Jubilee Academies

Accountability Rating: B

2026-2027 District Improvement Plan

Board Approval Date:
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Mission Statement

Jubilee Academies will provide a nurturing community focused on leadership & educational excellence.

Vision

The Premier Choice in Education

Value Statement





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Comprehensive Needs Assessment

Demographics

Summary

Jubilee Academies is a rapidly growing Open-Enrollment public Charter School serving students from Pre-k through 12th grade focused on academics and leadership. We have campuses in San Antonio (4), Kingsville (1), Harlingen (1), and Brownsville(3). The district enrollment is 5347 (as of 09/2026) students.

Jubilee Academies provides a rigorous curriculum, in a loving and nurturing culture to help every student, staff member, parent and community member be successful.

- Jubilee Academies (JA) enjoys strong community and business partnerships as evidenced through the support our campuses receive from organizations and committees
- JA has systems including stipends in place to help teachers become certified in all academic programs to include Bilingual, English Language Learners, Special Education, Career Technology Education(CTE), etc.
- JA has expanded the Career & Technology Education (CTE) and College Career and Military Readiness (CCMR) and dual credit opportunities for middle school and high school students
- JA teacher turnover rate has increased from 30.05% to 31.4% in the 25-26 school year. Overall our total staff has declined from 1040 in 24-25 to 932 in 25-26 due to a decline in student enrollment
- According to the Texas Academic Performance Report (TAPR), Identified students in Special Education is lower at JA in comparison to State
- JA Average Daily Attendance(ADA) has increased from 92.65% in 24-25 to 93.91% in 25-26
- JA provides effective social emotional support for students, staff and parents
- JA has implemented strategies to increase teacher salaries the average base salary in 24-25 was $50,646 compared to $59,738 in 25-26. The number of experienced teachers in the classroom has increased from 268 to 283.
- Our enrollment numbers have decreased from the previous year.

Strengths

Jubilee Academies proudly serves its students with a diverse and skilled teaching force and dedicated leadership team. Across our district, we have a total of 334 teachers, all of whom meet the minimum qualification of holding a Bachelor’s degree, with the exception of 5 Career and Technical Education (CTE) teachers who bring specialized experience to their roles. Of these teachers:

- 98 teachers (29%) have more than 5 years of experience, providing a solid foundation of seasoned educators.
- 51 teachers (15%) are in their first year of teaching, bringing fresh perspectives and innovative approaches to education.
- 50 teachers (15%) have advanced their professional knowledge by earning a Master's degree or higher.

We are also supported by a dedicated team of 77 teacher assistants, who provide invaluable support to our educators and contribute significantly to the overall learning environment.

In addition, community partnerships exist to support students and families. Jubilee academies has programs tailored to meet individual student needs taught by caring teachers. Educational programs are implemented to help support students in special programs such as Gifted and Talented, Special Education, ESL, and Bilingual.

Social media communication and engagements allow staff around the district to share information, best

practices, and trouble shooting advice in real time leveraging the strengths of each staff member to support the entire staff.

This blend of experienced, certified, and academically qualified educators and leaders positions Jubilee Academies to deliver a robust and dynamic educational experience, fostering both academic achievement and character development in our students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	There is a high amount of student discipline referrals recorded at the middle school level, Hispanic,(SpEd), as compared to elementary and high school.	Systems and Practices for effective classroom management is not implemented and supported with fidelity.
2 ★	Attendance rates are below the 95% throughout the school year, especially lower grades.	Teachers and staff usage of systems and practices for notifying families and holding families accountable are not strong and implemented early.

★ = Priority

Student Learning

Summary

Student Learning Data

Texas Academic Performance Report (TAPR)

2026 TEA Verified Accountability Rating: B

2026 Special Education Determination Status: Not yet determined

In 2025-2026, Jubilee Academies received a verified scaled score of 81 with an overall accountability rating of B. In 2025-2026, in Domain 1 the district received a released scaled score of 78 and overall rating of C based on the released scaled score.

Texas Academic Performance Report (TAPR)

2025 TEA Verified Accountability Rating: B

2025 Special Education Determination Status: Needs Assistance

In 2024-2025, Jubilee Academies received a verified scaled score of 81 with an overall accountability rating of B. In 2024-2025, in Domain 1 the district received a released scaled score of 75 and overall rating of C based on the released scaled score.

Texas Academic Performance Report (TAPR)

2024 Accountability Rating Based on Released Scaled Score: C

2024 Special Education Determination Status: Needs Intervention

In 2023-2024, Jubilee Academies received a scaled score of 70 with an overall accountability rating of C. In 2023-2024, in Domain 1 the district received a released scaled score of 67 and overall rating of D.

Jubilee Academies consistently grew in the following areas:

Student Achievement

2018-2019 (67)

2021-2022 (70)

2022-2023 (65)

2023-2024 (67)

2024-2025 (75)

2025-2026 (78)

School Progress

2018-2019 (69)

2021-2022 (76)

2022-2023 (67)

2023-2024 (70)

2024-2025 (79)

2025-2026 (82)

Closing the Gaps

2018-2019 (59)

2021-2022 (72)

2022-2023 (60)

2023-2024 (70)

2024-2025 (84)

2025-2026 (77)

Strengths

In 2025-2026, we continued the implementation of High Quality Instructional Materials (HQIM) using Amplify, Eureka and Carnegie.

This year, we made refinements to our instructional frameworks specifically with regard to lesson development. We have taken a backward design approach by conducting a comprehensive analysis of unit assessments to identify possible student misconceptions. Teachers proceeded to internalize both units and lessons on a weekly basis. Pacing guides include high priority TEKS which were also integrated and spiraled in unit and common formative assessments.

Reading Academies

Action Plans, Small Groups

1. Unit/Lesson Internalization/rehearsal process
2. Writing

Embed Short-constructed (quick writes) in Pacing Guides

Embed Extended Constructed Response in Pacing Guides

3. Activities & Interventions -RLA Stations
4. Academic Habits (K-4 include RA/5 & Above)

In 2025-2026, students made significant progress in reading with the district wide implementation of the Amplify curriculum in grades K-8th. A focus on the metacognition process skills to aide in the development of the reading process while supporting students with making inferences/text evidence, author's purpose and summarization.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Jubilee Academies' 2025 performance remaining below the state average in all core subjects. Math Meets level performance is 14% below the state; Science is 11% below the state; RLA is 14% below the state performance and Social Studies is 18% below the state.	Inconsistent growth across subjects suggests that data analysis is not consistently driving rigorous Tier 1 instruction.
2 ★	Jubilee Academies' 2025 Special Education Determination received a status of "Needs Assistance" and ongoing performance gaps continue between special education students and their peers.	Inconsistent instructional strategies, limited collaboration between special education and general education teachers and a lack of real-time progress monitoring with targeted interventions have slowed the closing of learning gaps for special education students.

★ = Priority

District Processes & Programs

Summary

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

Below is a list of all the programs that are offered to all of our students here at Jubilee Academies.

Our at risk students are given many opportunities for remediation through various programs listed below.

- Interventions:

1. Tutoring & Saturday School in the Spring Semester
2. MTSS - Tier 2 and Tier 3 students. Tier 2 is teacher-led, and Tier 3 is led by teachers, interventionists, tutors, etc.
3. House Bill 1416 implementation

--All students have access to the following programs at Jubilee Academies:

- **CTE (Career and Technology Education)** Jubilee Academies' CTE program is designed to equip students for the world outside of high school. It is aligned with the workforce needs of the Central, South Central, and Rio Grande Valley areas. Jubilee Academies wants all students to explore various CTE programs of study and earn industry-based certifications, allowing them to enter the workforce upon high school graduation and graduate CCMR-ready.

- **Bilingual/ESL (English Second Language)** Jubilee Academies currently offers a Bilingual Early Exit program at three campuses. One campus offers Dual Language education, while seven campuses offer an ESL pull-out model. Each campus counts with a Bilingual or ESL-certified interventionist who offers linguistic support to Emergent Bilingual students. Jubilee Academies serve over 1,400 emergent bilinguals, making it close to one-fourth of the total student population.
- **Dyslexia Services** (must qualify)
- **Gifted/Talented** (must qualify)
- **Special Education:** Most special education teachers provide a quality and consistent program for their students at all levels. They teach and support students be providing SDI (specially designed instruction) to individual students with IEPs with fidelity. We will focus on improvement by supporting teachers and support staff who are inconsistent with their instructional focus on IEP goals and standards-based instruction through professional development and mentoring. The administration will consistently monitor classroom instruction and compliance through classroom and school observations. We will review and monitor assessment and IEP goal data to support our feedback and mentoring cycles. Jubilee provides a continuum of services, to include inclusion support, resource, life skills, behavior-social emotional support and contracts for related services.

- Jubilee provides our students with Post-secondary opportunities like:

1. TSI, PSAT, and SAT– College Readiness
2. Algebra in Middle School
3. Anatomy and Physiology
4. AP/On-Ramps (Advanced Placement)
5. Dual credit courses- Online and on junior college campus classes for Jubilee 9th through 12th grade. Higher level learning for these students.
6. ASVAB opportunities
7. Athletic Scholarship Opportunities

TECHNOLOGY: Jubilee Academies has been able to deploy and maintain a scalable infrastructure (network and servers) and provide safeguards to staff and students via security filtering (Palo Alto, Lightspeed). Ed Tech program has also created a 10-

stage interactive display training, a self paced Lightspeed Classroom digital classroom management training, and supporting "Go Digital" initiative. We are growing our Esports program in the South Central and Rio Grande Valley regions.

Summer School:

Texas ACE: Our students are eligible for free after-school academic and enrichment services to support at-risk students at 100% of our campuses. Clubs and educational opportunities are a part of the Texas ACE program.

FINE ARTS: Jubilee Academies has been able to offer fine arts choices at each of our campuses for our Jubilee Students. We provide supplies for our students and professional development for our fine arts teachers.

PURCHASING & PROCUREMENT: Jubilee Academy endeavors to provide its personnel with a sufficiently informative description of the purchasing process applicable to its use of all School funds – local, state and federal. We will develop and implement purchasing processes and onboarding to train district staff. Accordingly, this manual identifies and describes the procedures applicable to the procurement of goods and services. This manual does not address other requirements that do not directly pertain to the procurement of goods and services. School personnel should consult the appropriate handbook for direction and guidance.

Health Services: Jubilee's Health Services Department's mission is to support student and educational professionals' success, helping each person live their maximum health potential. Health Clinics are designed to treat chronic health conditions (with proper documentation), minor injuries and as a temporary "holding room" for students who have become ill during the school day. 100% of our campuses are serviced by a health professional.

Jubilee Academies Professional Practices:

Professional Development **in the areas of content:**

- Aggressive Monitoring, Positive culture reinforcement, Internalization of Lessons, Observation Feedback, Differentiation, Scaffolding, Text Complexity, Reading Academies, etc...

On-Boarding Practices

- New Teacher Orientation, Teacher on-boarding protocol, Principal/AP/Dean/Campus Leader on-boarding protocol, District Leadership on-boarding, instructional coach on-boarding
- Leadership Development Guide
- Jubilee Strong Start
- Habits of Learning

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

- Committees meet to collaborate and submit proposals via New Project Initiatives (NPI) Document.
- The Executive Cabinet develops policies

The Office of School Improvement provides our campus leaders with on-going support and professional development on building leadership/teacher capacity through the Effective Schools Framework. SI assists in the development of systemic operational practices like instructional strategies and protocols for PLCs in lesson internalization, data driven practices like WDMs, & observation feedback.

Strengths

Jubilee Academies provides a diverse set of Programs designed to offer opportunities for all students. As a 21st Century Community Learning Center and GEAR UP grant recipients we are able to provide additional support to students during and beyond the regular school day.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Jubilee Academies' staff retention rate for 2025-2026 school year was 69.4%.	Lack of systemic behavior management and support from campus and district administration; to include onboarding procedures for new staff throughout the school year.
2 ★	In 2024-2025 school year, the district performed 14% below the state average overall.	Inconsistent teacher development due to underdeveloped leader coaching cycles, resulting in uneven instructional quality and limited use of high-leverage practices.

★ = Priority

Perceptions

Summary

At Jubilee Academies, we strive to conduct our daily operations with professionalism, efficiency, and a focus on our families' needs. This year, we received feedback from **196 parents** and from **584 staff members** (a 71% completion rate) through our latest survey administration. Based on their responses, here is an overview of how we are performing in key operational areas:

Families Perspective

- **Overall Satisfaction & Recommendation**: Our families show high levels of trust in our "business" of education, with an average score of **4.46 out of 5** regarding their likelihood to recommend the district to others. Additionally, 86% of the surveyed parents plan to return to Jubilee next year.
- **Administrative & Staff Interaction**: Parents generally report positive experiences with campus leadership, rating their experience with Campus Administration at an average of **4.36 out of 5**. However, we recognize there is room for growth in our front office "customer service," as some feedback noted a need for more approachable and helpful interactions from front-line staff.
- **Communication Efficiency**: We are performing well in delivering clear information, with the majority of **parents** a that school information is easy to understand and provided in their preferred language. We have also been successful in timely reporting, with the majority confirming they receive student progress reports in a timely manner.
- **Facilities & Logistics**: Our "drive-line" business (pick-up and drop-off) received a rating of **4.25 out of 5**. While this is a strong score, qualitative feedback suggests this is a primary area for operational improvement, with parents requesting better organization and more staff assistance to reduce congestion and improve safety.
- **Safety & Security**: A critical part of our "business" is maintaining a secure environment, which parents rated highly at an average of **4.52 out of 5**.

Conclusion: With input from nearly 200 members of our community, it is clear that we conduct our core business of education and communication at a high level. We are actively working to refine our logistical processes—specifically traffic flow—and enhance our front-office responsiveness to ensure every interaction with Jubilee is a positive one.

Staff Perspective

- **Operational Clarity and Commitment**: Jubilee excels in ensuring staff understand their professional "business" requirements, with a **93% positivity rating** for role clarity. Additionally, there is a strong internal culture of quality, as **81% of staff** believe their coworkers are committed to doing high-quality work.
- **Leadership and Supervision**: The human side of the business remains a strength, with **83% of staff** reporting that they feel their supervisor or someone at work cares about them as a person.
- **Communication Efficiency**: This is a primary area for improvement, as only **51% of staff** feel that policy changes are communicated effectively. Feedback indicates that business updates often feel "last minute" and lack clear next steps.
- **Employee Recognition**: The business of acknowledging staff contributions has room for growth, with only **58% of staff** reporting they received praise or recognition for their work in the last week.

Conclusion: While Jubilee conducts its core business with high role clarity and strong interpersonal support among staff, the survey highlights a need to streamline administrative processes, improve the timeliness of district-to-campus communication, and better align district resources with campus-level needs.

Strengths

Jubilee excels in safety, role clarity, and personal support - the feeling of "family" is constantly described, even with departing staff or students.

- **Safety and Security**: This remains a top priority and success for both parents and staff groups. Parents rated Jubilee's safe environment at **4.52 out of 5**.
- **Personal Support and Commitment**: **83% of staff** feel their supervisor cares about them personally, and **81%** believe their coworkers are committed to high-quality work. This aligns with parent sentiment, as they rated their experience with campus administration at **4.36 out of 5**.
- **Organizational Clarity**: Staff report a **93% positivity rating** regarding their understanding of work expectations. Similarly, **174 parents** agreed that information provided by the school is clear and easy to understand.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	While standard information is clear, we identified issues with communication gaps, specifically the timing and method of updates	Lack of Lead Time and Feedback Loops
2 ★	The "drive-line" (pick-up/drop-off) process is a major concern, described by parents as chaotic and needing better organization and staff assistance	This is driven by a lack of sufficient staff to assist with traffic flow, as well as safety issues such as parents not using designated areas or security guards being distracted from their primary duties.
3 ★	A need for physical and educational resource updates.	Aging Infrastructure and Maintenance

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	There is a high amount of student discipline referrals recorded at the middle school level, Hispanic,(SpEd), as compared to elementary and high school.	Systems and Practices for effective classroom management is not implemented and supported with fidelity.
2	Attendance rates are below the 95% throughout the school year, especially lower grades.	Teachers and staff usage of systems and practices for notifying families and holding families accountable are not strong and implemented early.
3	While standard information is clear, we identified issues with communication gaps, specifically the timing and method of updates	Lack of Lead Time and Feedback Loops
4	Jubilee Academies' 2025 Special Education Determination received a status of "Needs Assistance" and ongoing performance gaps continue between special education students and their peers.	Inconsistent instructional strategies, limited collaboration between special education and general education teachers and a lack of real-time progress monitoring with targeted interventions have slowed the closing of learning gaps for special education students.
5	Jubilee Academies' 2025 performance remaining below the state average in all core subjects. Math Meets level performance is 14% below the state; Science is 11% below the state; RLA is 14% below the state performance and Social Studies is 18% below the state.	Inconsistent growth across subjects suggests that data analysis is not consistently driving rigorous Tier 1 instruction.
6	Jubilee Academies' staff retention rate for 2025-2026 school year was 69.4%.	Lack of systemic behavior management and support from campus and district administration; to include onboarding procedures for new staff throughout the school year.

7 ★	In 2024-2025 school year, the district performed 14% below the state average overall.	Inconsistent teacher development due to underdeveloped leader coaching cycles, resulting in uneven instructional quality and limited use of high-leverage practices.
8 ★	The "drive-line" (pick-up/drop-off) process is a major concern, described by parents as chaotic and needing better organization and staff assistance	This is driven by a lack of sufficient staff to assist with traffic flow, as well as safety issues such as parents not using designated areas or security guards being distracted from their primary duties.
9 ★	A need for physical and educational resource updates.	Aging Infrastructure and Maintenance

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Performance Objectives with summative review (prior year)**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Federal Report Card and accountability data**
- ☑ **Results Driven Accountability (RDA)**

Student Data: Assessments

- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)**
- ☑ **Student failure and/or retention rates**

Student Data: Student Groups

- ☑ **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- ☑ **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- ☑ **Homeless data**

Student Data: Behavior and Other Indicators

- ☑ **Completion rates and/or graduation rates data**
- ☑ **Attendance data**
- ☑ **Student surveys and/or other feedback**
- ☑ **School safety data**

Employee Data

- [x] **Staff surveys and/or other feedback**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Recruit, retain and support most qualified and effective staff.

Performance Objective 1 ☑ High Priority

Jubilee Academies will be at least 90% fully staffed by the beginning of the 2026-2027 school year for known vacancies by August 11, 2026.

Evaluation Data Source: HR Reports cross comparisons to review retainment numbers across the district. Perceptual data to include exit interviews.

Strategy 1 ☑ Talent Plan

Provide teachers of record and other staff with fair and appropriate compensation packages along with other allowable incentives.

Strategy's Expected Result/Impact: Recruit and retain highly qualified teachers of record and other high need staff

Staff Responsible for Monitoring: Chief of Staff

Problem Statements: District Processes & Programs 1

Funding Sources: Administrator Stipends FSP 420-PIC 11 Regular Allotment, $241,570, Salary & Benefits 288- Federal Funds, $5,703,772.52

Formative Reviews

November	January	March	June

Strategy 2 ☑ Talent Plan

Provide training and resources for hiring managers before the hiring season begins to improve the hiring process and select the most qualified talent for the vacancies.

Strategy's Expected Result/Impact: Reduction of last minute vacancies and better hiring decisions by hiring managers

Staff Responsible for Monitoring: Talent Acquisition Coordinator

Problem Statements: District Processes & Programs 1

Funding Sources: Talent Acquisition Coordinator Salary & Resources FSP 420-PIC 11 Regular Allotment,

Formative Reviews

November	January	March	June

Strategy 3 ☑ Talent Plan

Build partnerships with staffing organizations to recruit highly qualified teachers.

Strategy's Expected Result/Impact: improve student/teacher equity ratios

Staff Responsible for Monitoring: Superintendent

Problem Statements: District Processes & Programs 1, 2

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Jubilee Academies' staff retention rate for 2025-2026 school year was 69.4%.	Lack of systemic behavior management and support from campus and district administration; to include onboarding procedures for new staff throughout the school year.
2	In 2024-2025 school year, the district performed 14% below the state average overall.	Inconsistent teacher development due to underdeveloped leader coaching cycles, resulting in uneven instructional quality and limited use of high-leverage practices.

Performance Objective 2 ☑ High Priority

Increase the teacher retention rate by 5% for the 2026-2027 school year as reported by the Texas Academic Performance Report (TAPR).

Evaluation Data Source: HR records

Strategy 1 ☑ Talent Plan

Training hiring managers on how to promote and provide a improved working culture for their staff.

Strategy's Expected Result/Impact: Improve staff satisfaction survey results.

Staff Responsible for Monitoring: Talent Acquisition Coordinator

Problem Statements: District Processes & Programs 1

Funding Sources: PD Resources FSP 420-PIC 11 Regular Allotment,

Formative Reviews

November	January	March	June

Strategy 2 ☑ Talent Plan

Create a stronger rewards and recognition program for all staff.

Strategy's Expected Result/Impact: Increased retention and employee satisfaction

Staff Responsible for Monitoring: Talent Acquisition Coordinator

Problem Statements: District Processes & Programs 1

Funding Sources: Supplies & Materials for Awards and Recognition FSP 420-PIC 11 Regular Allotment,

Formative Reviews

November	January	March	June

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Jubilee Academies' staff retention rate for 2025-2026 school year was 69.4%.	Lack of systemic behavior management and support from campus and district administration; to include onboarding procedures for new staff throughout the school year.

Goal 2

Jubilee Academies will build a strong foundation of academic skills in reading, math, science and social studies. "Know every learner. Teach with intention. Intervene with impact."

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Strengthen instructional rigor and alignment across core subjects, as demonstrated by increased student performance in all grade levels, all core subjects by at least 5 percentage points at the combined Meets and Masters levels each school year as measured by Circle, NWEA or STAAR.

Evaluation Data Source: STAAR Data, formative assessments/benchmarks

Strategy 1

☑ **Results Driven Accountability** ☑ **Talent Plan**

Provide targeted professional development to support rigorous, standards-aligned lesson internalization and instructional delivery.

Strategy's Expected Result/Impact: Increase student outcomes and improve teacher & leader capacity.

Staff Responsible for Monitoring: Executive Director of Academics and Accountability

Problem Statements: Student Learning 1

Funding Sources: Consultant Services District FSP 420-PIC 25 State Bilingual/ESL, $6,999, Consultant Services District FSP 420-PIC 22 State Career & Technical Ed (CTE), $4,500, Education Service Center Training District FSP 420-PIC 11 Regular Allotment, $31,270, Consultant Services District FSP 420-PIC 11 Regular Allotment, $37,500, Education Service Center Training District FSP 420-PIC 38 CCMR Outcomes Bonus, $500, Professional Development for Teachers and Principals 274-GEAR UP, $100,000, Consultant Services District FSP 420-PIC 30 State Comp Ed (SCE), $14,977 , Leadership & Instructional Foundations for Texas Support 429-LF LASO IV - LIFT , 429-LF, $496,000, Education Service Center Training District FSP 420-PIC 99 Undistributed, $87,600, Consultant Services for Interactive Learning 429-13-6291-00-999-4-30-0-IL, $7,200

Formative Reviews

November	January	March	June

Strategy 2

☑ **Results Driven Accountability** ☑ **Talent Plan**

Jubilee Academies will provide and support full implementation of well-rounded High-Quality Instructional Materials and other instructional resources for all core content areas.

Strategy's Expected Result/Impact: Increase student outcomes, better equip teachers to thoroughly cover the curriculum and standards, increased progress monitoring and data driven instruction.

Staff Responsible for Monitoring: Executive Director of Academics and Accountability, Director of Curriculum and Instruction

Problem Statements: Student Learning 1

Funding Sources: Interactive Learning Teacher Extra Duty FSP 420-PIC 11 Regular Allotment, $44,800, Bilingual Instructional Materials FSP 420-PIC 25 State Bilingual/ESL, $6,000, Instructional Materials 274-GEAR UP, $220,000, Software Licenses for Interactive Lessons 429-11-6395-00-999-4-30-0-IL, $70,000, Curriculum Specialist RLA/SS for Interactive Learning 7-8th grade FSP 420-PIC 11 Regular Allotment, $84,400, Strong Foundations Math Resources LASO II - Strong Foundations, $1,300,000

Formative Reviews

November	January	March	June

Strategy 3 ☑ Results Driven Accountability ☑ Talent Plan

Jubilee Academies will provide responsive learning support and intervention for all students paired with accurate data management and progress monitoring to include review of at-risk factors at least once a quarter.

Strategy's Expected Result/Impact: Increase student outcomes, recruitment and retainment of quality educators in specialized programs, more inclusive learning environment

Staff Responsible for Monitoring: Director of Special Education, Director of Bilingual Education, Director of Curriculum and Instruction

Problem Statements: Student Learning 2

Funding Sources: SPED Stipends FSP 420-PIC 23 State Special Education (SpEd), $10,000, Immigrant Family PD 211-Title III, Part A Immigrant, $3,300, GT Stipends FSP 420-PIC 21 Gifted and Talented (G/T), $10,000, EB/ESL Tutorials and LPAC data management FSP 420-PIC 25 State Bilingual/ESL, $15,000, Dyslexia Stipends FSP 420-PIC 37 Dyslexia, $10,000

Formative Reviews

November	January	March	June

Strategy 4 ☑ Results Driven Accountability

Provide targeted after-school and summer school support that is fully aligned with the core curriculum. Extended Learning Day Programs will utilize High-Quality Instructional Materials (HQIM) and include tutoring sessions to reinforce learning.

Strategy's Expected Result/Impact: Increase in student attendance rates, increase in overall student achievement and build a positive culture of collaboration with parents and family

Staff Responsible for Monitoring: Texas ACE Director, Director of Curriculum and Instruction

Problem Statements: Student Learning 1

Funding Sources: Travel for Summer School FSP 420-PIC 11 Regular Allotment, Summer School, , Classroom HQIM Instructional Materials FSP 420-PIC 11 Regular Allotment, , Contracted Services FSP 420-PIC 11 Regular Allotment, Summer School, , Travel for Texas ACE FSP 420-PIC 11 Regular Allotment, Texas ACE, , Summer Materials and Resources FSP 420-PIC 11 Regular Allotment, Summer School, , Destiny Hour Resources FSP 420-PIC 11 Regular Allotment, Destiny Hour, , HQIM Materials FSP 420-PIC 11 Regular Allotment, Texas ACE, , Contracted Services FSP 420-PIC 11 Regular Allotment, Texas ACE, , Salary to Support Texas ACE FSP 420-PIC 11 Regular Allotment, Texas ACE, , Salary for Summer School FSP 420-PIC 11 Regular Allotment, Summer School, , Tutoring Salary & Benefits 274-GEAR UP, $200,000, State Bilingual/ESL FSP 420-PIC 25 State Bilingual/ESL, $10,000

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Jubilee Academies' 2025 performance remaining below the state average in all core subjects. Math Meets level performance is 14% below the state; Science is 11% below the state; RLA is 14% below the state performance and Social Studies is 18% below the state.	Inconsistent growth across subjects suggests that data analysis is not consistently driving rigorous Tier 1 instruction.
2	Jubilee Academies' 2025 Special Education Determination received a status of "Needs Assistance" and ongoing performance gaps continue between special education students and their peers.	Inconsistent instructional strategies, limited collaboration between special education and general education teachers and a lack of real-time progress monitoring with targeted interventions have slowed the closing of learning gaps for special education students.

Performance Objective 2 ☑ High Priority

Jubilee Academies will improve special education instruction, as demonstrated by increased Special Education student performance in all grade levels, core subjects by at least 5 percentage points at the combined Approaches and above levels each school year as measured by systems like Circle, NWEA or STAAR.

Evaluation Data Source: RDA, formative assessments and summative assessments, discipline data

Strategy 1 ☑ Results Driven Accountability

Conduct regular data analysis of failing grades to identify Special Education students in need of intentional support and instruction to increase the pass rate in all contents.

Strategy's Expected Result/Impact: Increased student success in core subject areas, increased social emotional support

Staff Responsible for Monitoring: Principal Managers

Problem Statements: Student Learning 2

Formative Reviews

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Strategy 2 ☑ Results Driven Accountability

Implement a systematic progress monitoring framework for special education at the campus level.

Strategy's Expected Result/Impact: Increase in academic and social/behavioral success amongst at-risk students, robust systems of support resulting in increased progress monitoring of at-risk students, improved teacher awareness of differentiated supports

Staff Responsible for Monitoring: Director of Special Education, Principal Managers

Problem Statements: Student Learning 2

Funding Sources: Professional Development FSP 420-PIC 23 State Special Education (SpEd),

Formative Reviews

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Strategy 3 ☑ Results Driven Accountability

Provide targeted training on evidence-based special education practices to ensure instruction aligns with grade-level expectations.

Strategy's Expected Result/Impact: Increased teacher capacity, enhanced recruitment and retainment of teachers and staff supporting special programs, improved quality of IEP implementation

Staff Responsible for Monitoring: Director of Special Education

Problem Statements: Student Learning 2

Formative Reviews

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Strategy 4 ☑ Results Driven Accountability

Provide professional development, coaching and modeling on individualized needs and interventions in order to develop quality Individual Education Plans (IEPs).

Strategy's Expected Result/Impact: More effective individual IEP plans and interventions

Staff Responsible for Monitoring: Director of Special Education

Problem Statements: Student Learning 2

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Jubilee Academies' 2025 Special Education Determination received a status of "Needs Assistance" and ongoing performance gaps continue between special education students and their peers.	Inconsistent instructional strategies, limited collaboration between special education and general education teachers and a lack of real-time progress monitoring with targeted interventions have slowed the closing of learning gaps for special education students.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Increase performance in math and science as demonstrated by at least a 5% increase in combined Meets and Masters level performance each school year through hands on and inquiry based learning strategies as measured by systems like Circle, NWEA or STAAR..

Evaluation Data Source: State Assessments, formative assessments, benchmarks, observation data

Strategy 1

Provide ongoing coaching on data analysis, action planning and instructional decision-making for teachers and administrators.

Strategy's Expected Result/Impact: Increased capacity in staff, ability to retain and recruit staff, increased student outcomes due to enhanced progress monitoring

Staff Responsible for Monitoring: Executive Director of Academics and Accountability

Problem Statements: Student Learning 1

Funding Sources: Professional Development Funds FSP 420-PIC 11 Regular Allotment,

Formative Reviews

November	January	March	June

Strategy 2

Fully implement HQIM for math with ongoing coaching and monitoring to ensure conceptual understanding and application.

Strategy's Expected Result/Impact: Better student outcomes, increased math scores, increased teacher capacity and enhanced resources for learning

Staff Responsible for Monitoring: Executive Director of Academic and Accountability

Problem Statements: Student Learning 1

Funding Sources: Math Implementation 288- Federal Funds, LIFT,

Formative Reviews

November	January	March	June

Strategy 3

Build, maintain and manage a lifecycle management plan for curriculum inventory to include science lab and science class materials

Strategy's Expected Result/Impact: Better student outcomes, increased science scores, increased teacher capacity and enhanced resources for learning

Staff Responsible for Monitoring: Executive Director of Academic and Accountability

Problem Statements: Student Learning 1

Funding Sources: Science Lab Materials/Kits FSP 420-PIC 11 Regular Allotment,

Formative Reviews

November	January	March	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Jubilee Academies' 2025 performance remaining below the state average in all core subjects. Math Meets level performance is 14% below the state; Science is 11% below the state; RLA is 14% below the state performance and Social Studies is 18% below the state.	Inconsistent growth across subjects suggests that data analysis is not consistently driving rigorous Tier 1 instruction.

Goal 3

Jubilee Academies will create high performing schools and connect all students to career and college pathways. "Believe in more. Expect more. Achieve more."

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Jubilee Academies will provide curricular and co-curricular activities and opportunities that support college, career, and military readiness for all students each school year to increase the percentage of students graduating College, Career, Military Ready (CCMR) to 99% or better by June of 2027.

Evaluation Data Source: PEIMS reports, College Board, UT Austin, TEAL Data Tables

Strategy 1

Jubilee Academies will increase students' opportunities to earn college credit through Dual Credit and on-ramps courses by maintaining and expanding partnerships with other institutions through Early College High School program (ECHS) and Pathways in Technology Early College High School program (PTECH).

Strategy's Expected Result/Impact: College credit hours earned by students will increase by at least 60%

Staff Responsible for Monitoring: CCMR Director, CTE Coordinator, Advanced Academics Coordinator

Problem Statements: Student Learning 1

Funding Sources: 274-GEAR UP, $505,000

Formative Reviews

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Strategy 2

Jubilee Academies will provide ample opportunities for students to participate in the following assessments: Texas Success Initiate (TSI), Scholastic Assessment Test (SAT) and Industry Based Certifications (IBC).

Strategy's Expected Result/Impact: A greater number of students will have an opportunity to qualify for college/university.

Staff Responsible for Monitoring: CCMR Director, CTE Coordinator, Advanced Academics Coordinator

Problem Statements: Student Learning 1

Formative Reviews

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Strategy 3

Jubilee Academies will provide students opportunities to participate in career and technical education courses and programs of study.

Strategy's Expected Result/Impact: Increase number of students in CTE programs and certifications.

Staff Responsible for Monitoring: CCMR Director, CTE Coordinator, Advanced Academics Coordinator

Problem Statements: Student Learning 1

Formative Reviews

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Strategy 4

Jubilee Academies will provide opportunities for students in 10th, 11th, and 12th grades to take the Armed Services Vocational Aptitude Battery (ASVAB) at least one time during the student's respective years

Strategy's Expected Result/Impact: At least 50% of students in grades 10th, 11th, and 12th will have the opportunity to take the ASVAB (Armed Services Vocational Aptitude Battery) test and receive interpretation of scores

Staff Responsible for Monitoring: CCMR Director, CTE Coordinator, Advanced Academics Coordinator

Problem Statements: Student Learning 1

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Jubilee Academies' 2025 performance remaining below the state average in all core subjects. Math Meets level performance is 14% below the state; Science is 11% below the state; RLA is 14% below the state performance and Social Studies is 18% below the state.	Inconsistent growth across subjects suggests that data analysis is not consistently driving rigorous Tier 1 instruction.

Performance Objective 2 ☑ High Priority

Jubilee Academies campuses will maintain an A or B rating or if C or below, will move up one rating each school year.

Evaluation Data Source: Targeted Improvement Plans, TEA reports (TAPR), NWEA, STAAR and formative and summative assessments.

Strategy 1

Full implementation of the coaching feedback cycle (observation, coaching and feedback), weekly data analysis meetings, weekly lesson internalizations and rigor for each content area or grade team.

Strategy's Expected Result/Impact: Continuous improvement of student outcomes, increase teacher capacity, increased instructional leadership capacity

Staff Responsible for Monitoring: Principal Managers

Problem Statements: Student Learning 1 - District Processes & Programs 2

Funding Sources: PD 274-GEAR UP, $1,000,000

Formative Reviews

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Strategy 2

Jubilee Academies will monitor campuses that are identified as Comprehensive or Targeted Support, attend mandatory Effective School Framework (ESF) training and conduct cycle quarterly reviews to identify needs and necessary adjustments.

Strategy's Expected Result/Impact: Increase in student achievement.

Staff Responsible for Monitoring: District Coordinator of School Improvement

Problem Statements: Student Learning 1, 2 - District Processes & Programs 2

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Jubilee Academies' 2025 performance remaining below the state average in all core subjects. Math Meets level performance is 14% below the state; Science is 11% below the state; RLA is 14% below the state performance and Social Studies is 18% below the state.	Inconsistent growth across subjects suggests that data analysis is not consistently driving rigorous Tier 1 instruction.
2	Jubilee Academies' 2025 Special Education Determination received a status of "Needs Assistance" and ongoing performance gaps continue between special education students and their peers.	Inconsistent instructional strategies, limited collaboration between special education and general education teachers and a lack of real-time progress monitoring with targeted interventions have slowed the closing of learning gaps for special education students.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	In 2024-2025 school year, the district performed 14% below the state average overall.	Inconsistent teacher development due to underdeveloped leader coaching cycles, resulting in uneven instructional quality and limited use of high-leverage practices.

Goal 4

Jubilee Academies will provide a safe and secure environment focused on physical and mental well being for both students and staff to support student success. "Reach them, keep them, see them succeed"

Performance Objective 1

☑ **High Priority**

Jubilee Academies will provide a variety student supports and services to accommodate student needs in an effort to improve student attendance by 4% and reduce student discipline referrals by 10% in the 2026-27 school year.

Evaluation Data Source: safety audits, maintenance logs, students ADA, bus riders attendance

Strategy 1

Jubilee Academies will support students in the area of Transportation and Health Services

Strategy's Expected Result/Impact: Increase ADA and decrease referrals

Staff Responsible for Monitoring: Executive Director of Student Services, CCMR Specialist, Transportation Manager, Director Health Services

Problem Statements: Demographics 1, 2 - District Processes & Programs 2 - Perceptions 2

Funding Sources: Health Services Resources FSP 420-PIC 99 Undistributed, $593,000, Buses FSP 420-PIC 11 Regular Allotment, $350,000, Transportation Resources FSP 420-PIC 11 Regular Allotment, $100,000

Formative Reviews

November	January	March	June

Strategy 2

Jubilee will maintain a Student Support Services Department that is responsible for Social Emotional Learning Supports, discipline supports, threat assessment teams in the area of safety and suicide prevention for all students including special populations, dating violence awareness and pregnancy related services.

Strategy's Expected Result/Impact: Decrease in student discipline referrals, in school and out of school suspensions and increase in student achievement. It will allow us to continue to increase well-being initiatives for mental health by providing resources and utilizing Counselors at all campuses to support those initiatives.

Staff Responsible for Monitoring: Exec. Director Student Services

Problem Statements: Demographics 1, 2 - Student Learning 2 - District Processes & Programs 2 - Perceptions 1

Funding Sources: PD staff, parents and students on dating violence awareness FSP 420-PIC 99 Undistributed, $10,000, Visitor Verification Systems FSP 420-PIC 11 Regular Allotment, $5,000, Counselors Salary & Benefits FSP 420-PIC 11 Regular Allotment, $1

Formative Reviews

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Strategy 3

Operate and maintain a Federal and State grant programs department. This department will provide support and opportunities for all student populations to include community, parent and family engagement and McKinney Vento student support.

Strategy's Expected Result/Impact: Increase parent engagement and student achievement

Staff Responsible for Monitoring: Executive Director of Fiscal Compliance

Problem Statements: Demographics 1, 2 - Student Learning 2 - District Processes & Programs 1, 2

Funding Sources: Travel - Title I Related FSP 420-PIC 99 Undistributed, $20,000, Technology Needs FSP 420-PIC 99 Undistributed, $3,920, Supplies - McKinney Vento 206 - TECHY GRANT, 211-HM, $3,950, Supplies and Equipment FSP 420-PIC 99 Undistributed, $8,000, Title I Payroll reserves FSP 420-PIC 99 Undistributed, $167,000

Formative Reviews

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Strategy 4

Jubilee Academies will provide daily meals and special event catering for students.

Strategy's Expected Result/Impact: Provide second chance breakfast for students that arrive to school late and provide after school supper meals for all student that participate in any after school activities.

Staff Responsible for Monitoring: Director, Child Nutrition

Problem Statements: Demographics 1, 2

Funding Sources: Supper Meals 240 - Food & Nutrition, , Student Second Chance Breakfast 240 - Food & Nutrition, , Food & Nutrition Resources 240 - Food & Nutrition, $5,000,000

Formative Reviews

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Strategy 5

Jubilee Academies will provide security personnel in order to provide a safe and secure educational environment.

Strategy's Expected Result/Impact: Safe School

Staff Responsible for Monitoring: Executive Director of Student Service

Problem Statements: Demographics 2 - District Processes & Programs 1 - Perceptions 2

Funding Sources: Security Contract Services FSP 420-PIC 99 Undistributed, $500,000

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a high amount of student discipline referrals recorded at the middle school level, Hispanic,(SpEd), as compared to elementary and high school.	Systems and Practices for effective classroom management is not implemented and supported with fidelity.
2	Attendance rates are below the 95% throughout the school year, especially lower grades.	Teachers and staff usage of systems and practices for notifying families and holding families accountable are not strong and implemented early.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Jubilee Academies' 2025 Special Education Determination received a status of "Needs Assistance" and ongoing performance gaps continue between special education students and their peers.	Inconsistent instructional strategies, limited collaboration between special education and general education teachers and a lack of real-time progress monitoring with targeted interventions have slowed the closing of learning gaps for special education students.

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Jubilee Academies' staff retention rate for 2025-2026 school year was 69.4%.	Lack of systemic behavior management and support from campus and district administration; to include onboarding procedures for new staff throughout the school year.
2	In 2024-2025 school year, the district performed 14% below the state average overall.	Inconsistent teacher development due to underdeveloped leader coaching cycles, resulting in uneven instructional quality and limited use of high-leverage practices.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While standard information is clear, we identified issues with communication gaps, specifically the timing and method of updates	Lack of Lead Time and Feedback Loops
2	The "drive-line" (pick-up/drop-off) process is a major concern, described by parents as chaotic and needing better organization and staff assistance	This is driven by a lack of sufficient staff to assist with traffic flow, as well as safety issues such as parents not using designated areas or security guards being distracted from their primary duties.

Performance Objective 2 ☑ High Priority

Jubilee Academies will recruit students to achieve an enrollment of 5,500 students in the 2026-27 school year and retain 95% of the student population from the beginning of the year to the end of the year.

Evaluation Data Source: Enrollment numbers/parent-staff surveys

Strategy 1

Boots on the ground mandatory recruitment efforts for all to recruit and retain students.

Strategy's Expected Result/Impact: Increase of enrollment

Staff Responsible for Monitoring: Chief of Staff

Problem Statements: Demographics 2 - District Processes & Programs 2 - Perceptions 1

Formative Reviews

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Strategy 2

Highlighting unique programs and student successes happening at Jubilee Academies via community partnerships, digital advertising, news articles and social media, etc.

Strategy's Expected Result/Impact: Increase enrollment and parent and family engagement

Staff Responsible for Monitoring: Chief of Staff

Problem Statements: Demographics 1, 2 - District Processes & Programs 2 - Perceptions 1

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a high amount of student discipline referrals recorded at the middle school level, Hispanic,(SpEd), as compared to elementary and high school.	Systems and Practices for effective classroom management is not implemented and supported with fidelity.
2	Attendance rates are below the 95% throughout the school year, especially lower grades.	Teachers and staff usage of systems and practices for notifying families and holding families accountable are not strong and implemented early.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	In 2024-2025 school year, the district performed 14% below the state average overall.	Inconsistent teacher development due to underdeveloped leader coaching cycles, resulting in uneven instructional quality and limited use of high-leverage practices.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While standard information is clear, we identified issues with communication gaps, specifically the timing and method of updates	Lack of Lead Time and Feedback Loops

Performance Objective 3 ☑ High Priority

Jubilee Academies will improve campus safety and functional readiness scores by 20% as measured by state standardized facility audits (pass/fail), stakeholder climate survey, and maintenance tickets.

Evaluation Data Source: State Mandated 3 year audit results, Climate survey Results and Texas School safety center annual audit data, and maintenance tickets

Strategy 1

Training, facility upgrades, and regular monitoring of safety protocols and maintenance needs.

Formative Reviews

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Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Responsible Staff/Department: **Curriculum and Instruction Department**

The State Compensatory Education Handbook, the Special Education Program Procedures Manual, the C & I Strategic Plan and the District Improvement Plan documents all support the requirements of this section.

Descriptor 2: Teacher Quality

Responsible Staff/Department: Curriculum and Instruction Department

Jubilee Academies will **identify and address any disparities** that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers, strengthen academic programs and improve school conditions for student learning. The district will use TTES self reflection, professional goals, appraiser reviews with the teacher, beginning of year, middle of year and end of year conferences to track teacher progress and needs. The district Human Resources Department will work to create a pathway to assist inexperienced or ineffective staff. Currently, the district mobility rate is high. When new teachers are hired, an onboarding process is led by C&I for core area subjects. Principals provide campus tours and identify teachers as Tier III immediately by default. Campus Instructional Coaches provide additional support on a daily basis for reading and math. The Texas Instructional Leadership model is used to help administration provide additional coaching. Novice Teachers are provided Mentor Teachers through the Title I, Part A program to help support throughout the school year. Collaborative Learning Leaders are selected and teach learning strategies and share with PLC.

Descriptor 3: School Improvement and Support Activities

Staff/Department: Curriculum and Instruction Department
Jubilee Academies will carry out its **School Support and Improvement activities** responsibilities under Section 1111(d)(1) and (2), identified as (1) Comprehensive Support and improvement and (2) Targeted support and improvement. The campus Targeted Improvement Plans can be found on our district website under our required postings link.

Once the campuses are identified in school improvement, the District Coordinator of School Improvement (DCSI) along with campus principals attend mandatory Effective School Framework (ESF) training. After the ESF training is attended, Targeted Improvement Plans are created to prioritize identified gaps. The improvement process also involves targeted interventions, resource allocations and collaboration with our vetted partner to address specific

challenges. As a district, we build capacity in these gaps and monitor the improvement plans. Cycle quarterly reviews are also conducted to assess the improvement plans and necessary changes are made to support continuous improvement efforts. Schools that are not identified create a Campus Improvement Plan that is also progress monitored and goes through the same improvement process. The location of the improvement plans are publicized and included for full transparency and accountability purposes. The Targeted Improvement Plans and Campus Improvement plans are fully disclosed so our parents and community members can stay informed on all our improvement efforts.

Descriptor 4: Measure of Poverty

Staff/Department: Grants Department
Jubilee Academies selects **school attendance areas** under Section 1113 using PEIMS data collected from families during the registration process. Within the Federal Programs Handbook, the process for identifying the data used and the process for identifying the per pupil amount calculations used in applying for ESSA funding is specified. Equitable services is not a requirement for Public Charter Schools therefore we do not provide this service.

Descriptor 5: Nature of Programs

Staff/Department: Grants Department
The **nature of the programs to be conducted** under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for **children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs**. Jubilee Academies does not provide services through neglected or delinquent facilities.

Descriptor 6: Services to Homeless Children and Youth

Staff/Department: District Title I Liaison
The **services** the LEA will provide **homeless children and youth** to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act *(Homeless LEA Reservation) Including:*

- *Provide Uniforms*
- *Provide hygiene kits, school supplies, and other required supplies*
- *Provide transportation support*
- *Provide summer tuition support*
- *Provide tutoring support*
- *Provide STEAM related field trips*
- *Provide referral services for medical, dental, mental and other health services*
- *Provide assistance with fees and other costs associated with tracking, obtaining and transferring records necessary to enroll homeless children in school*

Descriptor 7: Parent and Family Engagement Strategy

Staff/Department: Chief of Staff

Jubilee Academies has created a Parent and Family Engagement (PFE) Policy with the collaboration of parents and stakeholders (district/campus staff). The policy is reviewed and updated annually. The policy includes Jubilee Academies responsibilities such as providing engaging activities at the district and campus levels, involving parents in the decision making process, providing training on Title I supported services and the evaluation of the policy itself. The PFE policy is published on the Jubilee Academies website. The Chief of Staff is responsible for ensuring the policy is evaluated, updated and published annually at the beginning of each school year.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Jubilee Academies does not support, coordinate and integrate services provided with Title I, Part A with early **childhood education programs** at the LEA or individual school level.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Staff/Department: Grants Department
Jubilee Academies' teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a **Targeted Assistance program** under Section 1115, will **identify the eligible children most in need of services** under Title I, Part A. Jubilee Academies has no Targeted Assistance Programs. All campuses in the district are Schoolwide Campuses.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

Staff/Department: Student Services Department

Jubilee Academies has multiple partnerships with higher education facilities that support postsecondary transitions. These partnerships are part of the Gear UP program that allows fieldtrips to higher education campuses and assistance in preparing students and parents for postsecondary transitions.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Staff/Department: Student Services Department

Jubilee Academies documents the activities related to student transitions in the Year at a Glance for counselors guide. Middle schools spend a "Transition Day" at the high school campus each year. During this day, middle school students shadow high school students. A parent night, with the receiving campuses, includes Career and Technical Education (CTE) showcases. The Home campus has a transition presentation for students and families. At least

three days a year other activities are implemented to support this requirement. (College nights, Senior Walks, etc.) Cross planning occurs through the counseling department and includes other key departments. (ie. Texas ACE, GEARUP, etc.)

Descriptor 11: Discipline Disproportionality

Staff/Department: Student Services Department
Jubilee Academies will **support efforts to reduce the overuse of discipline practice that remove students from the classroom.** A three tiered policy in the Student Code of Conduct guides discipline throughout the district. An overview of the Code of Conduct is provided at the New Teacher Orientation each year. Senior Administrator training is provided before school starts and regular reviews occur throughout the year. Data on discipline is reviewed by the Student Services team regularly with the Senior Leadership team to identify trends and target campus needs. Jubilee Academies uses the Lasting Leadership Culture modules to reinforce expectations.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Staff/Department: Curriculum and Instruction Department
Jubilee Academies will support programs that coordinate and integrate [Section 1112(b)(12)] academic and **career and technical education** content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. Also, the district provides **Work-based learning opportunities** that provide students in-depth interaction with industry professionals and, if appropriate, academic credit The description of these strategies can be found in the district improvement plan under Goal 3, Performance objective 1, Strategies 1, 2 and 3. Students and teachers are made aware of these opportunities through transitional meetings and parent nights. These activities are in partnership with the Counseling department. Programming and CTE Pathways are presented and explained. Informational packets are shared so that individual course planning can be accomplished. When contracting with local employers the district follows contract protocols found in the Procurement Handbook. Industry partners are aligned with the programs of study based on regional workforce reports. The effectiveness of these strategies are measured using industry certification results and individual learning plans progress.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Staff/Department: Curriculum and Instruction Department
Jubilee Academies will support programs that coordinate and integrate [Section 1112(b)(12)] academic and **career and technical education** content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. Also, the district provides **Work-based learning opportunities** that provide students in-depth interaction with industry professionals and, if appropriate, academic credit The description of these strategies can be found in the district improvement plan under Goal 3, Performance objective 1, Strategies 1, 2 and 3. Students and teachers are made aware of these opportunities through transitional meetings and parent nights. These activities are in partnership with the Counseling department. Programming and CTE Pathways are presented and explained. Informational packets are shared so that individual course planning can be accomplished. When contracting with local employers the district follows contract protocols found in the Procurement Handbook. Industry partners are aligned with the programs of study based on regional workforce reports. The effectiveness of these strategies are measured using industry certification results and individual learning plans progress.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

Staff/Department: Special Education Department

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Staff/Department: Academics

Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 21, 2026 @ 11:00 AM	Jubilee LAke View	scan_gianna.recio_2026-05-21-13-41-19.pdf	SHAC AGENDA 5.pdf
March 5, 2026 @ 2:30 PM	Jubilee Lake View	march 5.pdf	March5_Agenda - CNA Stakeholder Meeting 3_05_26.pdf
January 9, 2026 @ 3:30 PM	District/Virtual	--	--
January 16, 2026 @ 3:30 PM	District/Virtual	District CNA committee mtg 1_16_2026 (1).pdf	CNA_DIP Agenda (1).pdf
January 23, 2026 @ 3:30 PM	District/Virtual	--	--

Members

First Name	Last Name	Position	Committee Role
Larry	Rodriguez	Community Member	Member
Larry	Rodriguez	Community Member	Member
Vanessa	Constancio	District Administrator	Member
Alicia	Bolt	District Administrator	Member
Esmeralda	Medrano	Parent/Guardian	Member
Danielle	Troxel	Parent/Guardian	Member
Sandra	Spasojevic	Parent/Guardian	Member
Nerina	Chugani	Principal/Campus Administrator	Member
Heather	Fears	Principal/Campus Administrator	Member
Bernice	Castillo	Principal/Campus Administrator	Member
Melissa	Zuniga	Paraprofessional	Member
Michelle	Apodaca	District Administrator	Member
Beatrice	Fuentes	District Administrator	Secretary
Karina	Rodriguez	Student Services Personnel	Member
Gianna	Recio	Student Services Personnel	Member
Grace	Muniz	District Administrator	Member

First Name	Last Name	Position	Committee Role
Catherine	Crawford	Special Education Staff	Member
Irma	Sarmiento	District Administrator	Time Keeper
Ryan	Wells	District Administrator	Member
Diana	Centeno	District Administrator	Member
Veronica	Mueller	District Administrator	Member
Christine	Sanchez	District Administrator	Chairperson

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Funding Summary

Funding Summary

FSP 420-PIC 11 Regular Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Administrator Stipends	--	$241,570.00
1	1	2	Talent Acquisition Coordinator Salary & Resources	--	$0.00
1	2	1	PD Resources	--	$0.00
1	2	2	Supplies & Materials for Awards and Recognition	--	$0.00
2	1	1	Education Service Center Training District	--	$31,270.00
2	1	1	Consultant Services District	--	$37,500.00
2	1	2	Interactive Learning Teacher Extra Duty	--	$44,800.00
2	1	2	Curriculum Specialist RLA/SS for Interactive Learning 7-8th grade	--	$84,400.00
2	1	4	Travel for Summer School	Summer School	$0.00
2	1	4	Classroom HQIM Instructional Materials	--	$0.00
2	1	4	Contracted Services	Summer School	$0.00
2	1	4	Travel for Texas ACE	Texas ACE	$0.00
2	1	4	Summer Materials and Resources	Summer School	$0.00
2	1	4	Destiny Hour Resources	Destiny Hour	$0.00
2	1	4	HQIM Materials	Texas ACE	$0.00
2	1	4	Contracted Services	Texas ACE	$0.00
2	1	4	Salary to Support Texas ACE	Texas ACE	$0.00
2	1	4	Salary for Summer School	Summer School	$0.00
2	3	1	Professional Development Funds	--	$0.00
2	3	3	Science Lab Materials/Kits	--	$0.00
4	1	1	Buses	--	$350,000.00
4	1	1	Transportation Resources	--	$100,000.00
4	1	2	Visitor Verification Systems	--	$5,000.00
4	1	2	Counselors Salary & Benefits	--	$1.00
				Sub-Total	$894,541.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$894,541.00**

FSP 420-PIC 21 Gifted and Talented (G/T)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	GT Stipends	--	$10,000.00
				Sub-Total	$10,000.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$10,000.00**

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

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Consultant Services District	--	$4,500.00
				Sub-Total	$4,500.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$4,500.00**

FSP 420-PIC 23 State Special Education (SpEd)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	SPED Stipends	--	$10,000.00
2	2	2	Professional Development	--	$0.00
				Sub-Total	$10,000.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$10,000.00**

FSP 420-PIC 25 State Bilingual/ESL

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Consultant Services District	--	$6,999.00
2	1	2	Bilingual Instructional Materials	--	$6,000.00
2	1	3	EB/ESL Tutorials and LPAC data management	--	$15,000.00
2	1	4	State Bilingual/ESL	--	$10,000.00
				Sub-Total	$37,999.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$37,999.00**

FSP 420-PIC 30 State Comp Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Consultant Services District	--	$14,977.00
				Sub-Total	$14,977.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$14,977.00**

FSP 420-PIC 37 Dyslexia

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Dyslexia Stipends	--	$10,000.00
				Sub-Total	$10,000.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$10,000.00**

FSP 420-PIC 38 CCMR Outcomes Bonus

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Education Service Center Training District	--	$500.00
				Sub-Total	$500.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$500.00**

FSP 420-PIC 91 ATHLETIC

Goal	Performance 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	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Education Service Center Training District	--	$87,600.00
4	1	1	Health Services Resources	--	$593,000.00
4	1	2	PD staff, parents and students on dating violence awareness	--	$10,000.00
4	1	3	Travel - Title I Related	--	$20,000.00
4	1	3	Technology Needs	--	$3,920.00
4	1	3	Supplies and Equipment	--	$8,000.00
4	1	3	Title I Payroll reserves	--	$167,000.00
4	1	5	Security Contract Services	--	$500,000.00
				Sub-Total	$1,389,520.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$1,389,520.00**

206 - TECHY GRANT

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Supplies - McKinney Vento	211-HM	$3,950.00
				Sub-Total	$3,950.00
				Budgeted Fund Source Amount	$3,950.00
				+/- Difference	$0.00

212 - Title I, Part C, Migrant SSA

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

240 - Food & Nutrition

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	Supper Meals	--	$0.00
4	1	4	Student Second Chance Breakfast	--	$0.00
4	1	4	Food & Nutrition Resources	--	$5,000,000.00
				Sub-Total	$5,000,000.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$5,000,000.00**

274-GEAR UP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Professional Development for Teachers and Principals	--	$100,000.00
2	1	2	Instructional Materials	--	$220,000.00
2	1	4	Tutoring Salary & Benefits	--	$200,000.00
3	1	1		--	$505,000.00
3	2	1	PD	--	$1,000,000.00
				Sub-Total	$2,025,000.00
				Budgeted Fund Source Amount	$3,320,000.00
				+/- Difference	**$1,295,000.00**

211-Title III, Part A Immigrant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Immigrant Family PD	--	$3,300.00
				Sub-Total	$3,300.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$3,300.00**

SAFE Cycle I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,000,000.00
				+/- Difference	**$2,000,000.00**

Interactive Online Learning

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$273,901.66
				+/- Difference	**$273,901.66**

288- Federal Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salary & Benefits	--	$5,703,772.52
2	3	2	Math Implementation	LIFT	$0.00
				Sub-Total	$5,703,772.52
				Budgeted Fund Source Amount	$5,703,772.52
				+/- Difference	$0.00

429-LF LASO IV - LIFT

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Leadership & Instructional Foundations for Texas Support	429-LF	$496,000.00
				Sub-Total	$496,000.00
				Budgeted Fund Source Amount	$496,000.00
				+/- Difference	$0.00

Title I, Part C – Texas Migratory Education Program (TX-MEP)
Priority for Service (PFS) Action Plan Template
for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report* on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, **Ungraded (UG) or** **Out of School (OS)**	• Who have made a qualifying move within the previous 1-year period; **AND** • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; **AND** • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; **OR** • Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	• Who have made a qualifying move within the previous 1-year period; **AND** • Students whose data in TX-NGS shows ***No Other Preschool Support***.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:
(1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
(2) the Program Specific Provisions and Assurances on Priority for Service; and
(3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region: 20	District Number:	Priority for Service (PFS) Action Plan	Completed By: ESC-20 MEP Team, SSA Member Representatives
	015822		
District Name:		School Year	Date: 08/25/2026
Jubilee Academies		2026-2027	

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

- *Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.*
- *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).*
- *On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.*

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- *Monitoring the progress of eligible migratory students who are PFS.*
- *Communicating the progress and determine needs of eligible migratory who are PFS.*
- *Providing services to eligible migratory who are PFS.*

PFS Action Plan Completion Date: *Before First Day of School*

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	Michelle Apodaca (Sep 16, 2026 12:14:05 CDT)	**ESC Reviewer Signature**	ESC Region 20
Date	Sep 16, 2026	**Date Review Complete**	08/25/2026

School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:
	015822	Jubilee Academies

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:
	015822	Jubilee Academies

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
Monthly, run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services**.**	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
▪ **Before the first day of school**, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Annually by September 30	Coordinator Consultant Program Manager	Priority for Service Action Plan
Additional Activities			
● Provide district contacts with Priority for Services criteria and a copy of the PFS Action Plan to be included in their District Improvement Plan (DIP).	Annually by September 30	Coordinator Consultant/Program Manager	Copy of District Improvement Plan showing insertion of PFS Action Plan

School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:
	015822	Jubilee Academies

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Monthly	Consultant Program Manager Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
▪ **During the academic calendar**, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Annually PAC Meetings	Consultant Program Manager Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log
During the academic calendar, the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Consultant Program Manager District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			

School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:
	015822	Jubilee Academies

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
The district's Title I, Part C Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities.	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ **The district's Title I, Part C Coordinator or MEP staff** will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ **The district's Title I, Part C Coordinator or MEP staff will** determine what federal, state, or local programs serve PFS students.	Year Round	Coordinator Consultant Program Manager	PFS Student Review Forms
Additional Activities			

2026-2027 MEP PFS Action Plan

Final Audit Report 2026-09-16

Created:	2026-09-16
By:	Melissa Zuniga (melissa.zuniga@jubileeacademic.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAdceVk3PMcaQsEQ2S0tHvh8H2tOI1oAM_

"2026-2027 MEP PFS Action Plan" History

Document created by Melissa Zuniga (melissa.zuniga@jubileeacademic.org)
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Document emailed to Michelle Apodaca (michelle.apodaca@jubileeacademic.org) for signature
2026-09-16 - 3:10:06 PM GMT

Email viewed by Michelle Apodaca (michelle.apodaca@jubileeacademic.org)
2026-09-16 - 5:03:43 PM GMT

Document e-signed by Michelle Apodaca (michelle.apodaca@jubileeacademic.org)
Signature Date: 2026-09-16 - 5:14:05 PM GMT - Time Source: server - Signature Appearance Selected: DRAW

Agreement completed.
2026-09-16 - 5:14:05 PM GMT

Adobe Acrobat Sign

Title I, Part C – Texas Migratory Education Program (TX-MEP)
Priority for Service (PFS) Action Plan Template
for Migratory Students

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The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:
(1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
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NOTE: *This document is available on the TMEP Portal.*

Region: 20	District Number:	**Priority for Service (PFS) Action Plan**	Completed By: ESC-20 MEP Team, SSA Member Representatives
	015822		
District Name:		**School Year**	**Date: 08/25/2026**
Jubilee Academies		**2026-2027**	

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

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LEA Staff Signature		**ESC Reviewer Signature**	ESC Region 20
Date		**Date Review Complete**	08/25/2026

School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:
	015822	Jubilee Academies

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School Year:	2026-2027	PFS Action Plan
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Required Strategy	Timeline	Person(s) Responsible	Documentation
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School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:
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▪ **During the academic calendar**, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Annually PAC Meetings	Consultant Program Manager Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log
During the academic calendar, the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Consultant Program Manager District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			

School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:
	015822	Jubilee Academies

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
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▪ **The district's Title I, Part C Coordinator or MEP staff will** determine what federal, state, or local programs serve PFS students.	Year Round	Coordinator Consultant Program Manager	PFS Student Review Forms
Additional Activities			

Title I Every Student Succeeds Act (ESSA) Jubilee Academies' Parent and Family Engagement Policy with High-Quality Prekindergarten Family Engagement Plan 2026-2027

Our Vision:	Our Mission:
"The Premier Choice in Education"	"Provide a Nurturing Community Focused on Leadership & Educational Excellence"

District Goals:

- Recruit, retain and support most qualified and effective staff
- Build a strong foundation of academic skills in reading, math, science and social studies
- Create high performing schools and connect all students to career and college pathways
- Provide a safe and secure environment focused on physical and mental well being for both students and staff to support school success.

Definition of parental engagement:

Parental engagement means the participation of parents in regular, two- way, and meaningful communication involving student academic learning and other school activities, ensuring:

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively engaged in their child's education at school;
- that parents are full partners in their education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

Parent and Family Engagement Policy

Jubilee Academies will implement the following:

- Train staff on programs, activities and procedures to engage parents to ensure meaningful consultation with parents of participating children is occurring
    - Value of Contribution Staff Training (parent testimonial included)
    - District Family Engagement Committee review parent feedback to improve future events
    - **EVIDENCE:** Sign in sheets, Agendas, Survey Results
- Ensure all campuses have created a Parent and Family Engagement Policy with the collaboration of parents and the policy meets all requirements to include the school-parent compact.
    - District will review policies for compliance and provide feedback for improvement
    - **EVIDENCE:** Plans will be posted on the district website
- Ensure parents are involved in the evaluation and development of the Campus and/or District Improvement Plans
    - Meetings will be held quarterly (virtually/in-person) - Regional Advisory Committee Meetings
    - **EVIDENCE:** Plans will be posted on the district website, Sign In Sheets and Agendas
- Include the district Parent and Family Engagement (PFE) policy into the Jubilee Academies plan
    - EVIDENCE: District Improvement Plan posted on website with PFE Policy addendum
- Follow the district language plan to provide information in an understandable and uniform format and provide alternative formats of information upon request
    - EVIDENCE: Copies of plans/policies in different language (based on language plan)

- Engage parents in the decision making process for this policy and submit all parent comments regarding the dissatisfaction of the district plan to the State Department of Education
    - An annual meeting will be conducted every school year to collect feedback
    - Based on feedback, the policy will be adjusted within reason
    - EVIDENCE: Sign in Sheets, Agendas and notes from Regional Advisory Meetings (RAC)
- Engage parents and families in the decisions on how to spend the Title I, Part A parental engagement funds
    - EVIDENCE: Agendas, Sign in Sheet (Annual PFE policy evaluations)
- Coordinates and integrates parental engagement strategies with other Federal, State and local laws and programs by:
    - sharing best practices with other programs and coordinating funds (Texas ACE, GEAR UP, McKinney Vento)
    - EVIDENCE: Agenda, Sign in Sheets for District Family Engagement Committee
- Engage parents to participate in the Regional Advisory Committees
    - District led advisory group that travels to each campus at least one time each year
    - All parents are invited to attend
    - EVIDENCE: Agenda, Sign in Sheets
- Provide each campus with the resources to assist parents in understanding such topics as challenging State academic standards, state and local assessments and how to monitor student progress
    - Monitor events by reviewing Agendas, Sign in sheets and presentations

High Quality Prekindergarten Family Engagement Plan

At Jubilee Academies, our High-Quality Prekindergarten Family Engagement Plan is designed to empower families to be active participants in their child's education, providing a strong foundation for future academic success. The following activities will help in achieving this goal:

- Component 1: Facilitating Family-to-Family Support
    - Meet the Teacher Night
    - Fall and Spring Open House events
    - Principal's Cup of Coffee events, featuring PK performances
    - Parent Conferences (Circle Progress monitoring results)
- Component 2: Establishing a Network of Community Resources
    - Collaborate with Texas Child Health Access Through Telemedicine (TCHATT), providing clinical counseling services to students and families
- Component 3: Enhancing Family Participation in Decision-Making
    - Parents invited to join district advisory committees
    - Promote active involvement in campus Parent Teacher Organizations (PTOs)
    - Encourage participation in district surveys focused on program improvements
    - Encourage involvement in evaluating the HQPK plan
- Component 4: Empowering Families with Resources to Enhance and Extend Learning
    - Full-day PK Programs
    - Parent-Family events with make and take projects
    - Education Support provided by district
    - End-of-year transition to Kindergarten meetings
- Component 5: Developing Staff Skills in Evidence-Based Practices
    - Training staff on assessment tools
    - Training staff on effective communication strategies
    - Training staff on data analysis and action planning
- Component 6: Evaluating Family Engagement Efforts
    - Annual family engagement surveys
    - Focus groups
    - Engagement event feedback forms
    - Principal coffee chats

Ley Título I Cada Estudiante Triunfa (ESSA) Política de Participación de Padres y Familias de Jubilee Academies con Plan de Participación Familiar de Preescolar de Alta Calidad 2026-2027

Nuestra visión:	**Nuestra misión:**
"La mejor opción en educación"	"Proporcionar una comunidad enriquecedora centrada en el liderazgo y la excelencia educativa"

Objetivos del distrito:

- Reclutar, retener y apoyar al personal más cualificado y eficaz.
- Desarrollar una base sólida de habilidades académicas en lectura, matemáticas, ciencias y estudios sociales.
- Crear escuelas de alto rendimiento y conectar a todos los estudiantes con trayectorias profesionales y universitarias.
- Proporcionar un entorno seguro y protegido, centrado en el bienestar físico y mental tanto de los alumnos como del personal, para apoyar el éxito escolar.

Definición de participación parental:

La participación de los padres significa la participación de los padres en una comunicación regular, bidireccional y significativa relacionada con el aprendizaje académico de los estudiantes y otras actividades escolares, asegurando:

- que los padres desempeñan un papel fundamental a la hora de ayudar en el aprendizaje de sus hijos;
- que se anime a los padres a participar activamente en la educación de sus hijos en la escuela;
- que los padres sean socios plenos en la educación de sus hijos y que se les incluya, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos;

Política de participación de padres y familias

Las academias Jubilee implementarán lo siguiente:

- Capacitar al personal sobre los programas, actividades y procedimientos para involucrar a los padres y garantizar que se lleve a cabo una consulta significativa con los padres de los niños participantes.
    - Valor de la contribución: Capacitación del personal (testimonio de los padres incluido).
    - El Comité de Participación Familiar del Distrito revisa los comentarios de los padres para mejorar los eventos futuros.
    - EVIDENCIA: Agendas, hojas de asistencia y programas de capacitación
- Asegúrese de que todos los centros educativos hayan creado una Política de Participación de Padres y Familias con la colaboración de los padres y que dicha política cumpla con todos los requisitos, incluido el pacto entre la escuela y los padres.
    - El distrito revisará las políticas para verificar su cumplimiento y proporcionará comentarios para su mejora.
    - EVIDENCIA: Los planes se publicarán en el sitio web del distrito.
- Garantizar la participación de los padres en la evaluación y el desarrollo de los Planes de Mejora del Campus y/o del Distrito.
    - Las reuniones se celebrarán trimestralmente (de forma virtual o presencial) - Reuniones del comité asesor regional
    - EVIDENCIA: Los planes se publicarán en el sitio web del distrito.

- Incluir la política del distrito en el plan de las Academias Jubilee.
    - EVIDENCIA: Plan de mejora del distrito publicado en el sitio de web con el anexo de la política PFE
- Siga el plan lingüístico del distrito para proporcionar información en un formato comprensible y uniforme, y proporcionar formatos alternativos de información cuando se le solicite.
    - **EVIDENCIA:** Copias de planes y políticas disponibles en varios idiomas (conforme al plan lingüístico)
- Involucre a los padres en el proceso de toma de decisiones para esta política y envíe todos los comentarios de los padres sobre su insatisfacción con el plan del distrito al Departamento de Educación del Estado.
    - Se llevará a cabo una reunión anual al final del año escolar para recopilar opiniones.
    - En función de los comentarios recibidos, la política se ajustará dentro de lo razonable.
    - **EVIDENCIA:** Listas de asistencia, agendas y minutas de las sesiones del Comité Asesor Regional (RAC)
- Involucrar a los padres y las familias en las decisiones sobre cómo gastar los fondos de participación parental del Título I, Parte A.
    - **EVIDENCIA**: Agendas, Hoja de registro (Evaluaciones anuales de políticas de PFE)
- Coordina e integra estrategias de participación de los padres con otras leyes y programas federales, estatales y locales mediante:
    - compartir las mejores prácticas con otros programas y coordinar fondos (Texas ACE, GEAR UP, McKinney Vento)
    - **EVIDENCIA**: Agenda, hojas de asistencia del Comité de Participación Familiar del Distrito
- Fomentar la participación de los padres en los Comités Asesores Regionales.
    - Grupo asesor dirigido por el distrito que viaja a cada campus al menos una vez al año.
    - Todos los padres están invitados a asistir.
    - **EVIDENCIA**: Agenda, Hojas de registro
- Proporcionar a cada campus los recursos necesarios para ayudar a los padres a comprender temas como los exigentes estándares académicos estatales, las evaluaciones estatales y locales y cómo monitorear el progreso de los estudiantes.
    - Supervise los eventos revisando las agendas, las listas de asistencia y las presentaciones.

Plan de participación familiar de alta calidad para preescolar

En Jubilee Academies, nuestro Plan de Participación Familiar de Alta Calidad para Preescolar está diseñado para empoderar a las familias y que participen activamente en la educación de sus hijos, sentando así una base sólida para el éxito académico futuro. Las siguientes actividades contribuirán a lograr este objetivo:

- Componente 1: Facilitar el apoyo entre familias
    - Noche de presentación de profesores
    - Eventos de puertas abiertas de otoño y primavera
    - Eventos "Cafecito con el director", con actuaciones de PK.
    - Reuniones con los padres (resultados del seguimiento del progreso en Circle)
- Componente 2: Establecimiento de una red de recursos comunitarios
    - Colaborar con Texas Child Health Access Through Telemedicine (TCHATT), que proporciona servicios de asesoramiento clínico a estudiantes y familias.
- Componente 3: Fomentar la participación familiar en la toma de decisiones
    - Se invita a los padres a formar parte de los comités asesores del distrito.
    - Fomentar la participación activa en las Asociaciones de Padres y Maestros (PTO, por sus siglas en inglés) del campus.
    - Fomentar la participación en encuestas distritales centradas en mejoras del programa.
    - Fomentar la participación en la evaluación del plan HQPK.
- Componente 4: Empoderar a las familias con recursos para mejorar y ampliar el aprendizaje.
    - Programas de preescolar de jornada completa

- Eventos para padres y familias con proyectos para hacer y llevar a casa.
- Apoyo educativo proporcionado por el distrito
- Reuniones de fin de año para la transición al jardín de infancia

- Componente 5: Desarrollo de habilidades del personal en prácticas basadas en la evidencia
  - Capacitación del personal en herramientas de evaluación
  - Capacitación del personal en estrategias de comunicación efectivas
  - Capacitación del personal en análisis de datos y planificación de acciones.
- Componente 6: Evaluación de los esfuerzos de participación familiar
  - Encuestas anuales de participación familiar
  - Grupos focales
  - Formularios de comentarios sobre eventos de participación
  - Charlas de café con los directores