Jubilee Academies

Jubilee Harlingen

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 approach is focused on educating the whole child via the three pillars of the Determined Destiny Values:

Leadership: I must lead myself before I can lead others.

Character: I am determined to succeed.

Excellence: I am endowed with creativity.

Jubilee's Cultural Values

Joy: inner strength with an outward expression

Understanding: effective communication to build strong relationships

Balance: live in such a way that we have harmony and peace in everyday life

Integrity: determination

Leadership: effective and efficient at leading yourself and others

Empowerment: strong and confident mindset

Excellence: produces success and satisfaction in life

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Comprehensive Needs Assessment

Demographics

Summary

Description of School

Jubilee Harlingen, as a part of Jubilee Academies, is a public charter school founded in the year 2000. Jubilee Harlingen has a vision to be the premier choice in education. The mission is to provide a nurturing community focused on leadership and educational excellence and Jubilee's cultural values include:

Joy

Understanding

Balance

Integrity

Leadership

Empowerment

Excellence

Jubilee Harlingen is engaged with children and families from the community that currently serves approximately 380 students in grades Pre-Kinder through 8th grade. Their success and growth is due to the focus on both academic and character curriculum, leadership, vision, and goals. They always put their students and families first. Jubilee Harlingen has a sense of belonging, caring, and friendliness. They adhere to maintaining a safe and orderly school climate.

Jubilee Harlingen can attest to their success from feedback that they get from families, students, staff, and other members of the community. They love the family-friendly atmosphere. Parents are happy with the care, patience, and dedication that Jubilee Harlingen provides towards their children’s educational journey.

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

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

School Environment Data

Currently, Jubilee Harlingen has had minimal discipline referrals with out of school suspension. The school discipline refers to the rules, the conduct of learning, and the strategies applied in our school to manage student behavior and encourage self-discipline. Our school discipline depends highly on our self-reflection strategies in which we want our students to be accountable and take responsibility for their behavior. Teachers also communicate frequently with families and do their best to intervene in behavior situations before they escalate. Our character development program, the Lasting Leadership Values, helps us teach our students the importance of their actions. We always refer to the rules when addressing misconduct. Our classroom rules and expectations were created by our students and teachers together in each class as excellence agreements. We make every attempt to keep discipline issues to a minimum so that our focus in the classroom can be on their academic and social-emotional needs.

Most of the students come from HCISD or other charter schools such as IDEA or Horizon Montessori. There are a few that come from Private Schools as well as Homeschooling. Our data entry clerk communicates with families about attendance.

The average class ratio for PreK is 17 students to 2 staff members. Early childhood classes have an average class size of 23 with 1 staff members. Upper elementary classrooms have an average class size of 23. Middle school class sizes have an average of 25 students.

Average student to staff ratio is 21:1.

Student to teacher staff ratio - Special Education: Each support staff (4) services an average of 10 students.

Student to support staff ratio - BIL/ESL: Each support staff (1) services an average of 56 students.

Student to support staff ratio - 504/DYS/RTI: Each support staff (1) services an average of 75 students.

Student to support staff ratio - Gifted/Talented: Each support staff (2) services an average of 30 students.

Jubilee Harlingen's attendance expectation is to have a 97% daily attendance rate. The current daily attendance rate in the 2025-2026 school year is 94%.

Some attendance trends that have been noticeable in the past few years have been that some students do not attend half days or students will miss the day before they go out on a holiday break. We incentivize attendance in the classroom with teacher challenges, as a campus with weekly attendance winners earning popcorn parties that our PTO helps support, Attendance Pays drawing every quarter, and even PTO gasoline card raffles.

Jubilee Harlingen does rely on attendance for funding and as attendance declines, so does funding. The district has attempted to communicate this important information to families for them to gain a better understanding of how charter school funding functions and how it relates to student attendance. The campus does not receive local tax funding as that funding only goes to the local ISDs. Instead, the campus must provide equitable programs with less funding from attendance and other budgets such as federal programs and grants (when applicable). With the new truancy procedures that have been in place since January 2021, teachers and other school staff will make the calls home for the unexcused absences. Truancy letters will be sent home and makeup time is also assigned as unexcused absences accumulate.

Jubilee currently has 5 Race/Ethnicity Groups represented on campus.

Students Race/Ethnicity (5 groups)

Black/African American - 1 .3%

Hispanic - 339 94.4%

White - 16 4.5%

American Indian - 1 .3%

Asian - 2 .6%

The number of males compared to the number of females by grade level overall is about the same, with five grade levels having more females than males and five grade levels having more males than females as seen below in the data.

Grade Level (2026)	Females	Males
PK	14	24
K	16	21
1	25	10
2	17	22
3	20	16
4	22	25
5	27	17

Grade Level (2026)	Females	Males
6	13	12
7	12	19
8	17	10
Total: 359		

Student Groups

Economically Disadvantaged -	265	73.8%
English Learner -	103	29%
Migrant -	0	0%
Special Education -	40	11%
At Risk -	253	60%
GT -	35	8%

Many factors play into knowing the specific needs of the students Jubilee Harlingen serves such as socioeconomic status, ethnicity, community culture, special needs, learning style, age, and interests. Some of these needs include behavior concerns, mental health issues, home background, and many others. Classroom management is what is used in all classroom settings at Jubilee Harlingen. Just like teachers sometimes modify instruction for student differences, teachers make adjustments to classroom management to meet the needs of all their students. Students who are failing or at risk of failing to receive support through small groups and/or one-on-one interventions, and tutoring, referred to the Multi-Tiered System of Supports process, previously named Response to Intervention, if applicable, as well as flexible scheduling, to aid the students towards academic improvement. Each of these can be addressed by building rapport with students and families so that we can better get to know their individual needs.

Staff Data

Jubilee Harlingen currently has about 55 highly qualified campus staff members that consist of classroom grade-level teachers, sports performing coaches, instructional coaches, special education teachers, paraprofessionals, maintenance/ custodial staff, office staff, and administrators.

78.2% of the staff are female and 21.8% are male.

36.4% of teachers are state certified.

Years of Experience	Number	% of Teachers
Beginning Teachers	3	8.8%
1-5 years	12	36.4%
6-10 years	4	11.8%
11-20 years	3	8.8%
20+ years	1	4%

The staff race/ethnicity groups are as follows:

91.2% Hispanic/Latino,

8.8% White,

0% Black or African American.

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

Parents/Guardians/Community

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

Strengths

Jubilee Harlingen continues to enroll students in their community and is working to grow the opportunities provided to students on campus.

Jubilee Harlingen participates in the Texas Charter School Academic & Athletic League in flag football, cross country, basketball, soccer, and volleyball.

Each student at Jubilee Harlingen receives an electronic device while enrolled. The technology device ratio is 1:1 with staff also all having access to technology resources.

Jubilee Harlingen has a strong relationship with community partners such as law enforcement and various other community services.

Jubilee Harlingen continues to focus on the social emotional development of its students and has partnered with various community groups to provide students with lessons to help target healthy social emotional development.

Jubilee Harlingen is also a recipient of the Gear Up grant that focuses on preparing and helping students be successful in postsecondary education. The campus qualified based on the socioeconomic need.

Jubilee Harlingen also provides a no-cost afterschool program to support students via the 21st Century grant. This program is designed to bring hands-on learning, tutoring, homework help, and targeted instruction to students after hours.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Jubilee Harlingen's average daily attendance (ADA) has declined from 97% pre-COVID to 94.15% during the 2025-2026 school year.	Inconsistent attendance monitoring, follow-up, and family engagement regarding attendance expectations have contributed to a decline in student attendance.
2 ★	Jubilee Harlingen experiences challenges recruiting and retaining highly qualified instructional staff.	Teacher workload and competition from surrounding districts contribute to vacancies.
3	Jubilee Harlingen seeks to increase meaningful parent and family engagement in school activities and academic activities.	Families face scheduling and logistical barriers that limit participation, and engagement opportunities have not always been accessible through multiple formats and times.

★ = Priority

Student Learning

Summary

Student Performance

Texas Education Agency

2026 Accountability Rating Overall Summary
JUBILEE HARLINGEN (015822008) - JUBILEE ACADEMIES - BEXAR COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | **2026**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**86**	**B**	
Student Achievement		**82**	**B**	**0%**
STAAR Performance	54	82		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**87**	**B**	**70%**
Academic Growth	72	81	B	
Relative Performance (Eco Dis: 74.9%)		87	B	✓
Closing the Gaps	**63**	**82**	**B**	**30%**

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



TEA | Analytics, Assessment, and Reporting | Performance Reporting

In 2025, Jubilee Harlingen received an A rating by the Texas Education Agency from a D the previous year.

The campus also received three distinction designations in academic achievement in mathematics, top 25% comparative academic growth, and top 25% in comparative closing the gaps.

The academic performance for each student group is shown in the TEA Texas Academic Performance Report (TAPR) for 2024-2025.

The 2024-25 TAPR report data reflects overall campus growth in STAAR. In STAAR Reading, the campus overall showed an increase in scores in approaches (+5) and meets (+5), and in masters (+1). The overall STAAR Math results showed a large increase in approaches (+11) and growth in meets (+15) and masters (+15). STAAR Science showed improvement in student performance across all three levels of approaches, meets, and masters.

In STAAR Math, all grade levels have been showing growth with the exception of 3rd grade Math (-9) and Algebra I (-1). Grade levels that showed the most growth in STAAR Math were 4th grade (+30) and 5th grade (+28) in the approaches categories.

STAAR Reading data has shown growth in 4th grade (+3), 5th grade (+15), and 6th grade (+14) in growth in the approaches category. The STAAR Reading data declined in 3rd grade (-8), 7th grade (-1), and 8th grade (-5).

Overall areas of concern continue in reading where the campus would like to see scores improve by larger growth than what it has shown in the last three years and particularly focus on growth in middle school grades. Social studies is also an area of concern as the campus has not shown growth in state assessments.

PreK Reading and Math Assessment Performance (CLI):

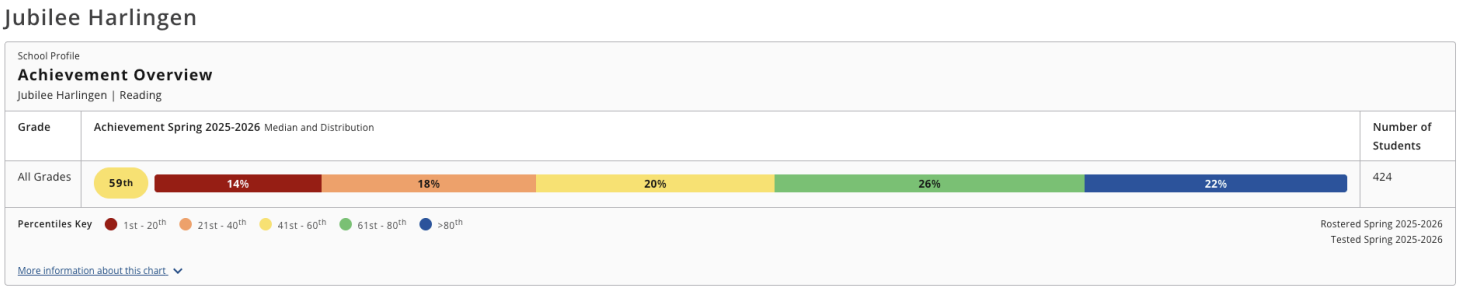
Students in PK are assessed using the CLI Circle Progress Monitoring System. Below is the student performance from the middle of year assessments in the 2025-2026 school year.

PK students showed growth in math from 2025-2026 from 93 to 97 and 76 to 84 in reading. However, students in early grades have the highest absenteeism at Jubilee Harlingen. Many times families assume that the content students are learning is not rigorous and students will be able to catch up in 1st grade. However, academic gaps begin to form for students in these early grades. Kinder students should acquire early reading skills by the end of the year and they should have mastered letter and number recognition and sounds early on in PreK in order to reach grade level requirements in Kinder. The campus will continue to stress the importance of student attendance in order to continue to push students to high performing levels of learning.

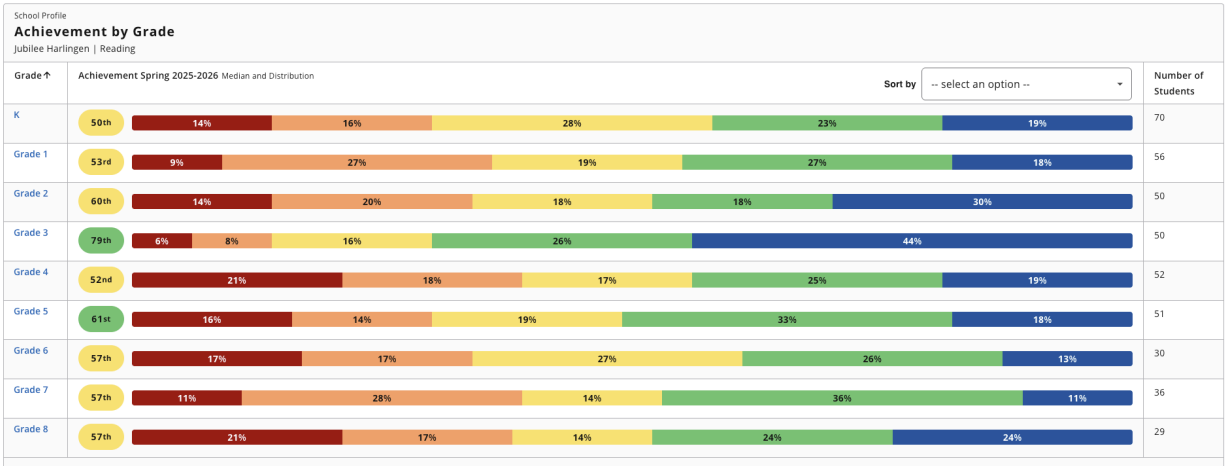
NWEA MAPs Assessment Data

The NWEA MAP assessment is used as a tool to measure student achievement and growth in math, reading, language use, and science. This assessment is used by staff to inform them on student areas of need and to help in planning instructional strategies. The MAP exam assists the campus with tracking student growth overtime and throughout the school year. This exam closely projects STAAR performance for students. MAP EOY performance is shown below with scores from the Spring 2025-26 exam window:

NWEA MAPs Reading Across All Grade Levels (K-8)

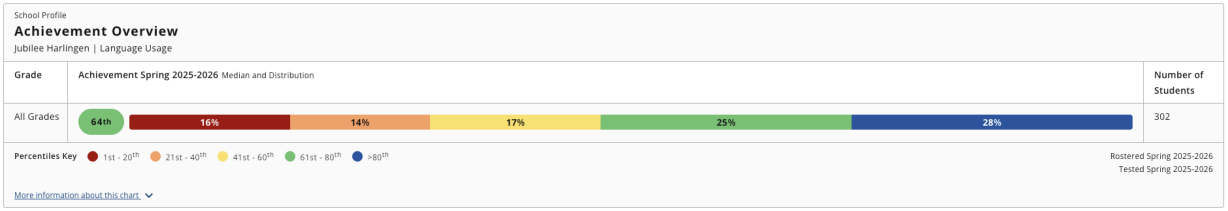


NWEA MAPs Reading Performance By Grade Level (K-8)

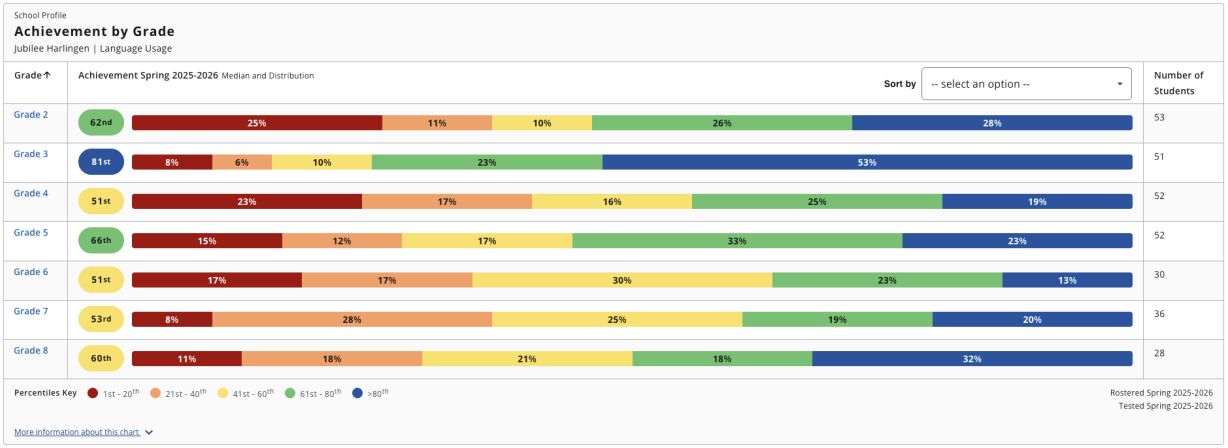


NWEA MAPs Language Usage Across All Grade Levels (2-8)



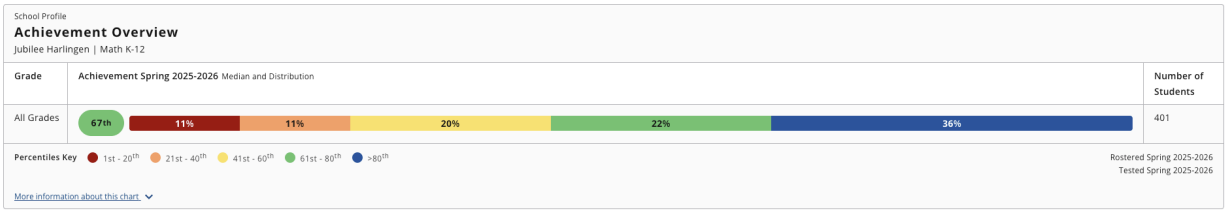


NWEA MAPs Language Usage Performance By Grade Level (2-8)

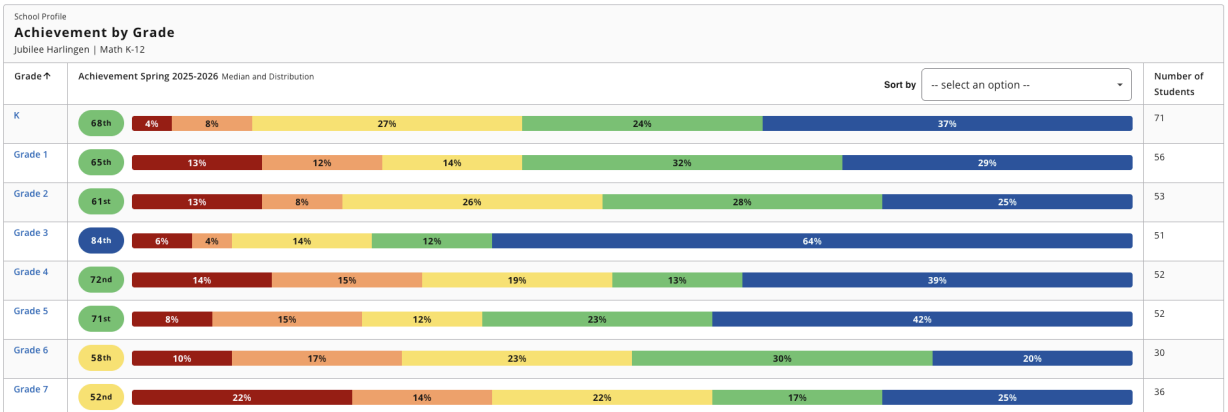


NWEA MAPs Math Performance By Grade Level (K-8)

Jubilee Harlingen

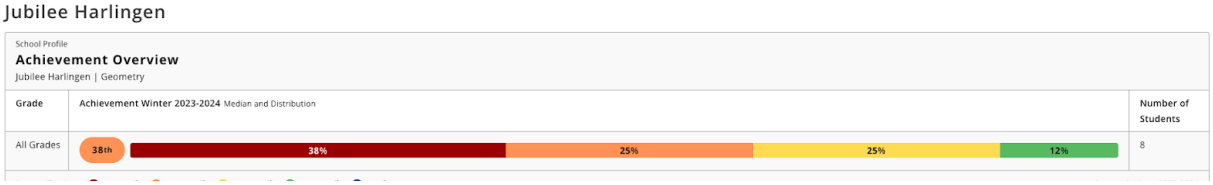


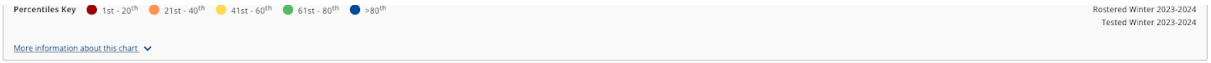
NWEA MAPs Math Across All Grade Levels (K-8)



NWEA MAPs Algebra I

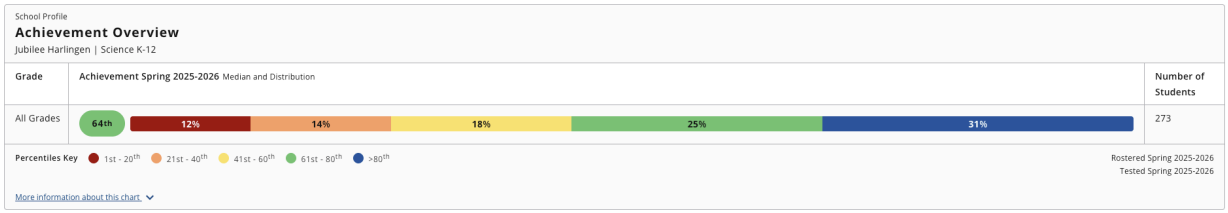
Jubilee Harlingen



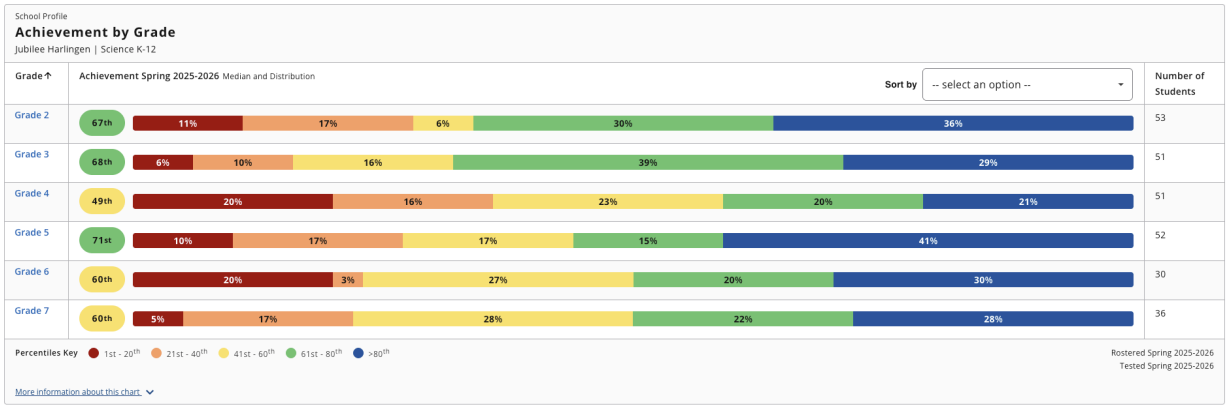


NWEA MAPs Science Across All Grade Levels (2-7)

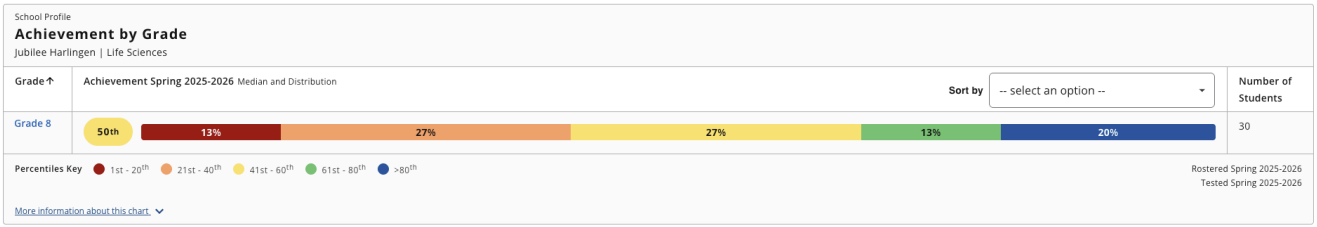
Jubilee Harlingen



NWEA MAPs Science Performance By Grade Level (2-7)



NWEA MAPs Biology Performance



Students who need reteaching of material for those who are absent or at risk of failing are offered in-class small group interventions, after-school tutoring, and/or Saturday school sessions. Intervention time includes reteaching, small group and/or hands on activities, and addressing student areas of need. Online programs are also used across grade levels to help students become more engaged. Depending on the situation the students struggling in math or reading may also be referred to the MTSS program and work with the interventionists.

Strengths

Jubilee Harlingen has scored higher in approaches, meets, and masters than the district average in all STAAR tested areas. The campus continues to focus on student areas of need and targeting instruction to meet the needs of all learners.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Jubilee Harlingen students, including subgroups and special populations, have shown improvement in academic performance; however, the rate of growth is not yet sufficient to meet campus achievement goals across core content areas.	Although academic growth is evident across student groups, inconsistencies in differentiated instruction, targeted interventions, and progress monitoring have limited the rate at which achievement gaps are closing.
2 ★	Instructional practices and intervention systems are not yet implemented with consistent fidelity across grade levels and content areas, resulting in variable student outcomes.	Teachers need continued support and coaching in data-driven instruction, differentiation, and intervention planning to ensure all students receive timely and targeted academic support.

★ = Priority

School Processes & Programs

Summary

Personnel - Policy and Procedures

Jubilee Academies uses the following processes for recruiting and retaining high-quality staff via the Human Resources and Marketing departments. Jubilee Academies uses a Job Board, and social platforms such as Indeed, Linkedin, SimplyHired, FaceBook, Glassdoor, etc to post and advertise available positions. They also incorporate job fairs, referrals, and branding.

The selection process of such individuals is done by a team of highly qualified staff at the campus level as well as the initiative of a referral incentive program for staff members. Assigning them to the right positions is based on prior work experience, resume, and certifications that are held by that individual. Candidates are also found by asking within the district and surrounding communities for highly motivated and certified candidates who meet our Jubilee criteria. This recruitment strategy tends to bring on the most highly qualified candidates who retain well in our educational environment. Although in most districts recruitment is viewed as a central office responsibility, Jubilee Harlingen understands that building our campus level team is the responsibility of all staff, regardless of their role on campus.

As an applicant, you receive phone calls to schedule interviews for vacancies with an interview committee. A decision is then made by the key personnel and a job offer is extended from Human Resources.

In determining placement, the following things are considered: vacancies, certifications, need basis, and experience among other factors. Development of quality staff is provided through Professional Development training, both at campus and district levels, Mentor/Mentee Programs, peer collaborations, instructional coaching, and through Region One. Jubilee Harlingen strives to put the best staff in classrooms. Hiring committees do their best to identify the individual strengths of staff and then campus administration do their best to place them in classrooms where they will exhibit the most success.

The evaluation of staff is done through the following: formal and informal observations, walkthroughs, peer observations, and academic data. High-quality teachers are placed in classrooms/subjects based on the student's needs and the teacher's strengths. Advancement opportunities for staff are provided by vacancies, qualifications, and principal referrals.

Professional Practices

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

Jubilee Harlingen has focused on developing an improvement plan that involves a timeline to guide teachers with their planning. The timeline is developed with data gathered from various assessments which allows teachers to analyze and understand the needs that need to be addressed in class. All stakeholders such as teachers, instructional coaches, assistant principals of instruction, and administration are involved in the process of creating instructional plans. Teachers track students' performances with both informal and formative assessments to monitor students' performance. Teachers ask high-order thinking question, administer exit tickets, and assign daily written tasks to obtain immediate feedback from students and measure student comprehension, along with weekly quizzes and tests. Teachers also adjust lessons and materials by scaffolding accordingly as current data is taken and analyzed.

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

professional development at Jubilee Harlingen provides is always with academic student success in mind.

Programs and Opportunities for Students

Programs that continue to operate at Jubilee Harlingen are the following: general education, Bilingual/ESL, Gifted/ Talented, 504/Dyslexia, Multi-Tiered System of Supports (previously RTI), special education, social and emotional student support, and Lasting Leadership Values.

Various programs are operating within the school that are focused not only on academic enhancement/achievement but also on artistic endeavors and community involvement along with societal awareness. These programs are usually created in a collaborative effort between Admin/teacher/PTO. These programs include Gear Up, tutorials, Youth Sports League, CTE, TCSAAL clubs, ACE, and E-Sports.

All of these programs are aligned with the campus/district vision, mission, goals, and values and most definitely focus on a safe environment and high expectations for all. The programs put a high value on student achievement and parent input in an effort to always make programs better and more effective as times change and students become more mature and evolve throughout their academic careers.

The programs in place expect students to rise to the occasion and meet both academic and non-academic goals. Safety and personal welfare is first and foremost in the minds of all Jubilee staff members at all times as it pertains to students/ staff/visitors. This applies while on campus or any district/campus-related event that may be taking place off campus.

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

Special programs such as bilingual/ESL, gifted/talented, 504/dyslexia, and special education, meet the needs of students by conducting collaboration meetings with classroom teachers, student data, and parents, if needed, which all help formulate the IEP, AIP, and LPAC accommodations to help the student achieve the highest academic success possible.

The data that currently exists regarding students in Special education/bilingual/dyslexia programs specifically is both informative and can fluctuate based on students’ progress/enrollment. Students who are considered at-risk and/or qualify for special programs receive the proper support to ensure their success and academic growth. Other programs such as gifted and talented, CTE, and various new programs that are designed to encourage academic success and future goals, i.e. college/military/trade schools.

Jubilee Harlingen has integrated STEAM through the gifted and talented program for all grade levels. Middle school students also take a CTE courses, Spanish I, and Art I as their electives. The school counselor helps students engage in college and career exploration. The program counselor teaches students necessary life skills, help determine an appropriate post-secondary plan based on their strengths and goals, and assist them with implementing best practices to improve career readiness. Students take a Project LeadThe Way (PLTW) - STEM course which covers Science, Technology, Engineering, and Mathematics. This knowledge prepares students to declare a career pathway they will follow for class elective choices in high school. GEAR-Up provides college readiness skills and support for students from 5th-8th grade. This includes sessions for students and parents in regard to various college/academic topics. Students in 8th grade are also prepared and tested for the TSI (Texas Success Initiative) Assessment to further their opportunities for high school and at a college level. The school counselor collaborates with middle school teachers and gives presentations to students to guide TSI, SAT, ACT, postsecondary education, scholarships, military, and career path awareness.

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

Students are provided with a technology device to attend classes and submit assignments. Students from pre-

kindergarten through 8th grade receive a Chromebook or iPad (dependent on grade level). In the classroom, teachers are provided with a smart screen, document cameras, and online resources/platforms such as Google Classroom and ParentSquare to provide better face-to-face instruction.

Some challenges Jubilee Harlingen encounters are absences and parent communication/support. The campus looks for patterns in attendance and communicates with families to check in with the students. The student support counselor listens to students who may have a concern regarding the following: Social Economic Status, Family issues, Student Resilience, CPS, Unhealthy Lifestyles, Student Support Sessions, and Educational Leadership.

Procedures

To support powerful teaching and learning, Jubilee Harlingen uses The TEKS Resource System to align curriculum with the year-long scope and sequence for all subjects and grade levels from grades kindergarten to eighth grade. Jubilee Harlingen teachers also utilize CFAs, benchmarks, and MAP testing to ensure our powerful teaching and learning methods are successful for our students and meet the requirements of a rigorous curriculum standard.

The scope and sequence, units, and assessments are aligned to the standard for all tested subjects and grade areas from grades pre-k to second grade. Teachers use the TEKS Resource system, Amplify, Eureka Math, Sirius, and Carnegie to align curriculum with assessment to create our year-long scope and sequence. The assessments are aligned to the state standards with the appropriate level of rigor. Mid-topic and or end-of-topic assessments are administered to determine if students learned what was taught. Teachers utilize CLI, mCLASS, and MAP testing to ensure powerful teaching and learning methods are successful for students and meet the requirements of rigorous curriculum standards. Instructional materials with key ideas, essential questions, and recommended materials, including content-rich text, are used in the classroom. Instructional resources are designed to meet the needs of students with disabilities and English learners among other student groups. Several opportunities for professional development in different areas such as classroom technology, instructional resources, and best practices for student achievement are offered throughout the school year. Also, instructional coaches provide support and guidance in the classroom to teachers.

The lesson plans and the instructional delivery are objective and data-driven. Instruction is tailored to the needs of the students, based on data, so that students can make the learning gains and work toward mastery. The teacher's lesson plans and instruction include critical thinking, formative assessments, and interventions as well as monitoring comprehension, critical thinking (depth of knowledge) questions, and providing feedback strengthens student progress in achievement.

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

Jubilee Harlingen has a master schedule that fulfills the TEA-mandated instructional hours. The master schedule is developed to support the needs of elementary, middle school, and high school requirements. Each grade level has its designated planning period and PLC time. Tutorials are assigned to a specific class period to maximize learning opportunities. Monthly half-day Fridays are provided for designated professional development at the campus and district level. Saturday enrichment days are designated for areas of need within Reading and Math. Summer School targets the subjects of Reading and Math to address TEKs that data shows are areas of concern.

Teachers are provided with a planning period to plan for upcoming weeks, communicate with parents, network with other teachers, and prepare for future classroom/school events. Jubilee Harlingen also conducts grade-level meetings and Professional Learning Communities with their teachers and paraprofessionals. The Extended Day Enrichment provided at Jubilee Harlingen includes afterschool tutorials. During this time students are serviced with qualified teachers in a smaller group setting. The teacher services students with mandated TEKS guided by the state curriculum to support and reinforce the students’ academic growth. Summer school is also provided to students who have struggled throughout the academic year. During the summer school designated period, certified teachers provide grade-level instruction needed for students to move on to the next grade level. In addition, Jubilee Harlingen also provides Saturday school to their students, when necessary.

Jubilee Harlingen provides equitable services for all students under the Title One program. These programs include free

meals and free education for all students.

Some procedures set in place to support students during their transition from early childhood into elementary school include having classrooms in the same hallway, to allow students to recognize and become familiar with them. Transitioning from elementary to middle school is seamless as teachers practice BRES strategies that are replicated easily from Pre-K to 8th grade. The students are also familiar with middle school teachers during dismissal and/or events. The middle school transition into high school includes offering information on the curriculum, and having tours at Jubilee Brownsville so that students get exposed to the options available to them. Procedures supporting students in a postsecondary school include exposing them to different universities and colleges throughout their elementary and middle school settings.

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

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

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

Strengths

Jubilee Harlingen has the ACE program, Gear Up, and TCSAAL programs that help support student interests on campus to enrich their educational experiences. The scheduling on campus has allowed more time for students to receive small group instruction and interventions, which free up time for students to participate in enrichment. Art, Tech apps, PE, and counseling time are also allotted to students as part of their regular schedule to enrich their school day.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Jubilee Harlingen experiences student attrition due to families choosing alternative educational options, including homeschooling, impacting enrollment goals and long-term sustainability.	Some families perceive that alternative educational settings better meet their academic, behavioral, safety, or individualized learning needs. Limited enrichment opportunities and funding constraints associated with enrollment challenges further impact the school's ability to offer programs that attract and retain students.
2 ★	Jubilee Harlingen seeks to broaden educational and enrichment opportunities to better meet the diverse interests, talents, and academic needs of all students.	While Jubilee Harlingen provides strong interventions and supports for struggling learners, opportunities for advanced learners and specialized enrichment programs are limited due to staffing and funding constraints. As a result, students have fewer options to explore advanced academic pathways, leadership experiences, and specialized areas of interest.

★ = Priority

Perceptions

Summary

Student Engagement

Jubilee Harlingen's attendance expectation is to have a 97% daily attendance rate. The current daily attendance rate in the 2025-2026 school year is 94.3%. Attendance has been on the decline since the pandemic; however, we have been increasing our attendance rate in the past two years as we have incentivized student attendance. Jubilee Harlingen's Parent Teacher Organization (PTO) has identified this as an area of need where they can provide support. The 2025-26 PTO contributed monthly incentives for parents of students with perfect attendance using their fundraised monies in an effort to improve the overall attendance on campus.

There are no significant behavior problems at Jubilee Harlingen; most behavior concerns are resolved with stakeholder meetings with the counselor, administration, teachers, and parents.

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

The Jubilee Harlingen school community values and prioritizes student engagement and safety.

The students at Jubilee Harlingen shared that they feel Jubilee is unique in that everyone greets them in the mornings on their way to class from the front of the campus to their classroom. They appreciate that teachers remember their name and that they feel Jubilee Harlingen is a bully-free place.

Staff Engagement

Jubilee Harlingen has a 93% staff retention rate. 9% of Jubilee Harlingen staff have worked for Jubilee for more than 10 years. 19% have been with Jubilee for 5-9 years and 19% have worked at Jubilee Harlingen for 3-5 years. 53% of staff are new to Jubilee Harlingen with 1-2 years of experience on campus.

Staff retention has been higher these past two years than in previous years due to competitive pay, campus culture, improved professional development.

Staff would recommend Jubilee as a workplace (100%). Staff understand expectations and feel they can do what they do best each day.

Your Campus Name	COUNTA of Timestamp	% completion	% positivity	Status	BOY	Delta
JH - Jubilee Harlingen	52	98%	**81%**	**Good**	90%	-9%
Grand Total	**52**					

Your Position Group	COUNTA of Timestamp
ACE	1
Campus Instructional Support Staff (Paraprofessional, Coordinator, Instructional Coach, Interventionist, etc)	12
Campus Leadership (Principal, AP, etc)	3
Campus Operations Staff (Receptionist, Nurse, Health Assistant, Registrar, etc)	4

Your Campus Name	COUNTA of Timestamp	% completion	% positivity	Status	BOY	Delta
Child Nutrition	5					
District Staff	2					
Facilities & Technology	3					
Full Time Substitute	1					
Teacher	21					
Grand Total	**52**					

I know what is expected of me at work	COUNTA of Timestamp	%	% positivity	Status	BOY	Delta
Agree	20	38.46%	98%	**Excellent**	96%	2%
Neutral	1	1.92%				
Strongly Agree	31	59.62%				
Grand Total	**52**					

52

I have the materials and equipment I need to do my work	COUNTA of Timestamp	%	% positivity	Status	BOY	Delta
Agree	22	42.31%	79%	**Neutral**	89%	-10%
Disagree	1	1.92%				
Neutral	10	19.23%				
Strongly Agree	19	36.54%				
Grand Total	**52**					

At work, I have the opportunity to do what I do best every day	COUNTA of Timestamp	%	% positivity	Status	BOY	Delta
Agree	24	46.15%	94%	**Excellent**	96%	-2%
Disagree	1	1.92%				
Neutral	2	3.85%				
Strongly Agree	25	48.08%				
Grand Total	**52**					

In the last seven, days, I have received recognition or praise for doing good work	COUNTA of Timestamp	%	% positivity	Status	BOY	Delta
Agree	22	42.31%	56%	**Concern**	80%	-24%
Disagree	4	7.69%				
Neutral	19	36.54%				
Strongly Agree	7	13.46%				
Grand Total	**52**					

My supervisor, or someone at work, seems to care about me as a person	COUNTA of Timestamp	%	% positivity	Status	BOY	Delta

Your Campus Name	COUNTA of Timestamp	% completion	% positivity	Status	BOY	Delta
Agree	23	44.23%	88%	**Good**	93%	-5%
Neutral	6	11.54%				
Strongly Agree	23	44.23%				
Grand Total	**52**					

There is someone at work who encourages my development	COUNTA of Timestamp	%	% positivity	Status	BOY	Delta
Agree	21	40.38%	81%	**Good**	91%	-10%
Neutral	10	19.23%				
Strongly Agree	21	40.38%				
Grand Total	**52**					

At work, my opinions seem to count	COUNTA of Timestamp	%	% positivity	Status	BOY	Delta
Agree	18	34.62%	71%	**Concern**	91%	-20%
Disagree	1	1.92%				
Neutral	14	26.92%				
Strongly Agree	19	36.54%				
Grand Total	**52**					

The mission or purpose at Jubilee makes me feel my job is important	COUNTA of Timestamp	%	% positivity	Status	BOY	Delta
Agree	24	46.15%	88%	**Good**	91%	-3%
Neutral	6	11.54%				
Strongly Agree	22	42.31%				
Grand Total	**52**					

My coworkers are committed to doing quality work	COUNTA of Timestamp	%	% positivity	Status	BOY	Delta
Agree	17	32.69%	88%	**Good**	93%	-5%
Disagree	2	3.85%				
Neutral	4	7.69%				
Strongly Agree	29	55.77%				
Grand Total	**52**					

I have a best friend or someone I trust at work	COUNTA of Timestamp	%	% positivity	Status	BOY	Delta

Your Campus Name	COUNTA of Timestamp	% completion	% positivity	Status	BOY	Delta
Agree	18	34.62%	67%	**Concern**	76%	-9%
Disagree	2	3.85%				
Neutral	15	28.85%				
Strongly Agree	17	32.69%				
Grand Total	**52**					

In the last six months, someone at work has talked to me about my progress	COUNTA of Timestamp	%	% positivity	Status	BOY	Delta
Agree	24	46.15%	71%	**Neutral**	83%	-12%
Disagree	3	5.77%				
Neutral	12	23.08%				
Strongly Agree	13	25.00%				
Grand Total	**52**					

This year, I have had opportunities at work to learn and grow	COUNTA of Timestamp	%	% positivity	Status	BOY	Delta
Agree	24	46.15%	83%	**Good**	87%	-4%
Disagree	1	1.92%				
Neutral	8	15.38%				
Strongly Agree	19	36.54%				
Grand Total	**52**					

How satisfied are you with Jubilee as a place to work?	COUNTA of Timestamp	%	% positivity	Status	BOY	Delta
Extremely Satisfied	16	30.77%	79%	**Neutral**	95%	-16%
Neutral	11	21.15%				
Satisfied	25	48.08%				
Grand Total	**52**					

Would you recommend family or friends to work at Jubilee?	COUNTA of Timestamp	%	% positivity	Status	BOY	Delta
Yes	52	100.00%	100%	**Excelllent**	100%	0%
Grand Total	**52**					

On a scale of 1-5, how effectively does Jubilee communicate changes and updates in policies or procedures impacting your work?	COUNTA of Timestamp	%	% positivity	Status	BOY	Delta
Effective	21	40.38%	69%	**Concern**	84%	-15%
Extremely Effective	15	28.85%				

Your Campus Name	COUNTA of Timestamp	% completion	% positivity	Status	BOY	Delta
Ineffective	1	1.92%				
Neutral	15	28.85%				
Grand Total	**52**					

How satisfied are you with your work experience with district office?	COUNTA of Timestamp	%	% positivity	Status	[redacted]
Extremely Satisfied	6	14.63%	71%	**Neutral**	
N/A - I have not worked with district office or I am part of district office	11	[redacted]			
Neutral	12	29.27%			
Satisfied	23	56.10%			
Grand Total	**52**				

Parent/Guardian/Community Engagement

Staff send out surveys asking parents questions about their safety and satisfaction with their school community. 95% of the parents said they felt Jubilee Harlingen provides a safe and secure environment.

Parents were also surveyed on how they felt about the overall quality of their child's education, and 94% of parents stated that they feel extremely satisfied.

Due to our location, JH strives to make the campus presence known. The support Jubilee Harlingen seeks from the community rests on the educational experiences that they can provide the students while attending Jubilee Harlingen. For instance, Jubilee Harlingen seeks out donations to give back to staff members for recognition, during events such as Veterans Day or Teacher Appreciation Week.

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

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

Communication seems to be one of the biggest challenges in reaching out to families. Teachers use ParentSquareto send out messaging for the campus. The campus also sends out ParentSquare messages with emails and text messages to keep parents informed. The campus also uses the marquee and social media Facebook for some messaging as well as flyers when necessary. The parent portal is available to all families so that they can monitor their students' grades and attendance. Parents would like to see more posting via their communication apps. They want to connect with new teachers and help them feel supported in an effort to retain them.

The Jubilee Harlingen PTO would like to partner with teachers in the coming year to plan parent engagement activities monthly and provide them support on campus with parent relationships, improving student achievement, and in their job duties. Parents will be incentivized to attend 80% of activities throughout the school year and then provide a family experience for those families that meet the requirements at the end of the year. In an effort to improve student academic achievement, these sessions would include parent workshops where parents can tie activities from school at home and monitor their child's progress through the Parent Portal. The Jubilee Harlingen PTO would also like to provide support to teachers by coming to campus and assisting them with tasks that could help them prepare for their lessons on a monthly basis.

Jubilee Harlingen also works to incorporate community involvement for their students. The campus has made a significant impact on our Harlingen community. We provide community service projects for students to benefit Harlingen and the surrounding community. Students donated several Thanksgiving meal boxes to families and toy donations to the local children's hospital. We have held events to engage with our community such as Trunk or Treat and Veterans Day

Celebration with the American Legion. Students collaborated to raise donations for our local Humane Society.

Strengths

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

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Jubilee Harlingen experiences challenges in increasing meaningful family engagement and participation in school activities and initiatives.	Many families face work and scheduling constraints that limit their ability to participate in school events and volunteer opportunities.
2 ★	Jubilee Harlingen experiences challenges in increasing staff participation in campus activities and events beyond contractual responsibilities.	Staff members often balance significant professional and personal commitments, which can limit their availability and willingness to participate in additional campus initiatives without dedicated support, recognition, or compensation.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Jubilee Harlingen students, including subgroups and special populations, have shown improvement in academic performance; however, the rate of growth is not yet sufficient to meet campus achievement goals across core content areas.	Although academic growth is evident across student groups, inconsistencies in differentiated instruction, targeted interventions, and progress monitoring have limited the rate at which achievement gaps are closing.
2 ★	Instructional practices and intervention systems are not yet implemented with consistent fidelity across grade levels and content areas, resulting in variable student outcomes.	Teachers need continued support and coaching in data-driven instruction, differentiation, and intervention planning to ensure all students receive timely and targeted academic support.
3 ★	Jubilee Harlingen experiences challenges recruiting and retaining highly qualified instructional staff.	Teacher workload and competition from surrounding districts contribute to vacancies.
4 ★	Jubilee Harlingen's average daily attendance (ADA) has declined from 97% pre-COVID to 94.15% during the 2025-2026 school year.	Inconsistent attendance monitoring, follow-up, and family engagement regarding attendance expectations have contributed to a decline in student attendance.
5 ★	Jubilee Harlingen experiences student attrition due to families choosing alternative educational options, including homeschooling, impacting enrollment goals and long-term sustainability.	Some families perceive that alternative educational settings better meet their academic, behavioral, safety, or individualized learning needs. Limited enrichment opportunities and funding constraints associated with enrollment challenges further impact the school's ability to offer programs that attract and retain students.

6 ★

Jubilee Harlingen seeks to broaden educational and enrichment opportunities to better meet the diverse interests, talents, and academic needs of all students.

While Jubilee Harlingen provides strong interventions and supports for struggling learners, opportunities for advanced learners and specialized enrichment programs are limited due to staffing and funding constraints. As a result, students have fewer options to explore advanced academic pathways, leadership experiences, and specialized areas of interest.

7 ★

Jubilee Harlingen experiences challenges in increasing meaningful family engagement and participation in school activities and initiatives.

Many families face work and scheduling constraints that limit their ability to participate in school events and volunteer opportunities.

8 ★

Jubilee Harlingen experiences challenges in increasing staff participation in campus activities and events beyond contractual responsibilities.

Staff members often balance significant professional and personal commitments, which can limit their availability and willingness to participate in additional campus initiatives without dedicated support, recognition, or compensation.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**

- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1 ☑ High Priority

By the end of the 2026-2027 school year, Jubilee Harlingen will hire and retain at least 95% of its staff through strategic recruitment efforts and the implementation of comprehensive support systems, including professional development, mentoring, and employee retention initiatives.

Evaluation Data Source: Monthly Census Report, Human Resources Report, Sign-In Sheets, Agendas

Strategy 1

Jubilee Harlingen will provide staff with professional development opportunities that build a nurturing learning community with a focus on rigorous instruction and classroom management in all content areas and benefiting all student populations including at-risk populations, CTE courses, and gifted and talented populations.

Strategy's Expected Result/Impact: Staff retention, support, growth; Improve student achievement; Improve stakeholder satisfaction; Leadership development;

Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Associate Superintendent, CTE Coordinator

Problem Statements: Demographics 2

Funding Sources: FSP 420-PIC 11 Regular Allotment,

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

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

Formative Reviews

November	January	March	June

Strategy 2

Jubilee Harlingen will provide stipends and increase compensation for staff in high need areas and extra duties.

Strategy's Expected Result/Impact: Improve staff retention; Sustain program implementation for programs such as GT and CTE;

Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Associate Superintendent, Human Resources and Payroll Staff, Directors of Special Programs, CTE Coordinator

Problem Statements: Perceptions 2

Funding Sources: Compensation and Stipends FSP 420-PIC 11 Regular Allotment, $10,000

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 3

Jubilee Harlingen will provide supplies, resources, hospitality items, and incentive events during professional development sessions, conferences, and meetings to increase staff retention throughout the school and build a positive campus culture.

Strategy's Expected Result/Impact: Staff retention, Positive school culture

Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction

Problem Statements: Perceptions 2

Funding Sources: supplies, materials FSP 420-PIC 11 Regular Allotment, $10,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Jubilee Harlingen experiences challenges recruiting and retaining highly qualified instructional staff.	Teacher workload and competition from surrounding districts contribute to vacancies.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Jubilee Harlingen experiences challenges in increasing staff participation in campus activities and events beyond contractual responsibilities.	Staff members often balance significant professional and personal commitments, which can limit their availability and willingness to participate in additional campus initiatives without dedicated support, recognition, or compensation.

Performance Objective 2

Throughout the 2026-2027 school year, Jubilee Harlingen will provide ongoing support, and mentorship opportunities to 100% of first-year and second-year teachers to promote professional growth, instructional effectiveness, and staff retention.

Evaluation Data Source: Mentor Documentation, Mentor Observations, Agendas, Sign-In Sheets

Strategy 1

Jubilee Harlingen will provide support to novice teachers and teachers in need of improvement. Mentors identified through the district mentor program will receive stipends and professional development.

Strategy's Expected Result/Impact: Staff retention; Improve instructional effectiveness; Improve student achievement;

Staff Responsible for Monitoring: Federal Programs Personnel; Human Resources Department; Payroll Department; Principal, Assistant Principal; Assistant Principal of Instruction

Problem Statements: Demographics 2

Funding Sources: professional development FSP 420-PIC 11 Regular Allotment, $10,000

Title I: 2.5.1

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

ESF Levers: 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

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Jubilee Harlingen experiences challenges recruiting and retaining highly qualified instructional staff.	Teacher workload and competition from surrounding districts contribute to vacancies.

Goal 2

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

Performance Objective 1

☑ High Priority ☑ HB3 Goal

By the end of the 2026-2027 school year, Jubilee Harlingen will increase state assessment results to 90% approaches, 60% meets, and 30% masters levels of achievement in the tested areas of Reading, Math, Science, and Social Studies.

Evaluation Data Source: Various Assessment Results

Strategy 1

Jubilee Harlingen will provide high quality instructional materials (HQIM), resources, supplies, and experiences to instructional staff and students in order to drive rigorous instruction in all school settings.

Strategy's Expected Result/Impact: Improve Student Achievement; Improve Instructional Rigor and Effectiveness; Staff Retention

Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Associate Superintendent, Senior Director of Curriculum & Instruction

Problem Statements: Student Learning 1

Funding Sources: instructional materials FSP 420-PIC 11 Regular Allotment, $10,000

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

November	January	March	June

Strategy 2

Jubilee Harlingen will provide high-quality instructional technology resources, equipment, and software to increase student achievement and support rigorous instruction.

Strategy's Expected Result/Impact: Improve Student Achievement; Improve Instructional Rigor and Effectiveness; Staff Retention

Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Associate Superintendent, Senior Director of Curriculum & Instruction

Problem Statements: Student Learning 2

Funding Sources: instructional technology resources, equipment, and software FSP 420-PIC 25 State Bilingual/ESL, $4,000, instructional technology resources, equipment, and software FSP 420-PIC 22 State Career & Technical Ed (CTE), $4,000

Title I: 2.5.1, 2.5.2

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

November	January	March	June

Strategy 3

Jubilee Harlingen will improve student attendance participation to 96%.

Strategy's Expected Result/Impact: Improve Student Achievement; Increase Instructional Time;

Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, PEIMS Clerk, Associate Superintendent

Problem Statements: Demographics 1

Funding Sources: After School Programs FSP 420-PIC 22 State Career & Technical Ed (CTE), $4,000, attendance incentives FSP 420-PIC 11 Regular Allotment, $4,000, attendance incentives 274-GEAR UP, $4,000

Title I: 2.5.2, 2.5.3

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

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

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Jubilee Harlingen's average daily attendance (ADA) has declined from 97% pre-COVID to 94.15% during the 2025-2026 school year.	Inconsistent attendance monitoring, follow-up, and family engagement regarding attendance expectations have contributed to a decline in student attendance.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Jubilee Harlingen students, including subgroups and special populations, have shown improvement in academic performance; however, the rate of growth is not yet sufficient to meet campus achievement goals across core content areas.	Although academic growth is evident across student groups, inconsistencies in differentiated instruction, targeted interventions, and progress monitoring have limited the rate at which achievement gaps are closing.
2	Instructional practices and intervention systems are not yet implemented with consistent fidelity across grade levels and content areas, resulting in variable student outcomes.	Teachers need continued support and coaching in data-driven instruction, differentiation, and intervention planning to ensure all students receive timely and targeted academic support.

Performance Objective 2

By the end of the 2026-2027 school year, Jubilee Harlingen will improve English learner student progress in Results Driven Accountability (RDA), Texas English Language Proficiency Assessment System (TELPAS), State of Texas Assessment of Academic Readiness (STAAR) to reach 90% in Domain 3 by the end of the 2026-27 academic school year.

Evaluation Data Source: RDA, TELPAS, STAAR

Strategy 1

Jubilee Harlingen will provide English Learner students with access to software that targets second language acquisition for students who are at newcomer or beginning proficiency.

Strategy's Expected Result/Impact: Improve Student Achievement; Increase Second Language Proficiency

Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Director of Bilingual/ESL Programs, LPAC Administrator, EL Interventionist

Problem Statements: Student Learning 2

Funding Sources: software FSP 420-PIC 25 State Bilingual/ESL, $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

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Strategy 2

Jubilee Harlingen will provide high quality instructional resources, materials, supplies, and technology equipment to target English Learners.

Strategy's Expected Result/Impact: Improve Student Achievement; Increase Second Language Proficiency

Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Director of Bilingual/ESL Programs, LPAC Administrator, EL Interventionist, Bilingual/ESL Teachers

Problem Statements: Student Learning 2

Funding Sources: instructional resources, materials, supplies, and technology FSP 420-PIC 25 State Bilingual/ESL, $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

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Strategy 3

Jubilee Harlingen will utilize the EB Instructional Coach to not only coach teachers who have EB students to better support, but also with pull-outs to work with small EB groups using Summit K-12 and other EB strategies.

Strategy's Expected Result/Impact: EB students will see an increase in TELPAS performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Director of Bilingual/ESL Programs, LPAC Administrator, EB IC, Bilingual/ESL Teachers

Problem Statements: Student Learning 1

Funding Sources: FSP 420-PIC 25 State Bilingual/ESL, 211, $10,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Jubilee Harlingen students, including subgroups and special populations, have shown improvement in academic performance; however, the rate of growth is not yet sufficient to meet campus achievement goals across core content areas.	Although academic growth is evident across student groups, inconsistencies in differentiated instruction, targeted interventions, and progress monitoring have limited the rate at which achievement gaps are closing.
2	Instructional practices and intervention systems are not yet implemented with consistent fidelity across grade levels and content areas, resulting in variable student outcomes.	Teachers need continued support and coaching in data-driven instruction, differentiation, and intervention planning to ensure all students receive timely and targeted academic support.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

By the end of the 2026-2027 school year, Jubilee Harlingen will provide gifted and talented services with fidelity to meet the needs of gifted and talented students to increase their state assessment results by 10% in the meets and masters categories in all tested subject areas.

Evaluation Data Source: TELPAS, MAP, and STAAR data

Strategy 1

Jubilee Harlingen will provide a general intellectual ability test and other assessment materials for the purpose of identifying Gifted and Talented students.

Strategy's Expected Result/Impact: Improve Student Achievement in Meets/Masters categories on state assessments

Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, District Gifted & Talented Specialist, Classroom Teacher, GT Teacher

Problem Statements: School Processes & Programs 2

Funding Sources: high quality resources, supplies, and software FSP 420-PIC 21 Gifted and Talented (G/T), $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

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Strategy 2

Jubilee Harlingen will provide high quality resources, supplies, Destination Imagination participation, and software for Gifted and Talented students and staff.

Strategy's Expected Result/Impact: Improve Student Achievement in Meets/Masters categories on state assessments

Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, District Gifted & Talented Specialist

Problem Statements: School Processes & Programs 2

Funding Sources: high quality resources, supplies, and software FSP 420-PIC 21 Gifted and Talented (G/T), $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

November	January	March	June

Strategy 3

Jubilee Harlingen will provide high quality resources, materials, technology, and software to support the annual Gifted and Talented Showcase and other projects.

Strategy's Expected Result/Impact: Improve Student Achievement in Meets/Masters categories on state assessments

Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, District Gifted & Talented Specialist

Problem Statements: School Processes & Programs 2

Funding Sources: high quality resources, supplies, and software FSP 420-PIC 21 Gifted and Talented (G/T), $4,000

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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Jubilee Harlingen seeks to broaden educational and enrichment opportunities to better meet the diverse interests, talents, and academic needs of all students.	While Jubilee Harlingen provides strong interventions and supports for struggling learners, opportunities for advanced learners and specialized enrichment programs are limited due to staffing and funding constraints. As a result, students have fewer options to explore advanced academic pathways, leadership experiences, and specialized areas of interest.

Goal 3

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

Performance Objective 1

☑ **High Priority**

By the end of the 2026-2027 school year, Jubilee Harlingen will implement and sustain high quality Career & Technical Education Programs of Study where 6 of the 14 career clusters are available for 100% of middle school students focusing on high wage, high skill, and in-demand occupations.

Evaluation Data Source: Results Driven Accountability (RDA), College Career and Military Readiness Accountability (CCMR), Enrollment Reports, Attendance Supports, Student Interest Inventories, Industry-Based Certifications

Strategy 1

Jubilee Harlingen will prepare students for a competitive workforce through cross-curricular content integration to meet current industry standards by providing necessary and high quality supplies, materials, curriculum and technology for each career cluster offered.

Strategy's Expected Result/Impact: Improve Student Achievement; Staff and Student Retention; Improve Instructional Practices; Implement a High Quality CTE Program

Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, CTE Coordinator

Problem Statements: School Processes & Programs 2

Funding Sources: supplies and materials FSP 420-PIC 22 State Career & Technical Ed (CTE), $5,000

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

November	January	March	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Jubilee Harlingen seeks to broaden educational and enrichment opportunities to better meet the diverse interests, talents, and academic needs of all students.	While Jubilee Harlingen provides strong interventions and supports for struggling learners, opportunities for advanced learners and specialized enrichment programs are limited due to staffing and funding constraints. As a result, students have fewer options to explore advanced academic pathways, leadership experiences, and specialized areas of interest.

Performance Objective 2 ☑ High Priority

By the end of the 2026-2027 school year, Jubilee Harlingen will use the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) to partner with education and community organizations to increase early college awareness, readiness, and success to 100% of students in 5th-8th grades.

Evaluation Data Source: Budget Reports, Sign-In Sheets, Survey Data, Social Media Evidence, District and Campus Calendars, and Schedules

Strategy 1

Jubilee Harlingen will create pathways for participation in postsecondary education and to increase academic performance using work-based learning experiences and educational experiences through STEM, remote learning, technology access and support, and social emotional learning.

Strategy's Expected Result/Impact: Improve Student Achievement; Student Retention; Increase Post-Secondary Awareness

Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, GEAR UP District Staff, GEAR UP Campus Site Coordinator

Problem Statements: School Processes & Programs 2

Funding Sources: educational experiences through STEM, remote learning, technology access and support, and social emotional learning. 274-GEAR UP, $10,000, educational experiences through STEM, remote learning, technology access and support, and social emotional learning. FSP 420-PIC 11 Regular Allotment, $4,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Jubilee Harlingen seeks to broaden educational and enrichment opportunities to better meet the diverse interests, talents, and academic needs of all students.	While Jubilee Harlingen provides strong interventions and supports for struggling learners, opportunities for advanced learners and specialized enrichment programs are limited due to staffing and funding constraints. As a result, students have fewer options to explore advanced academic pathways, leadership experiences, and specialized areas of interest.

Goal 4

Jubilee Academies will provide a safe and secure 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

By the end of the 2026-2027 school year, 100% of Jubilee Harlingen students will be provided with the opportunity to promote a positive school culture and climate.

Evaluation Data Source: Budget Reports, Survey Data, Social Media Evidence, District and Campus Calendars and Schedules

Strategy 1

Jubilee Harlingen will provide enrichment programs and physical activity opportunities, such as but not limited to TCSAAL Academics and Athletics during the school day and outside of the normal school day hours.

Strategy's Expected Result/Impact: Promote a positive school culture; Build leadership capacity amongst staff and students; Increase and/or maintain enrollment

Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Athletic Department

Problem Statements: School Processes & Programs 2

Funding Sources: Equipment, Fees FSP 420-PIC 91 ATHLETIC, , After School Parent Engagement 274-GEAR UP, $3,000

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 2

Jubilee Harlingen will implement behavior and character development programs to promote a positive school culture.

Strategy's Expected Result/Impact: Promote positive school culture; Increase leadership capacity; Improve student achievement; Improve student behavior; Maximize instructional time

Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Social Emotional Counselor, Elementary and Secondary Lead Teachers, Parent Liaison

Problem Statements: Student Learning 2

Funding Sources: Professional development, materials FSP 420-PIC 11 Regular Allotment, $10,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Instructional practices and intervention systems are not yet implemented with consistent fidelity across grade levels and content areas, resulting in variable student outcomes.	Teachers need continued support and coaching in data-driven instruction, differentiation, and intervention planning to ensure all students receive timely and targeted academic support.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Jubilee Harlingen seeks to broaden educational and enrichment opportunities to better meet the diverse interests, talents, and academic needs of all students.	While Jubilee Harlingen provides strong interventions and supports for struggling learners, opportunities for advanced learners and specialized enrichment programs are limited due to staffing and funding constraints. As a result, students have fewer options to explore advanced academic pathways, leadership experiences, and specialized areas of interest.

Performance Objective 2

By the end of the 2026-2027 school year, 100% of Jubilee Harlingen staff will promote family engagement focused on student success.

Evaluation Data Source: Social Media Evidence, District and Campus Calendars, Sign-In Sheets

Strategy 1

Jubilee Harlingen will promote family engagement to drive student success by offering family engagement activities and learning opportunities for stakeholders on various topics including but not limited to social emotional learning and issues, school safety, hygiene, drug/alcohol prevention, bullying prevention, and reporting procedures with support from school staff, such as school counselor or GEAR UP Student Development Coach.

Strategy's Expected Result/Impact: Promote positive school culture; Increase family engagement; Increase student achievement; Maximize instructional time; Increase leadership capacity

Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Social Emotional Counselor, Elementary and Secondary Lead Teachers, Parent Liaison

Problem Statements: Perceptions 1

Funding Sources: materials, incentives, staff pay 211 - Title I, Part A, $10,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 2

Jubilee Harlingen will provide information and family engagement opportunities to stakeholders through the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) on post-secondary educational options, preparation, and financing, work-based learning experiences, STEM, remote learning, technology use, and mental health services.

Strategy's Expected Result/Impact: Promote positive school culture; Increase family engagement; Increase student achievement;

Staff Responsible for Monitoring: GEAR UP district staff, GEAR UP campus site coordinator, Principal, Assistant Principal, Assistant Principal of Instruction

Problem Statements: Perceptions 2

Funding Sources: materials, incentives, staff pay 274-GEAR UP, $10,000

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

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

Formative Reviews

November	January	March	June

Strategy 3

Jubilee Harlingen will promote family engagement to drive student success by offering family engagement activities and learning opportunities for stakeholders focused on school related topics such as parent portal access, content based activities and education, and improving communication between stakeholders.

Strategy's Expected Result/Impact: Promote positive school culture; Increase family engagement; Increase student achievement;

Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal of Instruction, Social Emotional Counselor, Elementary and Secondary Lead Teachers, Parent Liaison

Problem Statements: Perceptions 1

Funding Sources: materials, incentives, staff pay FSP 420-PIC 11 Regular Allotment, $5,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Jubilee Harlingen experiences challenges in increasing meaningful family engagement and participation in school activities and initiatives.	Many families face work and scheduling constraints that limit their ability to participate in school events and volunteer opportunities.
2	Jubilee Harlingen experiences challenges in increasing staff participation in campus activities and events beyond contractual responsibilities.	Staff members often balance significant professional and personal commitments, which can limit their availability and willingness to participate in additional campus initiatives without dedicated support, recognition, or compensation.

Performance Objective 3

By the end of the 2026-2027 school year, 100% of Jubilee Harlingen staff will participate in campus operational procedures to maintain facilities and prioritize campus safety.

Evaluation Data Source: Budget Reports, Contracts, Safety Checks, Drill Documentation, Sign-In Sheets

Strategy 1

Jubilee Harlingen will 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; Increase instructional time

Staff Responsible for Monitoring: Regional operations manager, Principal, Assistant Principal, IT Department, Risk Management Department, Campus Technologist

Problem Statements: School Processes & Programs 1

Funding Sources: Raptor, security, professional development FSP 420-PIC 11 Regular Allotment, $10,000

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 2

Jubilee Harlingen will provide health services to students and staff.

Strategy's Expected Result/Impact: Maintain campus safety; Increase instructional time

Staff Responsible for Monitoring: District Nurse, District Health Services Coordinator, Principal, Assistant Principal

Problem Statements: School Processes & Programs 1

Funding Sources: materials, staff pay FSP 420-PIC 11 Regular Allotment, $10,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Jubilee Harlingen experiences student attrition due to families choosing alternative educational options, including homeschooling, impacting enrollment goals and long-term sustainability.	Some families perceive that alternative educational settings better meet their academic, behavioral, safety, or individualized learning needs. Limited enrichment opportunities and funding constraints associated with enrollment challenges further impact the school's ability to offer programs that attract and retain students.

Funding Summary

Funding Summary

FSP 420-PIC 11 Regular Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	1	2	Compensation and Stipends	--	$10,000.00
1	1	3	supplies, materials	--	$10,000.00
1	2	1	professional development	--	$10,000.00
2	1	1	instructional materials	--	$10,000.00
2	1	3	attendance incentives	--	$4,000.00
3	2	1	educational experiences through STEM, remote learning, technology access and support, and social emotional learning.	--	$4,000.00
4	1	2	Professional development, materials	--	$10,000.00
4	2	3	materials, incentives, staff pay	--	$5,000.00
4	3	1	Raptor, security, professional development	--	$10,000.00
4	3	2	materials, staff pay	--	$10,000.00
				Sub-Total	$83,000.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$83,000.00**

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

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	high quality resources, supplies, and software	--	$10,000.00
2	3	2	high quality resources, supplies, and software	--	$10,000.00
2	3	3	high quality resources, supplies, and software	--	$4,000.00
				Sub-Total	$24,000.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$24,000.00**

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

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	instructional technology resources, equipment, and software	--	$4,000.00
2	1	3	After School Programs	--	$4,000.00
3	1	1	supplies and materials	--	$5,000.00
				Sub-Total	$13,000.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$13,000.00**

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
2	1	2	instructional technology resources, equipment, and software	--	$4,000.00
2	2	1	software	--	$10,000.00
2	2	2	instructional resources, materials, supplies, and technology	--	$10,000.00
2	2	3		211	$10,000.00
				Sub-Total	$34,000.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$34,000.00**

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
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

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
4	1	1	Equipment, Fees	--	$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
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	materials, incentives, staff pay	--	$10,000.00
				Sub-Total	$10,000.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$10,000.00**

274-GEAR UP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	attendance incentives	--	$4,000.00
3	2	1	educational experiences through STEM, remote learning, technology access and support, and social emotional learning.	--	$10,000.00
4	1	1	After School Parent Engagement	--	$3,000.00
4	2	2	materials, incentives, staff pay	--	$10,000.00
				Sub-Total	$27,000.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$27,000.00**

Priority 1: Student Recruitment, Retention, and Attendance	Action Step Description	Date to Begin	Person/Team Responsible	Critical Success Indicators Quarter 1	Critical Success Indicators Quarter 2	Critical Success Indicators Quarter 3	Critical Success Indicators Quarter 4	EOY Goal
Focus: Reach Them, Keep Them, See Them Succeed								
We're growing and sustaining our student body through intentional outreach, strong partnerships, and consistent attendance systems								
Student Retention Goal: 75%	-High-quality teaching and 90-100% engagement -Ongoing recruitment efforts (we lose one, we recruit one) -Community events -Attendance incentives and follow-ups	8/11/25	JH Staff	Enrollment does not decrease from start to end of quarter.	Enrollment does not decrease from start to end of quarter.	Enrollment does not decrease from start to end of quarter.	Enrollment does not decrease from start to end of quarter.	75%
Student Attendance Goal: 97% ADA	Follow truancy guidelines & steps: - Teacher phone calls for student consecutive absences - Truancy letter sent home at absence 3 - Home visit after 3 absences - Truancy Contract on absence 5 - Truancy hearing if contract is broken	08/11/25	Registrar, Admin, Teachers, Counselor	- SY 24-25 Truant students decrease their absences and tardies - SY 25-26 Truant students are placed on contract - 97% ADA	- SY 24-25 Truant students decrease their absences and tardies - SY 25-26 Truant students are placed on contract - 97% ADA	- SY 24-25 Truant students decrease their absences and tardies - SY 25-26 Truant students are placed on contract - 97% ADA	- SY 24-25 Truant students decrease their absences and tardies - SY 25-26 Truant students are placed on contract - 97% ADA	97% ADA
Classroom Desired State:	TLAC and BRES Strategies Implemented with 90-100% on-task learning							
Priority 2: Rigor, Culture Beliefs & High Expectations	Action Step Description	Date to Begin	Person/Team Responsible	Critical Success Indicators Quarter 1	Critical Success Indicators Quarter 2	Critical Success Indicators Quarter 3	Critical Success Indicators Quarter 4	EOY Goal
Focus: Believe in More. Expect More. Achieve More.								
Every student deserves to be challenged and supported-every class, every day.								
Rigor Goal:	3.5+ on CRPM Execution Rubric	8/11/25	Ms. Peña/Mrs. Ramaker	- Internalized lesson plans contain L.I.E. questions and teachers prepare exemplar student responses - Teachers complete student assessments (Unit exams & STAAR) before teaching the unit to plan appropriately	- Internalized lesson plans contain L.I.E. questions and teachers prepare exemplar student responses - Teachers complete student assessments (Unit exams) before teaching the unit to plan appropriately	- Internalized lesson plans contain L.I.E. questions and teachers prepare exemplar student responses - Teachers complete student assessments (Unit exams & STAAR) before teaching the unit to plan appropriately	- Internalized lesson plans contain L.I.E. questions and teachers prepare exemplar student responses - Teachers complete student assessments (Unit exams) before teaching the unit to plan appropriately	3.5+ Average
Student Engagement Goal:	90% - 100% student on-task learning for each lesson	8/11/25	Ms. Peña/Mrs. Ramaker	Veteran Teachers at 85%+ and New to JH reach 70%	Veteran Teachers at 90%+ and New to JH reach 85%	Veteran Teachers at 90%+ and New to JH reach 90%	Both Veterans and New to JH consistently at 90%+ engagement	90%+ engagement
Classroom Desired State:	TLAC and BRES Strategies Implemented with 90-100% on-task learning							
Priority 3: Data Driven Instruction and Student Support	Action Step Description	Date to Begin	Person/Team Responsible	Critical Success Indicators Quarter 1	Critical Success Indicators Quarter 2	Critical Success Indicators Quarter 3	Critical Success Indicators Quarter 4	EOY Goal
Focus: Know Every Learner. Teach With Intention. Intervene With Impact.								
We are committed to using data to inform instruction and ensure every student receives what they need to thrive.								
Goal: STAAR fall benchmark at 41% at Meets and above STAAR spring benchmark at 51% at Meets and above Overall: 90% Approaches, 60% Meets, 30% Masters	- Review last year's student achievement & create individualized, trackable goals - Seating arrangements based on achievement & needs to provide specific, individualized support - Student/Parent data conferences after benchmarks - CRPM meetings to track exit tickets and plan reteach lessons - Invite low scoring students to tutorials & Saturday school	8/11/25	Teachers and Admin.	-Exit tickets reflect growth -Teacher walk-throughs show evidence of differentiation and monitoring/adjusting -Classroom data trackers reflect growth -Student data trackers reflect growth -Teacher lesson internalization includes L.I.E questions and BRES strategies to increase student engagement -Sp.Ed. teachers hold bi-quarterly "Meet the Monitoring Teacher" meetings with their case load	-Exit tickets reflect growth -Teacher walk-throughs show evidence of differentiation and monitoring/adjusting -Classroom data trackers reflect growth -Student data trackers reflect growth -Teacher lesson internalization includes L.I.E questions and BRES strategies to increase student engagement -Sp.Ed. teachers hold bi-quarterly "Meet the Monitoring Teacher" meetings with their case load	-Exit tickets reflect growth -Teacher walk-throughs show evidence of differentiation and monitoring/adjusting -Classroom data trackers reflect growth -Student data trackers reflect growth -Teacher lesson internalization includes L.I.E questions and BRES strategies to increase student engagement -Sp.Ed. teachers hold bi-quarterly "Meet the Monitoring Teacher" meetings with their case load	-Exit tickets reflect growth -Teacher walk-throughs show evidence of differentiation and monitoring/adjusting -Classroom data trackers reflect growth -Student data trackers reflect growth -Teacher lesson internalization includes L.I.E questions and BRES strategies to increase student engagement -Sp.Ed. teachers hold bi-quarterly "Meet the Monitoring Teacher" meetings with their case load	90% Approaches, 60% Meets, 30% Masters

Goal: MOY NWEA, CLI Engage 41% Meeting growth goal EOY NWEA, CLI Engage 61% Meeting growth goal	-data meeting to review BOY and establish student growth tracking/goals -data meetings to review exit tickets, DMAC test results, and MAP data - invite low scoring students to tutorials & Saturday school	8/25/25	Teachers and Admin.	-Exit tickets reflect growth -Teacher walk-throughs show evidence of differentiation and monitoring/adjusting -Classroom data trackers reflect growth -Student data trackers reflect growth -Sp.Ed. teachers hold bi-quarterly "Meet the Monitoring Teacher" meetings with their case load	-Exit tickets reflect growth -Teacher walk-throughs show evidence of differentiation and monitoring/adjusting -Classroom data trackers reflect growth -Student data trackers reflect growth -Sp.Ed. teachers hold bi-quarterly "Meet the Monitoring Teacher" meetings with their case load	-Exit tickets reflect growth -Teacher walk-throughs show evidence of differentiation and monitoring/adjusting -Classroom data trackers reflect growth -Student data trackers reflect growth -Sp.Ed. teachers hold bi-quarterly "Meet the Monitoring Teacher" meetings with their case load	-Exit tickets reflect growth -Teacher walk-throughs show evidence of differentiation and monitoring/adjusting -Classroom data trackers reflect growth -Student data trackers reflect growth -Sp.Ed. teachers hold bi-quarterly "Meet the Monitoring Teacher" meetings with their case load		61% growth
Classroom Desired State:									

School Compact for Achievement

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What is a School-Parent Compact?

A School-Parent Compact for Achievement is an agreement that parents, students, and teachers develop together via campus committees and organizations. It explains how parents and teachers will work together to make sure all our students reach grade-level standards.

Jointly Developed

The parents, students and staff of Jubilee Harlingen developed this School-Parent Compact. Teachers suggested home learning strategies, parents added ideas to make them more specific, and student's provided input on what would help them learn. Meetings are held each year to review the compact and make changes based on student needs. Parents are welcome to contribute as parent volunteers.

Activities to Build Partnerships

- We will work together to plan school events and participate during school events.
- Parent workshops to inform of educational practices and school engagement.
- Parent/Teacher Conferences
- Academic Activities shared by Classroom Teachers.

Our Goals for Student Achievement

District Goals

- Goal 1: Jubilee Academies will continue to recruit, retain, and support the most qualified and effective educators.
- Goal 2: Jubilee Academies will build a strong foundation of academic skills in reading, math, science and social studies.
- Goal 3: Jubilee Academies will connect all students to career and college pathways.
- Goal 4: Jubilee Academies will create high performing schools.
- Goal 5: Jubilee Academies will provide a safe and secure learning environment focused on the physical and mental well being of both students and staff.

School Goals

- Offer and maintain a positive learning environment.
- Offer quality instructional time.
- Respect students always.
- Maximize the students learning.
- Support students on their needs.
- Highly recommend 10 hrs. per family of volunteer time and/or donate supplies that teacher/students may need.

Teachers, Parents, Students – Together for Success

Student Goals

1. Respect teachers, staff, and other students and follow all cover values.
2. Try their best and become lifelong learners.
3. Use self-control in all situations.
4. Take pride in their schools, class work and that they do.
5. Communicate their needs to their teacher and other staff.
6. Students shall be held responsible for all assignments, learning, belongings, and behavior.

In The Classroom

1. Provide high quality and relevant curriculum.
2. Provide high quality and effective instruction.
3. Provide a supportive and effective learning environment.
4. Treat each student with dignity and respect.

Learning Experience

1. Provide a robust learningexperienceforall students.
2. Provide support for students and parents to promote an effective learning experience.

At Home

1. Make sure their children come to school daily, on time,andremainuntil dismissal. Communicate with the teacher and school on absences.
2. Make sure that the homework is completed.
3. Attend parent-teacher conferences, and/or PTO/ Parents Meetings and communicate with the teacher, if needed.
4. Participate in educational decisions of the child when possible such as PTO elections, PTO meetings, and/or school related meetings and surveys.
5. Review and follow the rules and regulations of Jubilee Harlingen's Student/Parent Handbook and Jubilee Harlingen campus policies.
6. Respect all staff in all interactions.

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

In support of strengthening student academic achievement, Jubilee Harlingen 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 Harlingen 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 Harlingen agrees to implement the following requirements as outlined by ESSA Section 1116:

A. ANNUAL TITLE I MEETING

Jubilee Harlingen 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 Harlingen 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 Harlingen 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 Harlingen 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 Harlingen 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)),

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

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 Harlingen 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 Harlingen 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 Harlingen 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 Harlingen 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 Harlingen will offer parent workshops on how to engage and help their child with Content Area Subjects and to encourage parents to use online resources such as iStation, Mathia, Imagine Math, and Accelerated Reader (AR).

H. ACCESSIBILITY

Jubilee Harlingen 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:

- Parent Events
- Parent Conferences
- Scholastic Book Fair
- Campus Fundraisers
- Communication Applications (remind, class dojo)
- Staff of the month
- Parent Night during Athletic Games
- Campus clubs
- Parent Surveys
- Newsletters
- Marquee
- Social Media
- School website
- School Messenger
- PTO

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.

_____ Date: _____
Principal:

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

District Parent and Family Policy
Acknowledgment

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

Parent Signature: _____ Date: _____

Print Student Name: _____ Grade: _____

Campus: Jubilee Harlingen

Phone Number: 956-708-2030