management is what is used in all classroom settings at Jubilee Harlingen. Just like teachers sometimes modify instruction for student differences, teachers make adjustments to classroom management to meet the needs of all their students. Students who are failing or at risk of failing receive instructional support through small groups and/or one on one interventions, tutoring, referred to the Multi-Tiered System of Supports process, previously named Response to Intervention, if applicable, as well as Saturday school and PowerBlock Wednesdays, to aid the students towards academic improvement.

Staff Data

Jubilee Harlingen currently has campus staff members that consist of 38 classroom grade-level teachers, sports performing coaches, interventionists, special education teachers, and paraprofessionals. The administrative team has 4 members and the office and service support staff consist of 20 members. Some campus teachers and paraprofessionals are highly qualified. Due to teacher shortages it has been a challenge to hire fully certified teachers.

85% of the staff are female and 15% are male.

42% of classroom grade-level teachers are state certified.

66% of the state certified classroom grade-level teachers gained their certification the traditional way.

33% of classroom grade-level teachers have an alternative certification.

Years of Experience	Number	% of Teachers
Beginning Teachers	9	35%
1-5 years	12	46%

Years of Experience	Number	% of Teachers
6-10 years	3	12%
11-20 years	1	4%
20+ years	1	4%

The staff race/ethnicity groups are as follows:

95% Hispanic/Latino,

5% White,

0% Black or African American.

In comparison to last year, the campus staff race/ethnicity groups have remained about the same.

Parents/Guardians/Community

The campus is in a supportive community where it has transformative relationships that allow us to unlock our students' potential. Jubilee Harlingen looks to continue seeking involvement with community organizations to provide our students with a premier education. The community itself has not been growing too much the past few years. The community's major employers are Valley Baptist Medical Center, Harlingen Medical Center, and Harlingen Consolidated Independent School District. Harlingen's primary languages spoken are English and Spanish. This campus has a high percentage of economically disadvantaged families that are part of the workforce. The parents' professions vary from law, medical, construction, emergency management, and first responders, however, the unemployment rate is also significant. Both the campus and the Harlingen community has parents who live, work, and commute locally as well as families that live, work, and commute in the surrounding areas of Harlingen such as, San Benito, Rio Hondo, La Feria, Santa Rosa, Brownsville, Weslaco, and Mercedes.

Demographics Strengths

Demographics Strengths

Jubilee Harlingen continues to enroll students in their community and is working to grow the opportunities provided to students on campus. Jubilee Harlingen participates in the Texas Charter School Academic & Athletic League in cross country, basketball, soccer, flag football and golf. Jubilee Harlingen is working

to implement eSPORTS and increase STEAM experiences with students through various programs, such as fine arts and technology applications in elementary. Middle school students will continue to participate in Skills USA. Each student at Jubilee Harlingen receives an electronic device while enrolled. The technology device ratio is 1:1 with staff also all having access to technology resources. Jubilee Harlingen has a strong relationship with community partners such as law enforcement and various other community services. Jubilee Harlingen continues to focus on the social emotional development of their students and has partnered with various community groups to provide students with lessons to help target healthy social emotional development.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Jubilee Harlingen struggles with staff retention, especially with highly qualified staff. **Root Cause:** Jubilee Harlingen lacks highly qualified applicants and strong systems of support.

Problem Statement 2 (Prioritized): Jubilee Harlingen staff are in need of professional development and other retention strategies. **Root Cause:** Jubilee Harlingen staff are new to the profession, lack certifications, and lack content knowledge and educational expertise.

Student Learning

Student Learning Summary

Student Performance

Jubilee Harlingen received an overall B rating in 2022 accountability. Student achievement received an overall scaled score of 69 with no rating. This included a STAAR performance of 69. School Progress received a scaled score of 83 with an overall rating of B. Academic Growth received a scaled score of 83 with a B rating. Relative Growth received a scaled score of 70 with a C rating. Closing the Gaps received a C rating with a scaled score of 76 with a C rating.

Jubilee Harlingen did not receive an accountability rating for the 2021 school year due to a declared state of disaster. All campuses were not rated in accountability for 2020-2021 due to the Covid-19 pandemic. Students did however take the STAAR assessment. Domain ratings include the following categories: Student Achievement, School Progress, and Closing the Gaps. Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments; College, Career, and Military Readiness (CCMR) indicators; and graduation rates. School Progress measures district and campus outcomes in two areas: the students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages. Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

Jubilee Harlingen was not rated in 2019-2020 due to the Covid-19 pandemic. The state declared a state of disaster for the 2020 school year.

Jubilee Harlingen received an overall C rating in 2019 accountability. Student achievement was scored a C rating with a scaled score of 72. This included a STAAR performance of 72. School Progress received a C rating with a 74 scaled score. Academic Growth scored an F with a 59 scaled score. Relative Growth received a scaled score of 74 with a C rating. Closing the Gaps received a D rating with a scaled score of 60.

The academic performance for each student group is shown in **the TEA Texas Academic Performance Report for 2021-2022 below:**

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 JUBILEE HARLINGEN (015822008) - JUBILEE ACADEMIES - BEXAR COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	65%	81%	-	81%	-	-	-	-	-	*	*	79%	83%	73%	87%
	2021	67%	48%	61%	-	59%	80%	-	-	-	-	*	*	67%	56%	50%	43%
At Meets Grade Level or Above	2022	51%	38%	53%	-	53%	-	-	-	-	-	*	*	42%	75%	50%	47%
	2021	39%	19%	33%	-	32%	40%	-	-	-	-	*	*	29%	36%	19%	14%
At Masters Grade Level	2022	30%	20%	33%	-	33%	-	-	-	-	-	*	*	21%	58%	32%	27%
	2021	19%	6%	15%	-	15%	20%	-	-	-	-	*	*	19%	12%	9%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	57%	75%	-	75%	-	-	-	-	-	*	*	67%	92%	73%	80%
	2021	62%	42%	48%	-	46%	60%	-	-	-	-	*	*	52%	44%	34%	29%
At Meets Grade Level or Above	2022	43%	29%	44%	-	44%	-	-	-	-	-	*	*	33%	67%	32%	47%
	2021	31%	15%	17%	-	17%	20%	-	-	-	-	*	*	19%	16%	9%	14%
At Masters Grade Level	2022	21%	13%	17%	-	17%	-	-	-	-	-	*	*	13%	25%	5%	0%
	2021	14%	6%	9%	-	7%	20%	-	-	-	-	*	*	5%	12%	3%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	55%	50%	-	47%	*	-	-	-	-	*	-	73%	33%	42%	33%
	2021	63%	44%	52%	-	48%	*	-	-	-	-	40%	*	41%	63%	56%	60%
At Meets Grade Level or Above	2022	54%	29%	25%	-	25%	*	-	-	-	-	*	-	33%	19%	19%	22%
	2021	36%	17%	13%	-	14%	*	-	-	-	-	20%	*	14%	13%	18%	20%
At Masters Grade Level	2022	28%	10%	11%	-	9%	*	-	-	-	-	*	-	7%	14%	4%	11%
	2021	17%	7%	7%	-	7%	*	-	-	-	-	0%	*	9%	4%	9%	10%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	45%	39%	-	34%	*	-	-	-	-	*	-	60%	24%	31%	22%
	2021	59%	35%	22%	-	19%	*	-	-	-	-	20%	*	23%	21%	26%	30%
At Meets Grade Level or Above	2022	43%	23%	19%	-	19%	*	-	-	-	-	*	-	27%	14%	15%	11%
	2021	36%	13%	9%	-	10%	*	-	-	-	-	20%	*	18%	0%	12%	20%
At Masters Grade Level	2022	23%	11%	8%	-	6%	*	-	-	-	-	*	-	7%	10%	4%	11%
	2021	21%	6%	2%	-	2%	*	-	-	-	-	0%	*	5%	0%	3%	10%
Grade 5 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 JUBILEE HARLINGEN (015822008) - JUBILEE ACADEMIES - BEXAR COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	64%	78%	-	76%	100%	*	-	-	-	71%	-	74%	81%	80%	78%
	2021	73%	54%	63%	-	63%	80%	-	*	-	-	*	*	72%	52%	57%	67%
At Meets Grade Level or Above	2022	58%	39%	43%	-	42%	50%	*	-	-	-	43%	-	37%	48%	43%	67%
	2021	46%	27%	29%	-	26%	60%	-	*	-	-	*	*	31%	26%	29%	33%
At Masters Grade Level	2022	36%	23%	18%	-	18%	17%	*	-	-	-	0%	-	11%	24%	17%	22%
	2021	30%	16%	17%	-	15%	40%	-	*	-	-	*	*	21%	13%	14%	11%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	60%	60%	-	55%	100%	*	-	-	-	43%	-	53%	67%	63%	78%
	2021	70%	43%	42%	-	39%	80%	-	*	-	-	*	*	46%	38%	37%	33%
At Meets Grade Level or Above	2022	48%	30%	30%	-	33%	17%	*	-	-	-	29%	-	32%	29%	30%	56%
	2021	44%	18%	19%	-	15%	60%	-	*	-	-	*	*	18%	21%	14%	22%
At Masters Grade Level	2022	25%	14%	8%	-	9%	0%	*	-	-	-	0%	-	11%	5%	10%	22%
	2021	25%	9%	12%	-	9%	40%	-	*	-	-	*	*	14%	8%	9%	11%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	48%	50%	-	45%	83%	*	-	-	-	43%	-	53%	48%	50%	56%
	2021	62%	38%	45%	-	45%	60%	-	*	-	-	*	*	57%	32%	40%	33%

At Meets Grade Level or Above	2022	38%	21%	23%	-	24%	17%	*	-	-	-	29%	-	26%	19%	20%	22%	
	2021	31%	11%	9%	-	6%	40%	-	*	-	-	*	*	11%	8%	6%	0%	
At Masters Grade Level	2022	18%	8%	8%	-	9%	0%	*	-	-	-	0%	-	5%	10%	10%	11%	
	2021	13%	4%	4%	-	2%	20%	-	*	-	-	*	*	4%	4%	0%	0%	
Grade 6 Reading																		
At Approaches Grade Level or Above	2022	70%	50%	71%	-	73%	80%	-	*	-	-	*	-	53%	92%	63%	60%	
	2021	62%	42%	42%	-	41%	50%	-	-	-	-	33%	-	38%	43%	37%	30%	
At Meets Grade Level or Above	2022	43%	25%	39%	-	36%	60%	-	*	-	-	*	-	27%	54%	26%	40%	
	2021	32%	11%	16%	-	11%	50%	-	-	-	-	17%	-	23%	13%	9%	0%	
At Masters Grade Level	2022	23%	14%	25%	-	18%	60%	-	*	-	-	*	-	20%	31%	21%	40%	
	2021	15%	4%	7%	-	5%	17%	-	-	-	-	17%	-	15%	3%	6%	0%	
Grade 6 Mathematics																		
At Approaches Grade Level or Above	2022	73%	48%	57%	-	55%	80%	-	*	-	-	*	-	47%	69%	47%	80%	
	2021	68%	40%	53%	-	49%	83%	-	-	-	-	50%	-	46%	57%	49%	50%	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 JUBILEE HARLINGEN (015822008) - JUBILEE ACADEMIES - BEXAR COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)	
At Meets Grade Level or Above	2022	39%	16%	36%	-	32%	60%	-	*	-	-	*	-	27%	46%	26%	40%	
	2021	36%	11%	16%	-	14%	33%	-	-	-	-	17%	-	15%	17%	11%	20%	
At Masters Grade Level	2022	16%	6%	21%	-	18%	40%	-	*	-	-	*	-	20%	23%	16%	40%	
	2021	15%	1%	2%	-	3%	0%	-	-	-	-	0%	-	8%	0%	3%	0%	
Grade 7 Reading																		
At Approaches Grade Level or Above	2022	80%	66%	71%	-	69%	80%	-	-	-	-	50%	-	56%	75%	63%	42%	
	2021	69%	55%	69%	-	70%	*	-	-	-	-	*	-	64%	73%	65%	80%	
At Meets Grade Level or Above	2022	56%	36%	51%	-	47%	80%	-	-	-	-	33%	-	44%	53%	43%	42%	
	2021	45%	27%	45%	-	44%	*	-	-	-	-	*	-	36%	53%	41%	40%	
At Masters Grade Level	2022	37%	18%	27%	-	22%	60%	-	-	-	-	0%	-	22%	28%	20%	33%	
	2021	25%	15%	24%	-	22%	*	-	-	-	-	*	-	29%	20%	12%	40%	
Grade 7 Mathematics																		
At Approaches Grade Level or Above	2022	61%	36%	41%	-	39%	60%	-	-	-	-	33%	-	44%	41%	33%	25%	
	2021	55%	37%	48%	-	48%	*	-	-	-	-	*	-	57%	40%	35%	80%	
At Meets Grade Level or Above	2022	31%	14%	22%	-	17%	60%	-	-	-	-	33%	-	33%	19%	13%	17%	
	2021	27%	12%	24%	-	22%	*	-	-	-	-	*	-	43%	7%	12%	40%	
At Masters Grade Level	2022	13%	5%	10%	-	8%	20%	-	-	-	-	17%	-	11%	9%	7%	8%	
	2021	12%	4%	7%	-	7%	*	-	-	-	-	*	-	14%	0%	0%	0%	
Grade 8 Reading																		
At Approaches Grade Level or Above	2022	83%	78%	91%	-	95%	*	-	-	-	-	*	-	100%	86%	83%	100%	
	2021	73%	57%	75%	-	74%	*	-	-	-	-	*	-	71%	76%	69%	*	
At Meets Grade Level or Above	2022	58%	47%	70%	-	75%	*	-	-	-	-	*	-	89%	57%	67%	100%	
	2021	46%	25%	38%	-	35%	*	-	-	-	-	*	-	57%	29%	38%	*	
At Masters Grade Level	2022	37%	25%	35%	-	35%	*	-	-	-	-	*	-	44%	29%	17%	40%	
	2021	21%	9%	13%	-	9%	*	-	-	-	-	*	-	29%	6%	13%	*	
Grade 8 Mathematics																		
At Approaches Grade Level or Above	2022	71%	49%	70%	-	75%	*	-	-	-	-	*	-	89%	57%	58%	80%	
	2021	62%	29%	50%	-	48%	*	-	-	-	-	*	-	57%	47%	44%	*	
At Meets Grade Level or Above	2022	40%	22%	52%	-	55%	*	-	-	-	-	*	-	67%	43%	33%	80%	
	2021	36%	10%	29%	-	26%	*	-	-	-	-	*	-	29%	29%	31%	*	

The 2021-2022 data reflects mostly increases in scores from the previous 2020-2021 test year. Jubilee Harlingen showed increases in 3rd-8th Reading and Math performance except for two areas. 4th grade reading has a 2% decrease and 7th grade math had a 7% decrease. All other grades and subjects tested

showed improvement in all categories, including Meets and Masters.

CLI Engage Reports are below:

CIRCLE Progress Monitoring Pre-K School Benchmark Report



Community: JUBILEE ACADEMIES, WS Cameron - TSR
 School: JUBILEE HARLINGEN
 School year: 2021-2022
 Ethnicity: All
 Sub-populations: All

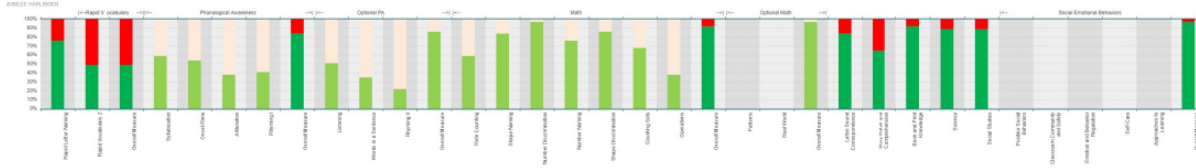
Assessment Language: English
 Class: ALL
 Teacher: ALL
 Wave 2
 Grade Level: PK

Social Emotional Behaviors	Emotion and Behavior Regulation	*	*	*	*
	Self-Care	*	*	*	*
	Approaches to Learning	*	*	*	*
	Overall Measure	97%	3%	0%	0%
Early Writing Skills		95%	5%	0%	0%
Approaches to Learning Expanded	Initiative and Curiosity	*	*	*	*
	Flexibility	*	*	*	*
	Art/Creativity and Dramatic Play	*	*	*	*
	Overall Measure	95%	5%	0%	0%
Physical Development and Health	Fine and Visual Motor	*	*	*	*
	Gross Motor	*	*	*	*
	Health Status	*	*	*	*
	Overall Measure	100%	0%	0%	0%
Speech Production and Sentence Skills		92%	8%	0%	0%
Motivation to Read - En		89%	11%	0%	0%
Administration Mode		*	*	*	*

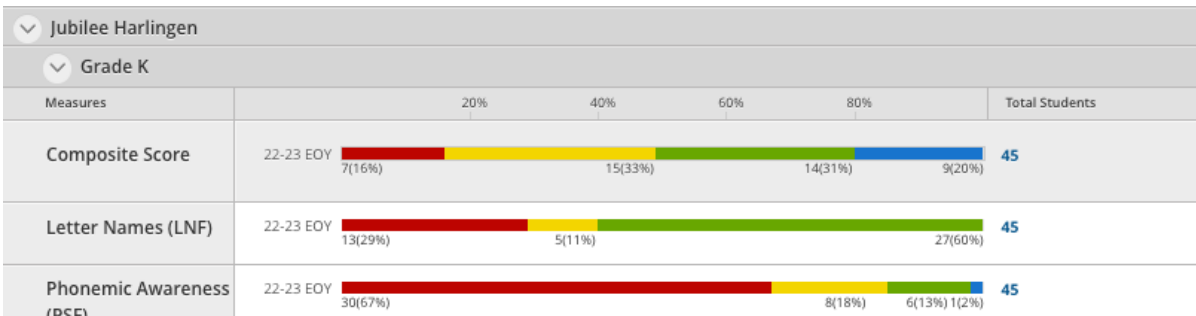
* Measure has no benchmarks.

■ % of Students Meeting On Track ■ % of Students Meeting Needs Support ■ % of Students Meeting Monitor ■ % of Students Meeting Out of Range ■ % of Students Meeting On Track ■ % of Students Meeting Needs Support ■ % of Students Meeting Monitor ■ % of Students Meeting Out of Range

School Benchmark Report



MClass Reading Reports by Grade Level:



Letter Sounds (NWF-CLS)	22-23 EOY 4(9%) 7(16%) 25(55%) 9(20%)	45
Decoding (NWF-WRC)	22-23 EOY 12(27%) 5(11%) 15(33%) 13(29%)	45
Word Reading (WRF)	22-23 EOY 20(44%) 16(36%) 2(4%) 7(16%)	45
Vocabulary	22-23 EOY 7(14%) 7(14%) 36(72%)	50
Spelling	22-23 EOY 9(21%) 7(16%) 27(63%)	43
Risk Indicator	22-23 EOY AT RISK: 4(9%) LOW RISK: 39(91%)	43

Grade 1

Measures	20%	40%	60%	80%	Total Students
Composite Score	22-23 EOY 8(29%) 2(7%) 9(32%) 9(32%)	28			
Letter Names (LNF)	22-23 EOY 6(21%) 2(7%) 16(58%) 4(14%)	28			
Phonemic Awareness (PSF)	22-23 EOY 6(21%) 2(7%) 10(37%) 4(14%) 6(21%)	28			
Letter Sounds (NWF-CLS)	22-23 EOY 11(39%) 5(18%) 8(29%) 4(14%)	28			
Decoding (NWF-WRC)	22-23 EOY 13(47%) 11(39%) 4(14%)	28			
Word Reading (WRF)	22-23 EOY 9(32%) 3(11%) 7(25%) 9(32%)	28			
Reading Accuracy (ORF-Accu)	22-23 EOY 6(21%) 2(7%) 20(72%)	28			
Reading Fluency (ORF)	22-23 EOY 9(31%) 3(11%) 8(29%) 8(29%)	28			

Grade 2

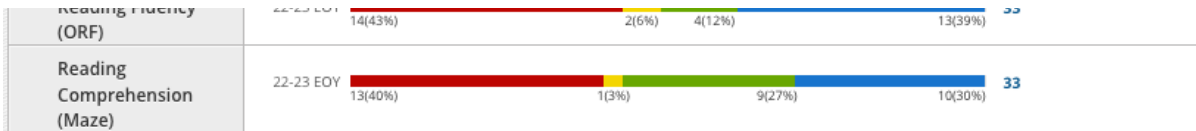
Measures	20%	40%	60%	80%	Total Students
Composite Score	22-23 EOY 13(28%) 8(17%) 14(31%) 11(24%)	46			
Letter Sounds (NWF-CLS)	22-23 EOY 12(26%) 10(22%) 12(26%) 10(22%) 2(4%)	46			
Decoding (NWF-WRC)	22-23 EOY 17(37%) 4(9%) 14(30%) 10(22%) 1(2%)	46			
Word Reading (WRF)	22-23 EOY 8(17%) 12(26%) 11(24%) 10(22%) 5(11%)	46			

Reading Accuracy (ORF-Accu)	22-23 EOY 46
Reading Fluency (ORF)	22-23 EOY 46
Reading Comprehension (Maze)	22-23 EOY 46

Grade 3	
Measures	Total Students
Composite Score	22-23 EOY 46
Letter Sounds (NWF-CLS)	22-23 EOY 46
Decoding (NWF-WRC)	22-23 EOY 46
Word Reading (WRF)	22-23 EOY 46
Reading Accuracy (ORF-Accu)	22-23 EOY 46
Reading Fluency (ORF)	22-23 EOY 46
Reading Comprehension (Maze)	22-23 EOY 46

Grade 4	
Measures	Total Students
Composite Score	22-23 EOY 38
Reading Accuracy (ORF-Accu)	22-23 EOY 38
Reading Fluency (ORF)	22-23 EOY 38
Reading Comprehension (Maze)	22-23 EOY 38

Grade 5	
Measures	Total Students
Composite Score	22-23 EOY 33
Reading Accuracy (ORF-Accu)	22-23 EOY 33
Reading Fluency (ORF)	22-23 EOY 33



Imagine Math Benchmark Reports are below:

Benchmark NWEA All Classrooms Quantile Hub Tools Benchmark Roster Performance Level Guide

mop MAP Your organization is using NWEA MAP to assess some students in Imagine Math. To view growth and assessment data for these students, visit NWEA.

Administration

414	56%	44%	33%	0%
Enrolled Students	231/414	133/414	133/414	-
	Completed No Tests	Completed B1	Completed B2	Completed B3

Growth

Group by: All Classrooms | Benchmark: Benchmark 1 to most recent

Name	Benchmark	Completed	Performance Levels	Avg Quantile Growth	Avg Weekly Usage	Avg Benchmark Time
Kinder - AYALA - 03	Benchmark 1	26		N/A	N/A	00:11
	Most Recent	26		211Q	00:31	00:23
Kinder - DE LA FUENTE - 03	Benchmark 1	26		N/A	N/A	00:10
	Most Recent	24		273Q	00:21	00:26
Lunch/RTI (1-5) - GARZA - 04	Benchmark 1	1		N/A	N/A	00:33
	Most Recent	1		90Q	00:27	00:32

MClass Math Reports are below by grade level:

Jubilee Academies (TX) Current as of 04/08/2023

Grade K

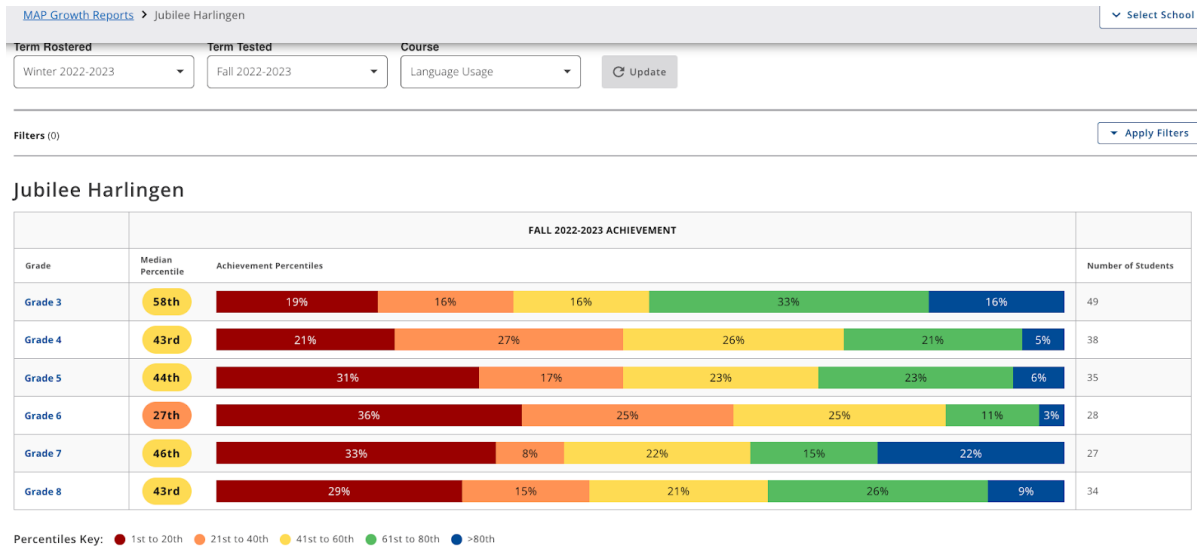
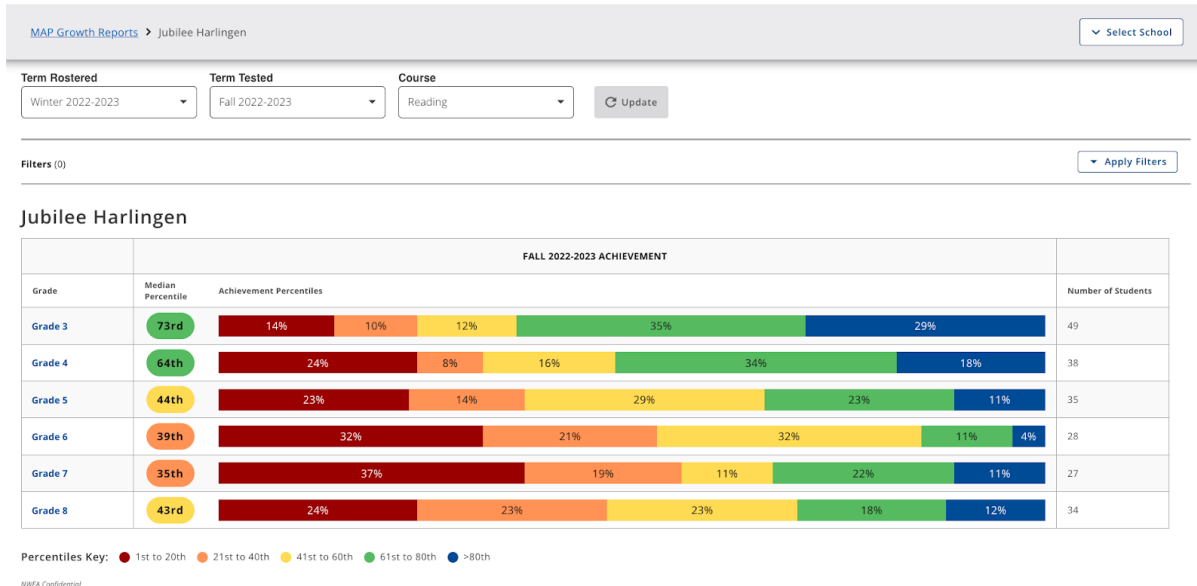
Measures	20%	40%	60%	80%	Total Students
Overall	5(10%)	24(47%)	22(43%)		51
Num. Identification	18(35%)	23(45%)	10(20%)		51
Qty. Discrimination	1(2%)	27(53%)	23(45%)		51
Counting	6(12%)	21(41%)	24(47%)		51
Missing Number	4(8%)	27(53%)	20(39%)		51

Grade 1

Measures	20%	40%	60%	80%	Total Students
Overall	22-23 MOY				47
	22-23 EOY				24
Num. Identification	22-23 MOY				47
	22-23 EOY				24
Number Facts	22-23 MOY				47
	22-23 EOY				24
Qty. Discrimination	22-23 MOY				47
	22-23 EOY				24
Counting	22-23 MOY				47
	22-23 EOY				24
Missing Number	22-23 MOY				47
	22-23 EOY				24

Grade 2					
Measures	20%	40%	60%	80%	Total Students
Overall	22-23 MOY				50
	22-23 EOY				26
Number Facts	22-23 MOY				50
	22-23 EOY				26
Qty. Discrimination	22-23 MOY				50
	22-23 EOY				26
Missing Number	22-23 MOY				50
	22-23 EOY				26
Computation	22-23 MOY				50
	22-23 EOY				26
Concepts	22-23 MOY				50
	22-23 EOY				26

MAPS Reading Data by grade level.



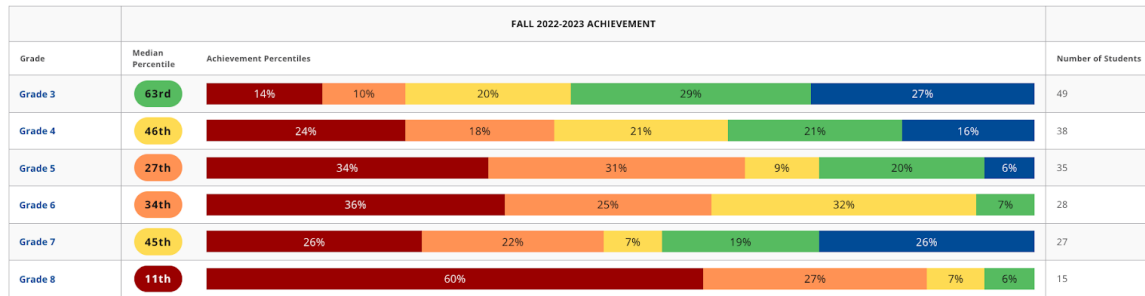
MAPS Math Data by grade level:

MAP Growth Reports > Jubilee Harlingen Select School

Term Rostered: Winter 2022-2023 | Term Tested: Fall 2022-2023 | Course: Math K-12 Update

Filters (0) Apply Filters

Jubilee Harlingen



Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

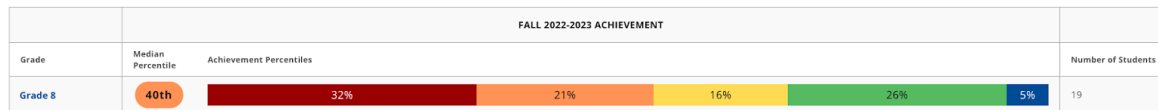
MAP Growth Reports > Jubilee Harlingen Select School

Achievement | Achievement Comparisons

Term Rostered: Winter 2022-2023 | Term Tested: Fall 2022-2023 | Course: Algebra 1 Update

Filters (0) Apply Filters

Jubilee Harlingen



Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

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There is no comparison data for Jubilee Harlingen to a group of campuses of similar type, size, grade span, and student demographics. In 2022 Jubilee Harlingen did earn one distinction in Social Studies. More details can be seen in the **TEA 2021-2022 School Report Card** below:

Texas Education Agency
2022 School Report Card
JUBILEE HARLINGEN (015822008) - JUBILEE ACADEMIES - BEXAR COUNTY

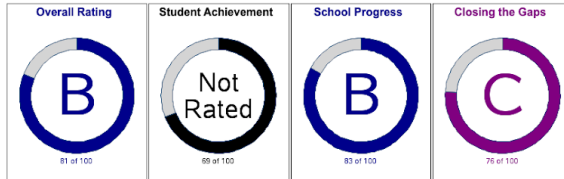
School Information

District Name: JUBILEE ACADEMIES
Campus Type: Elementary
Total Students: 396
Grade Span: PK - 08

For more information about this campus, see:
<https://xschools.org>
or the Texas Academic Performance Report at:
<https://texas.gov/reportcard/2022/index.html>

Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.



Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



Student Information

This section provides demographic information about JUBILEE HARLINGEN, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State		Campus	District	State
Attendance Rate (2020-21)	97.1%	85.1%	95.0%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Elementary			
African American	0.3%	5.9%	12.8%	Kindergarten	20.4	17.8	18.7
Hispanic	88.1%	85.7%	52.5%	Grade 1	23.5	19.8	18.7
White	9.8%	6.2%	26.3%	Grade 2	24.0	18.9	18.6
American Indian	0.5%	0.5%	0.3%	Grade 3	18.6	17.6	18.7
Asian	0.5%	0.5%	4.8%	Grade 4	16.4	18.4	18.8
Pacific Islander	0.0%	0.0%	0.2%	Grade 5	17.5	17.7	20.2
Two or More Races	0.8%	1.2%	2.9%	Grade 6	14.0	20.2	19.2
Enrollment by Student Group				Secondary			
Economically Disadvantaged	71.7%	63.7%	60.7%	English Language Arts	16.3	14.2	16.3
Special Education	7.3%	8.4%	11.6%	Foreign Languages	-	15.2	18.4
Emergent Bilingual/EL	26.5%	26.0%	21.7%	Mathematics	16.3	14.6	17.5
Mobility Rate (2020-21)				Science	16.3	16.0	18.5
	11.2%	11.1%	13.6%	Social Studies	16.3	16.0	19.1

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)											
All Subjects	2022	74%	56%	64%	-	63%	78%	*	*	-	58%
ELA/Reading	2022	67%	44%	50%	-	48%	71%	-	*	-	45%
Mathematics	2022	75%	62%	73%	-	72%	83%	*	*	-	66%
Science	2021	68%	50%	59%	-	57%	74%	-	*	-	53%
Social Studies	2022	72%	51%	56%	-	54%	74%	*	*	-	50%
ELA/Reading	2021	66%	38%	43%	-	40%	70%	-	*	-	37%
Mathematics	2022	76%	56%	69%	-	57%	89%	*	*	-	60%
Science	2021	71%	43%	49%	-	49%	67%	-	*	-	43%
Social Studies	2022	75%	56%	65%	-	70%	*	-	-	-	58%

	2021	73%	47%	63%	-	61%	*	-	-	-	-	56%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	28%	38%	-	38%	40%	*	*	-	-	30%
	2021	41%	18%	22%	-	21%	37%	-	*	-	-	19%
ELA/Reading	2022	53%	35%	46%	-	45%	52%	*	*	-	-	40%
	2021	45%	23%	27%	-	25%	43%	-	*	-	-	22%
Mathematics	2022	42%	22%	32%	-	32%	39%	*	*	-	-	24%
	2021	37%	13%	18%	-	16%	35%	-	*	-	-	14%
Science	2022	47%	23%	33%	-	36%	22%	*	-	-	-	24%
	2021	44%	14%	18%	-	16%	50%	-	*	-	-	18%
Social Studies	2022	50%	25%	30%	-	35%	*	-	-	-	-	17%
	2021	49%	24%	38%	-	35%	*	-	-	-	-	38%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	11%	19%	-	18%	26%	*	*	-	-	13%
	2021	18%	6%	9%	-	8%	19%	-	*	-	-	7%
ELA/Reading	2022	25%	15%	24%	-	22%	39%	*	*	-	-	18%
	2021	18%	9%	13%	-	12%	26%	-	*	-	-	10%
Mathematics	2022	20%	9%	15%	-	15%	22%	*	*	-	-	9%
	2021	18%	4%	7%	-	6%	13%	-	*	-	-	4%
Science	2022	21%	6%	13%	-	13%	11%	*	-	-	-	12%
	2021	20%	5%	10%	-	10%	17%	-	*	-	-	10%
Social Studies	2022	30%	11%	17%	-	20%	*	-	-	-	-	8%
	2021	29%	10%	13%	-	9%	*	-	-	-	-	6%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	68	77	-	76	83	-	-	-	-	76
	2019	69	60	63	-	60	100	-	-	-	-	33
ELA/Reading	2022	78	74	82	-	81	87	-	-	-	-	82
	2019	68	62	64	-	62	100	-	-	-	-	59
Mathematics	2022	69	63	72	-	71	79	-	-	-	-	69
	2019	70	59	61	-	58	100	-	-	-	-	56
<small>* Indicates there are no students in the group. * Indicates results are masked due to small numbers to protect student confidentiality. n/a Indicates data reporting is not applicable for this group.</small>												

TEA | School Programs | Assessment and Reporting | Performance Reporting

The performance status of the students at Jubilee Harlingen for CCMR is through the Texas Success Initiative assessment (TSIA) data. Jubilee Harlingen had more students pass the TSIA in Math than the TSIA in reading.

Math TSIA Scores:

Reading TSIA scores:

State Assessment Data

The student performance on state assessments could not be compared with student performance on district benchmark assessments conducted through the MAPS platform or the STAAR Interim Assessments. STAAR Interim did not assess the same TEKS from BOY to MOY which made the test non-comparable and did not provide sufficient data to determine how students would perform on STAAR. The MAPs benchmark data which previously had closely projected student performance on STAAR was not administered for MOY. This prevented instructional staff from receiving a valuable data source that would have assisted with state assessment preparation.

Students that are in need of reteaching material for those who are absent or at risk of failing are offered in-class small-group interventions, after-school tutoring,

and/or Saturday school and PowerBlock Wednesdays. Intervention time includes reteaching, providing video lessons, and answering questions with students. Online programs are also used across grade levels to help students become more engaged. Depending on the situation the students struggling in math or reading may also be referred to the MTSS program and work with the interventionists.

Student Learning Strengths

Student Learning Strengths

Jubilee Harlingen has scored higher than the district average on STAAR in both the 2021-2022 and the 2018-2019 school years in all grade levels except for Grade 4 Math and Grade 6 Reading. Bilingual students also outscored students within the district at Jubilee Harlingen in the 2020-2021 testing period. STAAR participation for Jubilee Harlingen was higher than the district average of 90% with 94% participation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Jubilee Harlingen students are underperforming on assessments provided locally, by the district, and by the state. **Root Cause:** Many students who have enrolled at Jubilee Harlingen are low performing and have academic learning gaps based on data collected by the campus and district as well as incoming data from previous campuses and state assessments.

Problem Statement 2 (Prioritized): Jubilee Harlingen needs to close student learning gaps through increased instructional time via interventions, tutorials, and targeted instructional time. **Root Cause:** Lack of funding, professional development needed to increase teacher effectiveness, and timelines for identifying student needs contribute to delays in instructional interventions.

School Processes & Programs

School Processes & Programs Summary

Personnel - Policy and Procedures

Jubilee Academies uses the following processes for recruiting and retaining high quality staff. Jubilee Academies uses a Job Board, social platforms such as Indeed, LinkedIn, SimplyHired, FaceBook, Glassdoor, etc to post available positions. They also incorporate job fairs, referrals, and branding. As an applicant, you receive phone calls to schedule interviews for vacancies with an interview committee. A decision is then made by the key personnel and a job offer is extended from Human Resources. In determining placement, the following things are considered: vacancies, certifications, need basis, and experience among other factors. Development of quality staff is provided through Professional Development training, both at campus and district levels, Mentor/Mentee Programs, peer collaborations, instructional coaching and through Region One. The evaluation of staff is done through the following: formal and informal observations, walk throughs, peer observations, and academic data. High quality teachers are placed in classrooms/subjects based on the student need and teacher strength. Advancement opportunities for staff are provided by vacancies, qualifications, and principal referrals.

Professional Practices

Jubilee Harlingen develops instructional leaders through committees, mentoring, and grade level heads. Tenured staff who are very knowledgeable in their content areas along with instructional coaches and administration help guide and develop each and every instructional leader. From the day you are hired on with Jubilee, your roles and responsibilities are given to you and each and every staff member is given the resources to complete their tasks. If there are needs that come up, the campus administration has an open door policy that allows you to simply ask for what you're needing or missing to complete your specific role on the campus. Administration will always assist staff in anything they may need to be successful and to accomplish assigned responsibilities.

Jubilee Harlingen has focused on developing an improvement plan that involves a new curriculum adoption that provides them with lessons, instructional materials, and scripting. The curriculum adoptions in reading and math also include assessments which allow teachers to assess then analyze and understand the needs that need to be addressed in each class. All stakeholders such as teachers, instructional coaches, academic dean, and administration are involved in the process of reviewing student performance data. Teachers track students' performances with both informal and formative assessments to monitor students' performance. Teachers ask high order thinking questions, provided to them in the instructional materials, in order to obtain immediate feedback from students and assign daily written assignments that measure student comprehension, along with weekly quizzes and tests. Teachers also adjust lessons and materials by scaffolding accordingly as current data is taken and analyzed, which are also scaffolds included in the curriculum adoption.

Professional development is planned with administration, instructional coaches, and district directors and is based on staff needs in different areas such as core subjects, curriculum resources, classroom technology, instructional resources, best practices, and student achievement. Jubilee Harlingen uses the data collected from assessments (beginning of the year, middle of the year, and end of the year), unit assessments, and benchmarks to help plan for professional development and address the root causes of low performance. The current impact professional development at Jubilee Harlingen provides is always with academic student success in mind.

Programs and Opportunities for Students

Programs that continue to operate at Jubilee Harlingen are the following: general education, Bilingual/ESL, Gifted/Talented, 504/Dyslexia, Multi-Tiered System of Supports (previously RTI), special education, social and emotional student support, and Determined Destiny Values. All of these programs are aligned with the campus/district vision, mission, goals, and values and most definitely focus on a safe environment and high expectations for all.

Jubilee Harlingen uses the TEKS Resources system along with the workshop model to provide instruction in all content areas. At-risk students are given the opportunity to be just as successful as the students who are not considered at-risk, by not lowering the bar of expectation for them. The level of expectations for at-risk students remains the same on campus. Accommodations, interventions, as well as enrichment needed also assist students in being successful with constant collaboration between teachers. Programs such as 504, Dyslexia, Special Education, Bilingual/ESL, Gifted/Talented, and tutors along with core teachers help monitor as well as encourage both students and their parents in regards to a students progress. This is another step that is utilized to ensure the term “at risk” is not going to be used to justify lower results. All of the students and teachers are expected to make results!!!...not excuses!!!

Special programs such as bilingual/ESL, gifted/talented, 504/dyslexia and special education, meet the needs of students by conducting special program huddle meetings and special education meetings with co-op staff, classroom teachers, student data, and/or with parents, if needed, which all help formulate the IEP, AIP, and LPAC accommodations to help the student achieve the highest academic success possible. These meetings focus on program recommendations and student reviews of progress.

The data that currently exists regarding students in special education/bilingual/dyslexia programs specifically is both informative and alarming to a degree, partly due to the pandemic. The numbers in those programs continue to grow at an alarming rate. The positive side to it is that now those numbers are being closely monitored and brought to the forefront when leaders are discussing new programs and funding. In the past, students who struggled would often be labeled as non-caring or unmotivated, now those students are considered at-risk and are getting the time, energy, effort, and funding to try and assist them to achieve academic success. Other programs such as gifted and talented, CATE, and various new programs that are designed to plant the seed of academic success and future goals, i.e. college/military/trade schools are growing in abundance within our district.

Jubilee Harlingen has integrated STEAM through the gifted and talented program for grade levels in Kinder through 8th grade. Students in Kindergarten through 5th grade also receive fine arts instruction and technology applications. Middle school students also take a CTE course and an art course as their elective. Jubilee Harlingen provides the ACCESS after school program that provides enrichment and tutorial opportunities for our students. Some of the clubs provided for students are sports, dance, yoga and art. The Gear Up grant is also providing opportunities for our students in 1st through 8th grade to improve their college readiness and prepare them for their career pathway.

The CCMR/ACDMC counselor, collaborates with middle school teachers and gives presentations to students in order to provide guidance about TSI, SAT, ACT, postsecondary education, scholarships, military, and career path awareness.

Students who perform well academically perform well in CTE courses. CTE content provides more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education. All students need to learn how to read, write, solve mathematical problems, and understand and apply scientific principles to succeed in college and/or careers. CTE helps tie in real life experiences to academic performance by allowing students to see what job requirements are needed in the workforce.

Students are provided with a technology device in order to attend classes and submit assignments. Students from pre-kindergarten through 8th grade receive a chromebook. In the classroom, teachers are provided with a smart screen, document cameras and online resources/platforms such as Google Classroom and Class Dojo to provide better face-to-face instruction.

Due to COVID-19, challenges with absences, technology connections, and providing social services did occur and the effects of these challenges are reflected in student performance. The campus is continuing to monitor for patterns in attendance and continues to communicate with families to check with the student. We have a student support counselor who listens to students who may have a concern regarding the following: socio-economic status, family issues, student resilience, CPS, unhealthy lifestyles, student support sessions, educational leadership. The health assistant is aware of the current safety protocols in place on the campus as well as with the CDC to help keep the campus staff and students as safe as possible. The physical education class follows the general physical preparedness (GPP) program. It is the initial stage of training that builds a foundation of quality movement skills and it improves overall movement competencies.

Procedures

To support powerful teaching and learning, Jubilee Harlingen uses high quality instructional materials that aligns with rigorous curriculum expectations for all subjects and grade levels from grades kindergarten to eighth grade. The unit assessments are aligned to the state standards with the appropriate level of rigor. Unit assessments are administered at the end of every unit to determine if students mastered the learning objectives taught in that time period and to monitor their academic growth. Instructional materials with key ideas, essential questions, and recommended materials, including content-rich text, are used in the classroom. Instructional resources are designed to meet the needs of all students and student populations. Several opportunities for professional development in different areas such as classroom technology, instructional resources and best practices for student achievement are offered throughout the school year. Also, instructional coaches provide support and guidance in the classroom to teachers.

Jubilee Harlingen and its classrooms are enriched with technology, such as document cameras, iPads, Google Chrome-books and Smart TVs to enhance both teaching and learning. The Smart TVs help interactively facilitate instructional time with programs the teacher can access through the smart TV. The iPads and Google Chrome-books are used by students to access instructional websites and educational apps that reinforce our students' online academic support to help enhance curriculum achievement. Teachers integrate technology in their lessons and also have administrative programs they can use to assign students work to complete either in the classroom or at home. These programs include reading, math, writing, science, social studies, and other areas. The document cameras are also used during instructional time to help students see in, real time, modeling of instructional expectations.

Jubilee Harlingen has a master schedule that fulfills the TEA mandated instructional hours.

Teachers are provided with a planning period to plan for upcoming weeks, communicate with parents, network with other teachers and prepare for future classroom/school events. Jubilee Harlingen also conducts grade level meetings and/or weekly data meetings, professional learning communities with their teachers and paraprofessionals. The Extended Day Enrichment provided at Jubilee Harlingen includes afterschool tutorials. During this time students are serviced with qualified teachers in a smaller group setting. The teacher services students with mandated TEKS guided by the state curriculum to support and reinforce the students' academic growth. The tutoring program begins promptly at 4:15 p.m. and ends at 5:15 p.m. on days designated by the teacher. Summer school is also provided to students that have struggled throughout the academic year. During the summer school designated time period, teachers provide grade level instruction needed for students to move onto the next grade level. In addition, Jubilee Harlingen also provides Saturday school and PowerBlock Wednesdays to their students, when necessary. This helps students make up unexcused absences they have had during the academic school year.

Below are samples of the master schedule for Elementary and Middle School in the 2022-2023 school year:

PreKinder Schedule:

JH Master Schedule 2022-2023	Dept	PLC/Grade	Rm	1 8:00-8:08 8:08-9:02	2 9:05-9:59	3 10:02-10:56	4 10:59-11:53	5 11:56-12:50	6 12:53-1:47	7 1:50-2:44	8 2:47-3:45
Limon, Celina (Teacher)	Self-Contained ESL	PK-A	132	RLA	RLA	Math	Lunch (Classroom) 10:45-11:15	Nap Time	Learn & Play Math Centers	Sci (MT) SS (ThF)	Conference
Vacancy (Para)	Self-Contained	PK-A	132	RLA	RLA	Math	Lunch (Classroom) 10:45-11:15	Nap Time	Learn & Play Math Centers	Sci (MT) SS (ThF)	PE PreKinder
Reyes, Paola (Teacher)	Self-Contained	PK-B	133	RLA	RLA	Math	Lunch (Classroom) 10:45-11:15	Nap Time	Learn & Play Math Centers	Sci (MT) SS (ThF)	Conference
Lucio, Katye (Para)	Self-Contained	PK-B	133	RLA	RLA	Math	Lunch (Classroom) 10:45-11:15	Nap Time	Learn & Play Math Centers	Sci (MT) SS (ThF)	PE PreKinder

Kindergarten Schedule:

JH Master Schedule 2022-2023	Dept	PLC/Grade	Rm	1 8:00-8:08 8:08-9:02	2 9:05-9:59	3 10:02-10:56	4 10:59-11:53	5 11:56-12:50	6 12:53-1:47	7 1:50-2:44	8 2:47-3:45
De La Fuente, Iliana (Teacher)	Self-Contained ESL	K-A	117	RLA	RLA	Math	Lunch 10:59-11:29 Recess 11:29-12:49	Math Centers	Conference	PLC (Interventions)	Sci (MT) SS (ThF)
Sauceda, Alejandra (Pending) (Para)	Self-Contained	K-A	117	RLA	RLA	Math	Lunch 10:59-11:29 Recess 11:29-12:49	Math Centers	PE Kinder	Fine Arts (M) Math Lab (T) Tech Apps (Th) Rdr. Lab (F)	Sci (MT) SS (ThF)

Ayala, Kayla (Teacher)	Self-Contained ESL	K-B	118	RLA	RLA	Math	Lunch 10:59-11:29 Recess 11:29-12:49	Math Centers	Conference	PLC (Interventions)	Sci (MT) SS (ThF)
Cook, Lisa (Para)	Self-Contained	K-B	118	RLA	RLA	Math	Lunch 10:59-11:29 Recess 11:29-12:49	Math Centers	PE Kinder	Tech Apps (M) Rdg. Lab (T) Fine Arts (Th) Math Lab (F)	Sci (MT) SS (ThF)

1st Grade Schedule:

JH Master Schedule 2022-2023	Dept	PLC/Grade	Rm	1 8:00-8:08 8:08-9:02	2 9:05-9:59	3 10:02-10:56	4 10:59-11:53	5 11:56-12:50	6 12:53-1:47	7 1:50-2:44	8 2:47-3:45
Rodriguez, Adelina (Teacher)	Self-Contained	1-A	134	PLC (Interventions)	RLA 0113.11 (18) (Inclusion) 9101.11 (2)	RLA 0113.11 (18) (Inclusion) 9101.11 (2)	Recess 10:56-11:14 Lunch 8901.11 (20) 11:14-11:44	Math 0121.11 (18) (Inclusion) 9102.11 (2)	Math 0121.11 (18) (Inclusion) 9102.11 (2)	Conference	Sci 0131.11 (20) (MT) SS 0141.11 (20) (ThF)
Bernal, Melinda (Para)	Self-Contained	1-A	134	Fine Arts (M) Math Lab (T) Tech Apps (Th) Rdg. Lab (F)	RLA 0113.11 (18) (Inclusion) 9101.11 (2)	RLA 0113.11 (18) (Inclusion) 9101.11 (2)	Recess 10:56-11:14 Lunch 8901.11 (20) 11:14-11:45	Math 0121.11 (18) (Inclusion) 9102.11 (2)	Math 0121.11 (18) (Inclusion) 9102.11 (2)	PE 0153.11	Sci 0131.11 (20) (MT) SS 0141.11 (20) (ThF)
Saucedo, Yesenia (Teacher)	Self-Contained	1-B	119	PLC (Interventions)	RLA 0113.12 (16) EB 0101.12 (5)	RLA 0113.12 (16) EB 0101.12 (5)	Recess 10:56-11:14 Lunch 8901.12 (21) 11:14-11:44	Math 0121.12 (16) EB 0102.12 (5)	Math 0121.12 (16) EB 0102.12 (5)	Conference	Sci 0131.12 (16) (MT) EB 0103.12 (5) SS 0141.12 (16) (ThF) EB 0104.12 (5)
Guevara, Karla (Para)	Self-Contained	1-B	119	Tech Apps (M) Rdg. Lab (T) Fine Arts (Th) Math Lab (F)	RLA 0113.12 (12) EB 0101.12 (5)	RLA 0113.12 (12) EB 0101.12 (5)	Recess 10:56-11:14 Lunch 8901.12 (21) 11:14-11:45	Math 0121.12 (12) EB 0102.12 (5)	Math 0121.12 (12) EB 0102.12 (5)	PE 0153.12	Sci 0131.12 (12) (MT) EB 0103.12 (5) SS 0141.12 (12) (ThF) EB 0104.12 (5)

2nd/3rd Grade Schedule:

JH Master Schedule 2022-2023	Dept	PLC/Grade	Rm	1 8:00-8:08 8:08-9:02	2 9:05-9:59	3 10:02-10:56	4 10:59-11:53	5 11:56-12:50	6 12:53-1:47	7 1:50-2:44	8 2:47-3:45
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Meraz, Aime (Teacher)	RLA/SS	2-A	128	DDV Conference	RLA 0213.21 (24) (Inclusion) 9201.21 (1)	RLA 0213.21 (24) (Inclusion) 9201.21 (1)	Recess 10:55-11:19 Lunch 8901.21 (26) 11:19-11:49	Sci 0231.21 (25) (MT) SS 0241.21 (25) (ThF)	RLA 0313.31 (25) (Inclusion) 9301.31 (1)	RLA 0313.31 (25) (Inclusion) 9301.31 (1)	PLC (Interventions)
Garza, Delilah (Teacher)	RLA/SS	2-B	127	DDV Conference	RLA 0213.22 (9) EB 0201.22 (16) (Inclusion) 9201.22 (1)	RLA 0213.22 (9) EB 0201.22 (16) (Inclusion) 9201.22 (1)	Recess 10:55-11:19 Lunch 8901.21 (26) 11:19-11:49	Sci 0231.22 (9) (MT) EB 0203.22 (16) SS 0241.22 (9) (ThF) EB 0204.22 (16)	RLA 0313.32 (13) EB 0301.32 (12) (Inclusion) 9301.32 (1)	RLA 0313.32 (13) EB 0301.32 (12) (Inclusion) 9301.32 (1)	PLC (Interventions)
Truong, Jailyynn (Para)		2-A	138	PE 0253.21	RLA 0213.21 (24) (Inclusion) 9201.21 (1)	RLA 0213.21 (24) (Inclusion) 9201.21 (1)	Recess 10:55-11:19 Lunch 8901.21 (26) 11:19-11:49	Sci 0231.21 (25) (MT) SS 0241.21 (25) (ThF)	Math 0221.21 (24) (Inclusion) 9202.21 (1)	Math 0221.21 (24) (Inclusion) 9202.21 (1)	Fine Arts (M) Math Lab (T) Tech Apps (Th) Rdg. Lab (F)
Davila, Maria (Para)		2-B	138	PE 0253.22	RLA 0213.22 (9) EB 0201.22 (16) (Inclusion) 9201.22 (1)	RLA 0213.22 (9) EB 0201.22 (16) (Inclusion) 9201.22 (1)	Recess 10:55-11:19 Lunch 8901.21 (26) 11:19-11:49	Sci 0231.22 (10) (MT) EB 0203.22 (16) SS 0241.22 (10) (ThF) EB 0204.22 (16)	Math 0221.22 (9) EB 0202.22 (16) (Inclusion) 9202.22 (1)	Math 0221.22 (9) EB 0202.22 (16) (Inclusion) 9202.22 (1)	Tech Apps (M) Rdg. Lab (T) Fine Arts (Th) Math Lab (F)
Puga, Lorie (Teacher)	Math/Sci	3-A	138	DDV Conference	Math 0321.31 (26)	Math 0321.31 (26)	Recess 11:14-11:34 Lunch 8901.21 (25) 11:34-12:04	Fine Arts (M) Math Lab (T) Tech Apps (Th) Rdg. Lab (F)	Math 0221.21 (24) (Inclusion) 9202.21 (1)	Math 0221.21 (24) (Inclusion) 9202.21 (1)	Sci 0331.31 (26) (MT) SS 0341.31 (26) (ThF)
Rios, Jose (Teacher)	Math/Sci	3-B	137	DDV Conference	Math 0321.32 (14) EB 0302.32 (12) (Inclusion) 9302.32 (1)	Math 0321.32 (14) EB 0302.32 (12) (Inclusion) 9302.32 (1)	Recess 11:14-11:34 Lunch 8901.21 (25) 11:34-12:04	Tech Apps (M) Rdg. Lab (T) Fine Arts (Th) Math Lab (F)	Math 0221.22 (9) EB 0202.22 (16) (Inclusion) 9202.22 (1)	Math 0221.22 (9) EB 0202.22 (16) (Inclusion) 9202.22 (1)	Sci 0331.32 (14) (MT) EB 0303.32 (12) SS 0341.32 (14) (ThF) EB 0304.32 (12)

4th/5th Grade Schedule:

JH Master Schedule 2022-2023	Dept	PLC/Grade	Rm	1 8:00-8:08 8:08-9:02	2 9:05-9:59	3 10:02-10:56	4 10:59-11:53	5 11:56-12:50	6 12:53-1:47	7 1:50-2:44	8 2:47-3:45
Rodriguez, Casandra (Teacher)	RLA/SS	4-A	129	DDV RLA 0413.41 (15) EB 0401.41 (4) (Inclusion) 9401.41 (1)	RLA 0413.41 (15) EB 0401.41 (4) (Inclusion) 9401.41 (1)	Conference	Fine Arts (M) Math Lab (T) Tech Apps (Th) Rdg. Lab (F)	Lunch 8901.41 (19) 11:59-12:29 Recess 12:29-12:50	RLA 0413.42 (7) EB 0401.42 (11)	RLA 0413.42 (7) EB 0401.42 (11)	Sci 0431.42 (7) (MT) EB 0403.42 (11) SS 0441.42 (7) (ThF) EB 0404.42 (11)
Pecina, Bianca (Teacher)	Math/Sci	4-B	139	DDV Math 0421.42 (7) EB 0401.42 (11)	Math 0421.42 (7) EB 0401.42 (11)	Conference	Tech Apps (M) Rdg. Lab (T) Fine Arts (Th) Math Lab (F)	Lunch 8901.42 (18) 11:59-12:29 Recess 12:29-12:50	Math 0421.41 (15) EB 0402.41 (4) (Inclusion) 9402.41 (1)	Math 0421.41 (15) EB 0402.41 (4) (Inclusion) 9402.41 (1)	Sci 0431.41 (15) (MT) EB 0403.41 (4) SS 0441.41 (15) (ThF) EB 0404.41 (4)
Ponce, Kristy (Teacher)	RLA/SS	5-A	130	DDV RLA 0521.51 (14) EB 0501.51 (4) (Inclusion) 9501.51 (1)	RLA 0521.51 (14) EB 0501.51 (4) (Inclusion) 9501.51 (1)	Conference	Sci 0531.51 (14) (MT) EB 0503.51 (4) SS 0541.51 (14) (ThF) EB 0504.51 (4)	Recess 11:53-12:14 Lunch 8901.51 (18) 12:14-12:44	Fine Arts (M) Math Lab (T) Tech Apps (Th) Rdg. Lab (F)	RLA 0521.52 (12) EB 0501.52 (5)	RLA 0521.52 (12) EB 0501.52 (5)

Trevino, Victoria (Teacher)	Math/Sci	5-8	140	DDV Math 0521.52 (12) EB 0502.52 (5)	Math 0521.52 (12) EB 0502.52 (5)	Conference	Sci 0531.52 (12) (MT) EB 0503.52 (5) SS 0541.52 (12) (ThF) EB 0504.52 (5)	Recess 11:53-12:14 Lunch 8901.52 (17) 12:14-12:44	Tech Apps (M) Rdg. Lab (T) Fine Arts (Th) Math Lab (F)	Math 0521.51 (14) EB 0502.51 (4) (Inclusion) 9502.51 (3)	Math 0521.51 (14) EB 0502.51 (4) (Inclusion) 9502.51 (3)
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Middle School Schedule:

JH Master Schedule 2022-2023	Dept	PLC/Grade	Rm	1 8:00-8:08 8:08-9:02	2 9:05-9:59	3 10:02-10:56	4 10:59-11:53	5 11:56-12:50	6 12:53-1:47	7 1:50-2:44	8 2:47-3:45
Sepulveda, Claudia (RLA Teacher)	RLA	6-8	151	RLA H 0701.71 EB 0701.71(2)	Conference	RLA 0613.61 EB 0605.61 (2) (Inclusion) 9601.61 (3)	RLA 0813.81 EB 0805.81 (6) (Inclusion) 9801.81 (4)	RLA 0713.71 EB 0705.71 (2) (Inclusion) 9701.71 (3)	Lunch 12:53-1:23 RTI 1:23-1:47	RLAH 0801 EB 0801 (4)	RLA H 0601.61 EB 0601.61 (3)
Villagomez, Carina (Teacher)	Math	6-8	150	Algebra I 0822.81 EB 0823.81(4)	Conference	Math 0821.81 EB 0806.81(6) (Inclusion) 9802.81 (4)	Math 0721.71 EB 0706.71 (2) (Inclusion) 9702.71 (3)	Math 0621.61 EB 0606.61 (2) (Inclusion) 9602.61 (3)	Lunch 12:53-1:23 RTI 1:23-1:47	Math H 0602.61 EB 0602.61 (3)	Math H 0702.71 EB 0702.71 (2)
Martinez, Laura (Teacher)	Social Studies	6-8	152	SS 0641.61 EB 0608.61	Conference	TX History 0741.71 EB 0708.71	US History 0841.81 (inclusion) 9804.81 EB 0808.81	SS 0641.62 (inclusion) 9604.61 EB 0608.62	Lunch 12:53-1:23 RTI 1:23-1:47	TX History 0741.72 EB 0708.72	US History 0841.82 EB 0808.82
Jaime, Cynthia (Teacher)	Science	6-8	161	Science 0831.81 EB 0807.81	Conference	Science 0731.71 EB 0707.71	Science 0631.61 EB 0607.61	Science 0831.82 (inclusion) 9803.81 EB 0807.82	Lunch 12:53-1:23 RTI 1:23-1:47	Science 0731.72 EB 0707.72	Science 0631.62 (inclusion) 9603.61 EB 0607.62
Roux, Thomas (Teacher)	CTE/PLTW	6-8	163	Tech Apps 0681.61	Conference	Aero & Energy 0890.81	Tech Apps 0681.62	Intro Eng&Rob 0783.71	Lunch 12:53-1:23 RTI 1:23-1:47	Aero & Energy 0890.82	Intro Eng&Rob 0783.72
Hernandez, Jose (Teacher)	Art	6-8	149	Art 0771.71	Conference	Art 0671.61	Art 0771.72	Art 0871.81	Lunch 12:53-1:23 RTI 1:23-1:47	Art 0671.62	Art 0871.82

Jubilee provides equitable services for all students under the Title One program. These programs include free nutrition meals and free education to all students.

Some procedures set in place to support students during their transition from early childhood into elementary school include having classrooms in the same hallway, to allow students to recognize and become familiar with them. Transitioning from elementary to middle school, the teachers allow all students to experience several activities such as transition protocols that are used and can be replicated easily for those students. The students are also familiar with middle school teachers during dismissal and/or events. The middle school transition into high school includes offering information on the curriculum, having tours (virtual) of the surrounding schools so that students get exposed to the options available to them. Procedures supporting students to a postsecondary school include exposing them to different universities and colleges throughout their elementary and middle school setting.

The classroom management plan at Jubilee Harlingen is to form a positive classroom environment conducive to active learning and appropriate for the physical, social, and emotional development of the students. Managing the students behavior in accordance with the Student Code of Conduct and the student handbook. The classroom management plan includes, but is not limited to: rules that are stated positively and posted in a manner that they can be seen by students, incorporating reinforcement for appropriate on task behavior, and consequences for inappropriate off task behavior. The importance of classroom management is that it creates a set of expectations utilized in a structured classroom environment. It includes routines, rules and consequences. Procedures to decrease the overuse of discipline practices that remove a student from the classroom would be:

- Providing regular training on classroom management to school personnel.
- Engaging in deliberate efforts to form a positive school climate.
- Promoting the use of active, social and emotional learning in the classroom.
- Prioritizing the use of evidence-based prevention strategies, like tiered support.
- Setting high expectations for behavior to students and adopting an instructional approach to discipline in the classroom.
- Always communicating regularly with students, parents and school personnel.
- Removing a student from the classroom only as a final course of action. By providing academic instruction at an alternative setting in effort to restore the student back to the classroom setting.

At Jubilee Harlingen the data for bullying, drug, violence and suicide referrals are relatively low. Students who experience these types of situations are referred to our school counselor who gets them the help they need depending on their situation. In order to reduce the number of incidents that occur on campus, school safety tips are in place and reviewed with students and staff throughout the year. There are also several mandatory trainings conducted in regard to unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, as appropriate.

School Processes & Programs Strengths

Jubilee Harlingen has the ACCESS program, Gear Up, and TCSAAL programs that help support student interests on campus to enrich their educational

experiences. The scheduling on campus has allowed more time for students to receive small group instruction and interventions, which free up time for students to participate in enrichment. Library, PE, art, technology applications and counseling time are also allotted to students as part of their regular schedule in order to enrich their school day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Jubilee Harlingen limits enrichment offerings to assist with increasing enrollment and retention, which are not meeting district expectations.

Root Cause: Jubilee Harlingen limits enrichment offerings due to low enrollment and funding.

Perceptions

Perceptions Summary

Student Engagement

Jubilee Harlingen's attendance expectation is to have a 97% daily attendance rate. Currently the ADA for Jubilee Harlingen is at 94%, which is not near the district expectation. Jubilee campuses district wide are struggling to improve attendance after the Covid-10 pandemic.

The 2021-2022 school year ended with an average daily attendance of 93%. For 2020-2021 end of March the ADA average was 98.18% and at the end of April was 97.05%, both at or above the expectation. The ADA average between Aug 2019- March 2020 was 96.10% daily, in 2016-2017 it was 96.4% and in 2017-2018 it was 96.8%. Although the campus did not meet the goal of 97%, based on the Texas Academic Performance Report for 2019, it has been higher than the district and state percentages, which were both at about 95%.

There are no significant behavior problems at Jubilee Harlingen that have resulted in Disciplinary Alternative Education Program (DAEP) placement. Most behavior concerns are resolved with stakeholder meetings with counselor, administration, teachers, and parents. However, a few student situations resulted in expulsions (2) and parent withdrawal (1).

Conflict is reduced by allowing students to meet with the student support counselor to discuss peer mediation, mentoring, or to express concerns with others. The counselor and special programs staff assist students in resolving any conflicts that they feel they have.

Staff Engagement

Overall returning staff members averaged out to 79% retention rate. The following percentages reflect years that staff members have remained with Jubilee Harlingen.

10.5 % 10 or more years

5.3 % 5-9 years

34.2% 3-5 years

50% 1-2 years

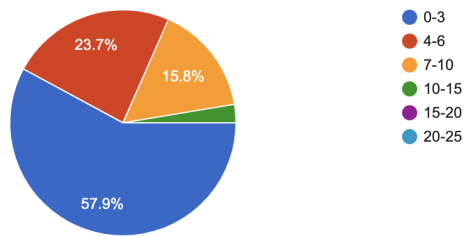
Staff retention has been lower than in previous years based on staff resigning due to difficulties adjust to post-pandemic issues, such as district changes and the sense of urgency to close student learning gaps. These have brought on additional stress to the profession and therefore staff have chosen to pursue other

professions or have found opportunities in other districts.

In regards to staff mentoring, 11 of our teachers this year have mentors if they are first or second year teachers. 50% of the teachers with mentors agree that their mentors have helped them grow.

Some responses of staff perceptions of academic expectations at Jubilee Harlingen were that the academic expectations are high but achievable. The staff at Jubilee is very helpful when it comes to guidance on standards. Student success is a priority, but so is student and staff well-being.

The average number of staff absences?



Following is the average number of staff absences.

57.9% of staff maintain a 1-3 day absence for the year.

23.7% are absent for 4-6 days.

15.8% have an absence of 7-10.

2.6% have taken 10 or more days.

Overall climate and culture survey reports stated that Jubilee Harlingen is a positive place that has to adjust to situations but remains a place that is safe and joyful to work at. The campus very much works as a team and our students, for the most part, reflect that as well in terms of character and leadership.

Parent/Guardian/Community Engagement

The campus parent liaison is working to increase parental involvement at Jubilee Harlingen. She organizes monthly meetings with families in order to discuss

campus and parenting issues that may interest our stakeholders. She also provides activities and invites them to participate on campus for events. Social media pages have assisted us with staying connected.

As a fairly new school in the community, making the campus presence known has been crucial to its success. The support Jubilee Harlingen seeks from the community rests on the educational experiences that they can provide the students while attending Jubilee Harlingen. For instance, Jubilee Harlingen seeks out donations to give back to staff members for recognition, during events such as Veterans Day or Teacher Appreciation Week.

Jubilee Harlingen has had great success and collaborated with various community businesses. Some business relationships had already been established from the previous year. Some organizations the campus has worked with have been the following: Rodeo Dental, US Border Patrol, the Harlingen Concert Association, and Texas A&M AgriLife Extension. Jubilee Harlingen has also been able to collaborate with the Harlingen Police Department, The Texas Department of Public Safety, and the Harlingen Fire Department among others.

Overall, parents view the culture at the campus positively as the administration spent a lot of time and effort last year to ensure that the students are in a positive learning environment and that their academic success is a priority.

Prior to this year, communication was the biggest barrier for parents. First year teachers are learning proper ways to communicate with families and the importance of building parent relationships. Through professional development we hope to improve communication between teachers and families. Second, technology also proves to be a challenge despite the best efforts being made and the use of multiple platforms. Last, work schedules and lack of transportation also prove to be an obstacle for parents. Teachers may find that these families are harder to reach, or not as involved with the daily follow-up of their students as they may hope to be.

Some barriers that may prevent participation by parents/guardians.

Work Schedule

Language Barrier

Transportation

Social Media

Internet Access

Lack of knowledge of communication platforms

Work

Time

other priorities

Students

For student engagement, we sent out a survey to the students asking them questions concerning their safety and satisfaction with the school and teachers. 92.7% of the students said they felt safe at Jubilee Harlingen while 7.3% did not feel safe at Jubilee Harlingen. We asked them how they felt about the school as a whole in general: 56.4% said it was a great school, 30.9% said it was a good school and 12.7% said it was an okay school. When asked if they were supported by their teachers 93.6% said they did while 6.4% did not feel supported by their teachers. The students stated their teachers supported them by giving them praise, staying in class longer to explain things they didn't understand, and making everyone feel included. 90.0% of students said they felt respected by Jubilee staff and students while 9.1% did not feel respected. 94.5% agreed that Jubilee was a welcoming environment while 5.5% did not agree. They said they felt welcomed by the staff greeting them at the door every day, teachers remembering their names, and pointed out that there is no bullying. When asked if they had created new friendships this year 84.5% did while 15.5 % did not.

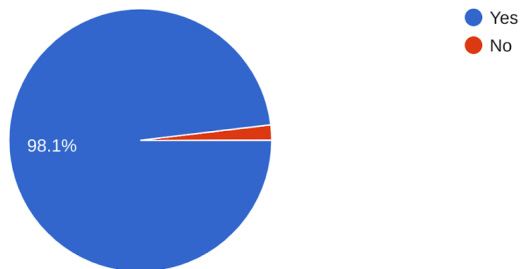
Parents and Guardians

This year Jubilee Harlingen's parents have been provided with more opportunities to participate on campus. 92.5% described Jubilee Harlingen as positive due to the opportunities provided such as a climate of family involvement that included family movie night, open house, winter carnival, and student awards ceremony. 14% described Jubilee Harlingen as having a negative campus atmosphere. 98.1% of parents/guardians felt Jubilee Harlingen has a welcoming environment, as shown in the graph below.

Do they feel welcomed at school?

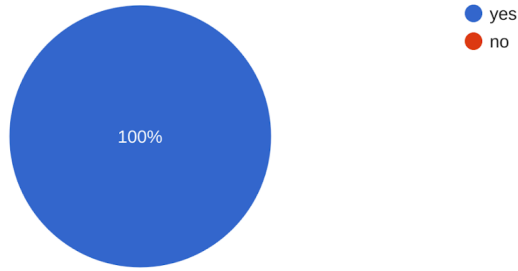
Do you feel welcome at Jubilee Harlingen?

53 responses



Do you feel Jubilee Harlingen provides a safe environment for your child/children?

53 responses



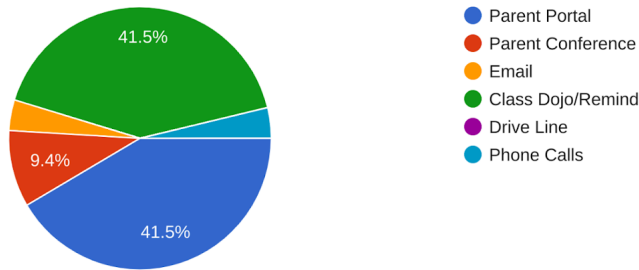
100% of parents feel Jubilee Harlingen provides a safe environment for their children when going to and from school.

Parents/guardians' perceptions of school effectiveness are positive overall. All of the parents surveyed felt that the staff is effective in aligning the Jubilee core values which creates a positive environment for learning.

Parents and guardians learn about their child's learning standards, learning expectations, and progress through their child's homeroom teacher. Teachers communicate with parents at the beginning, middle, and end of the year as well as when necessary. Teachers use different ways to communicate such as Remind, Class Dojo, email, phone calls, and face-to-face when possible. Parents can also monitor their child's progress through the parent portal. These are detailed in the graph below.

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

How do you, as a parent, check your student's academic progress? Check all that apply
53 responses



Parents are being invited to participate in campus activities such as awards ceremonies, and sporting events to improve student achievement and school performance.

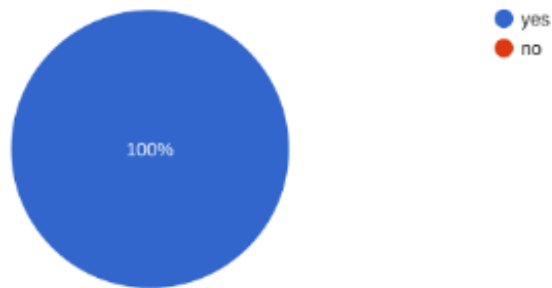
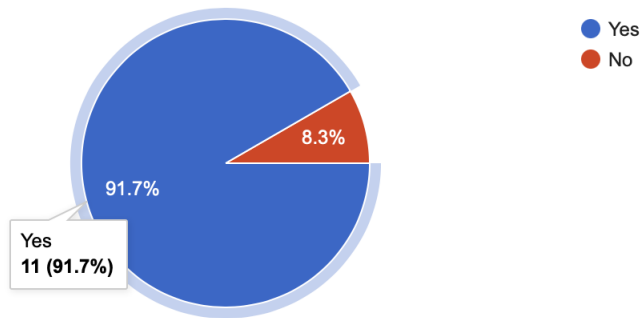
Community

Jubilee-Harlingen has made a significant impact in our Harlingen community. We provide community service projects for students to benefit Harlingen and the surrounding community. Students donated several Thanksgiving meal boxes to families and toy donations to the local children's hospital. We have held events to engage with our community such as Trunk or Treat and Veterans Day Celebration with the American Legion. Students collaborated to raise donations for our local Humane Society.

Our students build relationships with our local law enforcement through drug-free presentations, Border Patrol presentations, and Shop with a Cop. As well we keep School communication through school-mint and our Facebook page.

Teachers

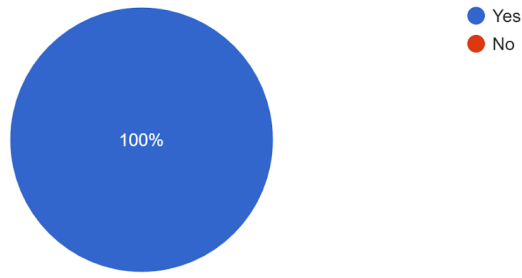
Teachers at Jubilee Harlingen describe the campus as having staff that truly cares about the academic and personal success of their students. The really strives to provide a caring, safe, and productive environment for our students and staff. 91.7% of the teaching staff feel that the process and programs in place help them find success with their students.



100% of the teaching staff feels safe and has a sense of belonging at Jubilee Harlingen.

Do you love to teach and see the results of your work with students?

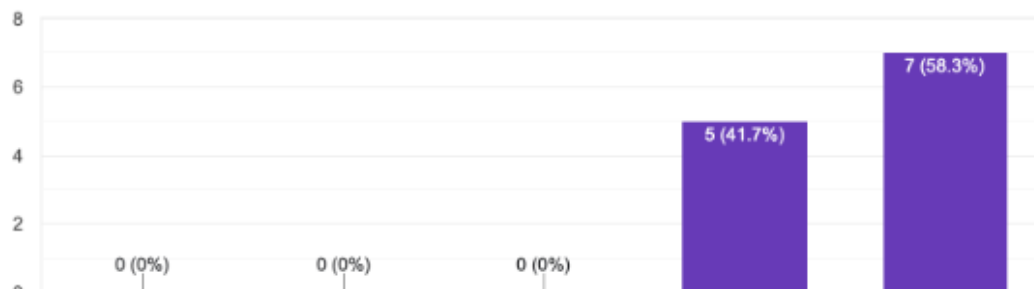
9 responses

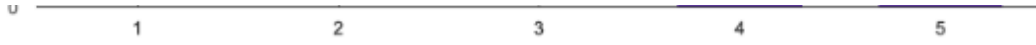


100% of the teachers love teaching and the impact they have on their students' success.

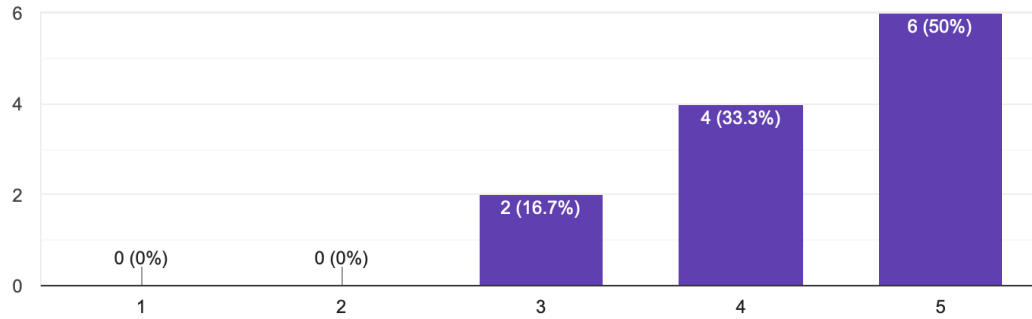
Teachers rate administration support 0% as a 3, 41.7% as a 4, and 58.3% as a 5. Admin is willing to help when teachers have questions. Admin provides planning and collaboration time for teachers. They provide assistance with parent communication when needed. The administration is ready and willing to help when asked. They engage with staff when possible.

How are they supported by a strong administration?

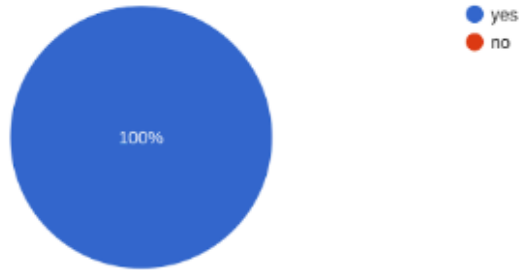




When asked if teachers receive powerful professional development to develop their skills, about 16.7% rate professional development as a 3 as shown below.



100% of teachers collaborate with each other regularly and support each other.



All Stakeholders

Jubilee Harlingen usually involves stakeholders in the campus needs assessment process and campus improvement planning process. When a stakeholder joins the school community they teach them about our vision, mission, goals, strategies, and values with Jubilee Academies. Jubilee Harlingen also provides training for staff and students. They attempt to include parents and community members in the planning for safe schools and setting high expectations.

Perceptions Strengths

Student engagement has increased in numbers since the pandemic and we hope that these enrichment activities will allow for increased enrollment and recruitment opportunities.

Although staff retention is a challenge, we find that the teachers that we retain stay because their values and professional ethics align with our district goals. We all want our students to succeed and we do not want to retain staff that are not completely invested in their students and their overall growth. The teachers who stay always exceed expectations and are working hard to help impact our students' lives.

Jubilee Harlingen is working to improve parental involvement. Our parent teacher organization and parent liaison are making an impact with their monthly planned activities. They are slowly increasing in participation and are organizing events that are proving to be valuable for our families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Jubilee Harlingen does not have high parental involvement. **Root Cause:** Jubilee Harlingen family demographics include mostly working families who are not always able to be involved in the school community.

Priority Problem Statements

Problem Statement 1: Jubilee Harlingen struggles with staff retention, especially with highly qualified staff.

Root Cause 1: Jubilee Harlingen lacks highly qualified applicants and strong systems of support.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Jubilee Harlingen staff are in need of professional development and other retention strategies.

Root Cause 2: Jubilee Harlingen staff are new to the profession, lack certifications, and lack content knowledge and educational expertise.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Jubilee Harlingen students are underperforming on assessments provided locally, by the district, and by the state.

Root Cause 3: Many students who have enrolled at Jubilee Harlingen are low performing and have academic learning gaps based on data collected by the campus and district as well as incoming data from previous campuses and state assessments.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Jubilee Harlingen needs to close student learning gaps through increased instructional time via interventions, tutorials, and targeted instructional time.

Root Cause 4: Lack of funding, professional development needed to increase teacher effectiveness, and timelines for identifying student needs contribute to delays in instructional interventions.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Jubilee Harlingen limits enrichment offerings to assist with increasing enrollment and retention, which are not meeting district expectations.

Root Cause 5: Jubilee Harlingen limits enrichment offerings due to low enrollment and funding.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Jubilee Harlingen does not have high parental involvement.

Root Cause 6: Jubilee Harlingen family demographics include mostly working families who are not always able to be involved in the school community.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data




Goals







Revised/Approved: July 26, 2023






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

Performance Objective 1: By the end of the 2023-2024 school year, Jubilee Harlingen will hire and retain 95% of staff by proactively providing professional development support and incentives .

Evaluation Data Sources: Monthly census report, Human Resources Liaison reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development opportunities and conference opportunities to address the needs of staff and students, including but not limited to those in at-risk populations, CTE courses, and gifted and talented populations.</p> <p>Strategy's Expected Result/Impact: Staff retention, support, and growth; Improve student achievement; Improve stakeholder satisfaction, Leadership development and empowerment; Implement high quality curriculum in special programs and CTE programs</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Associate Superintendent, Executive Director of Curriculum and Instruction, CTE Coordinator</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 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: Consulting services - FSP 420-PIC 11 Regular Allotment - XXX-13-6291 - \$20,000, ESC-Leadership Team - FSP 420-PIC 11 Regular Allotment - XXX-23-6239 - \$10,000, ESC-Teacher PD - FSP 420-PIC 11 Regular Allotment - XXX-13-6239 - \$5,000, ESC-Staff PD - FSP 420-PIC 11 Regular Allotment - XXX-13-6239 - \$2,000, ESC-SPED PD - FSP 420-PIC 11 Regular Allotment - XXX-13-6239 - \$1,000, ESC-Dys PD - FSP 420-PIC 11 Regular Allotment - XXX-13-6239 - \$1,000, ESC-Testing Conference - FSP 420-PIC 11 Regular Allotment - XXX-13-6239 - \$1,500, Counselor PD - FSP 420-PIC 11 Regular Allotment - XXX-13-6291 - \$2,000, CTE PD - FSP 420-PIC 11 Regular Allotment - \$2,000, PD Travel-Staff - FSP 420-PIC 11 Regular Allotment - \$6,000, PD Travel-Leadership - FSP 420-PIC 11 Regular Allotment - \$6,000, Substitutes - FSP 420-PIC 11 Regular Allotment - \$5,000</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; Improve hiring pool; Sustain and implement special program and CTE programs</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Associate Superintendent, Human Resources and Payroll Staff, Directors of special programs, CTE Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Extra Duty-Saturday School - FSP 420-PIC 11 Regular Allotment - \$16,000, Stipends-Clubs - FSP 420-PIC 11 Regular Allotment - \$2,500, Lead Teacher Stipend - FSP 420-PIC 11 Regular Allotment - \$2,500, Math/ Science Stipends - FSP 420-PIC 11 Regular Allotment - \$16,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide supplies, resources, and snacks during professional development, conferences, and meetings.</p> <p>Strategy's Expected Result/Impact: Staff retention, Positive school culture</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: PD Resources - FSP 420-PIC 11 Regular Allotment - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide the Jubilee Excellence Incentive (JEI) pay system that allows teachers to earn incentive stipends based on their performance in four areas: T-TESS, student growth, personal attendance, and grade level average attendance.</p> <p>Strategy's Expected Result/Impact: Staff retention, Positive school culture</p> <p>Staff Responsible for Monitoring: District staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: JEI - FSP 420-PIC 11 Regular Allotment - \$35,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				








Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Jubilee Harlingen struggles with staff retention, especially with highly qualified staff. Root Cause: Jubilee Harlingen lacks highly qualified applicants and strong systems of support.</p> <p>Problem Statement 2: Jubilee Harlingen staff are in need of professional development and other retention strategies. Root Cause: Jubilee Harlingen staff are new to the profession, lack certifications, and lack content knowledge and educational expertise.</p>

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

Performance Objective 2: Jubilee Harlingen will provide support and mentorships to 100% of new teachers and second-year teachers through the 2023-2024 school year.

Evaluation Data Sources: Mentor documentation, Mentor observations, Agendas, Sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Mentors will be provided to novice teachers for support. Mentors will be compensated with a stipend and will receive professional development to increase effectiveness.</p> <p>Strategy's Expected Result/Impact: Staff Retention; Improve instructional effectiveness; Improve student achievement</p> <p>Staff Responsible for Monitoring: Federal Programs Department, Human Resources Department, Payroll Department, Principal, Assistant Principal, Assistant Principal of Instruction</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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: Mentor Stipends - 211 - Title I, Part A - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				








Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Jubilee Harlingen struggles with staff retention, especially with highly qualified staff. Root Cause: Jubilee Harlingen lacks highly qualified applicants and strong systems of support.</p>
<p>Problem Statement 2: Jubilee Harlingen staff are in need of professional development and other retention strategies. Root Cause: Jubilee Harlingen staff are new to the profession, lack certifications, and lack content knowledge and educational expertise.</p>

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

Performance Objective 3: Jubilee Harlingen will recruit 100% of staff through participation in various events throughout the 2023-2024 school year.

Evaluation Data Sources: Human Resources reports, Sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Participate in community outreach activities, media advertising, and job fairs.</p> <p>Strategy's Expected Result/Impact: Recruit staff</p> <p>Staff Responsible for Monitoring: Human Resources Department, Marketing Department, Recruiting Department, Principal, Assistant Principal, Assistant Principal of Instruction, Associate Superintendent</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>Problem Statements: Demographics 1</p> <p>Funding Sources: Community Outreach - FSP 420-PIC 11 Regular Allotment - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 50%	 50%	 100%	
 No Progress  Accomplished  Continue/Modify  Discontinue				




Performance Objective 3 Problem Statements:





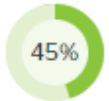





Demographics
<p>Problem Statement 1: Jubilee Harlingen struggles with staff retention, especially with highly qualified staff. Root Cause: Jubilee Harlingen lacks highly qualified applicants and strong systems of support.</p>

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

Performance Objective 1: By the end of the 2023-2024 academic school year, Jubilee Harlingen will increase state assessment results in tested areas by 20% at approaches level in all subject areas and tested grade levels.

Evaluation Data Sources: Various assessment results

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide high-quality instructional resources, supplies, and experiences for instructional staff and students.</p> <p>Strategy's Expected Result/Impact: Improve instructional effectiveness, Staff Retention, Improve student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of 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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2</p> <p>Funding Sources: Leadership General Supplies - FSP 420-PIC 11 Regular Allotment - \$10,000, General Supplies - FSP 420-PIC 11 Regular Allotment - \$24,000, Instructional Resources - FSP 420-PIC 11 Regular Allotment - \$20,000, Student Science Camp - FSP 420-PIC 11 Regular Allotment - \$3,000, Student Social Studies Camp - FSP 420-PIC 11 Regular Allotment - \$3,000, Print Resources (3rd Party) - FSP 420-PIC 11 Regular Allotment - \$2,500, Print Resources - FSP 420-PIC 11 Regular Allotment - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide high-quality instructional technology resources, equipment, and software for staff and students.</p> <p>Strategy's Expected Result/Impact: Improve student achievement; Improve instructional practices; Improve instructional effectiveness</p> <p>Staff Responsible for Monitoring: IT Department, Principal, Assistant Principal, Assistant Principal of Instruction, Associate Superintendent, Curriculum & Instruction Department</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>Problem Statements: Demographics 1, 2 - Student Learning 1, 2</p> <p>Funding Sources: Technology Resources - FSP 420-PIC 11 Regular Allotment - \$25,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Improve attendance participation to 97%.</p> <p>Strategy's Expected Result/Impact: Improve student achievement; Increase instructional time</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Attendance Clerk, Truancy Officer</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 1</p> <p>Funding Sources: Attendance Resources - FSP 420-PIC 11 Regular Allotment - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Jubilee Harlingen struggles with staff retention, especially with highly qualified staff. **Root Cause:** Jubilee Harlingen lacks highly qualified applicants and strong systems of support.

Problem Statement 2: Jubilee Harlingen staff are in need of professional development and other retention strategies. **Root Cause:** Jubilee Harlingen staff are new to the profession, lack certifications, and lack content knowledge and educational expertise.

Student Learning

Problem Statement 1: Jubilee Harlingen students are underperforming on assessments provided locally, by the district, and by the state. **Root Cause:** Many students who have enrolled at Jubilee Harlingen are low performing and have academic learning gaps based on data collected by the campus and district as well as incoming data from previous campuses and state assessments.

Problem Statement 2: Jubilee Harlingen needs to close student learning gaps through increased instructional time via interventions, tutorials, and targeted instructional time. **Root Cause:** Lack of funding, professional development needed to increase teacher effectiveness, and timelines for identifying student needs contribute to delays in instructional interventions.




Perceptions








Problem Statement 1: Jubilee Harlingen does not have high parental involvement. **Root Cause:** Jubilee Harlingen family demographics include mostly working families who are not always able to be involved in the school community.

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

Performance Objective 2: Jubilee Harlingen will improve English learner student progress in Performance Based Monitoring Analysis System (PBMAS), Texas English Language Proficiency Assessment System (TELPAS), State of Texas Assessment of Academic Readiness (STAAR) to reach 36% in Domain 3 by the end of the 2023-2024 academic school year.

Evaluation Data Sources: PBMAS, TELPAS, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide English Learner students with software that targets second language acquisition for newcomer or beginning proficiency level students.</p> <p>Strategy's Expected Result/Impact: Improve student achievement; Increase second language proficiency in English learners</p> <p>Staff Responsible for Monitoring: Director of Bilingual/ESL Programs, Principal, LPAC Administrator, EL Coordinator, EL Interventionist</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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: EB Software - FSP 420-PIC 11 Regular Allotment - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide instructional resources, materials, supplies, and technology equipment to target English learners.</p> <p>Strategy's Expected Result/Impact: Improve student achievement; Increase second language proficiency in English learners</p> <p>Staff Responsible for Monitoring: Director of Bilingual/ESL Programs, Principal, LPAC Administrator, EL Coordinator, EL Interventionist, Bilingual/ESL Teachers</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>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Supplies/Materials - FSP 420-PIC 11 Regular Allotment - \$1,200, Supplies BOY - FSP 420-PIC 11 Regular Allotment - \$1,500, Technology Supplies - FSP 420-PIC 11 Regular Allotment - \$7,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				




Performance Objective 2 Problem Statements:








Student Learning
<p>Problem Statement 1: Jubilee Harlingen students are underperforming on assessments provided locally, by the district, and by the state. Root Cause: Many students who have enrolled at Jubilee Harlingen are low performing and have academic learning gaps based on data collected by the campus and district as well as incoming data from previous campuses and state assessments.</p> <p>Problem Statement 2: Jubilee Harlingen needs to close student learning gaps through increased instructional time via interventions, tutorials, and targeted instructional time. Root Cause: Lack of funding, professional development needed to increase teacher effectiveness, and timelines for identifying student needs contribute to delays in instructional interventions.</p>

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

Performance Objective 3: Jubilee Harlingen will provide a Gifted and Talented program with fidelity to services to meet the needs of our Gifted and Talented students and increase results in state tested areas by 10% in Meets and Masters in all subject areas and tested grade levels by the end of the 2023-2024 school year.

Evaluation Data Sources: Various assessment results

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a general intellectual ability test and other assessment materials to identify students for the Gifted and Talented Program.</p> <p>Strategy's Expected Result/Impact: Improve student achievement in Meets and Masters categories on state assessments</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Materials - FSP 420-PIC 11 Regular Allotment - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide resources, supplies, and software for Gifted and Talented students and staff.</p> <p>Strategy's Expected Result/Impact: Improve student achievement in Meets and Masters categories on state assessments</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction, Director of Elementary Curriculum, Principal, Assistant Principal, Assistant Principal of Instruction</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: GT Teacher Stipend - FSP 420-PIC 11 Regular Allotment - \$3,000, GT Resources - FSP 420-PIC 11 Regular Allotment - \$25,000, GT PBL - FSP 420-PIC 11 Regular Allotment - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Jubilee Harlingen students are underperforming on assessments provided locally, by the district, and by the state. Root Cause: Many students who have enrolled at Jubilee Harlingen are low performing and have academic learning gaps based on data collected by the campus and district as well as incoming data from previous campuses and state assessments.</p> <p>Problem Statement 2: Jubilee Harlingen needs to close student learning gaps through increased instructional time via interventions, tutorials, and targeted instructional time. Root Cause: Lack of funding, professional development needed to increase teacher effectiveness, and timelines for identifying student needs contribute to delays in instructional interventions.</p>

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

Performance Objective 1: Jubilee Harlingen will implement and sustain high quality Career & Technical Education Programs of Study where 6 of the 14 career clusters are available for 100% of middle school students focusing on high wage, high skill, and in-demand occupations by the end of the 2023-2024 school year.

Evaluation Data Sources: Results Driven Accountability (RDA), College Career and Military Readiness Accountability (CCMR), Enrollment reports, Attendance Supports, Student interest inventories, Industry-based certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide the necessary supplies, materials, curriculum & technology needed for each career cluster in order to meet the needs of a competitive workforce, and stay current with industry standards and cross curricular content integration.</p> <p>Strategy's Expected Result/Impact: Improve student achievement; Staff and student retention; Improve instructional practices; Implement a high quality CTE program</p> <p>Staff Responsible for Monitoring: CTE Coordinator, Principal, Assistant Principal, Assistant Principal of Instruction</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: CTE Teacher Salary - FSP 420-PIC 11 Regular Allotment - \$56,000, CTE Teacher Benefits - FSP 420-PIC 11 Regular Allotment - \$10,000, CTE Resources - FSP 420-PIC 11 Regular Allotment - \$3,000, Project based Learning activities - FSP 420-PIC 22 State Career & Technical Ed (CTE) - 420-13-6411-00-008-4-22-0-00 - \$1,950</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				








Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Jubilee Harlingen limits enrichment offerings to assist with increasing enrollment and retention, which are not meeting district expectations. Root Cause: Jubilee Harlingen limits enrichment offerings due to low enrollment and funding.</p>

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

Performance Objective 2: Jubilee Harlingen will partner with education and community organizations facilitated through Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) to increase early college awareness, readiness, and success to 100% of students in 1st through 8th grades throughout the 2023-2024 academic school year.

Evaluation Data Sources: Budget reports, Sign-in sheets, Survey data, Social media evidence, District and campus calendars and schedules

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide work-based learning experiences and educational experiences through STEM, remote learning, technology access and support, and social emotional learning and services that create a pathway to participation in postsecondary education and increase academic performance.</p> <p>Strategy's Expected Result/Impact: Improve student achievement; Student retention; Increase post-secondary awareness;</p> <p>Staff Responsible for Monitoring: GEAR UP district staff, GEAR UP campus site coordinator, Principal, Assistant Principal, Assistant Principal of Instruction</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				




Performance Objective 2 Problem Statements:








Student Learning
<p>Problem Statement 1: Jubilee Harlingen students are underperforming on assessments provided locally, by the district, and by the state. Root Cause: Many students who have enrolled at Jubilee Harlingen are low performing and have academic learning gaps based on data collected by the campus and district as well as incoming data from previous campuses and state assessments.</p>
School Processes & Programs
<p>Problem Statement 1: Jubilee Harlingen limits enrichment offerings to assist with increasing enrollment and retention, which are not meeting district expectations. Root Cause: Jubilee Harlingen limits enrichment offerings due to low enrollment and funding.</p>

Goal 4: Jubilee Academies will create high performing schools.

Performance Objective 1: By the end of the 2023-2024 school year, Jubilee Harlingen will provide opportunities that increase instructional effectiveness for 100% of instructional staff.

Evaluation Data Sources: Agendas, Sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide coaching support to instructional and leadership staff.</p> <p>Strategy's Expected Result/Impact: Improve student achievement; Improve instructional practices; Leadership development and empowerment;</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Associate Superintendent, Directors of Elementary and Secondary Curriculum</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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Accountability Support - FSP 420-PIC 11 Regular Allotment - \$500</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, such as but not limited to curriculum and lesson alignment, planning sessions, data meetings, special programs meetings, etc.</p> <p>Strategy's Expected Result/Impact: Improve student achievement; Improve instructional practices; Leadership development and empowerment</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Associate Superintendent</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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				











Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Jubilee Harlingen struggles with staff retention, especially with highly qualified staff. Root Cause: Jubilee Harlingen lacks highly qualified applicants and strong systems of support.</p>
<p>Problem Statement 2: Jubilee Harlingen staff are in need of professional development and other retention strategies. Root Cause: Jubilee Harlingen staff are new to the profession, lack certifications, and lack content knowledge and educational expertise.</p>

Goal 4: Jubilee Academies will create high performing schools.

Performance Objective 2: Jubilee Harlingen will identify the instructional needs of students and provide learning opportunities to increase academic achievement by 10% by the end of the 2023-2024 school year.

Evaluation Data Sources: Various assessment results

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide flexible grouping opportunities, such as but not limited to tutorials, interventions, enrichment, learning academies, Saturday school and summer school to address the targeted and differentiated learning needs of various student groups, including those considered at-risk and special populations.</p> <p>Strategy's Expected Result/Impact: Improve student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction</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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Assess and utilize data from various assessment formats to drive instruction in PK-8th grade.</p> <p>Strategy's Expected Result/Impact: Improve student achievement, Improve instructional effectiveness</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Campus Testing Coordinator, Teachers</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>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning




Problem Statement 1: Jubilee Harlingen students are underperforming on assessments provided locally, by the district, and by the state. **Root Cause:** Many students who have enrolled at Jubilee Harlingen are low performing and have academic learning gaps based on data collected by the campus and district as well as incoming data from previous campuses and state assessments.








Problem Statement 2: Jubilee Harlingen needs to close student learning gaps through increased instructional time via interventions, tutorials, and targeted instructional time. **Root Cause:** Lack of funding, professional development needed to increase teacher effectiveness, and timelines for identifying student needs contribute to delays in instructional interventions.

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

Performance Objective 1: By the end of the 2023-2024 school year, 100% of Jubilee Harlingen students will be provided with the opportunity to promote a positive school culture and climate.

Evaluation Data Sources: Budget reports, Survey data, Social media evidence, District and campus calendars and schedules

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for students to participate in TCSAAL Academics & Athletics and other enrichment programs.</p> <p>Strategy's Expected Result/Impact: Promote a positive school culture; Build leadership capacity amongst staff and students; Increase and/or maintain enrollment</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Athletic Department</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Athletic Expenses - FSP 420-PIC 11 Regular Allotment - \$10,000, Athletic Travel and Meals - FSP 420-PIC 11 Regular Allotment - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement behavior and character development program.</p> <p>Strategy's Expected Result/Impact: Promote positive school culture; Increase leadership capacity; Improve student achievement; Improve student behavior; Maximize instructional time</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Social Emotional Counselor, Elementary and Secondary Lead Teachers, Parent Liaison</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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				




Performance Objective 1 Problem Statements:








School Processes & Programs
<p>Problem Statement 1: Jubilee Harlingen limits enrichment offerings to assist with increasing enrollment and retention, which are not meeting district expectations. Root Cause: Jubilee Harlingen limits enrichment offerings due to low enrollment and funding.</p>

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

Performance Objective 2: 100% of Jubilee Harlingen staff will promote family engagement by the end of the 2023-2024 academic school year.

Evaluation Data Sources: Social media evidence, District and campus calendars and schedules, Sign-in sheets

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 and issues, school safety, drug/alcohol prevention, bullying prevention, and reporting procedures with support from school staff, such as school counselor or parent liaison.</p> <p>Strategy's Expected Result/Impact: Promote positive school culture; Increase family engagement; Increase student achievement; Maximize instructional time; Increase leadership capacity</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Social Emotional Counselor, Elementary and Secondary Lead Teachers, Parent Liaison</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Parent Liaison - FSP 420-PIC 11 Regular Allotment - \$35,000, Family Engagement Resources - FSP 420-PIC 11 Regular Allotment - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide information and family engagement opportunities to stakeholders through the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) on post-secondary educational options, preparation, and financing, work-based learning experiences, STEM, remote learning, technology use, and mental health services.</p> <p>Strategy's Expected Result/Impact: Promote positive school culture; Increase family engagement; Increase student achievement;</p> <p>Staff Responsible for Monitoring: GEAR UP district staff, GEAR UP campus site coordinator, Principal, Assistant Principal, Assistant Principal of Instruction</p> <p>Title I: 2.4, 2.5, 2.6, 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 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				











Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Jubilee Harlingen limits enrichment offerings to assist with increasing enrollment and retention, which are not meeting district expectations. Root Cause: Jubilee Harlingen limits enrichment offerings due to low enrollment and funding.</p>
Perceptions
<p>Problem Statement 1: Jubilee Harlingen does not have high parental involvement. Root Cause: Jubilee Harlingen family demographics include mostly working families who are not always able to be involved in the school community.</p>

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

Performance Objective 3: 100% of Jubilee Harlingen staff will participate in campus operational procedures to maintain facilities and maintain campus safety by the end of the 2023-2024 school year.

Evaluation Data Sources: Budget reports, Contracts, Safety checks and drill documentation, Sign-in sheets

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; Increase instructional time</p> <p>Staff Responsible for Monitoring: Regional operations manager, Principal, Assistant Principal, IT Department, Risk Management Department, Campus Technologist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide health services to students and staff.</p> <p>Strategy's Expected Result/Impact: Maintain campus safety; Increase instructional time</p> <p>Staff Responsible for Monitoring: District Nurse, District Health Services Coordinator, Principal, Assistant Principal</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 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Jubilee Harlingen struggles with staff retention, especially with highly qualified staff. **Root Cause:** Jubilee Harlingen lacks highly qualified applicants and strong systems of support.

Problem Statement 2: Jubilee Harlingen staff are in need of professional development and other retention strategies. **Root Cause:** Jubilee Harlingen staff are new to the profession, lack certifications, and lack content knowledge and educational expertise.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
CHRISTINA M GUERRERO	PARENT LIAISON		100%
FELICIA FLORES	NTERVENTIONIST		100%
FELICIA FLORES	NTERVENTIONIST		100%
PRISCILLA ANDRADE	PARENT LIAISON		100%
YESICA MARTINEZ	INTERVENTIONIST EL		100%

Campus Funding Summary

FSP 420-PIC 11 Regular Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Consulting services	XXX-13-6291	\$20,000.00
1	1	1	ESC-Dys PD	XXX-13-6239	\$1,000.00
1	1	1	ESC-Leadership Team	XXX-23-6239	\$10,000.00
1	1	1	Counselor PD	XXX-13-6291	\$2,000.00
1	1	1	ESC-Staff PD	XXX-13-6239	\$2,000.00
1	1	1	ESC-SPED PD	XXX-13-6239	\$1,000.00
1	1	1	ESC-Teacher PD	XXX-13-6239	\$5,000.00
1	1	1	PD Travel-Leadership		\$6,000.00
1	1	1	PD Travel-Staff		\$6,000.00
1	1	1	CTE PD		\$2,000.00
1	1	1	ESC-Testing Conference	XXX-13-6239	\$1,500.00
1	1	1	Substitutes		\$5,000.00
1	1	2	Math/Science Stipends		\$16,000.00
1	1	2	Extra Duty-Saturday School		\$16,000.00
1	1	2	Lead Teacher Stipend		\$2,500.00
1	1	2	Stipends-Clubs		\$2,500.00
1	1	3	PD Resources		\$2,500.00
1	1	4	JEI		\$35,000.00
1	3	1	Community Outreach		\$2,000.00
2	1	1	Leadership General Supplies		\$10,000.00
2	1	1	Print Resources (3rd Party)		\$2,500.00
2	1	1	Instructional Resources		\$20,000.00
2	1	1	General Supplies		\$24,000.00
2	1	1	Print Resources		\$8,000.00
2	1	1	Student Science Camp		\$3,000.00
2	1	1	Student Social Studies Camp		\$3,000.00

FSP 420-PIC 11 Regular Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Technology Resources		\$25,000.00
2	1	3	Attendance Resources		\$10,000.00
2	2	1	EB Software		\$1,500.00
2	2	2	Supplies BOY		\$1,500.00
2	2	2	Supplies/Materials		\$1,200.00
2	2	2	Technology Supplies		\$7,500.00
2	3	1	Materials		\$1,000.00
2	3	2	GT PBL		\$20,000.00
2	3	2	GT Resources		\$25,000.00
2	3	2	GT Teacher Stipend		\$3,000.00
3	1	1	CTE Resources		\$3,000.00
3	1	1	CTE Teacher Benefits		\$10,000.00
3	1	1	CTE Teacher Salary		\$56,000.00
4	1	1	Accountability Support		\$500.00
5	1	1	Athletic Travel and Meals		\$5,000.00
5	1	1	Athletic Expenses		\$10,000.00
5	2	1	Family Engagement Resources		\$5,000.00
5	2	1	Parent Liaison		\$35,000.00
Sub-Total					\$428,700.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$428,700.00
FSP 420-PIC 21 Gifted and Talented (G/T)					
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 22 State Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Project based Learning activities	420-13-6411-00-008-4-22-0-00	\$1,950.00

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

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$1,950.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$1,950.00

FSP 420-PIC 23 State Special Education (SpEd)

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 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
					\$0.00

FSP 420-PIC 37 Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
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
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Mentor Stipends		\$10,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$10,000.00
263 - Title III, ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

263 - Title III, ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00
				Grand Total Budgeted	\$0.00
				Grand Total Spent	\$440,650.00
				+/- Difference	-\$440,650.00