Jubilee Academies

Jubilee Brownsville

2026-2027 Campus Improvement Plan

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Mission Statement

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

Vision

The premier choice in education.

Value Statement

The Jubilee Way

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

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

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

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

Jubilee's Cultural Values



Table of Contents

The Jubilee Way
Jubilee's Cultural Values

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 9

School Processes & Programs 12

Perceptions 19

Priority Problem Statements 25

Goals 28

Goal 1 : Jubilee Brownsville will recruit, retain, and support most qualified and effective staff. 29

Goal 2 : Jubilee Brownsville will build a strong foundation of academic skills in reading, math, sci... 31

Goal 3 : Jubilee Brownsville will create high performing schools and connect all students to care... 42

Goal 4 : Jubilee Brownsville will provide a safe and secure learning environment focused on the ... 52

Funding Summary 55

FSP 420-PIC 11 Regular Allotment 56

FSP 420-PIC 21 Gifted and Talented (G/T) 57

FSP 420-PIC 22 State Career & Technical Ed (CTE) 57

FSP 420-PIC 23 State Special Education (SpEd) 57

FSP 420-PIC 25 State Bilingual/ESL 57

FSP 420-PIC 30 State Comp Ed (SCE) 57

FSP 420-PIC 36 Early Education 58

FSP 420-PIC 37 Dyslexia 58

FSP 420-PIC 38 CCMR Outcomes Bonus 58

FSP 420-PIC 91 ATHLETIC 58

FSP 420-PIC 99 Undistributed 59

211 - Title I, Part A 59

263 - Title III, ELA 59

240 - Food & Nutrition 59

Addendums 60

Comprehensive Needs Assessment

Demographics

Summary

STUDENTS

PEIMS

Jubilee Brownsville is an open enrollment charter school that serves approximately 980 students from PK through 12th. 97.04% of our students are Hispanic, 2.04% are White, 0% African-American,.02% Asian 0% Pacific Island, and 0% American Indian

Enrollment numbers are stable, as students withdraw, we replace them with students on the waitlist. Enrollment numbers have remained steady as recruitment efforts increase via our media department.

The number of students who withdraw to Homeschool is zero. The number of students who withdraw to attend other schools is about 150. We gain these numbers back through new enrollment.

81.06% of our students are considered Economically Disadvantaged, 58.37% are English Learners, 6.63% are in Special Education, and 77.24% are At-Risk.

3.3% of our students' populations are in Pre-K Grade level, 11.33% of our students populations are in the GT program, 7.14% of our students populations are 504 program, 65.2% of our students populations are in CTE classes, 58.37% of our students populations with monitoring are in the Bilingual program and 9 mentors were used to support our new teachers.

Counselors

90% of teachers are considered beginning new teachers with 0-5 years of experience. In order for student success numbers to grow, teachers must be given opportunities to expand their knowledge professionally through PD's and training. Administration will make an effort to hire more experienced teachers when teachers leave the campus. The following items are needed: functional printers, ART supplies (Non CTE), classroom libraries, dual enrollment stipends, a raise to compete with other districts for teacher retention, relevant software and instructional equipment, new teachers training, hallway monitors, headphones for computers, large scale maps, regular instructional supplies, furniture for teachers as needed, projectors, flags.

STAFF QUALITY, RECRUITMENT AND RETENTION	Positions funded with state special allotment and federal funds must be reevaluated and adjusted annually for effectiveness and compliance. Funds should be evaluated and allocated depending on campus and student needs. Administration will make an effort to hire more experienced teachers when teachers leave the campus.
PARENTS/GUARDIANS and COMMUNITY **APs**	What does community crime data reveal? Is the community viewed as a safe place to live and raise children? Data reveals Brownsville is considered one of the safest cities in Texas to live in. The number of crimes are not as high as other cities in the state and in the country. In 2026, SmartAsset ranked Brownsville as the 16th safest city in the United States. Is there a prison or juvenile detention center nearby? Does this create needs for our students? The detention center closest to us is the Cameron County Detention Center in Olmito, TX.(Carrizales-Rucker.) While there was not online information on the specific adult services for Carrizales-Rucker Detention Center, bop.gov (Federal Bureau of Prisons) did mention that all institutions offer literacy classes, GED certificates for a minimum of 240 hrs, general labor classes, parenting classes, wellness education classes and library services. Are there universities and/or community colleges in our community? How do we interact with them? There are three main colleges in Brownsville Texas. The University of Texas Rio Grande Valley, Regional campus The University of Texas Health Science and TSC. We partner with these institutions in high school (Dual Enrollment); as well, they offer scholarships and grants that give students the opportunity to begin their career.

Strengths

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

enrollment courses and certifications for our students.

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

Teachers and staff attend weekly Professional Development opportunities, and receive advice and feedback from experienced teachers and administrators. Teachers implement Multi-Tiered System of Support (MTSS), to help struggling students to succeed and reach their goals.

Effective teachers work in collaboration with other teachers and share ideas and information. The effective teacher leads by example, observes other teachers and is observed.

For 2026-27**,** JB will continue to provide Spanish and ART courses for 7th and 8th graders to gain high school credit. Additionally, a music course will be added for middle school students. Campus efforts to improve instruction and academic performance have facilitated continued increase and enrollment.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Jubilee Brownsville students need additional academic support.	71.2% of Jubilee students are at Risk.
2	All Jubilee Brownsville students have a high demand for instructional resources.	Jubilee has a high percentage rate of 71.2 at Risk, 5.4 % Special Education and 49% Bilingual students.
3	Jubilee Brownsville teachers and students must improve the state standardized test scores.	Jubilee Brownsville teachers and students need support regarding STAAR 2.0.

★ = Priority

Student Learning

Summary

STAAR Test results.

course	did not meet %	approaches %	meets %	masters %
3rd grade math	46	54	20	7
4rd grade math	42	58	40	15
5rd grade math	37	63	34	7
6rd grade math	31	69	32	7
7rd grade math	49	51	29	5
8rd grade math	52	48	14	2
3rd grade reading	46	54	30	7
4rd grade reading	23	77	33	2
5rd grade reading	42	58	31	15
6rd grade reading	33	67	36	14
7rd grade reading	31	69	42	21
8rd grade reading	28	72	45	16
5th grade science	64	36	15	5
8th grade science	43	57	33	5
8th grade history	64	36	11	1
Alg 1	30	70	19	8
English 1	25	75	54	12
English II	23	77	66	4
Biology	10	90	36	10
US History	4	96	69	30

Strengths

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

The Jubilee Brownsville students that took the Dual Enrollment US History class with a TSC professor scored 69%

Meets on the STAAR/EOC

Jubilee Brownsville met 100% of its Class of 2026 graduates as College Career Military Readiness.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Jubilee Brownsville teachers need require further training and campus PD regarding data analysis and action planning.	Jubilee Brownsville data shows that more students need to be in the approaches, meets and masters.
2 ★	Jubilee Brownsville students must begin tutorials early in the school year.	Jubilee Brownsville students need the extra support to meet the state standardized assessments requirements.
3 ★	Jubilee Brownsville must offer more Honors and AP Courses, which requires teachers to obtain the College Board AP certificate.	Instructional rigor must improve, therefore facilitating alignment between course grades and state /national assessments .

★ = Priority

School Processes & Programs

Summary

PERSONNEL – POLICY AND PROCEDURES	**New teachers have a mentor and they participate in professional development. Veteran teachers have professional development as well. All the teachers are provided with instructional resources, planning periods, training via consultants and specifically for their content area.** Professional development is created by the curriculum and instruction department of the district. Before the school year begins, teachers have one week of professional development which provides the teachers important information they need before the school year starts. Teachers obtain expectations and clear instructions on new updated information that must be completed throughout the year. Teachers have ongoing professional development throughout the school year, rotate in between district and campus schedules. Professional development also assists teachers with the creation of their lesson plans by reviewing the TEKS and implementation guides. Teachers and instructional coaches collaborate with one another to ensure they are presenting the required material to their classrooms. Professional development has been impacting the education system as a whole in a positive manner. New teachers have been able to learn the expectations and necessary tools that are needed in their classrooms; whereas the experienced teachers are able to assist others and keep updated with the changes within the school year. Decision making is facilitated by the Leadership Team (campus admin) and they collaborate with assistant principals, campus pillars, staff via faculty meetings, and PTO meetings. In regard to curriculum decisions, we have the Instruction Leadership Team (I.L.T), to review and analyze data which translates to the delivery and support of instruction in the classroom. In addition, the district instructional coaches are the connection to the teachers. They gather teacher's feedback about initiatives being implemented, resources needed, or basic needs and they share this with the campus administration and curriculum directors to determine the best course of action. Additionally, surveys are also used to make decisions at the district level. As far as student achievement, we have monthly faculty meetings to discuss the progress of the school in general and then we have weekly grade-level meetings and weekly data meetings for all students. We discuss what progress has occurred in the classroom. We are given opportunities to change or add instructional strategies, we are given the choice to choose the platforms and resources needed to deliver the proper instruction. We also include the special population team in order to have consistency in what we need to do for student success. Furthermore, the Campus Planning Team meets bi-monthly to plan and address campus-wide needs.
PROFESSIONAL PRACTICES	Jubilee is committed to the goal of excellence in education for all students. Our campuses provide a safe and structured community focused on leadership, academics and a balance of mind and body for lifetime success. Based on our data, the areas of need of improvement are Math and Reading. The data sources that we will use include; , NWEA MAP, STAAR, SIRIUS, TEA Interim Assessements.

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

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

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

The 2024-2025 school calendar is in place and continuously updated to reflect instructional and social efforts/events/programs that align with campus and district goals. Scoreboards are also in place which allow teachers to track student progress and plan instruction accordingly. Additionally, DMAC is a key tool for teachers and the API to monitor student progress.

PERSONNEL – POLICY AND PROCEDURES	**New teachers have a mentor and they participate in professional development. Veteran teachers have professional development as well. All the teachers are provided with instructional resources, planning periods, training via consultants and specifically for their content area.**
PROGRAMS AND OPPORTUNITIES FOR STUDENTS	Special Programs meet the needs of students with the help of individualized and group designed instruction, support and accommodations when identified as a necessity. This is done through numerous departments, faculty and staff working together. With local, state and federal policies considered, cohorts work through debriefs and professional developments to create common goals and expectations for all students and departments involved. The 2024-25 school year will be the second year for JB as a P-TECH campus. Implementation, continued research, district collaboration, and expanding student opportunities for certification and associate degrees continue. Our students and their parents are invited to attend presentations by college and military recruiters. They have access to CTE courses, TSI testing, AP courses and dual enrollment classes starting at 8th grade. Students are assigned an academic counselor who guides them through college, financial aid applications, scholarships, and links them to AP/Dual enrollment courses, if they qualify. Counselors also invite recruiters and people from different professions and military backgrounds to speak with our students, plan university campus visits, and have them take the ASVAB with the assistance of military personnel. Counselors also plan senior parent nights and they invite local college admissions professionals, financial aid representatives, and provide laptops to complete forms. Parents and students still attend these very informative meetings.

New teachers have a mentor and they participate in professional development. Veteran teachers have professional development as well. All the teachers are provided with instructional resources, planning periods, training via consultants and specifically for their content area.

Our campus master schedule meets state requirements, and our students receive adequate instructional time through our schedule. All teachers have a planning period. During this time teachers focus on planning ahead of time and focus on skills which require more support and spiral curriculum to maximize instructional time. Campus level PLCs allow teachers to plan based on data and collaborate with peers within the the PLC setting. This is a time where teachers share ideas, discuss specific needs among the grade level and improve their teaching. It allows them the opportunity to align. PLC's also allow teachers to build better relationships and align better to work towards a common goal. Additionally, Weekly Data Meetings (WDMs) provide collaboration between teachers and administration regarding instruction and data specifically to identify student gaps for reteaching, in order to improve student performance in-sync with the TIL framework.

Campus data demonstrates that students need improvement in the areas of math and reading. We provide customized instruction via CRIMSI, data analysis from data sets such as, NWEA MAP, STAAR, TEA Interims, and ongoing instructional delivery focused on areas of need. Students benefit from tutorials therefore, they should be scheduled earlier in the year. In addition, we will continue to offer sumer school for our students.

Jubilee Brownsville provides the highest equitable services by integrating and understanding the commitments and requirements of the educational needs for all students receiving individualized services. Jubilee Brownsville provides special programs such as: special education, Section 504 services, and Dyslexia programs/support. As a Title I facility, we accommodate all students equitably. Furthermore, Jubilee Brownsville enhances and promotes a collaboration system that helps support the process of consultation and provision of services to all students, faculty and staff as we work together as partners to ensure fair and equitable opportunities for students.

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

PROCEDURES

Jubilee's classroom management includes: Meet the Teacher night, the student handbook, the parent-student compact, ongoing Titan News communication, ClassDojo for elementary/REMIND App for secondary, and small group counseling to motivate students regarding their behavior in class. All students are to adhere to the student code of conduct found in the Student Handbook. For students that do not follow campus expectations, they may be asked to sign a contract that holds them accountable for their

actions. This document outlines possible infractions. Violations of the infractions can incur further consequences, which are outlined in the document. Procedures for managing this behavior includes: student conferences, parent conferences and meetings with administration. Some strategies used to avoid discipline behaviors include the investment and initiative of the Jubilee Determined Destiny Values which embraces a campus wide Determined Destiny Culture. Students learn to build leadership skills surrounding these values: Joy, Understanding, Balance, Integrity, Leadership, Empowerment and Excellence.

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

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

High school counselors meet with students regularly to discuss these issues and how to identify signs and seek help for self and peers. During these meetings, boys and girls are separated to discuss the dangers of teen dating violence. The goal of these meetings is to reduce incidents on campus. Teachers can also been involved in these meetings and can assist by identifying and reporting such signs in our youth. Teachers have been a great help when it comes to helping our youth. Date violence and depression are struggles that youth are experiencing. Jubilee Brownsville has seen an increase in involvement with parents and teachers, which helps to end date violence and assist those who struggle with mental health issues.

Strengths

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

through the Title I Program with an at-risk coordinator and interventionists.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Jubilee Brownsville must retain teachers to provide the students with more rich learning experiences via rigorous curriculum.	Salaries need to be competitive with other districts.
2 ★	Teachers new to Jubilee Brownsville, require content specific support.	The standardized Math, Writing and Reading scores must improve.
3 ★	Jubilee Brownsville must strengthen existing PLCs such as: grade-level meetings, WDMs, and mentoring.	The district/campus must provide opportunities to maximize teacher collaboration time.

★ = Priority

Perceptions

Summary

In comparison from last year to this school year we have seen a very minimal decrease in all ethnic groups in attendance (0.1-0.2%) but the enrollment in those ethnicities groups also decreased.

Student Engagement

Unique and diverse student groups tend to have similar characteristics in their learning motivation and/or enthusiasm in their academic progress. Our campus has a minuscule amount of diverse races and ethnicities. The majority of our student population is white/hispanic and/or latino. Given our dropout data: we have passed that threshold of hispanic/latino dropout rate (From 7-8% nationwide to 0% Dropout rate in JBV).

Data-entry clerks

By providing a welcoming and positive learning environment in which expectations are clear and set from the beginning. Communication and parent involvement are critical to positivity and reduced conflict. Compromising, collaborating and giving choices can also reduce conflicts, which is consistently reinforced by Jubilee Brownsville's counselors as they meet with students throughout the year. Periodically as dictated by counselor reviews, peer mediations are held.

APs

The dropout rate for Jubilee Brownsville is at 0% all of the students have graduated or have letters to prove their return to native country. Graduation rate has been 100% all of the 12th grade students have successfully accomplished High School

Jubilee Brownsville students have a passion for their school and their learning environment. The Jubilee culture can be seen implemented among all students as they respect, care, and have a sense of unity with one another when they are face to face. They are always willing to help one another especially those in need. As from what I have seen, there is a sense of security among the school with an abundance of personnel that are constantly monitoring for school safety and organization. New students that come to the Jubilee school district feel uneasy at first as any new student would feel. But once they interact with their peers, they are able to adjust quickly when students are eagerly reaching out to interact with them.

Students

StuCo

School can be challenging for many students, especially when introduced to a new grade level or when there are learning gaps due to personal situations or unexpected things in life such as the pandemic. It can be difficult for students to adjust to their surroundings, new classmates or teachers, or simply the advancement of a new grade level. There are programs that Jubilee has implemented to care for the health of the Jubilee family such as TCHATT that hold sessions for the community. Teachers are also using a variety of different learning platforms with their daily lessons to keep student interaction as well as making learning rigorous. It is difficult, though, when the students are virtual and teachers have no way to ensure validity, attentiveness, and effort in student work. Teachers are doing what they can with what they have virtually.

Jubilee Brownsville is home to caring teachers and administrators. A place where communication for the well-being of all students is always at its finest. Safety is implemented in all areas of the school. Front office staff are very careful with whom to release students to, teachers in the classroom are as vigilant as possible to avoid unnecessary situations that can physically or emotionally harm a student's solidity. Driveline procedures reflect a cautious plan of execution as well as Covid-19 protocols being implemented since day one. Jubilee Brownsville is excellent at catering parents and students with customer service.

Parents and Guardians

PTO

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

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

fundraising events, and campus events such as book fairs.

Community	The community describes Jubilee Brownsville as a growing family. They describe the school administration and staff as very professional and always going above and beyond to helping parents and students. The parents play an important role in the school and they always say that the school makes them all feel as part of a big family.
Recruitment	The school does create pathways to engage and support the community. Some examples that the school has provided to the community are that they have blood drives, they also have games where the community is invited to come and support the Jubilee team. In prior years, the school has festivals that are open to the community in the Fall and Spring.

Teachers	Teachers who have worked in bigger districts have said that they much prefer our school due to the number of kids. Some teachers are overwhelmed with all that is expected from them during this virtual teaching (but this is happening all over the nation). Some platforms that have been offered during COVID have helped some teachers but not others. Teachers have felt overwhelmed with the amount of time that they need to spend on attendance. Do they feel safe and have a sense of belongingness? Yes. Do they love to teach and see the results of their work with students? Yes, every teacher enjoys their profession, and their greatest reward is watching their students grow. In order for people to work effectively, teachers must feel autonomous, competent, and related to the people around them. The administrators at our campus make it clear that they are available to provide our teachers the support they need. One way that they do so is by having an open-door policy. Teachers know that the administration at our campus is an email or a knock on the door away. In addition, our teachers are provided with an autonomous environment, where they have some degree of say in their day-to-day activities. This makes them feel competent in what they are doing as instructors and it makes them feel respected. In terms of professional development, Jubilee Brownsville holds a conference every year where teachers can attend different sessions that target the diverse individual needs of the campus, learn about our district initiatives, and learn about our different platforms and sharpen their skills to further ensure professional growth. In addition, first-year teachers are invited to a new teacher in service provided by the Curriculum and Instruction Department, to ensure that training and access to all district programs, resources, and initiatives are given to them. Additionally, teachers have professional development at least once every 6 weeks that they use to plan for their classes efficiently in efforts to better their instruction. Peer collaboration between teachers is extremely encouraged at Jubilee Brownsville because it improves teacher relationships, allows teachers to share best practices, and gives new teachers the opportunity to learn from the more experienced teachers. First-year teachers go through peer mentoring where they are assigned a coach who they can turn to when questions or problems arise. This is a great way for teachers to work together and support each other.

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

Strengths

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

Our school is involved in an array of community events throughout the school year. We are able to communicate to parents and the community that Jubilee Brownsville is their

Premier Choice for Education. We offer a well-rounded education which includes partnerships with universities (dual enrollment and certification programs), Advanced Placement Classes (High School), Honors Courses (secondary), gifted and talented programs, various extracurricular activities, and sports that students can join.

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

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Jubilee Brownsville students need more support in academics.	The SEL gap due to COVID continues to impact student learning.
2 ★	Jubilee Brownsville teachers must strengthen their knowledge and proficiency regarding various curricula.	Jubilee Brownsville has introduced CRIMSI products and new teachers must be trained.
3 ★	Jubilee Brownsville wants to increase the parental involvement presence and engagement.	Lack of parent priority regarding education (vs. dress code, lunch meals, attendance).

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Jubilee Brownsville students need additional academic support.	71.2% of Jubilee students are at Risk.
2 ★	Jubilee Brownsville teachers must strengthen their knowledge and proficiency regarding various curricula.	Jubilee Brownsville has introduced CRIMSI products and new teachers must be trained.
3 ★	Jubilee Brownsville wants to increase the parental involvement presence and engagement.	Lack of parent priority regarding education (vs. dress code, lunch meals, attendance).
4 ★	Jubilee Brownsville students need more support in academics.	The SEL gap due to COVID continues to impact student learning.
5 ★	Jubilee Brownsville teachers need require further training and campus PD regarding data analysis and action planning.	Jubilee Brownsville data shows that more students need to be in the approaches, meets and masters.
6 ★	Jubilee Brownsville students must begin tutorials early in the school year.	Jubilee Brownsville students need the extra support to meet the state standardized assessments requirements.

7 ★

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

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

8 ★

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

The district/campus must provide opportunities to maximize teacher collaboration time.

9 ★

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

Salaries need to be competitive with other districts.

10 ★

Teachers new to Jubilee Brownsville, require content specific support.

The standardized Math, Writing and Reading scores must improve.

★ = Priority

Goals

Goal 1 Jubilee Brownsville will recruit, retain, and support most qualified and effective staff.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Jubilee Brownsville will retain 95% of staff by proactively providing professional development and incentives.

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Provide PD and conference opportunities to address the needs of staff and students, especially super groups.

Strategy's Expected Result/Impact: Hire Highly effective Teachers for vacancy and 100% of new effective teachers will stay in JB.

Staff Responsible for Monitoring: Administration
HR department

Problem Statements: School Processes & Programs 2

Funding Sources: Admin. Travel FSP 420-PIC 99 Undistributed, 420-23-6411-00-010-2-99-0-00, $500, Special Programs/Dyslexia Travel FSP 420-PIC 37 Dyslexia, 42013623900010337000, $800, Materials FSP 420-PIC 99 Undistributed, 420-23-6399-00-010-2-99-0-00, $500, Job Expo/Job Fairs Registration Fees FSP 420-PIC 11 Regular Allotment, 420-13-6499-00-010-2-11-0-00, $500, Leadership Coaching FSP 420-PIC 11 Regular Allotment, $200, API Travel FSP 420-PIC 99 Undistributed, 420-21-6411-00-010-2-99-0-00, $500, Counselor Travel FSP 420-PIC 99 Undistributed, 420-31-6399-00-010-2-99-0-00, $500, Substitute Teachers FSP 420-PIC 11 Regular Allotment, 420-11-62-94-CA-010-4-11-0-00, $125,000, PD for Admin FSP 420-PIC 11 Regular Allotment, $9,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June
Some Progress			

Strategy 2

Provide and increase compensation and stipends for staff in high need areas, off-contract activities, and extra duties.

Strategy's Expected Result/Impact: Staff retention; improve staff satisfaction; improve student achievement; increase applicant pool; sustain and implement special and CTE programs

Staff Responsible for Monitoring: Administration
Associate Superintendent
HR and payroll
Director of Special Programs
CTE Director

Problem Statements: School Processes & Programs 1

Funding Sources: Mentors Stipend FSP 420-PIC 11 Regular Allotment, $25,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June
Some Progress			

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Jubilee Brownsville must retain teachers to provide the students with more rich learning experiences via rigorous curriculum.	Salaries need to be competitive with other districts.
2	Teachers new to Jubilee Brownsville, require content specific support.	The standardized Math, Writing and Reading scores must improve.

Goal 2

Jubilee Brownsville 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

JB will Increase the percentage of students achieving Meets and Masters from 44% to 54 % while accelerating academic growth for all students, with intentional progress monitoring and intervention for identified priority populations by May 2027.

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Provide professional learning opportunities to support reading, writing, math, science, and social studies instruction of all students including special education and emerging bilingual learners.

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

Staff Responsible for Monitoring: Administrators
Academic Dean
Teachers

Problem Statements: Student Learning 1

Funding Sources: Professional Development for Teachers FSP 420-PIC 11 Regular Allotment, $20,350, Instructional Software FSP 420-PIC 11 Regular Allotment, $43,500

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June
Some Progress			

Strategy 2

Allocate funds to provide 100% of the teachers and students with instructional resources and supplies.

Strategy's Expected Result/Impact: By having all the instructional resources and supplies available, students will be able to improve their state scores by 5%-10%.

Staff Responsible for Monitoring: Administrators
Academic Dean
Testing Coordinator
Teachers

Problem Statements: Student Learning 2

Funding Sources: AP Books FSP 420-PIC 11 Regular Allotment, 420-11-6399-00-010-2-11-0-00, $10,000, Instructional Supplies for Teachers FSP 420-PIC 11 Regular Allotment, $50,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November	January	March	June

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide high-quality instructional technology resources, equipment, and software for staff and students.

Strategy's Expected Result/Impact: Improve student achievement, instructional practices and effectiveness

Staff Responsible for Monitoring: IT Department, Principal, Assistant Principal, Academic Dean, Associate Superintendent, Curriculum & Instruction Department

Problem Statements: Student Learning 2

Funding Sources: Instructional Technology Resources FSP 420-PIC 11 Regular Allotment, $10,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November	January	March	June

Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide high-quality instructional support for students through content-based camps, tutorials, field experiences, and after-school programs.

Strategy's Expected Result/Impact: As a result, our standardized assessments will increase 5%-10%.

Staff Responsible for Monitoring: Administrators
Dean
Bilingual Department
Teachers

Problem Statements: Student Learning 3

Funding Sources: Field Trips FSP 420-PIC 11 Regular Allotment, $10,000, Instructional Camps for Students FSP 420-PIC 11 Regular Allotment, $15,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November	January	March	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Jubilee Brownsville teachers need require further training and campus PD regarding data analysis and action planning.	Jubilee Brownsville data shows that more students need to be in the approaches, meets and masters.
2	Jubilee Brownsville students must begin tutorials early in the school year.	Jubilee Brownsville students need the extra support to meet the state standardized assessments requirements.
3	Jubilee Brownsville must offer more Honors and AP Courses, which requires teachers to obtain the College Board AP certificate.	Instructional rigor must improve, therefore facilitating alignment between course grades and state /national assessments .

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Jubilee Brownsville will improve bilingual/ESL student progress in Performance Based Monitoring Analysis

System (PBMAS), TELPAS, and STAAR to reach 36% under Domain III.

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide EB/ESL students with supplies/materials/resources/technology that targets second language acquisition to newcomers or beginners proficiency level students in the program.

Strategy's Expected Result/Impact: Increase growth in our bilingual students' second language acquisition, backpack summer initiative to continue learning during the summer, year-round software, and supplies.

Staff Responsible for Monitoring: Bilingual Department
Campus Principal
Dean
EB instructional coaches and interventionists

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June
Some Progress			

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide Bilingual /ESL Stipends to certified teachers who provide second language acquisition support to our bilingual students.

Strategy's Expected Result/Impact: Improve teacher support and guidance for our bilingual/ESL students.

Staff Responsible for Monitoring: Bilingual Department
Campus Principals
Deans
EL Instructional coaches and interventionists

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November | January | March | June

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide tutorial program for struggling bilingual/ESL students.

Strategy's Expected Result/Impact: Increase bilingual/ESL students' acquisition of second language.

Staff Responsible for Monitoring: Bilingual Department
Campus Principals
Deans
EL Instructional coaches and interventionists

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November | January | March | June

Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide professional development for teachers to increase the support given to our Emergent Bilingual students in the classroom. (Exception/Waiver teachers included and support for state exam trainings and fees.)

Strategy's Expected Result/Impact: Teacher capacity and improvement of second language acquisition for our bilingual/ESL students.

Staff Responsible for Monitoring: Bilingual Department
Campus Principals
Deans
EL Instructional coaches and interventionists

Problem Statements: Student Learning 1 - School Processes & Programs 3

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November	January	March	June

Strategy 5

EL Coaches to provide mentoring, coaching, training, and guidance for our Bilingual/ESL teachers to better support our bilingual/ESL students in all content areas.

Strategy's Expected Result/Impact: Increase second language acquisition

Staff Responsible for Monitoring: Bilingual Department
Campus Principals
Deans
EL Instructional coaches and interventionists

Problem Statements: School Processes & Programs 3

Funding Sources: Payroll 263 - Title III, ELA, $74,824

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November	January	March	June

Strategy 6

Software to store LPAC documentation such as annual reviews, identification, placement, and accommodations.

Strategy's Expected Result/Impact: Proper documentation of student portfolio while in the program and meeting required compliance.

Staff Responsible for Monitoring: Bilingual Coordinator
LPAC Admin
Campus Principal

Problem Statements: Demographics 1

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

Some Progress

November | January | March | June

Strategy 7 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide summer school enrichment for our Pre Kinder and Kindergarten.

Strategy's Expected Result/Impact: Bridge achievement gap from summer break to improve bilingual student performance.

Staff Responsible for Monitoring: Bilingual Department
Campus Principals
Deans
EL Instructional coaches and interventionists

Problem Statements: Demographics 1 - Student Learning 2

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November | January | March | June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Jubilee Brownsville students need additional academic support.	71.2% of Jubilee students are at Risk.

Performance Objective 2 Problem Statements Identifying Student Learning

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

2	Jubilee Brownsville students must begin tutorials early in the school year.	Jubilee Brownsville students need the extra support to meet the state standardized assessments requirements.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Jubilee Brownsville must retain teachers to provide the students with more rich learning experiences via rigorous curriculum.	Salaries need to be competitive with other districts.
3	Jubilee Brownsville must strengthen existing PLCs such as: grade-level meetings, WDMs, and mentoring.	The district/campus must provide opportunities to maximize teacher collaboration time.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Jubilee Brownsville will Increase the percentage of student sub groups meeting or exceeding TEA Domain 3: Closing the Gaps targets by at least 10 percentage from the 2026 baseline, while reducing achievement gaps and ensuring fidelity through targeted instruction, intervention, and ongoing progress monitoring

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide professional development to all teachers and administration to meet the unique and individual educational needs of our GT population.

Strategy's Expected Result/Impact: Increase satisfaction in parental surveys

Staff Responsible for Monitoring: Executive director and Curriculum and instruction.

Problem Statements: Student Learning 3 - School Processes & Programs 2

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November | January | March | June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide a general intellectual ability test and assessment materials to help identify students for the Gifted and Talented Program.

Strategy's Expected Result/Impact: Increase in Meets and Masters In STAAR

Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction

Problem Statements: Student Learning 3

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November | January | March | June

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide resources and materials for projects for our Gifted and Talented students.

Strategy's Expected Result/Impact: Increases in Meets and Masters in STAAR

Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction

Problem Statements: Student Learning 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November | January | March | June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Jubilee Brownsville students must begin tutorials early in the school year.	Jubilee Brownsville students need the extra support to meet the state standardized assessments requirements.
3	Jubilee Brownsville must offer more Honors and AP Courses, which requires teachers to obtain the College Board AP certificate.	Instructional rigor must improve, therefore facilitating alignment between course grades and state /national assessments .

Performance Objective 3 Problem Statements Identifying School Processes & Programs

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

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Provide an opportunity to engage parent in STAAR literacy to enhance student learning

Evaluation Data Source: Increase in meets and masters percentages on STAAR results. walkthroughs and benchmarks

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Jubilee Brownsville will implement STAAR Parent meetings to get them familiarized with what the expectations for STAAR are and what they can do to help us prepare the students at home.

Problem Statements: Perceptions 3

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Some Progress

November	January	March	June

Performance Objective 4 Problem Statements Identifying Perceptions

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

Goal 3

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

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Provide the necessary equipment, supplies, curriculum, and technology needed for each career cluster to meet the needs of a modern workforce and stay current with industry standards.

Strategy's Expected Result/Impact: Improve student achievement; increase staff and student retention; improved instructional practices; increased quality of CTE programs; increase number of IBCs

Staff Responsible for Monitoring: Administration
Counselors
CTE director/department
Teachers
Students
JB Stakeholders

Problem Statements: Student Learning 3 - School Processes & Programs 2

Funding Sources: Nursing Equipment $721,372

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June
Some Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

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

Performance Objective 1 Problem Statements Identifying School Processes & Programs

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

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

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

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Provide work-based learning and educational experiences via CTE programs, STEM coursework, remote learning opportunities, technology access and support, creating a pathway to participation in post-secondary education and increased academic performance.

Strategy's Expected Result/Impact: Improve student achievement and retention; increase post-secondary awareness and success; increase number of IBCs; increase participation in CTE and STEM

Staff Responsible for Monitoring: Administration
Counselors
CTE director/department
Teachers
Students

Problem Statements: Student Learning 3

Funding Sources: Students Incentives

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June
Some Progress			

Performance Objective 2 Problem Statements Identifying Student Learning

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

Performance Objective 3 ☑ High Priority

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

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Students may enroll in one of four programs: Engineering, Health and Science, Law Enforcement, or Graphic Design. JB will purchase classroom or student supplies and materials to complete assignments, work-based learning experiences, or college readiness assessments. Provide substitutes and/or contract services for trainers or teachers for college and career readiness.

Strategy's Expected Result/Impact: Students will have work-based learning opportunities to become college ready.

Staff Responsible for Monitoring: Campus Administration
CTE District Coordinator

Problem Statements: Student Learning 1, 3

Funding Sources: Assessment Materials FSP 420-PIC 11 Regular Allotment, 429-13-6399-00-010-2-11-0-PT, $1,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November | January | March | June

Strategy 2

JB will provide marketing materials to enhance and grow student participation in the P-TECH program; includes but not limited to brochures, booklets, supplies, shirts, pens, pencils, bags, lanyards etc.

Strategy's Expected Result/Impact: With a marketing approach, JB will be able to promote P-TECH programs to retain and potentially increase student enrollment.

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 3

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November | January | March | June

Strategy 3

Provide necessary software or hardware updates, and/or materials and supplies for P-TECH students to complete dual credit and career centered coursework.

Strategy's Expected Result/Impact: Students will have work-based learning opportunities to enroll in college courses.

Staff Responsible for Monitoring: Administration
P-TECH Coordinators

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 4

Students will attend activities that may include but are not limited to field trips, student/parent meetings or gatherings, fairs, university tours, workshops, camps, and work based learning experiences with various partnerships and receive training and internship opportunities. JB will provide possible meals, transportation, contract services, substitutes, and supplies for these events or anything relating to these activities.

Problem Statements: Student Learning 3 - School Processes & Programs 2

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 5

JB will provide professional development opportunities or provide the means necessary (ie. Travel, hotel, meals, etc.) for teachers, campus leadership, and coordinators to attend. These PD opportunities may include but are not limited to conferences, workshops, convenings, or training.

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

November	January	March	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Jubilee Brownsville teachers need require further training and campus PD regarding data analysis and action planning.	Jubilee Brownsville data shows that more students need to be in the approaches, meets and masters.
3	Jubilee Brownsville must offer more Honors and AP Courses, which requires teachers to obtain the College Board AP certificate.	Instructional rigor must improve, therefore facilitating alignment between course grades and state /national assessments .

Performance Objective 3 Problem Statements Identifying School Processes & Programs

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

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

JB will provide opportunities that increase instructional effectiveness for 100% of instructional staff.

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Maximize the effectiveness of district PD (professional development) Fridays by providing quality sessions and follow up with instructional coaching and or technical assistance.

Strategy's Expected Result/Impact: Improve student achievement; improve instructional practices; leadership development and empowerment

Staff Responsible for Monitoring: Administration
Associate Superintendent
C&I Directors

Funding Sources:

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 2

Provide instructional staff and leadership team with opportunities for purposeful collaboration and planning through PLCs and WDMs that focus on curriculum and lesson alignment, planning sessions, data meetings, special program meetings, etc.

Strategy's Expected Result/Impact: Improve student achievement and instructional practices; leadership development and empowerment

Staff Responsible for Monitoring: Administration
Associate Superintendent
Instructional Coaches

Funding Sources: TLAC & BRES FSP 420-PIC 11 Regular Allotment, $200, PD Supplies FSP 420-PIC 11 Regular Allotment, $5,000

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November	January	March	June

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

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

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Provide flexible grouping opportunities, such as, but not limited to tutorials, interventions, enrichment, boot camps, Saturday and summer school to address the targeted and differentiated learning needs of super groups.

Strategy's Expected Result/Impact: Improve student achievement

Staff Responsible for Monitoring: Administration

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November	January	March	June

Strategy 2

Analyze and evaluate data from various assessment including MAP to see a growth to drive instruction in pK-12 grade levels.

Strategy's Expected Result/Impact: Improve student growth to a minimum of 5% in all subject areas and instructional effectiveness.

Staff Responsible for Monitoring: Administration
Campus Testing Coordinator
Teachers
Instructional Coaches

Funding Sources: Supplies, assessment trainings FSP 420-PIC 11 Regular Allotment, $20,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November	January	March	June

Performance Objective 6 ☑ High Priority

Jubilee Brownsville will provide a culture of academic excellence by ensuring student retention of 90-95%

of students and families and reaching our enrollment goal of 1137 from year to year.

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

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Continue with forums such as: faculty meetings, WDMs, weekly grade-level meetings, and teacher mentors to cement a shared vision among all stakeholders. Our mission is to believe, model, and expect peers and students to excel academically and socially.

Strategy's Expected Result/Impact: TEA rated A Campus; model and sustain academic excellence; high student morale, self-motivation for all stakeholders

Staff Responsible for Monitoring: Administrators
JB Teachers & staff

Funding Sources: Professional Development for Admin and Teacher Leaders FSP 420-PIC 11 Regular Allotment, $12,000

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress			
November	**January**	**March**	**June**

Strategy 2

Embrace the DDV Culture.

Strategy's Expected Result/Impact: Model and sustain academic excellence; high student morale, self-motivation for all stakeholders

Staff Responsible for Monitoring: Administrators
JB Teachers & staff

Funding Sources: Incentives FSP 420-PIC 11 Regular Allotment, $15,000

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November	January	March	June

Strategy 3

Host multiple retention events throughout the year such as camps, tabling at local business, community promotional events.

Formative Reviews

Some Progress

November	January	March	June

Goal 4

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

Performance Objective 1 ☑ High Priority

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

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Provide student opportunities to promote positive school culture and climate by engaging them in topics such as but not limited to: social-emotional learning/issues, school safety, drug/alcohol prevention, bulling prevention, and reporting procedures, with support from school staff, such as school counselors, GEAR UP coordinator, or parent liaison. Also implementing BRES classroom culture hierarchy strategies to ensure student engagement and learning.

Strategy's Expected Result/Impact: Promote positive campus culture to maximize student learning and engagement.

Staff Responsible for Monitoring: Admins
Teachers
Counselors
Students

Funding Sources: FSP 420-PIC 11 Regular Allotment,

Formative Reviews

November	January	March	June
Some Progress			

Performance Objective 2 ☑ High Priority

100% of Jubilee Brownsville staff will promote family engagement.

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Provide family engagement activities and learning opportunities for stakeholders on various topics including, but not limited to: social-emotional learning/issues, school safety, drug/alcohol prevention, bulling prevention, and reporting procedures, with support from school staff, such as school counselors, GEAR UP coordinator, or parent liaison.

Strategy's Expected Result/Impact: Promote positive school culture; increased family engagement and student achievement; maximize instructional time; increased leadership capacity in parents/ community

Staff Responsible for Monitoring: Administrators
Counselors
GEAR-UP coordinator
Parent Liaison
Teachers
Students

Funding Sources: PFE Title I Events 211 - Title I, Part A, $6,701.36

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June
Some Progress			

Performance Objective 3 ☑ High Priority

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

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Provide various facility services, materials, and resources such as, but not limited to security, maintenance, software and devices.

Strategy's Expected Result/Impact: Maintain campus safety and increase instructional time

Staff Responsible for Monitoring: Administration
Teachers & staff
Counselors
Parents
Students

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June
Some Progress			

Funding Summary

Funding Summary

FSP 420-PIC 11 Regular Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Job Expo/Job Fairs Registration Fees	420-13-64 99-00-010 -2-11-0-00	$500.00
1	1	1	Leadership Coaching	--	$200.00
1	1	1	Substitute Teachers	420-11-62 -94- CA-010-4- 11-0-00	$125,000.00
1	1	1	PD for Admin	--	$9,000.00
1	1	2	Mentors Stipend	--	$25,000.00
2	1	1	Professional Development for Teachers	--	$20,350.00
2	1	1	Instructional Software	--	$43,500.00
2	1	2	AP Books	420-11-63 99-00-010 -2-11-0-00	$10,000.00
2	1	2	Instructional Supplies for Teachers	--	$50,000.00
2	1	3	Instructional Technology Resources	--	$10,000.00
2	1	4	Field Trips	--	$10,000.00
2	1	4	Instructional Camps for Students	--	$15,000.00
3	3	1	Assessment Materials	429-13-63 99-00-010 -2-11-0- PT	$1,000.00
3	4	2	TLAC & BRES	--	$200.00
3	4	2	PD Supplies	--	$5,000.00
3	5	2	Supplies, assessment trainings	--	$20,000.00
3	6	1	Professional Development for Admin and Teacher Leaders	--	$12,000.00
3	6	2	Incentives	--	$15,000.00
4	1	1		--	$0.00
				Sub-Total	$371,750.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$371,750.00**

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

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 22 State Career & Technical Ed (CTE)

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 23 State Special Education (SpEd)

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 25 State Bilingual/ESL

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 30 State Comp Ed (SCE)

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 36 Early Education

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 37 Dyslexia

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Special Programs/Dyslexia Travel	42013623 90001033 7000	$800.00
				Sub-Total	$800.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$800.00**

FSP 420-PIC 38 CCMR Outcomes Bonus

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 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
1	1	1	Admin. Travel	420-23-6411-00-010-2-99-0-00	$500.00
1	1	1	Materials	420-23-6399-00-010-2-99-0-00	$500.00
1	1	1	API Travel	420-21-6411-00-010-2-99-0-00	$500.00
1	1	1	Counselor Travel	420-31-6399-00-010-2-99-0-00	$500.00
				Sub-Total	$2,000.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$2,000.00**

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	PFE Title I Events	--	$6,701.36
				Sub-Total	$6,701.36
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$6,701.36**

263 - Title III, ELA

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5	Payroll	--	$74,824.00
				Sub-Total	$74,824.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$74,824.00**

240 - Food & Nutrition

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

Parent/Student/Teacher Compact

2026-2027

Both the school, represented by the teachers, and the parents realize that the responsibility to meet the educational needs of each student that includes the State of Texas's high performance standards must be shared. The school , the parent, and the student realize the importance of regular communications. To this end, we agree to do the following to support this child's education.

THE SCHOOL SHALL:	THE PARENT SHALL:	THE STUDENT SHALL:
1. Provide high quality and relevant curriculum. 2. Acknowledge that parents are vital to the success of their child and school. 3. Provide a supportive and effective learning environment. 4. Treat each student with dignity and respect. 5. Frequent reports to parents on their children's progress 6. Ensuring regular two-way, meaningful communication between family members and school and, to extent practicable, in a language that family members can understand. _____ Teacher Signature & Date	1. Make sure children come to school on time and remain until dismissal. 2. Make sure that all homework is completed. 3. Attend all parent-teacher conferences, PTO, and Parent Meetings. 4. Communicate with the teacher if any problems are observed. 5. Participate in educational decisions of the child when possible, such as PTO elections, PTO meetings, school related meetings and surveys. 6. Review and follow the rules and regulations of the District Parent Handbook. _____ Parent Signature & Date	1. Respect teachers, staff, students and follow all Lasting-Leadership Values. 2. Try their best and become lifelong learners. 3. Use self-control in all situations. 4. Take pride in their school, class work, and all that they do. 5. Communicate their needs to their teacher and other staff. 6. Be responsible for completing homework and classwork on time. 7. Get to school on time. _____ Student Signature & Date

Jubilee Academic Center does not discriminate against any member of its community on the basis of gender, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.

Every Student Succeed Act (ESSA)
Parent and Family Engagement Policy
2026-2027

In support of strengthening student academic achievement, **Jubilee Brownsville** receives Title I, Part A funds and therefore must: 1) develop jointly with, 2) agree on with, and 3) distribute to, the parents and family members of participating children a written parent and family engagement policy.

The parent and family engagement policy must contain information required by Every Students Succeeds Act (ESSA) Section 1116. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school. The policy establishes the school's expectations for parent and family engagement and describes how the school will implement several specific parental and family engagement activities.

Jubilee Brownsville understands that parent and family engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

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

Jubilee Brownsville agrees to implement the following requirements as outlined by ESSA Section 1116:

A. ANNUAL TITLE I MEETING

Jubilee Brownsville will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parental involvement policy, the schoolwide plan, and the school-parent compact.

Jubilee Brownsville will hold its Annual Title I meeting at the beginning of the school year to inform parents of the requirements of Title I and the school's participation as well as the parents' rights to be involved.

B. FLEXIBLE NUMBER OF MEETINGS

Jubilee Brownsville will offer a flexible number of engagement meetings at convenient times for families, such as meetings in the morning or evening.

C. JOINTLY DEVELOPED

Jubilee Brownsville will take the following actions to involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan (including Campus Improvement Plan and the Campus Comprehensive Needs Assessment (CNA).

- *At the beginning of the school year, we will meet with parents and other stakeholders to provide them with information about the school's Parent and Family Engagement Plan and as well their parental right to be involved in the planning and development of school plans through meetings, surveys, and questionnaires. If the program plan is not satisfactory to parents, they may submit comments on the plan to the school administrator. The plan will be posted on the school's website*.

D. COMMUNICATION

Jubilee Brownsville will provide parents of participating children timely information about programs under Title I, including:

a) description and explanation of the curriculum in use (including 8th grade students high school graduation plan, and informing parents of Advanced-Placement (AP) and dual enrollment classes (college and high school credit), and IBC certification

b) forms of academic assessment used to measure student progress (STAAR & EOC), and NWEA MAP

c) achievement levels of the challenging State academic standards, and

d) if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicable possible.

Information related to the school and parent programs, meetings, and other activities, will be sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

The Parent and Family Engagement Policy will be available on our school website. It will also be discussed with parents during parent-teacher conferences at the beginning of the school year. The policy will be assessed each year based on the number of participants, the number of volunteers, and the responses to the parent questionnaires and /or surveys.

Parents will be involved in planning, reviewing, and improving the policy through a yearly review. All parents will have the opportunity to participate in this review.

E. DISSENSION PROCESS

Jubilee Brownsville will submit any comments/concerns to the Jubilee Academies Superintendent's office if the schoolwide plan and/or parent and family engagement policy is not satisfactory to parents.

F. SCHOOL-PARENT COMPACT

Jubilee Brownsville will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how families, school, staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help children achieve the state's high standard and how the plan is used, reviewed, and updated.

Jubilee Brownsville will hold an annual parent meeting to review and discuss any needed changes to the jointly developed school compact. This compact will outline how the entire school staff, parents, and students will share the responsibility for improved student academic achievement. The compact will describe not only the school's responsibility in providing high quality instruction and curriculum, but the student and parent responsibilities for

meeting and supporting the learning processes. The compact will address how parents have reasonable access to staff, receive frequent reports on their progress, and can volunteer and observe in the classroom.

G. BUILD CAPACITY OF PARENTS

Jubilee Brownsville will build the parents' capacity for strong parental involvement to ensure effective involvement of parents and families and to support a partnership among the school and the community to improve student academic achievement through the following:

- Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- Help parents of participating children, as appropriate, in understanding topics such as the following:
    - the State's academic content standards,
        - State assessments (STAAR and EOC)
    - the State's student academic achievement standards,
    - the State and local academic assessments including alternate assessments,
    - the requirements of Title I, Part A,
    - how to monitor their child's progress, and
    - how to work with educators to improve the achievement of their children.
- Educate school personnel, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of the contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to fully participate in the education of their children.
  Jubilee Brownsville will offer parent workshops on how to engage and help their child with Content Area Subjects and to encourage parents to use online resources.

H. ACCESSIBILITY

Jubilee Brownsville in carrying out the parent and family engagement requirements of this part, to the extent practicable, shall provide full opportunities, for the participation of parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format, and to the extent practicable, in a language such parents understand.

Opportunities for Parent and Family Engagement:

- Open House (Spring and Fall)
- Parent Conferences
- Scholastic Book Fair
- Fall and Spring Carnival
- Fall Fundraiser
- Parent Square (Parent-Teacher Communication)
- Parent Nights during Athletic Games
- Art Night
- Student Council
- Booster Club
- Parent Surveys
- Newsletters
- Social Media
- School website

Adoption of Campus Parent and Family Engagement Policy

This Campus Wide Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by agendas, sign-in sheets, and meeting minutes.

This policy was accepted by the Jubilee Academies Charter School District and will be in effect for the period of 2026-2027. The district campus will distribute this policy to all parents of participating Title I, Part A children on or before the end of the school year.

Juan Garza
Principal

After signing below, please return to your child's homeroom teacher.

District Parent and Family Policy
Acknowledgement

I have received a copy of the 2026-2027 Jubilee Brownsville Parent and Family Engagement Policy.

Parent Signature: _____ Date: _____

Print Student Name: _____ Grade: _____

Campus: Jubilee Brownsville

Phone Number: 956-509-2690