Jubilee Academies

Jubilee Highland Hills

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The needs assessment for Jubilee Highlands Hills aims to identify key areas of improvement and development that can enhance student achievement and overall school effectiveness. This comprehensive evaluation considers various aspects of the school environment, including academic performance, parent and community engagement, technology integration, and school culture. The findings will inform targeted strategies and interventions.

1. Academic Performance:
Current Status: Analysis of student performance data, particularly on the STAAR assessments, reveals low performance in ELA, Math, Social Studies, and Science, especially among special populations.
Needs Identified: There is a need for more effective instructional practices, targeted interventions for struggling students, and enhanced professional development for teachers to support differentiated instruction.

2. Parent and Community Engagement:
Current Status: While there are active parent volunteers and a functioning PTO, many families face barriers to engagement, such as language differences and a lack of awareness about school activities.
Needs Identified: Improved communication strategies and outreach initiatives are necessary to foster stronger partnerships between the school and families, ensuring all voices are heard and valued.

3. Technology Integration:
Current Status: All students have access to 1:1 devices, and there are technology classes that address essential skills; however, implementation is inconsistent.
Needs Identified: Comprehensive professional development for teachers on effectively integrating technology into instruction is essential, as well as a cohesive strategy for enhancing students' digital literacy skills.

4. School Culture and Climate:
Current Status: The school has a supportive environment, but reports indicate a significant number of incidents with low administrative response and unclear systems and procedures.
Needs Identified: Establishing clear behavioral expectations, improving administrative response to incidents, and fostering a more positive and inclusive school climate are critical.

5. Staff Quality and Retention:
Current Status: The school benefits from a high retention rate of instructional staff, but there are concerns about ongoing support and development.
Needs Identified: Continued investment in professional development, coaching, and mentoring programs is needed to ensure teachers feel supported and equipped to meet the diverse needs of their students.

Conclusion

The needs assessment highlights several critical areas requiring attention and improvement at Jubilee Highlands Hills. By addressing these needs through targeted strategies and interventions, the school can enhance academic outcomes, foster greater community engagement, improve technology integration, and cultivate a positive school culture. This comprehensive approach will ultimately support the diverse needs of all students and promote their success.

Demographics

Summary

Jubilee Highland Hills serves prekindergarten through Grade 8. In 2025–26, Texas Education Agency data report 639 students, compared with 686 in 2024–25.

The student population was 92.2% Hispanic, 88.6% economically disadvantaged, 11.4% emergent bilingual, and 18.2% receiving special education services. These categories overlap.

The 2025–26 attendance rate was 91.4%, and chronic absenteeism was 34%. The 2024–25 mobility rate reported in the 2026 comparison report was 17.5%. The campus had 35 full-time teachers, 47 full-time staff, and 18.3 students per teacher.

2025–26 CAMPUS SNAPSHOT | TEA DATA

Measure	2025–26 value	Context
Enrollment	639	2024–25: 686
Hispanic	92.2%	
Economically disadvantaged	88.6%	
Emergent bilingual	11.4%	
Special education	18.2%	
Attendance / chronic absence	91.4% / 34%	
Mobility	17.5%	2024–25 measure
Staff / ratio	35 teachers; 47 staff	18.3 students per teacher

Strengths

The 2026–27 JHH campus plan includes new-student onboarding, attendance improvement conferences, family outreach, counseling referrals, and individualized student supports. The original campus inventory also identifies Title I, language, special education, and accelerated-learning services.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Attendance: Year-to-date average daily attendance was 92.57% as of September 2, 2026.	The campus has not consistently implemented a daily, owner-assigned review, same-day family contact, and documented follow-up cycle.
2 ★	Grade-level attendance: Grade 6 was 91.23% and Pre-K was 92.30%, compared with Kindergarten at 95.41% and Grade 8 at 93.72% on September 2.	Grade-level absence trends have not yet been converted into differentiated, owner-assigned family outreach and recheck cycles.
3	Data readiness: Current 2026-27 enrollment, program-group, staffing and student-service baseline evidence remains unverified in the campus completion register.	A dated, cross-team roster reconciliation and evidence handoff with named ownership has not yet been documented.

★ = Priority

Student Learning

Summary

Jubilee Highland Hills earned 62 (D) in 2026, compared with 78 (C) in 2025. Closing the Gaps was 51 (F), down from 82. Across 946 STAAR test administrations, 58% reached Approaches, 32% Meets, and 12% Masters. Meets performance was 28% in Mathematics and 11% in Social Studies. For current emergent bilingual students, 15% of assessments reached Meets; for students receiving special education services, 10%, versus 32% campuswide. These are assessment results, not percentages of unique students.

The campus will strengthen grade-level instruction in Mathematics and Social Studies and improve access to rigorous learning for emergent bilingual students and students receiving special education services. Professional Learning Communities (PLCs) will review student work, classroom assessments, accommodations, and intervention evidence to adjust instruction and monitor progress.

The campus will validate root causes using assessment trends, walkthroughs, instructional materials, student work, implementation evidence, and stakeholder input. Final TIP priorities will incorporate the Effective Schools Framework (ESF) diagnostic findings; instructional concerns identified here are not yet validated causal conclusions.

2026 ACCOUNTABILITY SNAPSHOT

Measure	2026 score	Context
Overall	62 (D)	2025: 78 (C)
Student Achievement	59 (F)	
School Progress	66 (D)	
Academic Growth	66 (D)	
Relative Performance	63 (D)	
Closing the Gaps	51 (F)	2025: 82

2026 STAAR BY CONTENT | ACTUAL RESULTS

Content	Approaches +	Meets +	Masters
Reading/Language Arts	65%	39%	18%
Mathematics	53%	28%	9%
Science	63%	34%	7%
Social Studies	29%	11%	2%

Strengths

The 2026 State of Texas Assessments of Academic Readiness (STAAR) results identify accelerated mathematics access and selected content performance as student strengths. In the Texas Education Agency's Algebra I by Grade 8 measure, all 56 eligible students participated, and 26 (46%) reached Meets Grade Level. The campus's 2026 STAAR summary also reports Biology at 87% Approaches, 49% Meets, and 13% Masters. Across tested subjects, Reading/Language Arts reached 39% Meets and Science reached 34% Meets, compared with 32% campus wide.

These outcomes provide starting points for examining grade-level instruction, access to accelerated coursework, student work, and supports associated with stronger results. Campus leaders will validate practices to sustain or replicate without assuming that performance is consistent across all grades or student groups.

ACCESS AND ENRICHMENT | Texas Education Agency data for 2025–26 report 639 enrolled students, including 88.6% who are economically disadvantaged. Jubilee Highland Hills provide Jubilee Highland Hills provide Title I supports, tutoring and intervention for students at risk, Career and Technical Education (CTE), advanced coursework, Gifted and Talented (GT) programming, fine arts, clubs and athletics. JHH athletics include basketball, soccer, volleyball, track, cross country and flag football, alongside art, music, and Science, Technology, Engineering, Arts and Mathematics (STEAM).

INCLUSION AND SPECIAL PROGRAMS | Retain the original support continuum: inclusion and resource instruction, content-mastery supports, individualized accommodations, Section 504, special education, dyslexia, English as a Second Language (ESL), GT, Multi-Tiered System of Supports (MTSS), targeted tutoring and Title I services. The original narrative also describes paraprofessionals, case managers, special education clerical support, speech-language services and school psychology support.

PERSONALIZED TECHNOLOGY AND APPLICATIONS | Preserve the original emphasis on student technology access and individualized learning. The legacy narrative names the DMAC data platform for support documentation, and the campus screenshot shows ClassLink access. The current district curriculum inventory identifies Learning.com (technology applications), Summit K12 (language learning), Unique Learning (life skills) and Reading by Design (dyslexia).

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Mathematics: Only 28% of 2026 STAAR assessments reached Meets Grade Level; 9% reached Masters.	The campus has not used calibrated lesson internalization and rehearsal to ensure grade-level tasks, worked exemplars, anticipated misconceptions, and checks for understanding before first teach.
2 ★	Student groups: Meets rates were 15% for emergent bilingual and 10% for special education assessments, versus 32% campus wide.	Core and special-program teams lacked a structured accountability system to monitor co-planning routine that embeds language supports, specially designed instruction, and accommodations in grade-level lessons.
3	Social Studies: Only 11% of 2026 STAAR assessments reached Meets Grade Level; 2% reached Masters.	Social Studies planning lacked structured accountability system to translate assessed standards into source-based reading/writing tasks and daily checks, with timely reteaching of gaps revealed by student work.

★ = Priority

School Processes & Programs

Summary

The 2026–27 leadership structure includes a principal, two assistant principals of instruction, two instructional coaches, a dean of culture lead, and counseling support. The campus plan calls for weekly lesson-plan feedback, weekly lesson rehearsal, daily instructional walkthroughs, and weekly data meetings. Focus areas are standards alignment, rigorous student tasks, exemplars, checks for understanding, written reasoning, and responsive reteaching.

The current campus plan also identifies tiered coaching, new-teacher onboarding, staff professional development, student intervention, family outreach, and program access. District resources include technology applications, language development, life-skills, and dyslexia tools; confirm which are assigned and used at Highland Hills. Historical descriptions of professional learning community (PLC) length, mentoring, and staffing are not treated as current-year evidence.

2026–27 IMPLEMENTATION SNAPSHOT

Workstream	2026–27 campus plan	Implementation status
Tier 1 instruction	Weekly lesson rehearsal and aligned lesson-plan feedback	Completion evidence pending
Classroom monitoring	Daily walkthroughs; same-day feedback on rigor and student practice	Logs / follow-up pending
PLC and interventions	Weekly data meetings; targeted reteach and small groups	Student work / recheck pending
Coaching and onboarding	Tiered coaching cycles; revised midyear staff onboarding	Records / sign-off pending
Programs and technology	Inclusion, language and special-program supports; approved applications	Campus access / delivery pending

Strengths

The campus has named instructional leaders and coaches, a planned lesson-rehearsal and walkthrough cadence, and tiered coaching. The 2026–27 plan includes student-support and family-contact routines, revised midyear staff onboarding, and staff development informed by feedback. The original source also lists recruitment referrals, job fairs, teacher mentors, and grade-level leads; verify these practices are active this year.

Continue to preserve inclusion, resource instruction, English-language support, Gifted and Talented services, advanced learning, Career and Technical Education, athletics, and enrichment. District-approved applications include Learning.com, Summit K12, Unique Learning, and Reading by Design.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Data response: Weekly PLCs and intervention are planned, but completed reteach and mastery rechecks are not yet verified.	The data-meeting cycle is not consistently closed with a named misconception, reteach owner, deadline, and mastery check.
2 ★	Staff development: Tiered coaching and revised midyear onboarding are planned; implementation and follow-up remain unverified.	Onboarding, coaching, and professional development are not yet linked through one owner-assigned support cycle with documented follow-up.
3	First teach: The 2026-27 campus plan identifies inconsistent rigor and a need for stronger lesson internalization.	A common quality check does not connect standards, exemplars, rehearsal, and actionable feedback before teaching.

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Perceptions

Summary

The 2026–27 plan prioritizes family trust, student belonging, consistent culture, and staff voice. Planned practices include a Friday parent update, advance event notices, timely replies, positive family contacts, parent conferences, monthly family engagement, counseling referrals, student recognition, and consistent behavior expectations. Staff communication includes shout-outs, feedback opportunities, and quarterly listening tours.

Current-year parent, student, and staff survey results; response rates; participation; behavior trends; and completion of communication commitments have not yet been verified for this needs assessment. Campus leaders must review disaggregated feedback before drawing conclusions about stakeholder satisfaction, safety, or belonging.

2026–27 PERCEPTIONS & ENGAGEMENT SNAPSHOT

Area	2026–27 campus commitment	Actual evidence
Family communication	Friday parent updates; advance notices; timely replies; positive contacts	Delivery and response logs pending
Family participation	Fall conferences; monthly events and outreach	Attendance and family feedback pending
Student culture	Consistent expectations, recognition, counseling referrals	Survey and referral trends pending
Staff voice	Quarterly listening tours; recognition and feedback	Participation and closeout pending
Follow-through	Assigned outreach for students/ families needing support	Contact and recheck records pending

Strengths

JHH has a stated culture of Joy, Understanding, Balance, Integrity, Leadership, Empowerment, and Excellence. Its current plan sets specific family communication, school-pride, counseling, recognition, and staff-feedback practices with campus roles and dates.

JHH identifies Positive Behavioral Interventions and Supports (PBIS), safety procedures, teacher-student connections, one-to-one technology access, social-emotional learning support, and new-teacher mentoring. Retain these as assets to verify in 2026–27; do not treat historical descriptions as evidence of current reach or impact.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Family communication: Completion of 2026-27 parent updates, response-time and positive-contact expectations is not yet verified.	A common owner-assigned communication log and weekly closeout review are not documented in the CNA.
2 ★	Student experience: A current-year, disaggregated baseline for belonging, safety and behavior perceptions has not yet been supplied.	Student listening and behavior evidence are not yet linked in a documented review-to-action cycle with owners and rechecks.
3	Staff voice: Current-year listening-tour participation and responses to staff feedback are not yet verified.	Feedback, decisions and onboarding/coaching follow-up are not yet connected in one documented owner-and-deadline tracker.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Student experience: A current-year, disaggregated baseline for belonging, safety and behavior perceptions has not yet been supplied.	Student listening and behavior evidence are not yet linked in a documented review-to-action cycle with owners and rechecks.
2 ★	Staff development: Tiered coaching and revised midyear onboarding are planned; implementation and follow-up remain unverified.	Onboarding, coaching, and professional development are not yet linked through one owner-assigned support cycle with documented follow-up.
3 ★	Data response: Weekly PLCs and intervention are planned, but completed reteach and mastery rechecks are not yet verified.	The data-meeting cycle is not consistently closed with a named misconception, reteach owner, deadline, and mastery check.
4 ★	Mathematics: Only 28% of 2026 STAAR assessments reached Meets Grade Level; 9% reached Masters.	The campus has not used calibrated lesson internalization and rehearsal to ensure grade-level tasks, worked exemplars, anticipated misconceptions, and checks for understanding before first teach.
5 ★	Student groups: Meets rates were 15% for emergent bilingual and 10% for special education assessments, versus 32% campus wide.	Core and special-program teams lacked a structured accountability system to monitor co-planning routine that embeds language supports, specially designed instruction, and accommodations in grade-level lessons.
6 ★	Attendance: Year-to-date average daily attendance was 92.57% as of September 2, 2026.	The campus has not consistently implemented a daily, owner-assigned review, same-day family contact, and documented follow-up cycle.

7 ★	Grade-level attendance: Grade 6 was 91.23% and Pre-K was 92.30%, compared with Kindergarten at 95.41% and Grade 8 at 93.72% on September 2.	Grade-level absence trends have not yet been converted into differentiated, owner-assigned family outreach and recheck cycles.

★ = Priority

Goals

Goal 1 Goal 1: Recruit, retain and support most qualified and effective teachers.

Performance Objective 1 ☑ High Priority

Jubilee Highland Hills will strive to recruit and retain 95% of faculty and staff by engagement in targeted professional development, strategic support systems that build teacher capacity, and ongoing feedback to the administration throughout the school year.

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

Strategy 1

Jubilee Highland Hills will provide compensation and professional development to their staff, and administrators to build capacity, increase proficiency and support for teacher retention. To include increasing knowledge and skills STAAR 2.0 testing expectations.

Strategy's Expected Result/Impact: Increase overall recruitment and retention of staff by the end of 2025.

Staff Responsible for Monitoring: Administrators, Faculty, and Staff

Problem Statements: School Processes & Programs 1, 2 - Perceptions 2

Funding Sources: Admin Professional Development FSP 420-PIC 99 Undistributed, 420-23-6239000-002-5-99-0-00, $625, Admin Supplies Paper FSP 420-PIC 99 Undistributed, 420-23-6396-00-002-5-99-0-00, $698.92, Administrator Stipends 255 - Title II, Part A, TPTR, $38,255, Instructional Coaches 211 - Title I, Part A, $212,625, Professional Development Gifted and Talented FSP 420-PIC 21 Gifted and Talented (G/T), 420-13-6499-00-002-5-21-0-00, $479, JEI stipends 211 - Title I, Part A, $87,750, Math and Science Secondary Stipends 289-Title IV Transfer , $19,964, Admin Professional Development 211-ES ESF Grant, 211-23-6239-00-002-4-30-0-EF, $1,000, Professional Development (Dyslexia) FSP 420-PIC 37 Dyslexia, 420-13-6239-00-002-5-37-0-00, $200, Admin Travel 211-ES ESF Grant, 211-23-6411-00-002-4-30-0-EF, $895, ELAR Secondary Stipends 211 - Title I, Part A, $18,984.36, Admin Supplies FSP 420-PIC 99 Undistributed, 420-23-6399-00-002-5-99-0-00, $111.19, Professional Development FSP 420-PIC 11 Regular Allotment, 420-13-6239-00-002-5-11-0-00, $355

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

Formative Reviews

November	January	March	June
Some Progress			

Strategy 2

Jubilee Highland Hills will provide a mentorship program for 100% of new teachers to enhance classroom management, data analysis and instructional practices in the classroom.

Strategy's Expected Result/Impact: New teachers will develop effective instructional practices and effective classroom management strategies to minimize loss of instructional time.

Staff Responsible for Monitoring: Administrators, Mentors, Mentees, District Representative

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

Funding Sources: 211 - Title I, Part A,

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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November	January	March	June

Strategy 3

Jubilee Highland Hills will provide faculty and staff members with materials for classroom set up, instruction and replenish materials as needed.

Strategy's Expected Result/Impact: Teachers and students will be provided the resources needed to succeed in closing achievement gaps.

Staff Responsible for Monitoring: Administrative assistant and leadership team.

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

Funding Sources: Classroom Supplies FSP 420-PIC 11 Regular Allotment, 420-11-6399-00-002-5-11-0-00, $3,860.34, 211 - Title I, Part A,

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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November	January	March	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Mathematics: Only 28% of 2026 STAAR assessments reached Meets Grade Level; 9% reached Masters.	The campus has not used calibrated lesson internalization and rehearsal to ensure grade-level tasks, worked exemplars, anticipated misconceptions, and checks for understanding before first teach.
2	Student groups: Meets rates were 15% for emergent bilingual and 10% for special education assessments, versus 32% campus wide.	Core and special-program teams lacked a structured accountability system to monitor co-planning routine that embeds language supports, specially designed instruction, and accommodations in grade-level lessons.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Data response: Weekly PLCs and intervention are planned, but completed reteach and mastery rechecks are not yet verified.	The data-meeting cycle is not consistently closed with a named misconception, reteach owner, deadline, and mastery check.
2	Staff development: Tiered coaching and revised midyear onboarding are planned; implementation and follow-up remain unverified.	Onboarding, coaching, and professional development are not yet linked through one owner-assigned support cycle with documented follow-up.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Student experience: A current-year, disaggregated baseline for belonging, safety and behavior perceptions has not yet been supplied.	Student listening and behavior evidence are not yet linked in a documented review-to-action cycle with owners and rechecks.

Performance Objective 2 ☑ High Priority

Support new teachers through intentional onboarding and continuous development by assign mentors/ support personnel and conduct onboarding sessions focused on: Campus systems and expectations Instructional planning, Family communication expectations, and Student support systems. Schedule regular check-ins with administrators and instructional coaches

Evaluation Data Source: New staff feedback surveys.

Goal 2

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**

All grade levels will increase performance on State testing by 10% at each performance level Did not meet to Approaches, Approaches to Meets and Meets to Masters.

Evaluation Data Source: 2026 STAAR Data, formative assessments/benchmarks

Strategy 1

Jubilee Highland Hills will provide supplemental instructional materials for tier 3 learning plans.

Strategy's Expected Result/Impact: All grade levels will increase performance on State testing by 10% at each performance level Did not meet to Approaches, Approaches to Meets and Meets to Masters.

Staff Responsible for Monitoring: Leadership team.

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

Funding Sources: Textbooks and supplies FSP 420-PIC 11 Regular Allotment, 420-11-6396-00-002-5-11-0-00, $2,340.3

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 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Jubilee Highland Hills utilize online programs to encourage independent learning and increase student performance.

Strategy's Expected Result/Impact: Increase student performance in Reading, Math, Science and Social Studies by 10% EOY.

Staff Responsible for Monitoring: Principal

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

Funding Sources: STAAR Prep materials 211 - Title I, Part A, $4,020

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

Formative Reviews

Some Progress

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Strategy 3

Jubilee Highland Hills will provide an At Risk Coordinator to monitor, mentor, tutor and support At Risk Students and families.

Strategy's Expected Result/Impact: Increase academic gains by 10% in Math for students identified as At Risk. Results in EOY STAAR scores.

Staff Responsible for Monitoring: Leadership Team

Problem Statements: Demographics 1, 2 - Student Learning 1 - Perceptions 2

Funding Sources: Payroll FSP 420-PIC 30 State Comp Ed (SCE),

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 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

Formative Reviews

Some Progress

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Strategy 4

Jubilee Highland Hills will offer after school tutoring, Saturday school and STAAR prep camps to students needing additional support.

Strategy's Expected Result/Impact: Increased student outcomes.

Staff Responsible for Monitoring: Leadership team and teachers.

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November	January	March	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Attendance: Year-to-date average daily attendance was 92.57% as of September 2, 2026.	The campus has not consistently implemented a daily, owner-assigned review, same-day family contact, and documented follow-up cycle.
2	Grade-level attendance: Grade 6 was 91.23% and Pre-K was 92.30%, compared with Kindergarten at 95.41% and Grade 8 at 93.72% on September 2.	Grade-level absence trends have not yet been converted into differentiated, owner-assigned family outreach and recheck cycles.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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2	Student groups: Meets rates were 15% for emergent bilingual and 10% for special education assessments, versus 32% campus wide.	Core and special-program teams lacked a structured accountability system to monitor co-planning routine that embeds language supports, specially designed instruction, and accommodations in grade-level lessons.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Data response: Weekly PLCs and intervention are planned, but completed reteach and mastery rechecks are not yet verified.	The data-meeting cycle is not consistently closed with a named misconception, reteach owner, deadline, and mastery check.
2	Staff development: Tiered coaching and revised midyear onboarding are planned; implementation and follow-up remain unverified.	Onboarding, coaching, and professional development are not yet linked through one owner-assigned support cycle with documented follow-up.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Student experience: A current-year, disaggregated baseline for belonging, safety and behavior perceptions has not yet been supplied.	Student listening and behavior evidence are not yet linked in a documented review-to-action cycle with owners and rechecks.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By the end of the 2026-2027 school year, teachers will implement effective instructional strategies, classroom management systems, and data-driven practices that result in increased student engagement, improved academic performance, and stronger classroom culture across all grade levels and content areas.

Evaluation Data Source: GROW observation feedback and TTESS Scores.

Goal 3 Goal 4: Jubilee Academies will create high performing schools. "Believe in more. Expect more. Achieve more."

Performance Objective 1 ☑ High Priority

Jubilee Highland Hills will achieve a B or better rating for the 2026-2027.

Evaluation Data Source: Targeted Improvement Plans, TEA reports (Tapr), NWEA, and quarterly assessments.

Strategy 1

Jubilee Highland Hills faulty and students will analyze student data throughout the 2026-2027 academic school year.

Strategy's Expected Result/Impact: Student progress and growth in ELA, Math, Science and Social Studies.

Staff Responsible for Monitoring: Leadership team, classroom teachers, students.

Funding Sources: Folders for Student Progress Records FSP 420-PIC 11 Regular Allotment, 420-11-6399-00-002-5-11-0-00, $551.94

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Some Progress				

Strategy 2

Jubilee Highland Hills will provide various opportunities for students to engage in after school programs, such as athletics, that will provide the need for students to perform academically in the classroom to be an exemplary Student Athlete.

Strategy's Expected Result/Impact: 95% of students participating in athletics will receive a 70% or higher in all content areas.

Staff Responsible for Monitoring: Coaches, Athletic Coordinator, teachers and administration.

Funding Sources: Athletic Supplies FSP 420-PIC 91 ATHLETIC, 420-36-6399-00-002-5-91-0-00, $1,207.52

TEA Priorities: 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

Some Progress

November	January	March	June

Performance Objective 2 ☑ High Priority

Jubilee Highland Hills will properly identify 100% of students at risk or academic failure and provide additional targeted support to identified students to increase achievement by 5 % by the end of the 2025-2026 school year.

Evaluation Data Source: Tutoring logs, Summer School sign in documents & PEIMS reports, at-risk criteria, At Risk Coordinators' at risk reports

Strategy 1

Jubilee Highland Hills will conduct weekly data tracking and weekly data meetings to identify students who will be targeted for TEK specific supports within small group instruction during classes.

Strategy's Expected Result/Impact: Targeted student growth of 5% or higher by end of academic school year measured by MAP data.

Staff Responsible for Monitoring: Administration, interventionists, instructional coaches, and teachers.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November	January	March	June

Performance Objective 3 ☑ High Priority

By the end of the 26-27 SY, Jubilee Highland Hill will be at or above 90% overall retention of students from beginning of the year.

Evaluation Data Source: Parent surveys, parent engagement, PEIMS data.

Performance Objective 4 ☑ High Priority

By the end of the 26-27 SY, JHH will achieve a 2% increase from the 25-26 SY to achieve 94% ADA.

Evaluation Data Source: Tiered support system and tracker with personalized outreach for students with attendance below 90%.

Strategy 1

Provide guidance and support to families in understanding student attendance, as well as support them in providing attendance excellence plans.

Strategy's Expected Result/Impact: Growth in attendance by 2% for the 26-27 SY.

Staff Responsible for Monitoring: Dean of culture, At Risk Coordinator, Counselors, Grade Team Leaders, and Leadership Team.

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

	November	January	March	June
Some Progress				

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

Jubilee Academies will provide curricular and co-curricular activities and opportunities that support college and career readiness for 5th-8th students in the 26-27 school year in order to increase the percentage of students graduating career ready to 90% or better by June of 2027.

Evaluation Data Source: CCMR Accountability Report, Enrollment Reports, Attendance Reports, Students Interest Inventories , Industry -Based Certification Completion Reports

Strategy 1

Provide parents with workshops and seminars to learn more about how to support their students for post secondary options for college, career or military options.

Strategy's Expected Result/Impact: Increase parent awareness and participation in students academic success. To bridge a partnership between parent, student and school.

Staff Responsible for Monitoring: Administration , GEAR up Coordinator, Parent Liaison

Funding Sources: FSP 420-PIC 22 State Career & Technical Ed (CTE), , 274-GEAR UP,

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

	November	January	March	June
Some Progress				

Strategy 2

Jubilee Highland Hills will schedule field lessons and presentations to expose students to college and career opportunities after high school.

Strategy's Expected Result/Impact: Increase college and career awareness.

Staff Responsible for Monitoring: Administrators, faculty, staff (parent liaison, Gear Up Coordinator, counselor), parents, students

Funding Sources: 274-GEAR UP, , 211 - Title I, Part A, , FSP 420-PIC 22 State Career & Technical Ed (CTE),

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June
Some Progress			

Performance Objective 6

By May 2027, 100% of 5th-8th grade students participating in the GEAR UP program will engage in comprehensive college, career, and personal readiness experiences that increase postsecondary awareness and preparedness. Students will have the opportunity to participate in at least: 1 college visits, 1 educational field trips connected to career exploration or postsecondary readiness, 1 Project-Based Learning (PBL) or community service project per semester, financial literacy lessons each semester, SEL push-in support sessions focused on goal setting, self-management, and college/career readiness, Financial aid counseling sessions for students and families during the spring semester and 1:1 advising sessions with the GEAR UP advisor, for all 8th grade students, to review academic progress, graduation pathways, career interests, and college readiness goals.

Evaluation Data Source: Class Rosters and sign-in sheets

Goal 4

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

Performance Objective 1 ☑ High Priority

Jubilee Academies will provide a variety of student supports and services to accommodate student needs in an effort to improve student attendance by 2% and reduce student discipline referrals by 5% in the 2026-27 school year.

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

Strategy 1

Jubilee Highland Hills will provide opportunities for Parents and community members to provide meaningful collaboration in the success of students.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Principal

Funding Sources: Parent Materials 211 - Title I, Part A, 211-63-6399-00-002-5-30-0-00, $2,786.5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

	November	January	March	June
Some Progress				

Performance Objective 2 ☑ High Priority

Jubilee Academies will recruit and retain students to achieve an enrollment of 700 students in the 2026-27 school year.

Evaluation Data Source: SchooMint

Performance Objective 3 ☑ High Priority

By May 2027, JHH will increase parent and family engagement for students and families by ensuring that at least 50% of families participate in a minimum of three college and career readiness engagement opportunities throughout the school year. Engagement opportunities will include college awareness nights, financial aid and financial literacy workshops, career exploration sessions, parent informational meetings, educational field trip opportunities, and family SEL support sessions.

Evaluation Data Source: Parent sign-in sheets, check-in's.

Strategy 1

JHH will offer families opportunities to participate in a minimum of three college and career readiness engagement events throughout the school year.

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

Funding Sources: Parent Engagement Event Supplies and Materials 211 - Title I, Part A, 211-61, $5,636

Title I: 2.5.1

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

	November	January	March	June
Some Progress				

Committees

Committees

Site Based Decision Making Committee - CNA & CIP

Meeting Logs

Date	Location	Sign In Sheet	Notes
October 30, 2026 @ 1:00 PM	Cafeteria	Raptor Report Export (8) (1).pdf	JHH_CNA_Committee_Luncheon_Agenda_Oct_30_2026.pdf
June 9, 2026 @ 11:00 AM	Virtual	Sign In Sheets.pdf	Jubilee Highland Hills - Formative Reviews with Notes.pdf
April 22, 2026 @ 11:30 AM	Room 206	Sign In Sheet.pdf	Agenda.pdf
April 8, 2026 @ 11:00 AM	Room 223	Sign In Sheets (1).pdf	Jubilee Highland Hills - Formative Reviews with Notes (1).pdf

Members

First Name	Last Name	Position	Committee Role
Linda	Compian	Teacher Elementary	Member
Karla	Medrano	Paraprofessional	Member
Analisa	Tenorio	Counselor	Member
Kiara	Harper	Dean of Culture	Chairperson
Roxanne	Rodriguez	Assistant Principal	Chairperson
Ashley	Martinez	Parent/Guardian	Member
Karla	Garcia	Instructional Coach RLA	Chairperson
Jennifer	Pantoja	Principal	Chairperson
Nicholas	Moa	Assistant Principal	Chairperson
David	Cadena	Instructional Coach Math	Chairperson
Anne	Vanblaricum	Administrative Assistant	Secretary
Regina	Rendon	At Risk Coordinator	Member
Eric	Apaez	Gear Up Coordinator	Member
Brenadette	Garcia	Paraprofessional	Member
Betty	Ortegon	Community Member	Member
Nadia	Mireles	Parent/Guardian	Member
Emily	Gonzalez	Teacher Secondary	Member
Michelle	Gomez	SPED Teacher	Member

Funding Summary

Funding Summary

FSP 420-PIC 11 Regular Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development	420-13-62 39-00-00 2-5-11-0-00	$355.00
1	1	3	Classroom Supplies	420-11-63 99-00-00 2-5-11-0-00	$3,860.34
2	1	1	Textbooks and supplies	420-11-63 96-00-00 2-5-11-0-00	$2,340.30
3	1	1	Folders for Student Progress Records	420-11-63 99-00-00 2-5-11-0-00	$551.94
3	4	1	FSP	--	$0.00
				Sub-Total	$7,107.58
				Budgeted Fund Source Amount	$114,415.85
				+/- Difference	**$107,308.27**

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

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development Gifted and Talented	420-13-64 99-00-00 2-5-21-0-00	$479.00
				Sub-Total	$479.00
				Budgeted Fund Source Amount	$121.00
				+/- Difference	**-$358.00**

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

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	5	1		--	$0.00
3	5	2		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,285.61
				+/- Difference	**$1,285.61**

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	$29,371.52
				+/- Difference	**$29,371.52**

FSP 420-PIC 25 State Bilingual/ESL

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,162.31
				+/- Difference	**$2,162.31**

FSP 420-PIC 30 State Comp Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Payroll	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,250.00
				+/- Difference	**$8,250.00**

FSP 420-PIC 37 Dyslexia

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development (Dyslexia)	420-13-6239-00-002-5-37-0-00	$200.00
				Sub-Total	$200.00
				Budgeted Fund Source Amount	$876.50
				+/- Difference	**$676.50**

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
3	1	2	Athletic Supplies	420-36-6399-00-002-5-91-0-00	$1,207.52
				Sub-Total	$1,207.52
				Budgeted Fund Source Amount	$1,318.86
				+/- Difference	**$111.34**

FSP 420-PIC 99 Undistributed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Admin Professional Development	420-23-6239000-002-5-99-0-00	$625.00
1	1	1	Admin Supplies Paper	420-23-6396-00-002-5-99-0-00	$698.92
1	1	1	Admin Supplies	420-23-6399-00-002-5-99-0-00	$111.19
				Sub-Total	$1,435.11
				Budgeted Fund Source Amount	$12,888.00
				+/- Difference	**$11,452.89**

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaches	--	$212,625.00
1	1	1	JEI stipends	--	$87,750.00
1	1	1	ELAR Secondary Stipends	--	$18,984.36
1	1	2		--	$0.00
1	1	3		--	$0.00
2	1	2	STAAR Prep materials	--	$4,020.00
3	5	2		--	$0.00
4	1	1	Parent Materials	211-63-6399-00-002-5-30-0-00	$2,786.50
4	3	1	Parent Engagement Event Supplies and Materials	211-61	$5,636.00
				Sub-Total	$331,801.86
				Budgeted Fund Source Amount	$8,773.88
				+/- Difference	**-$323,027.98**

211 - School Improvement Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$605.00
				+/- Difference	**$605.00**

255 - Title II, Part A, TPTR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Administrator Stipends	--	$38,255.00
				Sub-Total	$38,255.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$38,255.00**

240 - Food & Nutrition

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

211-ES ESF Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Admin Professional Development	211-23-6239-00-002-4-30-0-EF	$1,000.00
1	1	1	Admin Travel	211-23-6411-00-002-4-30-0-EF	$895.00
				Sub-Total	$1,895.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$1,895.00**

274-GEAR UP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	5	1		--	$0.00
3	5	2		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

289-Title IV Transfer

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math and Science Secondary Stipends	--	$19,964.00
				Sub-Total	$19,964.00
				Budgeted Fund Source Amount	$19,964.00
				+/- Difference	$0.00

JUBILEE HIGHLAND HILLS

2026–2027 PARENT AND FAMILY ENGAGEMENT POLICY & SCHOOL–PARENT COMPACT

At Jubilee Highland Hills, we believe that families are their children's first and most important teachers. We are committed to building strong partnerships between home, school, and the community to support student achievement and success. In accordance with Title I, Part A requirements, Jubilee Highland Hills will involve parents and families in the planning, review, and improvement of school programs, the Parent and Family Engagement Policy, and the Campus Improvement Plan. This policy outlines how the school and families will work together to promote academic success and a positive learning environment throughout the 2026–2027 school year.

1. COMMUNICATION FOR STUDENT LEARNING

- ParentSquare communication
- Daily folders and flyers
- Progress reports and report cards
- Parent/teacher conferences
- ClassDojo communication
- School website updates
- Email, phone, and text notifications
- Notices sent home with students

Information will be provided in a language and format families can understand.

2. SCHOOL EMPOWERMENT ACTIVITIES

- Annual Title I Parent Meeting
- All parents and families of participating students will be invited and encouraged to attend the Annual Title I Parent Meeting.
- Family engagement nights
- Family literacy and math nights
- School festivals and campus events
- Field trips and educational experiences
- Book fairs
- PTO and volunteer opportunities
- Parent workshops and training sessions

Documentation including invitations, agendas, sign-in sheets, and minutes will be maintained.

3. JUBILEE HIGHLAND HILLS GOALS FOR STUDENT ACHIEVEMENT

- Build a foundation of respect, safety, and academic excellence
- Promote positive communication between school and home
- Support student growth academically, socially, and emotionally
- Foster family and community partnerships
- Encourage college and career readiness

Parents are encouraged to provide input through surveys, meetings, and annual evaluations.

4. SCHOOL/TEACHER EXCELLENCE AGREEMENT

The school and teachers will:

- Provide consistent communication with families
- Provide academic resources and support materials
- Explain curriculum, assessments, and achievement expectations
- Share student achievement expectations
- Hold conferences to discuss academic and behavioral progress
- Provide timely information regarding student progress
- Create a safe and engaging learning environment

5. PARENT EXCELLENCE AGREEMENT

Parents/Guardians agree to:

- Ensure daily attendance and on-time arrival
- Support reading and learning activities at home
- Attend campus events and conferences
- Communicate concerns with teachers promptly
- Review student progress regularly
- Encourage positive behavior and responsibility

6. STUDENT EXCELLENCE AGREEMENT

Students agree to:

- Practice reading and math skills daily
- Complete assignments on time
- Share school information with parents
- Be respectful, responsible, and safe every day
- Participate actively in learning

7. PARENT & FAMILY ENGAGEMENT COMMITMENT

Jubilee Highland Hills will:

- Involve parents in the planning, review, and improvement of the Parent and Family Engagement Policy.
- Include parents in Campus Improvement Plan discussions.
- Seek family input through surveys, meetings, and annual evaluations.
- Offer flexible meeting opportunities, including morning, evening, and virtual options when possible.
- Provide information in a language and format families can understand.
- Coordinate family engagement activities with community organizations and preschool programs.
- Provide resources and training to support learning at home.
- Provide reasonable support for parent involvement activities as requested by parents.

Parents are vital partners in the education and success of our students!

8. DISTRIBUTION OF THIS POLICY

This policy will be distributed through:

- ParentSquare communication
- Student registration packets
- Campus website
- Family engagement events
- Parent-teacher conferences
- Front office upon request

A copy of this policy is available in the front office and on our website.

9. PARENT RIGHT-TO-KNOW

Parents have the right to request information regarding the professional qualifications of their child's teachers and paraprofessionals as required by Title I.

Requests may be submitted in writing to the campus principal.

10. ANNUAL REVIEW & ASSURANCE

This policy was jointly developed with parents and families and will be reviewed and updated annually through meaningful consultation and family participation.

Documentation maintained by the campus includes:

- Parent meeting invitations
- Annual meeting agendas
- Parent surveys and feedback
- Sign-in sheets
- Meeting minutes
- Evidence of policy distribution

PARENT/GUARDIAN SIGNATURE: _____ **DATE:** _____ | **STUDENT SIGNATURE:** _____ **DATE:** _____

TITLE I PARENT & FAMILY ENGAGEMENT ASSURANCE

- ☑ Annual Title I Parent Meeting will be held
- ☑ All parents and families will be invited and encouraged to attend
- ☑ Parent input will be collected annually
- ☑ Parents will be involved in planning, review, and improvement of this policy and the Campus Improvement Plan
- ☑ Documentation (agendas, sign-in sheets, minutes, invitations, and surveys) will be maintained
- ☑ This policy will be distributed to all parents and families through multiple communication methods
- ☑ Information will be provided in a language and format families can understand

JUBILEE HIGHLAND HILLS

Jubilee Academies District Office
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(210) 333-6227

Empowering Scholars. Building Futures.