

Jubilee Academies
Jubilee Leadership Academy
2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: November 8, 2023

Demographics

Demographics Summary

Demographics

Jubilee Leadership Academy is an open enrollment charter school that serves approximately 200 students that serves pre-kindergarten through 6th grade.

- 1.) African American: 0%
- 2.) Hispanic: 95%
- 3.) White: 5%
- 4.) American Indian: 0%
- 5.) Asian: 0%

Jubilee Leadership Academy serves the following group of students:

- 1.) Economically disadvantages: 43%
- 2.) English Learners: 56%
- 3.) Migrant: 2%
- 4.) Special Education: 5%
- 5.) At Risk: 43%

Jubilee Leadership Academy enrollment numbers have been stabled for the past 2 years. However the student mobility rate is at a minimum with at least 92% student retention.

Jubilee Leadership Academy attendance rate has fluctuated over the last 2 years between 94 to 96 percentile.

Demographics Strengths

Jubilee Leadership Academy used to follow the Sean Covey's 7 Habits of Highly Effective People to foster and maintain a culture of leadership and self accountability. This year we will continue using strategies that help students leadership, character and excellence by following the 7 Habits of Sean Covey.

The discipline referrals are maintained at a minimum of 0.5%.

Jubilee Leadership Academy are 100% of teachers are state certified in their content area.

45% of the teachers are bilingually certified.

100% of paraprofessionals have at least 48 credit college hours.

Jubilee Leadership Academy's teachers and paraprofessionals retention rate is approximately 76%.

100% of Jubilee Leadership Academy teachers and paraprofessionals are offered professional developments by the district and/or different region centers.

New teachers and those whose student performance is below district or state standards are assigned a mentor as part of support needed.

The most affective teachers are assigned as lead teachers by content, subject, or grade level areas.

The average class ratio is 18:1 approximately.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance has decreased in recent years (98.5% in 2019-2020 to 96.3% in 2020-2021). **Root Cause:** Students and family rates of illness have increased since Covid-19, parental outreach has decreased as a result of the pandemic.

Problem Statement 2 (Prioritized): 94.9% of JLA students are Economically Disadvantaged. **Root Cause:** Students may lack access to supplemental academic supports and enrichment outside of school.

Problem Statement 3 (Prioritized): 82.1% of JLA students are classified as At Risk. **Root Cause:** JLA students have previously experienced academic struggle by either not performing satisfactorily on readiness assessments, not advancing to the next grade level.

Student Learning

Student Learning Summary

Jubilee Leadership Academy: Student Learning Data 2022-2023

Note: Scores for 2022-2023 not available until August 16, 2023.

Grade Level	Subject	% Approaches	% Meets	% Masters
3rd				
3rd				
4th				
4th				
5th				
5th				
5th				
6th				
6th				
7th				
7th				

Jubilee Leadership Academy: Student Learning Data 2021-2022

- Accountability Rating: 87 (B)
 - Student Achievement Domain: 72
 - School Progress Domain: 91
 - Closing the Gaps Domain: 77
- Distinctions Earned: Academic Achievement in English/Language Arts/Reading (1 out of 6)
- Student STAAR data displayed by grade level and subject below:

<u>Grade Level</u>	<u>Subject</u>	<u>% Approaches</u>	<u>% Meets</u>	<u>% Masters</u>
3rd	RLA	70	44	19
3rd	Math	78	37	11
4th	RLA	60	40	30
4th	Math	70	40	30

<u>Grade Level</u>	<u>Subject</u>	<u>% Approaches</u>	<u>% Meets</u>	<u>% Masters</u>
5th	RLA	87	52	30
5th	Math	83	30	13
5th	Science	65	26	4
6th	RLA	82	29	24
6th	Math	71	29	12

- Special Education Data (at %Meets or Higher)

Grade Level	Subject	% Meets
3rd	RLA	0
3rd	Math	0
4th	RLA	0
4th	Math	0
5th	RLA	0
5th	Math	0
5th	Science	0
6th	RLA	0
6th	Math	0

Jubilee Leadership Academy: Longitudinal Accountability Ratings

Academic Year	Overall Rating	Score
2021 - 2022	B	87
2020 - 2021	Not Rated	NA
2019 - 2020	Not Rated	NA
2018 - 2019	F	51
2017 - 2018	Met Standard	65

Student Learning Strengths

- Student Achievement: Increased from 2018-2019 to 2021-2022, from a score of 51 to 87.
- School Progress: 91% of JLA students met or exceeded their growth targets on their STAAR exams in the 2021-2022 school year.
- Closing the Gaps: 42% of EB's met/exceeded their language growth target on the TELPAS exam in 2021-2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 0% of JLA SPED student achieved "Meets" or higher on the STAAR assessments. **Root Cause:** JLA's SPED students need access to consistent small group differentiated instruction and accommodations within their tier 1 instructional time.

Problem Statement 2 (Prioritized): Less than 40% of JLA students achieved "Meets" or "Masters" on the Math STAAR. As a result, JLA did not meet Closing the Gap targets for "Meets and Masters" in STAAR Math assessments (0 of 5 indicators met) **Root Cause:** JLA teachers need coaching and support in lesson internalization and data-driven instruction. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.

Problem Statement 3 (Prioritized): 67% of JLA students achieved "Approaches" or higher on their Science STAAR exam. **Root Cause:** JLA students need a dedicated Science Teacher to provide quality instruction in the content area. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.

Problem Statement 4 (Prioritized): At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 5 (Prioritized): At least 56% of JLA Teachers need access to dedicated planning time and collaboration time to vertically align curricular frameworks and horizontally align on grade-level supports for our students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 6 (Prioritized): At least 56% of JLA Teachers need high quality, ongoing professional development revolving differentiated instruction and accommodations to support our SPED students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

School Processes & Programs

School Processes & Programs Summary

Over 92% of Jubilee Leadership Academy Teachers are certified by the State of Texas.

JLA follows the staff recruitment process established by the school district.

JLA has a CLT committee that meets weekly to perform data analysis on the campus and plan for instructional practices, as well as , make budget and other decisions such as LPAC recommendations, goal setting, PD requirements, student interventions, and events scheduling.

JLA offers different instructional support interventions through bilingual tutorials, regular tutorials, RTI "MTSS", content based interventionists, bilingual interventionist, SPED teacher and aide, Dyslexia Teacher and GT teacher.

JLA schedules ARD meetings for SPED students, Evaluation recommendations, RTI Tiers review and follow ups, and extraordinary meetings as required.

School Processes & Programs Strengths

- Campus personnel, students, and parents are aware of the campus goals.
- Students and classroom teachers track student progress in all 3 goals on a daily basis, while parents are informed on the progress every six weeks.
- Campus administration constantly involved staff in school wide decisions, resulting in a unified school community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): At least 50% of staff have expressed struggles with work-life balance. **Root Cause:** There is a lack of consistency in systems for collaborative planning and work time during the school day; half day Wednesdays are often utilized for district-led PD.

Problem Statement 2 (Prioritized): At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 3 (Prioritized): At least 56% of JLA Teachers need access to dedicated planning time and collaboration time to vertically align curricular frameworks and horizontally align on grade-level supports for our students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 4 (Prioritized): At least 56% of JLA Teachers need high quality, ongoing professional development revolving differentiated instruction and accommodations to support our SPED students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Perceptions

Perceptions Summary

JLA Values & Beliefs:

- Jubilee Academics stands for:
 - J: Joy
 - U: Understanding
 - B: Balance
 - I: Integrity
 - L: Leadership
 - E: Empowerment
 - E: Excellence
- Our vision at Jubilee Leadership Academy is to initiate the transformation of our scholars by empowering them to become excellent leaders. Our mission is to embrace the uniqueness of our scholars by exemplifying, excellence, building character, and inspiring them to reach their highest potential.

Perceptions Strengths

Our strengths include:

- Being a small campus which enables us to engage in effective communication among faculty, parents, and staff.
- Prioritized emphasis on student safety and campus culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of agreement among administration and staff regarding disciplinary actions and behavioral consequences for students. **Root Cause:** There is not a normed campus behavior policy in place that outlines behavior expectations, norms, and consequence hierarchy.

Problem Statement 2 (Prioritized): At least 50% of staff have expressed struggles with work-life balance. **Root Cause:** There is a lack of consistency in systems for collaborative planning and work time during the school day; half day Wednesdays are often utilized for district-led PD.

Problem Statement 3 (Prioritized): Less than 70% of Jubilee Leadership Academy families are not responding to campus surveys. **Root Cause:** Modes of communication may not be consistently reaching parents. There is a need to update parent contact information and make in-person events more accessible to our families.

Problem Statement 4 (Prioritized): At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 5 (Prioritized): At least 56% of JLA Teachers need access to dedicated planning time and collaboration time to vertically align curricular frameworks and horizontally align on grade-level supports for our students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 6 (Prioritized): At least 56% of JLA Teachers need high quality, ongoing professional development revolving differentiated instruction and accommodations to

support our SPED students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Priority Problem Statements

Problem Statement 1: At least 50% of staff have expressed struggles with work-life balance.

Root Cause 1: There is a lack of consistency in systems for collaborative planning and work time during the school day; half day Wednesdays are often utilized for district-led PD.

Problem Statement 1 Areas: School Processes & Programs - Perceptions

Problem Statement 2: 0% of JLA SPED student achieved "Meets" or higher on the STAAR assessments.

Root Cause 2: JLA's SPED students need access to consistent small group differentiated instruction and accommodations within their tier 1 instructional time.

Problem Statement 2 Areas: Student Achievement - Student Learning

Problem Statement 3: Less than 40% of JLA students achieved "Meets" or "Masters" on the Math STAAR. As a result, JLA did not meet Closing the Gap targets for "Meets and Masters" in STAAR Math assessments (0 of 5 indicators met)

Root Cause 3: JLA teachers need coaching and support in lesson internalization and data-driven instruction. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.

Problem Statement 3 Areas: Student Achievement - Student Learning

Problem Statement 4: Student attendance has decreased in recent years (98.5% in 2019-2020 to 96.3% in 2020-2021).

Root Cause 4: Students and family rates of illness have increased since Covid-19, parental outreach has decreased as a result of the pandemic.

Problem Statement 4 Areas: Demographics - Demographics

Problem Statement 5: 67% of JLA students achieved "Approaches" or higher on their Science STAAR exam.

Root Cause 5: JLA students need a dedicated Science Teacher to provide quality instruction in the content area. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.

Problem Statement 5 Areas: Student Achievement - Student Learning

Problem Statement 6: 94.9% of JLA students are Economically Disadvantaged.

Root Cause 6: Students may lack access to supplemental academic supports and enrichment outside of school.

Problem Statement 6 Areas: Demographics - Demographics

Problem Statement 7: 82.1% of JLA students are classified as At Risk.

Root Cause 7: JLA students have previously experienced academic struggle by either not performing satisfactorily on readiness assessments, not advancing to the next grade level.

Problem Statement 7 Areas: Demographics - Demographics

Problem Statement 8: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery.

Root Cause 8: 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 8 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 9: At least 56% of JLA Teachers need access to dedicated planning time and collaboration time to vertically align curricular frameworks and horizontally align on grade-level supports for our students.

Root Cause 9: 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 9 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 10: At least 56% of JLA Teachers need high quality, ongoing professional development revolving differentiated instruction and accommodations to support our SPED students.

Root Cause 10: 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 10 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 11: Less than 70% of Jubilee Leadership Academy families are not responding to campus surveys.

Root Cause 11: Modes of communication may not be consistently reaching parents. There is a need to update parent contact information and make in-person events more accessible to our families.

Problem Statement 11 Areas: Parent and Community Engagement - Perceptions

Problem Statement 12: Lack of agreement among administration and staff regarding disciplinary actions and behavioral consequences for students.

Root Cause 12: There is not a normed campus behavior policy in place that outlines behavior expectations, norms, and consequence hierarchy.

Problem Statement 12 Areas: School Culture and Climate - Parent and Community Engagement - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- 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 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.
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation




Goals







Revised/Approved: November 8, 2023








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

Performance Objective 1: In order to recruit and retain effective teachers and administrators, Jubilee Leadership Academy will participate in different events such as job-fairs and community events and will provide teachers and administrators with high-quality professional development.

Evaluation Data Sources: Recruitment Calendar
Sign In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of Jubilee Leadership Academy personnel will participate in community outreach activities once a month, contract advertisements in local media and social media, and participate in at least two job fairs to announce campus vacancies in efforts to recruit both certified and classified personnel to work at the campus during the 2024-2025 school year by Regions and/or the local Universities Job Fairs.</p> <p>Strategy's Expected Result/Impact: JLA will be able to recruit certified teachers to place in potential teaching vacancies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, RGV Outreach Team, District PR Department</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1, 2, 3 - Demographics 1, 2, 3</p> <p>Funding Sources: Advertising, printing, promotional items, rental of spaces in fairs or other events - FSP 420-PIC 11 Regular Allotment - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: JLA will provide 100% of administrators and teachers with professional development, conferences, and trainings to build their capacity.</p> <p>Strategy's Expected Result/Impact: JLA administrators and teachers will learn from best practices, updated strategies, and activities to create a high culture of achievement and academic progress.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum & Instruction Department.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Achievement 1, 2, 3 - Student Learning 1, 2, 3</p> <p>Funding Sources: Training fees, registration, traveling and materials - 211 - Title I, Part A - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>50%</p>	 <p>70%</p>	 <p>90%</p>	
Strategy 3 Details	Reviews			
<p>Strategy 3: JLA will provide administrators and teachers professional development opportunities to foster a collaborative and positive school culture.</p> <p>Strategy's Expected Result/Impact: To enhance the culture and climate of the campus, creating a welcoming environment for all staff.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Administrative Assistant</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 2 - Perceptions 4</p> <p>Funding Sources: - 211 - Title I, Part A - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>30%</p>	 <p>70%</p>	 <p>85%</p>	

Strategy 4 Details	Reviews			
<p>Strategy 4: To provide our students with the best health services, JLA will allocate funds to provide 100% of our clinical assistants with professional development to effectively perform their duties.</p> <p>Strategy's Expected Result/Impact: JLA clinical assistants will hold current certifications and credentials to provide basic first aid services to students as needed.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, District Nurse</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: JLA team members will be provided CPR and First aid training to have adequate support in the event of an emergency.</p> <p>Strategy's Expected Result/Impact: Threat Assessment Team will be certified to support and attend to crisis.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Health Department</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2, 3 - Demographics 2, 3</p> <p>Funding Sources: CPR/First Aid Training - 211 - Title I, Part A - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
<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: Student attendance has decreased in recent years (98.5% in 2019-2020 to 96.3% in 2020-2021). Root Cause: Students and family rates of illness have increased since Covid-19, parental outreach has decreased as a result of the pandemic.</p>
<p>Problem Statement 2: 94.9% of JLA students are Economically Disadvantaged. Root Cause: Students may lack access to supplemental academic supports and enrichment outside of school.</p>
<p>Problem Statement 3: 82.1% of JLA students are classified as At Risk. Root Cause: JLA students have previously experienced academic struggle by either not performing satisfactorily on readiness assessments, not advancing to the next grade level.</p>

Student Learning

Problem Statement 1: 0% of JLA SPED student achieved "Meets" or higher on the STAAR assessments. **Root Cause:** JLA's SPED students need access to consistent small group differentiated instruction and accommodations within their tier 1 instructional time.

Problem Statement 2: Less than 40% of JLA students achieved "Meets" or "Masters" on the Math STAAR. As a result, JLA did not meet Closing the Gap targets for "Meets and Masters" in STAAR Math assessments (0 of 5 indicators met) **Root Cause:** JLA teachers need coaching and support in lesson internalization and data-driven instruction. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.

Problem Statement 3: 67% of JLA students achieved "Approaches" or higher on their Science STAAR exam. **Root Cause:** JLA students need a dedicated Science Teacher to provide quality instruction in the content area. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.

Problem Statement 4: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

School Processes & Programs

Problem Statement 2: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.




Perceptions








Problem Statement 4: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

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

Performance Objective 2: 100% of 1st and 2nd year JLA teachers will have a mentor teacher and participate in at least 50 hours of mentor training throughout the school year.

Evaluation Data Sources: Mentor Contracts
 Sign In Sheets
 Conference Forms

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of Jubilee Leadership Academy teachers in need of a mentor will be assigned one to provide instructional support and guidance in order to develop better instructional skills.</p> <p>Strategy's Expected Result/Impact: Retain and recruit effective teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 4, 5, 6 - School Processes & Programs 2, 3, 4 - Perceptions 4, 5, 6 Funding Sources: Mentor Stipends - 211 - Title I, Part A - 5,400</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of JLA administrators will be provided with professional development and materials to provide TIL aligned instructional coaching and support to teachers.</p> <p>Strategy's Expected Result/Impact: To build capacity in administrators as instructional leaders, cascading growth and development for instructional staff.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2 - Student Learning 2, 4 - School Processes & Programs 2 - Perceptions 4</p> <p>Funding Sources: Textbooks, Consumables, Coaching Resources - 211 - Title I, Part A - 10000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Less than 40% of JLA students achieved "Meets" or "Masters" on the Math STAAR. As a result, JLA did not meet Closing the Gap targets for "Meets and Masters" in STAAR Math assessments (0 of 5 indicators met) Root Cause: JLA teachers need coaching and support in lesson internalization and data-driven instruction. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.</p>
<p>Problem Statement 4: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. Root Cause: 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.</p>
<p>Problem Statement 5: At least 56% of JLA Teachers need access to dedicated planning time and collaboration time to vertically align curricular frameworks and horizontally align on grade-level supports for our students. Root Cause: 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.</p>
<p>Problem Statement 6: At least 56% of JLA Teachers need high quality, ongoing professional development revolving differentiated instruction and accommodations to support our SPED students. Root Cause: 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.</p>
School Processes & Programs
<p>Problem Statement 2: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. Root Cause: 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.</p>
<p>Problem Statement 3: At least 56% of JLA Teachers need access to dedicated planning time and collaboration time to vertically align curricular frameworks and horizontally align on grade-level supports for our students. Root Cause: 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.</p>

School Processes & Programs

Problem Statement 4: At least 56% of JLA Teachers need high quality, ongoing professional development revolving differentiated instruction and accommodations to support our SPED students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Perceptions

Problem Statement 4: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.







Problem Statement 5: At least 56% of JLA Teachers need access to dedicated planning time and collaboration time to vertically align curricular frameworks and horizontally align on grade-level supports for our students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 6: At least 56% of JLA Teachers need high quality, ongoing professional development revolving differentiated instruction and accommodations to support our SPED students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

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

Performance Objective 3: JLA will participate 100% in community events to advertise our district and recruit highly qualified teachers year round.

Evaluation Data Sources: Sign in Sheets
Agendas
Certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: JLA Teachers and Staff will receive PD and Consultant services in the content areas of: Reading, Writing, Math, Social Studies, and Science.</p> <p>Strategy's Expected Result/Impact: JLA staff will increase content and pedagogical understanding to improve instructional delivery.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum & Instruction Department</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 4, 5, 6 - School Processes & Programs 2, 3, 4 - Perceptions 4, 5, 6</p> <p>Funding Sources: Professional Development, Consultant Services - 211 - Title I, Part A - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 4: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. Root Cause: 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.</p>
<p>Problem Statement 5: At least 56% of JLA Teachers need access to dedicated planning time and collaboration time to vertically align curricular frameworks and horizontally align on grade-level supports for our students. Root Cause: 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.</p>

Student Learning

Problem Statement 6: At least 56% of JLA Teachers need high quality, ongoing professional development revolving differentiated instruction and accommodations to support our SPED students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

School Processes & Programs

Problem Statement 2: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 3: At least 56% of JLA Teachers need access to dedicated planning time and collaboration time to vertically align curricular frameworks and horizontally align on grade-level supports for our students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 4: At least 56% of JLA Teachers need high quality, ongoing professional development revolving differentiated instruction and accommodations to support our SPED students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Perceptions

Problem Statement 4: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.








Problem Statement 5: At least 56% of JLA Teachers need access to dedicated planning time and collaboration time to vertically align curricular frameworks and horizontally align on grade-level supports for our students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 6: At least 56% of JLA Teachers need high quality, ongoing professional development revolving differentiated instruction and accommodations to support our SPED students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

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

Performance Objective 4: 100% of JLA teachers will have substitutes readily available during their absences

Evaluation Data Sources: Substitute requests and teacher attendance logs.

Strategy 1 Details	Reviews			
<p>Strategy 1: JLA teachers will be provided a qualified substitute in the event of their absence.</p> <p>Strategy's Expected Result/Impact: Students will have a substitute that will continue high quality instruction with minimal interruptions and barriers.</p> <p>Staff Responsible for Monitoring: Principals and Administrative Assistant</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 2 - Student Learning 2, 5 - School Processes & Programs 3 - Perceptions 5</p> <p>Funding Sources: Substitutes - FSP 420-PIC 30 State Comp Ed (SCE) - \$45,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: Less than 40% of JLA students achieved "Meets" or "Masters" on the Math STAAR. As a result, JLA did not meet Closing the Gap targets for "Meets and Masters" in STAAR Math assessments (0 of 5 indicators met) Root Cause: JLA teachers need coaching and support in lesson internalization and data-driven instruction. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.</p> <p>Problem Statement 5: At least 56% of JLA Teachers need access to dedicated planning time and collaboration time to vertically align curricular frameworks and horizontally align on grade-level supports for our students. Root Cause: 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.</p>

School Processes & Programs

Problem Statement 3: At least 56% of JLA Teachers need access to dedicated planning time and collaboration time to vertically align curricular frameworks and horizontally align on grade-level supports for our students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.


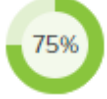





Perceptions

Problem Statement 5: At least 56% of JLA Teachers need access to dedicated planning time and collaboration time to vertically align curricular frameworks and horizontally align on grade-level supports for our students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

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

Performance Objective 5: 100% of JLA Faculty and Staff will be recognized during the school year for their performance and dedication to our students.

Evaluation Data Sources: Students' Data
Attendance
Community Events Participation

Strategy 1 Details	Reviews			
<p>Strategy 1: Faculty and Staff will be appreciated during Beginning of Year Professional Development, Teacher Appreciation Week, End of The Year Awards, Teacher of the Year and month.</p> <p>Strategy's Expected Result/Impact: Teachers will feel appreciated year round, increasing staff morale and sense of campus belonging.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Administrative Assistant.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 1, 2 - Perceptions 2, 4</p> <p>Funding Sources: Staff Uniforms, Instructional Materials and Tools - FSP 420-PIC 11 Regular Allotment - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 4: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. Root Cause: 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.</p>
School Processes & Programs
<p>Problem Statement 1: At least 50% of staff have expressed struggles with work-life balance. Root Cause: There is a lack of consistency in systems for collaborative planning and work time during the school day; half day Wednesdays are often utilized for district-led PD.</p>

School Processes & Programs

Problem Statement 2: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Perceptions

Problem Statement 2: At least 50% of staff have expressed struggles with work-life balance. **Root Cause:** There is a lack of consistency in systems for collaborative planning and work time during the school day; half day Wednesdays are often utilized for district-led PD.




Problem Statement 4: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.








Goal 2: Jubilee Leadership Academy will build a strong foundation of academic skills in reading, math, science, and social studies. Jubilee Leadership Academy will attain a "B" rating or higher on the 2023- 2024 TEA Accountability Rating System.

Performance Objective 1: 100% of JLA Teachers will be provided with additional academic support as needed according to campus student academic progress data analyzed through our scoreboards (Map Data, STAAR Data, Benchmarks, TELPAS, CLI, MCLASS).

High Priority

Evaluation Data Sources: Grade Level Action Plans, Lesson Plans, Sign In Sheets, Intervention Progress Monitoring

Strategy 1 Details	Reviews			
<p>Strategy 1: JLA will conduct teacher collaboration meetings and data analysis (Weekly Data Meetings) to review student needs, lesson plans, and make interventions and tutoring recommendations. Coverage will be provided to teachers as needed, through high quality substitutes, to ensure quality instruction for students.</p> <p>Strategy's Expected Result/Impact: Teachers will collaborate to plan effective instruction and create aligned and data-driven remediation action plans.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal Lead Teachers District Curriculum Department Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, 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>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2, 3 - Student Learning 1, 2, 3, 4, 5, 6 - School Culture and Climate 1 - School Processes & Programs 2, 3, 4 - Perceptions 1, 4, 5, 6 - Parent and Community Engagement 1</p> <p>Funding Sources: Substitutes - FSP 420-PIC 11 Regular Allotment - \$27,000, Data Analysis Materials and Office Supplies - FSP 420-PIC 11 Regular Allotment - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be provided with all testing materials: scantrons, pencils, dictionaries, calculators, Scanner software, laptops, printers, and headphones</p> <p>Strategy's Expected Result/Impact: Teachers will have all the necessary tools to administer students' assessments. Teachers' will have students' data to be able to differentiate and plan to target all students' needs.</p> <p>Staff Responsible for Monitoring: Principal District Curriculum Department Lead Teachers Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 3 - Demographics 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: 94.9% of JLA students are Economically Disadvantaged. Root Cause: Students may lack access to supplemental academic supports and enrichment outside of school.</p>
<p>Problem Statement 3: 82.1% of JLA students are classified as At Risk. Root Cause: JLA students have previously experienced academic struggle by either not performing satisfactorily on readiness assessments, not advancing to the next grade level.</p>
Student Learning
<p>Problem Statement 1: 0% of JLA SPED student achieved "Meets" or higher on the STAAR assessments. Root Cause: JLA's SPED students need access to consistent small group differentiated instruction and accommodations within their tier 1 instructional time.</p>
<p>Problem Statement 2: Less than 40% of JLA students achieved "Meets" or "Masters" on the Math STAAR. As a result, JLA did not meet Closing the Gap targets for "Meets and Masters" in STAAR Math assessments (0 of 5 indicators met) Root Cause: JLA teachers need coaching and support in lesson internalization and data-driven instruction. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.</p>
<p>Problem Statement 3: 67% of JLA students achieved "Approaches" or higher on their Science STAAR exam. Root Cause: JLA students need a dedicated Science Teacher to provide quality instruction in the content area. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.</p>
<p>Problem Statement 4: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. Root Cause: 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.</p>

Student Learning

Problem Statement 5: At least 56% of JLA Teachers need access to dedicated planning time and collaboration time to vertically align curricular frameworks and horizontally align on grade-level supports for our students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 6: At least 56% of JLA Teachers need high quality, ongoing professional development revolving differentiated instruction and accommodations to support our SPED students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

School Processes & Programs

Problem Statement 2: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 3: At least 56% of JLA Teachers need access to dedicated planning time and collaboration time to vertically align curricular frameworks and horizontally align on grade-level supports for our students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 4: At least 56% of JLA Teachers need high quality, ongoing professional development revolving differentiated instruction and accommodations to support our SPED students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Perceptions

Problem Statement 1: Lack of agreement among administration and staff regarding disciplinary actions and behavioral consequences for students. **Root Cause:** There is not a normed campus behavior policy in place that outlines behavior expectations, norms, and consequence hierarchy.

Problem Statement 4: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 5: At least 56% of JLA Teachers need access to dedicated planning time and collaboration time to vertically align curricular frameworks and horizontally align on grade-level supports for our students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.








Problem Statement 6: At least 56% of JLA Teachers need high quality, ongoing professional development revolving differentiated instruction and accommodations to support our SPED students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Goal 2: Jubilee Leadership Academy will build a strong foundation of academic skills in reading, math, science, and social studies. Jubilee Leadership Academy will attain a "B" rating or higher on the 2023- 2024 TEA Accountability Rating System.

Performance Objective 2: 100% of JLA faculty, staff, and students will improve on standardized state assessment performance, meet state standards, and improve student achievement through district-wide initiatives with the use of instructional resources, supplies, and technology.

High Priority

Evaluation Data Sources: Map Growth Chart, Data Scoreboard, District online platform reports

Strategy 1 Details	Reviews			
<p>Strategy 1: JLA will provide 100% of its teachers with the necessary instructional resources such as: consumable booklets, manipulatives, posters, student supplies, and other classroom necessities to support instructional delivery and customized instruction.</p> <p>Strategy's Expected Result/Impact: JLA teachers will have necessary resources to improve instructional delivery.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Demographics 2, 3</p> <p>Funding Sources: Instructional Materials, Consumable Booklets, Practice Booklets, Computer Software - FSP 420-PIC 11 Regular Allotment - \$40,000, Test Preparation Software and Licenses - FSP 420-PIC 30 State Comp Ed (SCE) - \$10,000, Classroom Materials - 289-Title IV Transfer 2021-2022 - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>50%</p> </div> <div style="text-align: center;">  <p>70%</p> </div> <div style="text-align: center;">  <p>100%</p> </div> </div>			
<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:

Demographics

Problem Statement 2: 94.9% of JLA students are Economically Disadvantaged. **Root Cause:** Students may lack access to supplemental academic supports and enrichment outside of school.




Problem Statement 3: 82.1% of JLA students are classified as At Risk. **Root Cause:** JLA students have previously experienced academic struggle by either not performing satisfactorily on readiness assessments, not advancing to the next grade level.








Goal 2: Jubilee Leadership Academy will build a strong foundation of academic skills in reading, math, science, and social studies. Jubilee Leadership Academy will attain a "B" rating or higher on the 2023- 2024 TEA Accountability Rating System.

Performance Objective 3: 100% of our Students in need of intervention will receive academic support through tutorials and extended instructional opportunities.

High Priority

Evaluation Data Sources: Students' Data
Students Sign In Sheets
Lesson Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in need of intervention will be provided tutorial time before, during, and after school days and Saturdays. Teachers and/or outside tutors will implement the Tutorial classes.</p> <p>Strategy's Expected Result/Impact: Students in need of intervention will be target with addition time by providing tutorial time.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 2, 3 - Student Learning 1, 2, 3</p> <p>Funding Sources: Teacher Tutorial Pay and Tutorial Resources - FSP 420-PIC 11 Regular Allotment - \$25,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Bilingual students will be provided with bilingual tutorials and bilingual programs will be implemented (Imagine Learning).</p> <p>Strategy's Expected Result/Impact: Bilingual students will benefit from the use of Imagine Learning Programs during Tutorial Time.</p> <p>Staff Responsible for Monitoring: Principal EL Coordinator</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 3 - Demographics 3 - Student Achievement 2 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: 82.1% of JLA students are classified as At Risk. Root Cause: JLA students have previously experienced academic struggle by either not performing satisfactorily on readiness assessments, not advancing to the next grade level.</p>
Student Learning
<p>Problem Statement 1: 0% of JLA SPED student achieved "Meets" or higher on the STAAR assessments. Root Cause: JLA's SPED students need access to consistent small group differentiated instruction and accommodations within their tier 1 instructional time.</p>
<p>Problem Statement 2: Less than 40% of JLA students achieved "Meets" or "Masters" on the Math STAAR. As a result, JLA did not meet Closing the Gap targets for "Meets and Masters" in STAAR Math assessments (0 of 5 indicators met) Root Cause: JLA teachers need coaching and support in lesson internalization and data-driven instruction. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.</p>
<p>Problem Statement 3: 67% of JLA students achieved "Approaches" or higher on their Science STAAR exam. Root Cause: JLA students need a dedicated Science Teacher to provide quality instruction in the content area. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.</p>

Goal 2: Jubilee Leadership Academy will build a strong foundation of academic skills in reading, math, science, and social studies. Jubilee Leadership Academy will attain a "B" rating or higher on the 2023- 2024 TEA Accountability Rating System.

Performance Objective 4: 100% of our Students will be provided with Instructional Supplies that will help enhance their daily learning all year round.

Evaluation Data Sources: Observations
Inventory

Strategy 1 Details	Reviews			
<p>Strategy 1: All students in testing grade levels will receive instructional supplemental materials to excel STAAR and receive accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Students will achieve state, district and campus goals</p> <p>Staff Responsible for Monitoring: Teachers, leadership team and Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2, 3 - Student Learning 1, 2, 3</p> <p>Funding Sources: Supplemental material - 211 - Title I (CARRYOVER FUNDS) - \$1,500, Supplemental materials - 211 - Title I, Part A - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: 0% of JLA SPED student achieved "Meets" or higher on the STAAR assessments. Root Cause: JLA's SPED students need access to consistent small group differentiated instruction and accommodations within their tier 1 instructional time.</p> <p>Problem Statement 2: Less than 40% of JLA students achieved "Meets" or "Masters" on the Math STAAR. As a result, JLA did not meet Closing the Gap targets for "Meets and Masters" in STAAR Math assessments (0 of 5 indicators met) Root Cause: JLA teachers need coaching and support in lesson internalization and data-driven instruction. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.</p>




Student Learning











Problem Statement 3: 67% of JLA students achieved "Approaches" or higher on their Science STAAR exam. **Root Cause:** JLA students need a dedicated Science Teacher to provide quality instruction in the content area. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.

Goal 2: Jubilee Leadership Academy will build a strong foundation of academic skills in reading, math, science, and social studies. Jubilee Leadership Academy will attain a "B" rating or higher on the 2023- 2024 TEA Accountability Rating System.

Performance Objective 5: JLA teachers, students, and staff will collaborate to improve Bilingual/ESL student progress in RDA PBMAS, TELPAS, and STAAR (36% under domain III) and to support Special Education students' academic development.

Evaluation Data Sources: Agendas, Sign-In Sheets, Completion Certificates

Strategy 1 Details	Reviews			
<p>Strategy 1: JLA will provide 100% of their teachers with PD opportunities to better understand, implement, and evaluate the different programs for SPED students.</p> <p>Strategy's Expected Result/Impact: JLA teachers will continue to grow professionally to deliver better instruction and supports to our SPED students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education coordinator</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 4 - Perceptions 6</p> <p>Funding Sources: Training and PD for Special Education - FSP 420-PIC 23 State Special Education (SpEd) - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Special Programs students will receive the necessary tools, manipulatives, instructional supplies and technology that will increase their learning in the classroom and be successful.</p> <p>Strategy's Expected Result/Impact: Special Programs students will have all the tools to continue their academic growth in an effective and successful way.</p> <p>Staff Responsible for Monitoring: Principal Lead Teachers Special Programs Teachers Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 4 - Perceptions 6</p> <p>Funding Sources: Resources, materials, manipulatives for Special Education - FSP 420-PIC 23 State Special Education (SpEd) - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of JLA Bilingual/ESL Students with supplies/materials/resources/technology that targets second language acquisition to newcomers or beginners proficiency level students in the program.</p> <p>Strategy's Expected Result/Impact: Increase growth in our bilingual students' second language acquisition</p> <p>Staff Responsible for Monitoring: Bilingual Director, Principal, Assistant Principal, LPAC Admin, EL Coordinator</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Demographics 3 - Student Achievement 2 - Student Learning 2, 4 - School Processes & Programs 2 - Perceptions 4</p> <p>Funding Sources: Bilingual materials and professional development - 263 - Title III, ELA - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 3: 82.1% of JLA students are classified as At Risk. **Root Cause:** JLA students have previously experienced academic struggle by either not performing satisfactorily on readiness assessments, not advancing to the next grade level.

Student Learning

Problem Statement 2: Less than 40% of JLA students achieved "Meets" or "Masters" on the Math STAAR. As a result, JLA did not meet Closing the Gap targets for "Meets and Masters" in STAAR Math assessments (0 of 5 indicators met) **Root Cause:** JLA teachers need coaching and support in lesson internalization and data-driven instruction. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.

Problem Statement 4: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 6: At least 56% of JLA Teachers need high quality, ongoing professional development revolving differentiated instruction and accommodations to support our SPED students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

School Processes & Programs

Problem Statement 2: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 4: At least 56% of JLA Teachers need high quality, ongoing professional development revolving differentiated instruction and accommodations to support our SPED students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Perceptions








Problem Statement 4: At least 56% of JLA Teachers need access to high quality, ongoing professional development revolving lesson planning and instructional delivery. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Problem Statement 6: At least 56% of JLA Teachers need high quality, ongoing professional development revolving differentiated instruction and accommodations to support our SPED students. **Root Cause:** 56% of JLA Teachers are Beginning Teachers, with 1-5 years of experience.

Goal 2: Jubilee Leadership Academy will build a strong foundation of academic skills in reading, math, science, and social studies. Jubilee Leadership Academy will attain a "B" rating or higher on the 2023- 2024 TEA Accountability Rating System.

Performance Objective 6: 100% of Jubilee Leadership students identified as Gifted and Talented (GT) will receive differentiated instruction and instructional materials to enhance educational opportunities.

Evaluation Data Sources: Agendas, sign in sheets, certificates of completion

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of GT JLA students will have opportunities to participate in extracurricular activities that foster their talent development as well as their educational growth.</p> <p>Strategy's Expected Result/Impact: JLA students will be challenged by receiving access to enriching academic content and extracurricular resources.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, GT Teacher(s)</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 3 - Student Learning 2, 3</p> <p>Funding Sources: GT Instructional Resources and Training Materials - FSP 420-PIC 21 Gifted and Talented (G/T) - 5000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 6 Problem Statements:






Student Learning
<p>Problem Statement 2: Less than 40% of JLA students achieved "Meets" or "Masters" on the Math STAAR. As a result, JLA did not meet Closing the Gap targets for "Meets and Masters" in STAAR Math assessments (0 of 5 indicators met) Root Cause: JLA teachers need coaching and support in lesson internalization and data-driven instruction. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.</p> <p>Problem Statement 3: 67% of JLA students achieved "Approaches" or higher on their Science STAAR exam. Root Cause: JLA students need a dedicated Science Teacher to provide quality instruction in the content area. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.</p>

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

Performance Objective 1: 100% of our JLA Students will use technology to increase their academic knowledge by using district initiatives programs year round.

High Priority

Evaluation Data Sources: Students' log ins
Parents/teacher meetings
Students' Data Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will benefit from the use of technology to enhance their learning by participating in class discussions, solving problems and growth their knowledge by doing their own research studies. Students will have the opportunity to participate in istation, imagine math, Accelerated Reader, Mathia, and Bilingual Programs.</p> <p>Strategy's Expected Result/Impact: Students will be using chrome-books, mobipads, robotics program, AR, and district programs to enhance students' learning.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2, 3 - Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will create projects that foster creativity, innovation, communication, collaboration, fluency and digital citizenship in all content areas.</p> <p>Strategy's Expected Result/Impact: More Students' Projects Students' educational enhancement</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2, 3 - Student Learning 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 0% of JLA SPED student achieved "Meets" or higher on the STAAR assessments. **Root Cause:** JLA's SPED students need access to consistent small group differentiated instruction and accommodations within their tier 1 instructional time.

Problem Statement 2: Less than 40% of JLA students achieved "Meets" or "Masters" on the Math STAAR. As a result, JLA did not meet Closing the Gap targets for "Meets and Masters" in STAAR Math assessments (0 of 5 indicators met) **Root Cause:** JLA teachers need coaching and support in lesson internalization and data-driven instruction. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.







Problem Statement 3: 67% of JLA students achieved "Approaches" or higher on their Science STAAR exam. **Root Cause:** JLA students need a dedicated Science Teacher to provide quality instruction in the content area. JLA students need access to STAAR-aligned supplemental instructional curricula and tools.

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

Performance Objective 1: 100% of JLA faculty and staff will increase campus safety by educating parents and students on social-emotional issues, such as: school safety, drug/alcohol prevention, anonymous reporting, and bullying awareness/prevention.

High Priority

Evaluation Data Sources: Agenda, Sign In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: JLA will offer training and presentations for students and families on social-emotional issues. Strategy's Expected Result/Impact: JLA students will receive social-emotional support Staff Responsible for Monitoring: Principal Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3 - Parent and Community Engagement 2 Funding Sources: Social-Emotional Instructional Materials - FSP 420-PIC 11 Regular Allotment - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: JLA will offer parents and families with informational meeting opportunities on how to best support their children with homework and academic activities. Strategy's Expected Result/Impact: JLA students will receive instructional support and structure at home. Staff Responsible for Monitoring: Principal, Assistant Principal, Parents, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 3 - Demographics 2, 3 Funding Sources: Training Materials, Parent Event Materials - 211 - Title I, Part A - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: 94.9% of JLA students are Economically Disadvantaged. **Root Cause:** Students may lack access to supplemental academic supports and enrichment outside of school.

Problem Statement 3: 82.1% of JLA students are classified as At Risk. **Root Cause:** JLA students have previously experienced academic struggle by either not performing satisfactorily on readiness assessments, not advancing to the next grade level.








Perceptions

Problem Statement 3: Less than 70% of Jubilee Leadership Academy families are not responding to campus surveys. **Root Cause:** Modes of communication may not be consistently reaching parents. There is a need to update parent contact information and make in-person events more accessible to our families.

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

Performance Objective 2: 100% of our JLA Students will participate in school events during the school year where our Parents will have the opportunity to enjoy our students performance and educational achievements

Evaluation Data Sources: Agendas
Sign-in Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Our students will participate in our School Festivals, Student Performances, Field Day, Live Museum, Principal Socials, Report Card Night and End of the Year Academic Awards where Parents will be able to participate and enjoy their children success.</p> <p>Strategy's Expected Result/Impact: Our Parents involved will increase and will help in our students' educational success.</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison Lead Teachers Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Demographics 1 - School Processes & Programs 1 - Perceptions 2, 3 - Parent and Community Engagement 2</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: Student attendance has decreased in recent years (98.5% in 2019-2020 to 96.3% in 2020-2021). Root Cause: Students and family rates of illness have increased since Covid-19, parental outreach has decreased as a result of the pandemic.</p>
School Processes & Programs
<p>Problem Statement 1: At least 50% of staff have expressed struggles with work-life balance. Root Cause: There is a lack of consistency in systems for collaborative planning and work time during the school day; half day Wednesdays are often utilized for district-led PD.</p>








Perceptions

Problem Statement 2: At least 50% of staff have expressed struggles with work-life balance. **Root Cause:** There is a lack of consistency in systems for collaborative planning and work time during the school day; half day Wednesdays are often utilized for district-led PD.

Problem Statement 3: Less than 70% of Jubilee Leadership Academy families are not responding to campus surveys. **Root Cause:** Modes of communication may not be consistently reaching parents. There is a need to update parent contact information and make in-person events more accessible to our families.

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

Performance Objective 3: Family Engagement Opportunities and parent participation in the engagement opportunities will increase by 50%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Bilingual/ESL will implement Title III Family and Community Engagement Opportunities for bilingual and immigrants students.</p> <p>Strategy's Expected Result/Impact: Parent will have a better understanding on how our Bilingual/ESL program model supports students.</p> <p>Staff Responsible for Monitoring: EL Director, EL Coordinator, Campus Principal.</p> <p>Problem Statements: Demographics 1, 3 - Demographics 1, 3 - Perceptions 3 - Parent and Community Engagement 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:








Demographics
<p>Problem Statement 1: Student attendance has decreased in recent years (98.5% in 2019-2020 to 96.3% in 2020-2021). Root Cause: Students and family rates of illness have increased since Covid-19, parental outreach has decreased as a result of the pandemic.</p>
<p>Problem Statement 3: 82.1% of JLA students are classified as At Risk. Root Cause: JLA students have previously experienced academic struggle by either not performing satisfactorily on readiness assessments, not advancing to the next grade level.</p>
Perceptions
<p>Problem Statement 3: Less than 70% of Jubilee Leadership Academy families are not responding to campus surveys. Root Cause: Modes of communication may not be consistently reaching parents. There is a need to update parent contact information and make in-person events more accessible to our families.</p>

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

Performance Objective 4: 100% of JLA stakeholders will be provided with family engagement activities and professional development throughout the school year with the support of the Title I Parent Liaison to cultivate an environment that develops leadership skills, enhances educational opportunities, and promotes our school culture through collaboration.

High Priority

Evaluation Data Sources: Agenda, Invitation, Sign In Sheets, SAMS

Strategy 1 Details	Reviews			
<p>Strategy 1: JLA will provide parents with informational sessions on STAAR/HB4545/TELPAS.</p> <p>Strategy's Expected Result/Impact: JLA parents will be better informed on how to support their students' academic development.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Perceptions 3 - Parent and Community Engagement 2</p> <p>Funding Sources: Training Materials, Snacks, Incentives - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
	 40%	 70%	 100%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:








Perceptions
<p>Problem Statement 3: Less than 70% of Jubilee Leadership Academy families are not responding to campus surveys. Root Cause: Modes of communication may not be consistently reaching parents. There is a need to update parent contact information and make in-person events more accessible to our families.</p>

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

Performance Objective 5: JLA will collaborate with a third-party security vendor to provide additional campus security and monitoring throughout the school day.

High Priority

Evaluation Data Sources: Operations Department's Contract with Vendor.

Strategy 1 Details	Reviews			
<p>Strategy 1: JLA will provide traffic monitoring and assistance during drop-off and dismissal, as well as during community events involving the campus.</p> <p>Strategy's Expected Result/Impact: JLA will provide a safe student and family environment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Operations Department</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Demographics 1 - Perceptions 3 - Parent and Community Engagement 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:








Demographics
<p>Problem Statement 1: Student attendance has decreased in recent years (98.5% in 2019-2020 to 96.3% in 2020-2021). Root Cause: Students and family rates of illness have increased since Covid-19, parental outreach has decreased as a result of the pandemic.</p>
Perceptions
<p>Problem Statement 3: Less than 70% of Jubilee Leadership Academy families are not responding to campus surveys. Root Cause: Modes of communication may not be consistently reaching parents. There is a need to update parent contact information and make in-person events more accessible to our families.</p>

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

Performance Objective 1: 100% of JLA stakeholders will be provided with family engagement activities and professional development throughout the school year with the support of the Title I Parent Liaison to cultivate an environment that develops leadership skills, enhances educational opportunities, and promotes our school culture through collaboration.

High Priority

Evaluation Data Sources: Agenda, Invitation, Sign In Sheets, SAMS

Strategy 1 Details	Reviews			
<p>Strategy 1: JLA families will receive parental support provided by the Parent Liaison</p> <p>Strategy's Expected Result/Impact: JLA's parent liaison will increase and maintain clear communication with parents and improve their engagement in school activities, events, student support, and other school organized events.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison</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</p> <p>Problem Statements: Perceptions 3 - Parent and Community Engagement 2</p> <p>Funding Sources: Parent Liaison - 211 - Title I, Part A - \$36,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 3: Less than 70% of Jubilee Leadership Academy families are not responding to campus surveys. Root Cause: Modes of communication may not be consistently reaching parents. There is a need to update parent contact information and make in-person events more accessible to our families.</p>

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ANA HINOJOSA VILLARREAL	PARENT LIAISON		100%
LETICIA RODRIGUEZ ARAUJO	PARAPROFESSIONAL-PK		

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	John Martinez	Chair
Administrative Assistant	Dina Gutierrez	Admin assistant
Administrator	Daisy Martinez	Assistant principal
School Counselor	Mayra Gonzalez	School Counselor
Administrator	Christian Cariaga-Leal	Assistant Principal

Campus Funding Summary

FSP 420-PIC 11 Regular Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Advertising, printing, promotional items, rental of spaces in fairs or other events		\$4,000.00
1	5	1	Staff Uniforms, Instructional Materials and Tools		\$12,000.00
2	1	1	Data Analysis Materials and Office Supplies		\$3,000.00
2	1	1	Substitutes		\$27,000.00
2	2	1	Instructional Materials, Consumable Booklets, Practice Booklets, Computer Software		\$40,000.00
2	3	1	Teacher Tutorial Pay and Tutorial Resources		\$25,000.00
4	1	1	Social-Emotional Instructional Materials		\$5,000.00
Sub-Total					\$116,000.00
Budgeted Fund Source Amount					\$384,730.00
+/- Difference					\$268,730.00
FSP 420-PIC 21 Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	1	GT Instructional Resources and Training Materials	5000	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,486.65
+/- Difference					\$1,486.65
FSP 420-PIC 23 State Special Education (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1	Training and PD for Special Education		\$5,000.00
2	5	2	Resources, materials, manipulatives for Special Education		\$5,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$51,342.00
+/- Difference					\$41,342.00
FSP 420-PIC 30 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Substitutes		\$45,000.00

FSP 420-PIC 30 State Comp Ed (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Test Preparation Software and Licenses		\$10,000.00
Sub-Total					\$55,000.00
Budgeted Fund Source Amount					\$7,451.65
+/- Difference					-\$47,548.35

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Training fees, registration, traveling and materials		\$6,000.00
1	1	3			\$10,000.00
1	1	5	CPR/First Aid Training		\$5,000.00
1	2	1	Mentor Stipends	5,400	\$0.00
1	2	2	Textbooks, Consumables, Coaching Resources	10000	\$0.00
1	3	1	Professional Development, Consultant Services		\$15,000.00
2	4	1	Supplemental materials		\$1,500.00
4	1	2	Training Materials, Parent Event Materials		\$5,000.00
4	4	1	Training Materials, Snacks, Incentives		\$0.00
5	1	1	Parent Liaison		\$36,000.00
Sub-Total					\$78,500.00
Budgeted Fund Source Amount					\$31,122.00
+/- Difference					-\$47,378.00

263 - Title III, ELA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	3	Bilingual materials and professional development		\$7,000.00
Sub-Total					\$7,000.00
Budgeted Fund Source Amount					\$7,050.00
+/- Difference					\$50.00

211 - Title I (CARRYOVER FUNDS)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Supplemental material		\$1,500.00
Sub-Total					\$1,500.00
Budgeted Fund Source Amount					\$34,884.00

211 - Title I (CARRYOVER FUNDS)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$33,384.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$86,169.00
+/- Difference					\$86,169.00
211-EF ESF Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$84,893.50
+/- Difference					\$84,893.50
289-Title IV Transfer 2021-2022					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Classroom Materials		\$6,000.00
Sub-Total					\$6,000.00
Budgeted Fund Source Amount					\$6,156.00
+/- Difference					\$156.00
Grand Total Budgeted					\$695,284.80
Grand Total Spent					\$274,000.00
+/- Difference					\$421,284.80