

Jubilee Academies

Jubilee School of Innovation and Arts

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: February 8, 2023

Demographics

Demographics Summary

Jubilee Academies Middle currently serves 90 students in grades 6-8. We have the following special programs: EB/ESL Pull-out Program, 504, SPED, and GT.

GT:

8th: 2

ESL Students:

6th: 2 (1 parent denial)

7th: 5

8th: 1 student on year 2 monitoring

504 Students:

6th: 2 (1 Dyslexia)

7th: 5 (3 Dyslexia)

8th: 3 (1 Dyslexia)

Demographics Strengths

Summit K-12 curriculum used for EB students has a specific scope and sequence to follow. It offers benchmarks to track progress. Students have a folder to track their progress. Having an administrative assistant has helped with the documentation for each student and implementation required meetings. GT referral process had a higher participation rate than previous school years.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student recruitment efforts were not successful. **Root Cause:** Not enough community engagement events, task saturated on other priorities, minimal communication between recruitment and campus

Problem Statement 2 (Prioritized): Students withdrew from Jubilee Academies Middle. **Root Cause:** Moving outside of San Antonio, lack of competitive sports, truancy concerns, lack of transportation

Problem Statement 3 (Prioritized): Teacher lack of experience in content and pedagogy in the Secondary grades. **Root Cause:** All teachers have 3 or less years of experience, alternative certification programs, not fully certified.

Problem Statement 4 (Prioritized): SPED students have not shown academic growth on state assessments. **Root Cause:** Lack of consistent goal setting and track of student progress, staffing changes, minimal training for paraprofessionals on service support

Problem Statement 5 (Prioritized): ESL students have not shown academic growth/language acquisition on state assessments. **Root Cause:** Lack of consistent goal setting and tracking of student progress

Problem Statement 6 (Prioritized): Dyslexia program adjustments were not made as students progressed. **Root Cause:** Not aware of program adjustments based on progress on mastery tests

Problem Statement 7 (Prioritized): Infidelity to the implementation of the GT program and screening process. **Root Cause:** Staff not having GT certification/refresher hours, role not being filled due to workload

Student Learning

Student Learning Summary

Jubilee Academies Middle ended the 21-22 school year with an "F" rating. Jubilee Academies Middle is considered IR and created a Target Improvement Plan. See addendum for recent BOY data for all grade levels.

Student Learning Strengths

21-22 Strengths:

7th Grade RLA: 71% Approaches/40% Meets/20% Masters

8th Grade RLA: 85% Approaches/49% Meets/36% Masters

8th Grade Science: 56% Approaches/18% Meets/8% Masters

22-23 Strengths:

8th Grade Science was ranked number 1 in the district for BOY MAP: 70% Approaches, 33% Meets, 15% Masters

8th Grade RLA BOY MAP: 67% Approaches, 37% Meets, 7% Masters

8th Grade Algebra 1 BOY MAP: 52% Approaches, 15% Meets

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Low student performance on STAAR 21-22 (6-8 Math, 6-8 RLA, 8 Science, 8 Social Studies). **Root Cause:** Lack of foundational skills, low attendance, lack of participation in tutorials, lack of parent support for academic growth, lack of time in Math/RLA block for small group interventions, limited time for prerequisite skills and gaps due to minute by minute curriculum, low rigor throughout curriculums

Problem Statement 2 (Prioritized): Low assessment data in all grade levels/subject areas. **Root Cause:** Lack of student motivation, change in curriculum, lack of rigor, new testing format, low reading proficiency, low basic math fluency

Problem Statement 3 (Prioritized): Attendance expectation of 97% is not being met. **Root Cause:** Parental awareness and support is low, illnesses, lengthy IAP process, delayed start for attendance celebrations/incentives

Problem Statement 4 (Prioritized): Lack of strategies targeting grammar and spelling in all grade levels. **Root Cause:** Time constraints in RLA block due to minute by minute curriculum, lack of foundational skills, limited student at-bats

Problem Statement 5 (Prioritized): Low student investment in literacy development. **Root Cause:** Lack of student motivation, delayed start with AR, lack of parent support with

initiative

Problem Statement 6 (Prioritized): Students are not able to articulate and track their individual performance and set goals. **Root Cause:** Assessment overload, data tracking is inconsistent across all classrooms, lack of student ownership, student-led conferences were not practiced ahead of time, different programs to track, minimal prep time due to curriculum pacing

Problem Statement 7 (Prioritized): PBLs are inconsistent across classrooms. **Root Cause:** Time constraints due to new curriculum and schedule, lack of planning time for PBL

School Processes & Programs

School Processes & Programs Summary

Jubilee Academies Middle will be implementing a number of district initiatives to include:

Instructional/Curricular- TEKS Resource System, Lead4ward, TEKS Guide, Texas Instructional Leadership, Planning Guides, iStation, PLCs, Region 20, Lead4ward, District Instructional Coaches, Imagine Math, CRIMSI (Amplify and Carnegie), STEMscopes, Progress Learning, Accelerated Reader, Discovery Education, Instructional Rounds, TSI, CTE, ICEV Online, On-campus Content Specialists, iReady, pH Science, Teachtown, Foss Kits, Zearn, ESL/504 Pull-out, Sure Score

Counseling- Guided lessons - small groups, individual counseling, clubs, mindfulness/relaxation methods, Anti-bullying, ESL Pull-out, MAP Assessments, DDV, DDC, Character Strong, School Links, Career and Personality Assessments

ACCESS and Campus Clubs- Art, Theater Arts, Spanish, Music, Gardening Club, Yearbook, Debate, Maker Space, Jubileaders

Athletics: Volleyball, Flag Football, Basketball, Soccer, Track and Field, off season practices

Community- Lights on After School, Career Day, Parent engagement events (i.e. Bike Rodeo, Black History Month Presentations, Hispanic Heritage Month Celebration, Wolfpack Coffee Club, Trunk-or-Treat, Student-led Conferences, Veterans Day), Gear Up Events (i.e. Poetry Slam, EPIC), Parent Meetings (i.e. STAAR, Anti-bullying, Transition)

Operational- Driveline (dismissal), Transportation, ACCESS, POWER

Staff- PLCs, mentor/mentee program, Region 20/Lead4ward Staff Development and Support, Texas Instructional Leadership, TELPAS/STAAR training, Special Programs Training - 504, Dyslexia, Special Education, Gifted and Talented, data analysis presentations, Weekly Data Meetings, teambuilders, observations/observation feedback meetings, lesson plan feedback, walkthroughs with feedback, instructional rounds, lesson internalization, on-the-spot coaching from Administrators, support from District instructional coaches, T-TESS, goal setting

Organizational- Jubilee Academies is a PK - 12th grade District with 16 campuses.

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

CAMPUS NEEDS:

Auditorium

Gymnasium - Seating

Parent Engagement Classes

GT Program

Attendance %

Locker storage

Washer/Dryer

Teacher- Calming Area

School Processes & Programs Strengths

There was a strong start with walkthrough feedback and weekly data meetings. Gear Up has been effective in promoting student achievement and college and career readiness. We have had counselors this school year who have each worked closely with students to alleviate anxiety/trauma/stress and deescalate possible misbehaviors. We have a smooth and safe dismissal process using Driveline that is consistently used. ACCESS after school program was a success and involved tutoring support, homework support, extra-curricular activities, and engagement events. ACCESS and POWER have retained and grown their staff to manage both programs successfully. We will have our first yearbook.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Attendance goal of 97% was not met. **Root Cause:** Illnesses, lack of parent ownership, unanswered truancy calls, delayed start of incentives, lengthy truancy process

Problem Statement 2 (Prioritized): Low student participation to grow in literacy. **Root Cause:** Delayed start of AR initiative, lack of campus promotion, lack of actual library/librarian

Problem Statement 3 (Prioritized): There is limited space for parent engagement events (pep rallies, games, productions). **Root Cause:** No auditorium onsite, half-court gym, no bleachers, small cafeteria

Problem Statement 4 (Prioritized): There is a need to strengthen extra curricular activities to enhance learning and real-life experiences. **Root Cause:** Staff buy-in

Perceptions

Perceptions Summary

Jubilee Academies Middle will offer:

- a sense of community that inspires collaboration
- strong relationships and partnerships with families and local community members
- engaging lessons that promote a diverse learning environment
- CTE-aligned lessons (Technology Applications, Yearbook, Hospitality and Tourism, Introduction to Culinary)
- weekly social-emotional lessons led by a certified counselor
- DDV lessons lead by faculty and staff members
- DDC implemented on a daily basis
- collaborative meetings to determine the campus needs and ways to improve
- emotional and physical safe spaces
- culture that inspires all to do their best and a curriculum that is relevant, challenging and meaningful
- standards-based education
- differentiated instruction and interventions based on individual needs and levels
- student ownership of learning and data tracking
- 1:1 student device
- Project-based learning
- STEM challenges
- the development of well-rounded students by offering specials/electives classes including Athletic Movement, Art, Band, Technology, and Theater Arts
- bus transportation before and after school including tutoring
- ACCESS - Free, after school program offered to students
- Power- Free, 12:30-3:45 program offered to students on early release days
- Student-led conferences with portfolios
- iLead binders used for goal-setting and data tracking

We will:

Ensure teachers receive consistent coaching and feedback using the coaching cycle

- a) Daily walkthroughs
 - b) Instructional rounds
 - c) Weekly observation feedback meeting with each teacher. Action step will be given with follow-up observation.
 - d) Weekly data meeting to identify misconception, root cause and re-teach plan
 - e) Weekly lesson internalization meetings
 - f) Social-Emotional learning
- g) Mentor/mentee program where veteran teachers are paired up with first year/new-to-Jubilee teachers to provide additional support in lesson planning/delivery and classroom

management

Offer instructional support and collaboration

- a) District-wide PD breakout sessions and conferences (instructional sessions to include Fine Arts)
- b) Walk-throughs and observation feedback, lesson internalization, and STAAR prep led by district instructional coaches

Ensure equitable access to rigorous on-standard curriculum for all students

- a) Plan and implement the curriculum grade-level content standards
- b) Engage in collaborative analysis of student work to assess mastery of the standards
- c) Provide accelerated instruction to promote achievement at Meets/Masters
- d) Create differentiated re-teach plans according to current data
- e) Implement DOK level 3-4 questions into weekly lessons for every subject

Differentiate instruction to meet learning needs of each student and/or student populations

- a) Analyze data to identify misconceptions and areas of growth from 6th-8th
- b) Implement small-group, targeted, flexible organization of instruction
- c) Engage and question students at a level that challenges each student (including higher-performing students) during whole-class instruction
- d) Use individual student data to target instruction of specific standards and skills for each student

Employ consistent instructional delivery across classrooms, grade levels and student groups

- a) Provide evidence of rigorous, on-standard curriculum by providing lesson plans with those standards
- c) Practice lesson plan delivery prior to direct first teach

Consistency of Instruction

- a) Follow scope and sequence

b) Complete lesson internalization process

Standards-aligned Instructional Program

a) Engage in data analysis to effectively formulate strategy plans to increase student performance

Use timely formative assessment data to drive instructional improvement in Math, Reading, Writing, Social Studies, and Science

a) School-developed standards-based benchmark assessments were created this year and data used from the database will offer consistent progress assessments when vertical and horizontal alignment is refined.

b) Implementation and progress monitoring of daily exit tickets for each subject area

c) MAP testing focused on student growth

d) Weekly formative assessments - iReady

e) Curriculum assessments

Culture

a) Continue positive interactive practices that engage students and produce relevance for students

b) Utilize knowledge of student's culture and linguistic patterns to develop lessons that include ELPS objectives

c) Incorporate culturally relevant literature to support students' conceptual development (thematic study and comprehension)

d) Utilize engagement protocols to increase students' active participation

Arts

a) Theatre Arts

b) 6th - 8th Art and Music

c) Yearbook

d) CTE courses: 7th grade- Hospitality and Tourism, 8th grade- Introduction to Culinary

Family Engagement/Community Involvement

- a) Monthly Wolfpack Coffee Club
- b) Bi-weekly/weekly family engagement webinars
- c) Campus-wide events
- d) Award assemblies
- e) DDV Family Program
- f) Community partnerships - CHEF Program, Junior Achievement
- g) Gear Up!

Communication

- a) Messenger, Class Dojo, Facebook, weekly newsletters, Anonymous Alert, monthly campus calendar, positive parent communication log, Google Classroom

Perceptions Strengths

Jubilee Academies Middle has a positive and strong culture where effective communication is practiced daily. There is a sense of community between all stakeholders. Jubilee Academies Middle had a strong start of the coaching cycle to incorporate weekly walkthroughs with feedback, weekly data meetings, and lesson internalization. Jubilee Academies Middle develops the whole child and meets individual academic and social emotional needs. There is a high level of collaboration and participation that focuses on achievement, engagement, and college and career readiness. Jubilee Academies Middle offers exposure to the culinary field in preparation for students to continue in the culinary program at Jubilee Lakeview.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Attendance is below 97% district goal. **Root Cause:** Illness, transportation, lack of investment and responsibility from students and parents, delayed start with incentives

Problem Statement 2 (Prioritized): Minimal to low family engagement. **Root Cause:** Time of scheduled events, parent/student interest

Problem Statement 3 (Prioritized): Inconsistent implementation of DDC. **Root Cause:** Teacher investment, time constraints, buy-in from students, discipline

Problem Statement 4 (Prioritized): Mental health needs due to anxiety and stress. **Root Cause:** Workload, personal concerns, student behaviors, lack of balance between personal life and work life

Problem Statement 5 (Prioritized): Minimal opportunities for hands-on learning experiences. **Root Cause:** New curriculum, time constraints

Priority Problem Statements

Problem Statement 1: Low student performance on STAAR 21-22 (6-8 Math, 6-8 RLA, 8 Science, 8 Social Studies).

Root Cause 1: Lack of foundational skills, low attendance, lack of participation in tutorials, lack of parent support for academic growth, lack of time in Math/RLA block for small group interventions, limited time for prerequisite skills and gaps due to minute by minute curriculum, low rigor throughout curriculums

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Attendance expectation of 97% is not being met.

Root Cause 2: Parental awareness and support is low, illnesses, lengthy IAP process, delayed start for attendance celebrations/incentives

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students are not able to articulate and track their individual performance and set goals.

Root Cause 3: Assessment overload, data tracking is inconsistent across all classrooms, lack of student ownership, student-led conferences were not practiced ahead of time, different programs to track, minimal prep time due to curriculum pacing

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Lack of strategies targeting grammar and spelling in all grade levels.

Root Cause 4: Time constraints in RLA block due to minute by minute curriculum, lack of foundational skills, limited student at-bats

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Low assessment data in all grade levels/subject areas.

Root Cause 5: Lack of student motivation, change in curriculum, lack of rigor, new testing format, low reading proficiency, low basic math fluency

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Low student investment in literacy development.

Root Cause 6: Lack of student motivation, delayed start with AR, lack of parent support with initiative

Problem Statement 6 Areas: Student Learning

Problem Statement 7: PBLs are inconsistent across classrooms.

Root Cause 7: Time constraints due to new curriculum and schedule, lack of planning time for PBL

Problem Statement 7 Areas: Student Learning

Problem Statement 8: ESL students have not shown academic growth/language acquisition on state assessments.

Root Cause 8: Lack of consistent goal setting and tracking of student progress

Problem Statement 8 Areas: Demographics

Problem Statement 9: Infidelity to the implementation of the GT program and screening process.

Root Cause 9: Staff not having GT certification/refresher hours, role not being filled due to workload

Problem Statement 9 Areas: Demographics

Problem Statement 10: Dyslexia program adjustments were not made as students progressed.

Root Cause 10: Not aware of program adjustments based on progress on mastery tests

Problem Statement 10 Areas: Demographics

Problem Statement 11: Student recruitment efforts were not successful.

Root Cause 11: Not enough community engagement events, task saturated on other priorities, minimal communication between recruitment and campus

Problem Statement 11 Areas: Demographics

Problem Statement 12: Students withdrew from Jubilee Academies Middle.

Root Cause 12: Moving outside of San Antonio, lack of competitive sports, truancy concerns, lack of transportation

Problem Statement 12 Areas: Demographics

Problem Statement 13: Teacher lack of experience in content and pedagogy in the Secondary grades.

Root Cause 13: All teachers have 3 or less years of experience, alternative certification programs, not fully certified.

Problem Statement 13 Areas: Demographics

Problem Statement 14: SPED students have not shown academic growth on state assessments.

Root Cause 14: Lack of consistent goal setting and track of student progress, staffing changes, minimal training for paraprofessionals on service support

Problem Statement 14 Areas: Demographics

Problem Statement 15: Attendance goal of 97% was not met.

Root Cause 15: Illnesses, lack of parent ownership, unanswered truancy calls, delayed start of incentives, lengthy truancy process

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: Low student participation to grow in literacy.

Root Cause 16: Delayed start of AR initiative, lack of campus promotion, lack of actual library/librarian

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: There is limited space for parent engagement events (pep rallies, games, productions).

Root Cause 17: No auditorium onsite, half-court gym, no bleachers, small cafeteria

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: There is a need to strengthen extra curricular activities to enhance learning and real-life experiences.

Root Cause 18: Staff buy-in

Problem Statement 18 Areas: School Processes & Programs

Problem Statement 19: Minimal to low family engagement.

Root Cause 19: Time of scheduled events, parent/student interest

Problem Statement 19 Areas: Perceptions

Problem Statement 20: Inconsistent implementation of DDC.

Root Cause 20: Teacher investment, time constraints, buy-in from students, discipline

Problem Statement 20 Areas: Perceptions

Problem Statement 21: Mental health needs due to anxiety and stress.

Root Cause 21: Workload, personal concerns, student behaviors, lack of balance between personal life and work life

Problem Statement 21 Areas: Perceptions

Problem Statement 22: Minimal opportunities for hands-on learning experiences.

Root Cause 22: New curriculum, time constraints

Problem Statement 22 Areas: Perceptions

Problem Statement 23: Attendance is below 97% district goal.

Root Cause 23: Illness, transportation, lack of investment and responsibility from students and parents, delayed start with incentives

Problem Statement 23 Areas: Perceptions

Goals




Revised/Approved: May 5, 2023






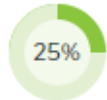
Goal 1: Jubilee School of Innovation and Art will continue to recruit, retain, and support the most qualified and effective educators.

Performance Objective 1: Retain 90% of faculty and staff for the 2023-2024 school year.

High Priority

Evaluation Data Sources: TAPR, Employee Census Report, Survey Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| <p>Strategy 1: Jubilee School of Innovation and Art will provide professional development and coaching to faculty, staff, and administrators to build capacity and increase proficiency rating on designated rubric.</p> <p>Strategy's Expected Result/Impact: Increase overall proficiency rating by EOY</p> <p>Staff Responsible for Monitoring: Administrators, faculty, and staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2</p> <p>Funding Sources: Consultant Services - FSP 420-PIC 11 Regular Allotment - \$50,000, Project-based learning training - Phase 2 - FSP 420-PIC 11 Regular Allotment - \$3,420, Professional Development Snacks - FSP 420-PIC 11 Regular Allotment - \$1,000, Professional Development (Teachers) - FSP 420-PIC 11 Regular Allotment - \$5,000, High quality instructional material/curriculum training - FSP 420-PIC 11 Regular Allotment - \$15,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |

| Strategy 2 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 2: Jubilee School of Innovation and Art will provide a mentorship program for 100% of new teachers to enhance management and instructional practices in the classroom.</p> <p>Strategy's Expected Result/Impact: New teachers will develop effective instructional practices and increase rating on rubric.</p> <p>Staff Responsible for Monitoring: Administrators, Mentors, Mentees, District Representative</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 4</p> <p>Funding Sources: Mentor Stipends - 211 - Title I, Part A - \$1,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Jubilee School of Innovation and Art will purchase branding items to show appreciation, increase school spirit, and promote the campus.</p> <p>Strategy's Expected Result/Impact: Increase joy factor, branding presence, culture, and to show appreciation</p> <p>Staff Responsible for Monitoring: Administrators, Admin. Assistant, Lead Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 4</p> <p>Funding Sources: Staff Appreciation Items - FSP 420-PIC 11 Regular Allotment - \$1,000, Staff T-Shirts - FSP 420-PIC 11 Regular Allotment - \$750</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |

| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 4: Jubilee School of Innovation and Art will provide faculty and staff members with materials for classroom set up and instruction. Jubilee School of Innovation and Art will replenish materials as needed.</p> <p>Strategy's Expected Result/Impact: Provide materials for classroom set up and instruction</p> <p>Staff Responsible for Monitoring: Administrators, Admin. Assistant, Faculty and Staff Members</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>Problem Statements: Student Learning 7 - Perceptions 5</p> <p>Funding Sources: Classroom Starter Kits - FSP 420-PIC 11 Regular Allotment - 420-11-6399.00-013-411000 - \$3,000, Workroom Supplies - FSP 420-PIC 11 Regular Allotment - \$2,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Jubilee School of Innovation and Art will provide stipends for teachers. (Jubilee Excellence Incentive, after school academic/enrichment clubs)</p> <p>Strategy's Expected Result/Impact: Increase teacher retention and student performance</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 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 2 - Student Learning 1, 2 - School Processes & Programs 4 - Perceptions 5</p> <p>Funding Sources: Incentive Stipends - FSP 420-PIC 11 Regular Allotment - \$10,000, After School Stipends - FSP 420-PIC 11 Regular Allotment - \$2,500</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: Student recruitment efforts were not successful. Root Cause: Not enough community engagement events, task saturated on other priorities, minimal communication between recruitment and campus</p> |

Demographics

Problem Statement 2: Students withdrew from Jubilee Academies Middle. **Root Cause:** Moving outside of San Antonio, lack of competitive sports, truancy concerns, lack of transportation

Problem Statement 3: Teacher lack of experience in content and pedagogy in the Secondary grades. **Root Cause:** All teachers have 3 or less years of experience, alternative certification programs, not fully certified.

Student Learning

Problem Statement 1: Low student performance on STAAR 21-22 (6-8 Math, 6-8 RLA, 8 Science, 8 Social Studies). **Root Cause:** Lack of foundational skills, low attendance, lack of participation in tutorials, lack of parent support for academic growth, lack of time in Math/RLA block for small group interventions, limited time for prerequisite skills and gaps due to minute by minute curriculum, low rigor throughout curriculums

Problem Statement 2: Low assessment data in all grade levels/subject areas. **Root Cause:** Lack of student motivation, change in curriculum, lack of rigor, new testing format, low reading proficiency, low basic math fluency

Problem Statement 4: Lack of strategies targeting grammar and spelling in all grade levels. **Root Cause:** Time constraints in RLA block due to minute by minute curriculum, lack of foundational skills, limited student at-bats

Problem Statement 7: PBLs are inconsistent across classrooms. **Root Cause:** Time constraints due to new curriculum and schedule, lack of planning time for PBL

School Processes & Programs

Problem Statement 4: There is a need to strengthen extra curricular activities to enhance learning and real-life experiences. **Root Cause:** Staff buy-in

Perceptions

Problem Statement 4: Mental health needs due to anxiety and stress. **Root Cause:** Workload, personal concerns, student behaviors, lack of balance between personal life and work life

Problem Statement 5: Minimal opportunities for hands-on learning experiences. **Root Cause:** New curriculum, time constraints




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




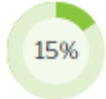


Performance Objective 1: 6th-8th will increase performance on state testing by 10% for reading, math, science, and social studies at each performance level Meets or above by the end of the 22-24 school year.








High Priority

HB3 Goal

Evaluation Data Sources: 2024 STAAR Data, assessments, benchmarks

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| <p>Strategy 1: Jubilee School of Innovation and Art will provide supplemental instructional support, materials and supplies for multi-tiered learning plans.</p> <p>Strategy's Expected Result/Impact: Increase student performance on Meets and Masters.</p> <p>Staff Responsible for Monitoring: Administrators and faculty</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 4, 5, 6, 7 - Student Learning 1, 2</p> <p>Funding Sources: Instructional Support - 211 - SI School Improvement Grant - 6100 - \$16,500, Materials/ General Supplies - 211 - SI School Improvement Grant - 6399 - \$1,500, Extra Duty Pay - 211 - SI School Improvement Grant - \$4,125</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |

| Strategy 2 Details | Reviews | | | |
|---|--|--|--|-----------|
| <p>Strategy 2: Jubilee School of Innovation and Art will hire a tutor to provide small group intervention support.</p> <p>Strategy's Expected Result/Impact: Increase student performance</p> <p>Staff Responsible for Monitoring: Administrators and faculty</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 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Tutor Salary - FSP 420-PIC 11 Regular Allotment - \$15,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  30% |  30% |  35% | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Jubilee School of Innovation and Art will purchase online programs to encourage independent learning and increase student performance.</p> <p>Strategy's Expected Result/Impact: Increase student performance</p> <p>Staff Responsible for Monitoring: Administrators, faculty, and students</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Adapted Online Instruction - 211 - SI School Improvement Grant - 6100 - \$5,920</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  15% |  30% |  35% | |

| Strategy 4 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 4: Jubilee School of Innovation and Art will provide opportunities for teachers and students to increase knowledge of STAAR 2.0 expectations.</p> <p>Strategy's Expected Result/Impact: Increase student performance</p> <p>Staff Responsible for Monitoring: Administrators, faculty, and students</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 4</p> <p>Funding Sources: Professional Development Sessions - 211-EF ESF Grant - \$1,000, Materials - 211-EF ESF Grant - \$1,000, Consultant Services - 211 - SI School Improvement Grant - 6291 - \$8,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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Performance Objective 1 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 4: SPED students have not shown academic growth on state assessments. Root Cause: Lack of consistent goal setting and track of student progress, staffing changes, minimal training for paraprofessionals on service support</p> |
| <p>Problem Statement 5: ESL students have not shown academic growth/language acquisition on state assessments. Root Cause: Lack of consistent goal setting and tracking of student progress</p> |
| <p>Problem Statement 6: Dyslexia program adjustments were not made as students progressed. Root Cause: Not aware of program adjustments based on progress on mastery tests</p> |
| <p>Problem Statement 7: Infidelity to the implementation of the GT program and screening process. Root Cause: Staff not having GT certification/refresher hours, role not being filled due to workload</p> |
| Student Learning |
| <p>Problem Statement 1: Low student performance on STAAR 21-22 (6-8 Math, 6-8 RLA, 8 Science, 8 Social Studies). Root Cause: Lack of foundational skills, low attendance, lack of participation in tutorials, lack of parent support for academic growth, lack of time in Math/RLA block for small group interventions, limited time for prerequisite skills and gaps due to minute by minute curriculum, low rigor throughout curriculums</p> |
| <p>Problem Statement 2: Low assessment data in all grade levels/subject areas. Root Cause: Lack of student motivation, change in curriculum, lack of rigor, new testing format, low reading proficiency, low basic math fluency</p> |



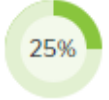




Student Learning

Problem Statement 4: Lack of strategies targeting grammar and spelling in all grade levels. **Root Cause:** Time constraints in RLA block due to minute by minute curriculum, lack of foundational skills, limited student at-bats

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

Performance Objective 2: Jubilee School of Innovation and Art will improve reading comprehension and fluency levels in all 6th-8th grade levels through increased independent reading.

Evaluation Data Sources: Administrators, faculty, and students

| Strategy 1 Details | Reviews | | | |
|---|--|--|--|-----------|
| <p>Strategy 1: Jubilee School of Innovation and Art will purchase a campus-wide reading program and/or materials to promote independent reading.</p> <p>Strategy's Expected Result/Impact: Increase student lexile level, comprehension, and fluency</p> <p>Staff Responsible for Monitoring: Administrators, faculty, and students</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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 2</p> <p>Funding Sources: Reading program license - FSP 420-PIC 11 Regular Allotment - \$2,000, Books - 211 - SI School Improvement Grant - 6100 - \$5,117.25</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  <p>10%</p> |  <p>15%</p> |  <p>25%</p> | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |








Performance Objective 2 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 5: Low student investment in literacy development. Root Cause: Lack of student motivation, delayed start with AR, lack of parent support with initiative</p> |
| School Processes & Programs |
| <p>Problem Statement 2: Low student participation to grow in literacy. Root Cause: Delayed start of AR initiative, lack of campus promotion, lack of actual library/librarian</p> |

Goal 3: Jubilee School of Innovation and Art will connect all students to career and college pathways.

Performance Objective 1: Jubilee School of Innovation and Art will provide activities that support college and career readiness for 100% of students in the 2023-2024 school year.

Evaluation Data Sources: Academic calendar, presentations, sign-in sheets, agendas

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 1: Jubilee School of Innovation and Art will schedule field lessons and presentations to expose students to college and career opportunities after high school.</p> <p>Strategy's Expected Result/Impact: Increase college and career awareness</p> <p>Staff Responsible for Monitoring: Administrators, faculty, staff (parent liaison, Gear Up Coordinator, counselor), parents, students</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3, 4 - Perceptions 1, 5</p> <p>Funding Sources: Field lessons - FSP 420-PIC 11 Regular Allotment - \$3,000, Presentations - FSP 420-PIC 11 Regular Allotment - \$5,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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Performance Objective 1 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: Student recruitment efforts were not successful. Root Cause: Not enough community engagement events, task saturated on other priorities, minimal communication between recruitment and campus</p> <p>Problem Statement 2: Students withdrew from Jubilee Academies Middle. Root Cause: Moving outside of San Antonio, lack of competitive sports, truancy concerns, lack of transportation</p> |

Student Learning

Problem Statement 1: Low student performance on STAAR 21-22 (6-8 Math, 6-8 RLA, 8 Science, 8 Social Studies). **Root Cause:** Lack of foundational skills, low attendance, lack of participation in tutorials, lack of parent support for academic growth, lack of time in Math/RLA block for small group interventions, limited time for prerequisite skills and gaps due to minute by minute curriculum, low rigor throughout curriculums

Problem Statement 2: Low assessment data in all grade levels/subject areas. **Root Cause:** Lack of student motivation, change in curriculum, lack of rigor, new testing format, low reading proficiency, low basic math fluency

Problem Statement 3: Attendance expectation of 97% is not being met. **Root Cause:** Parental awareness and support is low, illnesses, lengthy IAP process, delayed start for attendance celebrations/incentives

School Processes & Programs

Problem Statement 1: Attendance goal of 97% was not met. **Root Cause:** Illnesses, lack of parent ownership, unanswered truancy calls, delayed start of incentives, lengthy truancy process

Problem Statement 3: There is limited space for parent engagement events (pep rallies, games, productions). **Root Cause:** No auditorium onsite, half-court gym, no bleachers, small cafeteria

Problem Statement 4: There is a need to strengthen extra curricular activities to enhance learning and real-life experiences. **Root Cause:** Staff buy-in

Perceptions

Problem Statement 1: Attendance is below 97% district goal. **Root Cause:** Illness, transportation, lack of investment and responsibility from students and parents, delayed start with incentives




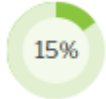

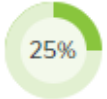
Problem Statement 5: Minimal opportunities for hands-on learning experiences. **Root Cause:** New curriculum, time constraints

Goal 4: Jubilee School of Innovation and Art will create a high performing school.

Performance Objective 1: Jubilee School of Innovation and Art will increase teacher and administrator capacity through professional development, PLCs, and coaching cycle.

High Priority

Evaluation Data Sources: T-Tess summative ratings, walkthrough data, observation data, agendas, sign-in sheets, PD/PLC presentations

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| <p>Strategy 1: Jubilee School of Innovation and Art will provide professional development on lesson alignment, formative assessments, and data-driven instructional practices.</p> <p>Strategy's Expected Result/Impact: Enhance instructional practices, increase student performance, and improve rating on T-Tess</p> <p>Staff Responsible for Monitoring: Administrators and faculty</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 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2</p> <p>Funding Sources: Professional Development (Teachers) - 211-EF ESF Grant - \$8,000, Materials - 211-EF ESF Grant - \$2,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Jubilee School of Innovation and Art will strengthen administrator capacity to effectively coach teachers.</p> <p>Strategy's Expected Result/Impact: Strengthen administrator and teacher capacity</p> <p>Staff Responsible for Monitoring: Administrators, faculty, 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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2</p> <p>Funding Sources: Professional Development (Leaders) - FSP 420-PIC 11 Regular Allotment - \$4,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Teacher lack of experience in content and pedagogy in the Secondary grades. **Root Cause:** All teachers have 3 or less years of experience, alternative certification programs, not fully certified.

Student Learning

Problem Statement 1: Low student performance on STAAR 21-22 (6-8 Math, 6-8 RLA, 8 Science, 8 Social Studies). **Root Cause:** Lack of foundational skills, low attendance, lack of participation in tutorials, lack of parent support for academic growth, lack of time in Math/RLA block for small group interventions, limited time for prerequisite skills and gaps due to minute by minute curriculum, low rigor throughout curriculums



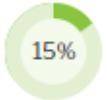


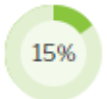
Problem Statement 2: Low assessment data in all grade levels/subject areas. **Root Cause:** Lack of student motivation, change in curriculum, lack of rigor, new testing format, low reading proficiency, low basic math fluency




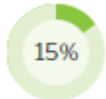
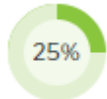
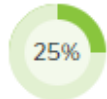




Goal 4: Jubilee School of Innovation and Art will create a high performing school.

Performance Objective 2: Jubilee School of Innovation and Art will use hands-on activities to enhance cross-curricular learning and real-world experiences.

High Priority

Evaluation Data Sources: PLCs, sign-in sheets, agendas, lesson plans

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| <p>Strategy 1: Jubilee School of Innovation and Art will implement project-based learning in the classroom. Strategy's Expected Result/Impact: Increase student performance, lesson rigor, and engagement Staff Responsible for Monitoring: Administrators, faculty, GT teacher, PBL lead team</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 7 - Student Learning 7 - School Processes & Programs 4 - Perceptions 5 Funding Sources: Materials - FSP 420-PIC 11 Regular Allotment - \$2,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Jubilee School of Innovation and Art will offer after school enrichment programs to enhance learning and engagement. Strategy's Expected Result/Impact: Increase student engagement and performance Staff Responsible for Monitoring: Administrators, faculty, staff, and students</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 1, 4 - Perceptions 1, 5 Funding Sources: Stipends - FSP 420-PIC 11 Regular Allotment - \$2,000, Materials - FSP 420-PIC 11 Regular Allotment - \$1,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 3: Jubilee School of Innovation and Art will improve the current theater arts program to include a production by the end of the 2023-2024 academic school year.</p> <p>Strategy's Expected Result/Impact: Host at least one theater arts production</p> <p>Staff Responsible for Monitoring: Administrators, faculty, staff, and students</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3, 4 - Perceptions 2</p> <p>Funding Sources: Materials - FSP 420-PIC 11 Regular Allotment - \$5,000, Stage - FSP 420-PIC 11 Regular Allotment - \$7,500</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Jubilee School of Innovation and Art will implement a culinary curriculum focused on making healthy, nutritional choices.</p> <p>Strategy's Expected Result/Impact: Understand how to read recipes, try new foods, and make healthy, nutritional choices</p> <p>Staff Responsible for Monitoring: Administrators, faculty, staff, and students</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 3, 7 - School Processes & Programs 1, 4 - Perceptions 1, 5</p> <p>Funding Sources: Curriculum and materials - FSP 420-PIC 11 Regular Allotment - \$3,500, Professional Development (Teachers) - FSP 420-PIC 11 Regular Allotment - \$150</p> | Formative | | | Summative |
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Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Student recruitment efforts were not successful. **Root Cause:** Not enough community engagement events, task saturated on other priorities, minimal communication between recruitment and campus

Problem Statement 2: Students withdrew from Jubilee Academies Middle. **Root Cause:** Moving outside of San Antonio, lack of competitive sports, truancy concerns, lack of transportation

Problem Statement 7: Infidelity to the implementation of the GT program and screening process. **Root Cause:** Staff not having GT certification/refresher hours, role not being filled due to workload

Student Learning

Problem Statement 3: Attendance expectation of 97% is not being met. **Root Cause:** Parental awareness and support is low, illnesses, lengthy IAP process, delayed start for attendance celebrations/incentives

Problem Statement 7: PBLs are inconsistent across classrooms. **Root Cause:** Time constraints due to new curriculum and schedule, lack of planning time for PBL

School Processes & Programs

Problem Statement 1: Attendance goal of 97% was not met. **Root Cause:** Illnesses, lack of parent ownership, unanswered truancy calls, delayed start of incentives, lengthy truancy process

Problem Statement 3: There is limited space for parent engagement events (pep rallies, games, productions). **Root Cause:** No auditorium onsite, half-court gym, no bleachers, small cafeteria

Problem Statement 4: There is a need to strengthen extra curricular activities to enhance learning and real-life experiences. **Root Cause:** Staff buy-in

Perceptions

Problem Statement 1: Attendance is below 97% district goal. **Root Cause:** Illness, transportation, lack of investment and responsibility from students and parents, delayed start with incentives

Problem Statement 2: Minimal to low family engagement. **Root Cause:** Time of scheduled events, parent/student interest

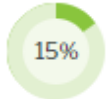






Problem Statement 5: Minimal opportunities for hands-on learning experiences. **Root Cause:** New curriculum, time constraints

Goal 4: Jubilee School of Innovation and Art will create a high performing school.

Performance Objective 3: Jubilee School of Innovation and Art faculty will analyze student data throughout the 2023-2023 academic school year.

High Priority

Evaluation Data Sources: Student assessment data, data trackers, iLead portfolios

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 1: Jubilee School of Innovation and Art will utilize a student performance data tracking system that is updated and monitored.</p> <p>Strategy's Expected Result/Impact: Increase faculty and student ownership and articulation of data</p> <p>Staff Responsible for Monitoring: Administrators, faculty, students</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Materials - FSP 420-PIC 11 Regular Allotment - \$500</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 3 Problem Statements:







| Student Learning |
|--|
| <p>Problem Statement 6: Students are not able to articulate and track their individual performance and set goals. Root Cause: Assessment overload, data tracking is inconsistent across all classrooms, lack of student ownership, student-led conferences were not practiced ahead of time, different programs to track, minimal prep time due to curriculum pacing</p> |

Goal 4: Jubilee School of Innovation and Art will create a high performing school.

Performance Objective 4: Jubilee School of Innovation and Art will increase parent engagement by 20% for the 2023-2024 academic school year.

High Priority

Evaluation Data Sources: Event calendar, agendas, sign-in sheets

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 1: Jubilee School of Innovation and Art will utilize the parent liaison to help support the scheduling and planning of parent engagement events for current and potential families.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement</p> <p>Staff Responsible for Monitoring: Administrators, parent liaison</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 1, 3 - Perceptions 1, 2</p> <p>Funding Sources: Parent Liaison Salary - FSP 420-PIC 11 Regular Allotment - \$13,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Jubilee School of Innovation and Art will plan a variety of parent engagement events throughout the 2023-2024 academic school year to showcase student work and enhance campus culture.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement and enhance campus culture</p> <p>Staff Responsible for Monitoring: Administrators, parent liaison, counselor, Gear Up coordinator, faculty, staff, and students</p> <p>Title I: 2.5, 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: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 1, 3 - Perceptions 1, 2</p> <p>Funding Sources: Materials - FSP 420-PIC 11 Regular Allotment - \$2,000, Decorations - FSP 420-PIC 11 Regular Allotment - \$1,000, Snacks - FSP 420-PIC 11 Regular Allotment - \$1,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Student recruitment efforts were not successful. **Root Cause:** Not enough community engagement events, task saturated on other priorities, minimal communication between recruitment and campus

Problem Statement 2: Students withdrew from Jubilee Academies Middle. **Root Cause:** Moving outside of San Antonio, lack of competitive sports, truancy concerns, lack of transportation

Student Learning

Problem Statement 3: Attendance expectation of 97% is not being met. **Root Cause:** Parental awareness and support is low, illnesses, lengthy IAP process, delayed start for attendance celebrations/incentives

School Processes & Programs

Problem Statement 1: Attendance goal of 97% was not met. **Root Cause:** Illnesses, lack of parent ownership, unanswered truancy calls, delayed start of incentives, lengthy truancy process

Problem Statement 3: There is limited space for parent engagement events (pep rallies, games, productions). **Root Cause:** No auditorium onsite, half-court gym, no bleachers, small cafeteria

Perceptions

Problem Statement 1: Attendance is below 97% district goal. **Root Cause:** Illness, transportation, lack of investment and responsibility from students and parents, delayed start with incentives








Problem Statement 2: Minimal to low family engagement. **Root Cause:** Time of scheduled events, parent/student interest

Goal 4: Jubilee School of Innovation and Art will create a high performing school.

Performance Objective 5: Jubilee School of Innovation and Art will increase student engagement by celebrating successes.

High Priority

Evaluation Data Sources: Student report cards, attendance, disciplinary referrals, values

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| <p>Strategy 1: Jubilee School of Innovation and Art will recognize and highlight student successes in academics, attendance, behavior, and values.</p> <p>Strategy's Expected Result/Impact: Increase student engagement and motivation</p> <p>Staff Responsible for Monitoring: Administrators, counselor, faculty, staff, and students</p> <p>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 6 - School Processes & Programs 1, 3 - Perceptions 1, 2, 3</p> <p>Funding Sources: Decorations - FSP 420-PIC 11 Regular Allotment - \$1,000, Snacks - FSP 420-PIC 11 Regular Allotment - \$1,000, Materials - FSP 420-PIC 11 Regular Allotment - \$2,000</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 |
|--|
| <p>Problem Statement 1: Student recruitment efforts were not successful. Root Cause: Not enough community engagement events, task saturated on other priorities, minimal communication between recruitment and campus</p> <p>Problem Statement 2: Students withdrew from Jubilee Academies Middle. Root Cause: Moving outside of San Antonio, lack of competitive sports, truancy concerns, lack of transportation</p> |

Student Learning

Problem Statement 1: Low student performance on STAAR 21-22 (6-8 Math, 6-8 RLA, 8 Science, 8 Social Studies). **Root Cause:** Lack of foundational skills, low attendance, lack of participation in tutorials, lack of parent support for academic growth, lack of time in Math/RLA block for small group interventions, limited time for prerequisite skills and gaps due to minute by minute curriculum, low rigor throughout curriculums

Problem Statement 2: Low assessment data in all grade levels/subject areas. **Root Cause:** Lack of student motivation, change in curriculum, lack of rigor, new testing format, low reading proficiency, low basic math fluency

Problem Statement 3: Attendance expectation of 97% is not being met. **Root Cause:** Parental awareness and support is low, illnesses, lengthy IAP process, delayed start for attendance celebrations/incentives

Problem Statement 6: Students are not able to articulate and track their individual performance and set goals. **Root Cause:** Assessment overload, data tracking is inconsistent across all classrooms, lack of student ownership, student-led conferences were not practiced ahead of time, different programs to track, minimal prep time due to curriculum pacing

School Processes & Programs

Problem Statement 1: Attendance goal of 97% was not met. **Root Cause:** Illnesses, lack of parent ownership, unanswered truancy calls, delayed start of incentives, lengthy truancy process

Problem Statement 3: There is limited space for parent engagement events (pep rallies, games, productions). **Root Cause:** No auditorium onsite, half-court gym, no bleachers, small cafeteria

Perceptions

Problem Statement 1: Attendance is below 97% district goal. **Root Cause:** Illness, transportation, lack of investment and responsibility from students and parents, delayed start with incentives

Problem Statement 2: Minimal to low family engagement. **Root Cause:** Time of scheduled events, parent/student interest

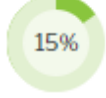





Problem Statement 3: Inconsistent implementation of DDC. **Root Cause:** Teacher investment, time constraints, buy-in from students, discipline

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

Performance Objective 1: Jubilee School of Innovation and Art will provide support focused on the mental well-being of both students and staff.

High Priority

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

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 1: Jubilee School of Innovation and Art will provide mental health consulting services and stress management tools to faculty/staff members and students.</p> <p>Strategy's Expected Result/Impact: Improve mental health, anxiety, and stress management</p> <p>Staff Responsible for Monitoring: Administrators, counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 4</p> <p>Funding Sources: Materials - FSP 420-PIC 11 Regular Allotment - \$1,000, Professional Development (Teachers) - FSP 420-PIC 11 Regular Allotment - \$10,000, Stress Management/Anxiety Relief Tools - FSP 420-PIC 11 Regular Allotment - 42011639900013411000 - \$100</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Jubilee School of Innovation and Art will create a teacher safe space to be available for use during the work day.</p> <p>Strategy's Expected Result/Impact: Improve mental well-being and boost campus morale</p> <p>Staff Responsible for Monitoring: Administrators, parent liaison, counselor, Gear Up Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 4</p> <p>Funding Sources: Staff calming area - FSP 420-PIC 11 Regular Allotment - \$2,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions



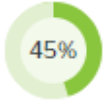







Problem Statement 4: Mental health needs due to anxiety and stress. **Root Cause:** Workload, personal concerns, student behaviors, lack of balance between personal life and work life

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

Performance Objective 2: Jubilee School of Innovation and Art will prioritize security and safety of the campus.

High Priority

Evaluation Data Sources: Disciplinary referrals, safety audits, drill completion forms

| Strategy 1 Details | Reviews | | | |
|--|--|--|--|-----------|
| <p>Strategy 1: Jubilee School of Innovation and Art will utilize a system for visitor check-in/out and dismissal process.</p> <p>Strategy's Expected Result/Impact: Create a safe and smooth dismissal process</p> <p>Staff Responsible for Monitoring: Administrators, faculty, and staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: System renewal - FSP 420-PIC 11 Regular Allotment - \$1,000, License renewal - FSP 420-PIC 11 Regular Allotment - \$500, Materials - FSP 420-PIC 11 Regular Allotment - \$1,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Jubilee School of Innovation and Art will create an on-site committee to support safety initiatives, increase campus culture, and provide mentorship to students.</p> <p>Strategy's Expected Result/Impact: Provide a safe and nurturing environment for the campus</p> <p>Staff Responsible for Monitoring: Administrators, parent liaison, counselor, Gear Up Coordinator, Director of Student Services</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 - Perceptions 4</p> <p>Funding Sources: Materials - FSP 420-PIC 11 Regular Allotment - \$500, Training - FSP 420-PIC 11 Regular Allotment - \$1,000</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 2 Problem Statements:

Demographics

Problem Statement 1: Student recruitment efforts were not successful. **Root Cause:** Not enough community engagement events, task saturated on other priorities, minimal communication between recruitment and campus

Problem Statement 2: Students withdrew from Jubilee Academies Middle. **Root Cause:** Moving outside of San Antonio, lack of competitive sports, truancy concerns, lack of transportation

Perceptions

Problem Statement 4: Mental health needs due to anxiety and stress. **Root Cause:** Workload, personal concerns, student behaviors, lack of balance between personal life and work life

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|-----------------|----------------|------------|
| NATALIE HERNANDEZ | PARENT LIAISON | | 100% |

Campus Funding Summary

| FSP 420-PIC 11 Regular Allotment | | | | | |
|----------------------------------|-----------|----------|---|---------------------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Project-based learning training - Phase 2 | | \$3,420.00 |
| 1 | 1 | 1 | Professional Development Snacks | | \$1,000.00 |
| 1 | 1 | 1 | High quality instructional material/curriculum training | | \$15,000.00 |
| 1 | 1 | 1 | Professional Development (Teachers) | | \$5,000.00 |
| 1 | 1 | 1 | Consultant Services | | \$50,000.00 |
| 1 | 1 | 3 | Staff T-Shirts | | \$750.00 |
| 1 | 1 | 3 | Staff Appreciation Items | | \$1,000.00 |
| 1 | 1 | 4 | Classroom Starter Kits | 420-11-6399.00-013-411000 | \$3,000.00 |
| 1 | 1 | 4 | Workroom Supplies | | \$2,000.00 |
| 1 | 1 | 5 | After School Stipends | | \$2,500.00 |
| 1 | 1 | 5 | Incentive Stipends | | \$10,000.00 |
| 2 | 1 | 2 | Tutor Salary | | \$15,000.00 |
| 2 | 2 | 1 | Reading program license | | \$2,000.00 |
| 3 | 1 | 1 | Field lessons | | \$3,000.00 |
| 3 | 1 | 1 | Presentations | | \$5,000.00 |
| 4 | 1 | 2 | Professional Development (Leaders) | | \$4,000.00 |
| 4 | 2 | 1 | Materials | | \$2,000.00 |
| 4 | 2 | 2 | Stipends | | \$2,000.00 |
| 4 | 2 | 2 | Materials | | \$1,000.00 |
| 4 | 2 | 3 | Stage | | \$7,500.00 |
| 4 | 2 | 3 | Materials | | \$5,000.00 |
| 4 | 2 | 4 | Professional Development (Teachers) | | \$150.00 |
| 4 | 2 | 4 | Curriculum and materials | | \$3,500.00 |
| 4 | 3 | 1 | Materials | | \$500.00 |
| 4 | 4 | 1 | Parent Liaison Salary | | \$13,000.00 |
| 4 | 4 | 2 | Decorations | | \$1,000.00 |

| FSP 420-PIC 11 Regular Allotment | | | | | |
|--|-----------|----------|--|----------------------|----------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 4 | 2 | Materials | | \$2,000.00 |
| 4 | 4 | 2 | Snacks | | \$1,000.00 |
| 4 | 5 | 1 | Snacks | | \$1,000.00 |
| 4 | 5 | 1 | Decorations | | \$1,000.00 |
| 4 | 5 | 1 | Materials | | \$2,000.00 |
| 5 | 1 | 1 | Stress Management/Anxiety Relief Tools | 42011639900013411000 | \$100.00 |
| 5 | 1 | 1 | Materials | | \$1,000.00 |
| 5 | 1 | 1 | Professional Development (Teachers) | | \$10,000.00 |
| 5 | 1 | 2 | Staff calming area | | \$2,000.00 |
| 5 | 2 | 1 | Materials | | \$1,000.00 |
| 5 | 2 | 1 | License renewal | | \$500.00 |
| 5 | 2 | 1 | System renewal | | \$1,000.00 |
| 5 | 2 | 2 | Training | | \$1,000.00 |
| 5 | 2 | 2 | Materials | | \$500.00 |
| Sub-Total | | | | | \$182,420.00 |
| Budgeted Fund Source Amount | | | | | \$0.00 |
| +/- Difference | | | | | -\$182,420.00 |
| 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 |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$0.00 |
| +/- Difference | | | | | \$0.00 |

FSP 420-PIC 23 State Special Education (SpEd)

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------------------------|-----------|----------|------------------|--------------|--------|
| | | | | | \$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 |
| 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 | 1 | 2 | Mentor Stipends | | \$1,000.00 |
| Sub-Total | | | | | \$1,000.00 |
| Budgeted Fund Source Amount | | | | | \$0.00 |
| +/- Difference | | | | | -\$1,000.00 |
| 211 - SI School Improvement Grant | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | Instructional Support | 6100 | \$16,500.00 |
| 2 | 1 | 1 | Materials/ General Supplies | 6399 | \$1,500.00 |
| 2 | 1 | 1 | Extra Duty Pay | | \$4,125.00 |
| 2 | 1 | 3 | Adapted Online Instruction | 6100 | \$5,920.00 |
| 2 | 1 | 4 | Consultant Services | 6291 | \$8,000.00 |
| 2 | 2 | 1 | Books | 6100 | \$5,117.25 |

| 211 - SI School Improvement Grant | | | | | |
|------------------------------------|-----------|----------|-------------------------------------|--------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| Sub-Total | | | | | \$41,162.25 |
| Budgeted Fund Source Amount | | | | | \$41,162.25 |
| +/- Difference | | | | | \$0.00 |
| 240 - Food & Nutrition | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$0.00 |
| +/- Difference | | | | | \$0.00 |
| 211 - Title I (CARRYOVER FUNDS) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$0.00 |
| +/- Difference | | | | | \$0.00 |
| 211-EF ESF Grant | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 4 | Professional Development Sessions | | \$1,000.00 |
| 2 | 1 | 4 | Materials | | \$1,000.00 |
| 4 | 1 | 1 | Professional Development (Teachers) | | \$8,000.00 |
| 4 | 1 | 1 | Materials | | \$2,000.00 |
| Sub-Total | | | | | \$12,000.00 |
| Budgeted Fund Source Amount | | | | | \$63,539.00 |
| +/- Difference | | | | | \$51,539.00 |
| Grand Total Budgeted | | | | | \$104,701.25 |
| Grand Total Spent | | | | | \$236,582.25 |
| +/- Difference | | | | | -\$131,881.00 |